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Univ of Georgia



The University of Georgia

U.S. Department of Education

University of Georgia
Latin American and Caribbean Studies Institute

For the Period of August 15, 2014 – August 14, 2018

National Resource Centers Program

and

Foreign Language and Area Studies Fellowship Program

CFDA Nos. 84.015A & B

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ORIGINAL



Table of Contents

Abstract 2
Acronyms Guide 3
Key to Tables in Narrative 4

Project Narrative 5
 Overview 5
 1. Commitment to Subject Area 6
 2. Quality of Curriculum Design 11
 3. Quality of Non-Language Instructional Program 15
 4. Quality of Language Instructional Program 20
 5. Strength of Library 26
 6. Quality of Staff Resources 28
 7. Outreach Activities 32
 8. Program Planning and Budget 35
 Table 8.1 Cross-Referenced Institute Planned Activities by Focus Area, NRC Purpose, Priority, PMF Goal 36
 9. Impact and Evaluation 40
 10. FLAS Awardee Selection Process 47
 11. Competitive Priorities 51

Letters of Support 55

Appendices
 Project Budget 60
 Section A – Budget Information Form (ED-524) 60
 Key to Budget Cross-References: NRC and FLAS Announced Priorities, Performance Measure Forms Goals, NRC Purpose 62
 Section C – Budget Narrative (Detailed Budget) 63
 Profiles for Project Personnel 73
 Course List 157
 Performance Measures Forms 170

Federal Forms 181
 Application for Federal Assistance (SF-424)
 U.S. Department of Education Supplemental Information for the SF-424 Form
 General Education Provisions Act (GEPA) section 427 Statement
 World Area Selection Sheet
 FLAS Eligible Selection Sheet
 Information to Meet HEA Statutory Requirements
 Assurances – Non-Construction (SF-424B)
 Certification Regarding Lobbying (ED 80-0013)
 Lobbying Disclosure Form (SF LLL)



Abstract

- **Mission:** The Latin American and Caribbean Studies Institute (LACSI) of the University of Georgia (UGA) requests funding for an **Undergraduate NRC** and for **FLAS fellowships**. LACSI would fill a geographic gap of NRCs in the U.S. South. Georgia's population includes nearly 1,000,000 Latinos, 47% of which are foreign-born—the 4th highest proportion in the U.S. Latin American Studies is vital in this demographic context. LACSI has established a robust academic foundation in the area, especially at the undergraduate level. LACSI's overarching goal through its proposed activities is to capitalize on areas of strength in order to create sustainable curricular, research, and outreach programs that realize NRC purposes.
- **UGA & Its Faculty:** UGA is the oldest state-chartered institution of higher education in the U.S., employing almost 3,000 faculty members and providing educational and research services to approximately 35,000 students, including over 8,000 graduate and professional students. Its engagement with Latin America is longstanding and multi-disciplinary. For example, UGA operates a 155-acre residential campus in Costa Rica, which offers 90 courses representing 41 disciplines and 11 UGA schools and colleges, with a special focus on humans and the environment. LACSI is a nexus for all UGA activity related to Latin America. It has over 150 affiliates from all of UGA's colleges and professional schools, and boasts some of the nation's most productive and accomplished scholars in their respective fields.
- **Language Courses:** UGA is home to the nation's only Portuguese Flagship Program—which prepares undergraduates from all disciplines to reach superior proficiency in Portuguese—and has two of the largest Portuguese and Spanish programs in the U.S., with nearly 600 and 8,000 students enrolled annually in all levels. LACSI also offers four levels of Quechua.
- **Degree Programs & Area Studies:** LACSI has an Undergrad Certificate, Minor, B.A., and Graduate Certificate in Latin American Studies. Several UGA colleges and professional schools have undergraduate and graduate degrees related to Latin America. UGA offers 114 courses with 25% or more Latin American content in 9 of UGA's 17 colleges and schools.
- **Activities and Outcomes:** LACSI fosters and guides faculty-driven, decentralized activities through nine multidisciplinary initiatives that operate within 4 Focus Areas: (1) Portuguese Language and Brazilian Studies, (2) Indigenous Latin America, (3) Humans and the Environment, and (4) Latin American Culture. *Table 8.1* lists Focus Areas, initiatives, planned activities, and goals (4 *Performance Measure Goals* that link to the 4 Focus Areas).
- **New Initiatives:** Building on its strengths, LACSI proposes to use Title VI funds to: (1) put in place a P-16 Portuguese Language Pipeline for the state of Georgia that can act as a national model; (2) strengthen students' language skills in Portuguese and Quechua, and area studies knowledge, with funding from FLAS fellowships and NRC-funded course development and teaching; (3) act as a resource center for the creation and implementation of standardized assessment tools to measure actual language proficiency gains of FLAS recipients, Flagship participants, and other UGA students; (4) use the tremendous potential of LACSI's unique Latin American Ethnobotanical Garden as a research and educational tool at the UGA and UGA Costa Rica campuses, and as a model for similar gardens at the P-12 level; (5) link the Southern Latino Research Initiative's research and teaching endeavors involving Latin American immigrants to innovative ways of addressing this community's needs; (6) address the stated Absolute Priority with regular, high-quality and outcomes-oriented P-16 Teaching Training Institutes in the areas of Portuguese, Quechua, Ethnobotany, and Latin American area studies; (7) serve as a dynamic hub for the study and appreciation of Latin American film, music, art, and other cultural forms.
- **NRC and FLAS Competitive Preference Priorities:** In response to the announced priorities, LACSI will collaborate with a community college (Athens Technical College) and 3 HBCUs (Savannah State University, Spelman College, and Tuskegee University [Alabama]) to help build their capacity for Portuguese language instruction and Latin American area studies. Notably, Savannah State has committed to hiring a new faculty member to teach Portuguese as part of the collaboration. New collaborations with UGA's College of Education will increase the number of P-12 teachers trained and certified to teach Portuguese and Latin American Studies in Georgia.



Acronyms Guide

ACT	American College Testing
ACTFL	American Council on the Teaching of Foreign Languages
AP	Absolute Priority
ACUPARI	Asociación Cultural Peruano Alemana Cusco Perú
CPP	NRC or FLAS Competitive Preference Priority
FLAS	Foreign Language and Area Studies
GAEd.	Georgia Department of Education
GLOSSARI	Georgia Learning Outcomes of Students Studying Abroad Research Initiative
GPA	Grade Point Average
GRE	Graduate Record Examinations
HBCU	Historically Black Colleges and Universities
ILR	Interagency Language Roundtable
IP	NRC or FLAS Invitational Priority
LACSI	UGA's Latin American and Caribbean Studies Institute
LCTLs	Less Commonly Taught Languages
LSAT	Law School Admission Test
MCAT	Medical College Admission Test
MSIs	Minority Serving Institutions
NRC	National Resource Center
NSEP	National Security Education Program
OPI	Oral Proficiency Interview
PMFG	Performance Measure Forms Goal
SAT	Scholastic Aptitude Test
SOPI	Simulated Oral Proficiency Interview
SSU	Savannah State University
STEM	Science, Technology, Engineering, and Math
UGA	University of Georgia
Unesp	Universidade Estadual Paulista
UFSJ	Universidade Federal de São João del-Rei



Key to Tables in Narrative

1. Commitment to Subject Area	
<i>Table 1.1 University Financial Support for Latin American Studies, 2012-2013</i>	6
<i>Table 1.2 Library Support, 2012-2013</i>	7
<i>Table 1.3 Partners Abroad, 2012-2013</i>	8
2. Quality of Curriculum Design	
<i>Table 2.1 Undergraduate Latin American and Caribbean Studies Degree Program Requirements, 2012-2013</i>	11
<i>Table 2.2 Areas of LACSI Double and Triple Majors</i>	12
<i>Table 2.3 Portuguese Flagship Student Majors</i>	13
<i>Table 2.4 Portuguese Flagship Program Requirements</i>	13
<i>Table 2.5 Education & Research Abroad Enrollments, 2012-2013</i>	15
3. Quality of Non-Language Instructional Program	
<i>Table 3.1 Latin America-Related Courses, 2012-2013</i>	16
<i>Table 3.2 Undergraduates Enrolled 2012-2013</i>	17
<i>Table 3.3 LACSI Teaching Faculty 2012-2013</i>	18
4. Quality of Language Instructional Program	
<i>Table 4.1 Language Courses and Enrollments, 2012-2013</i>	20
<i>Table 4.2 Quechua Timeline</i>	21
5. Strength of Library	
<i>Table 5.1 Latin American Collections, 2012-2013</i>	26
6. Quality of Staff Resources	
<i>Table 6.1 LACSI Staffing and Oversight</i>	30
7. Outreach Activities	
<i>Table 7.1 UGA Latin American Outreach Activities 2012-2013</i>	32
8. Program Planning and Budget	
<i>Table 8.1 Cross-Referenced Institute Plans by Focus Area, NRC Purpose, Priority, PMF Goal</i>	36
9. Impact and Evaluation	
<i>Table 9.1 Career Placements 2007-2012 for LACSI Graduates</i>	41
11. Competitive Priorities	
<i>Table 11.1 Activities Responding to Announced Priorities</i>	51

Project Narrative

OVERVIEW

Incorporated in 1785 and located in Athens, Georgia, the University of Georgia (UGA) is the nation's first state-chartered university. With a population of approximately 35,000 students (26,000 undergraduates), it is the flagship institution in the University System of Georgia, and offers Baccalaureate degrees in more than 140 fields, Master's degrees in 124 fields, and Doctoral degrees in 91 areas, including professional degrees in law, pharmacy, medicine, veterinary medicine, business, and public health. *U.S. News & World Report's* 2014 "Best Colleges" edition places UGA 20th among national public research universities, and *Kiplinger's Magazine* ranks UGA 10th in its 2014 list of the "100 Best Values in Public Colleges." International education and area studies are core elements of UGA's mission and Strategic Plan, resulting in a global recasting to all of its teaching, research, and service endeavors.

Georgia is home to a fast expanding, yet understudied, population of nearly 1 million Latinos and one of the largest Brazilian populations in the U.S. Therefore, Latin American Studies is imperative in Georgia. The Latin American and Caribbean Studies Institute (LACSI) has responded to this need and acted as a catalyst for research, outreach, and service-learning initiatives not only for Georgia but also for the U.S. With more than 150 faculty from all of UGA's colleges and professional schools, LACSI is a nexus for Latin America-related activities at the campus, local, regional, national, and international levels. LACSI has never received NRC funding, but it has drawn on notable UGA assets, such as its residential campus in Costa Rica, to build strong capacities around 4 Focus Areas: (1) Portuguese, (2) Indigenous Latin America, (3) Humans & Environment, and (4) Culture. Home to the nation's only federally-funded Portuguese Flagship Program, a dynamic new Quechua program, strong degree programs, key collaborations with Historically Black Colleges and Universities (HBCUs), and one of the only on-campus Latin American ethnobotanical gardens in the U.S., LACSI is well poised, with the assistance of NRC and FLAS funding, to assume an even greater leadership role regionally and nationally.



1. COMMITMENT TO SUBJECT AREA

Salient Points • UGA financial support for Latin American Studies in 2012-13 totaled \$11,284,716. • UGA enjoys formal partnerships with more than 40 institutions in Latin America. • 2012-13 Latin American related support for undergrad/graduate students totaled \$1,310,108.

1.A Institutional support

1.A.1 Operation of the institute – Financial support: *Table 1.1* summarizes UGA’s financial support to Latin American Studies. In the past four years the university has magnified its commitment to Latin American Studies by: (1) Hiring a full-time director for LACSI, two new

Table 1.1 University Financial Support for Latin American Studies, 2012-13	
Salaries and Fringe Benefits	
Language Instruction	\$1,855,948
Non-Language Instruction	\$6,814,836
Administrative Staff	\$358,393
Library Staff	\$75,664
<i>Student Support</i>	\$1,135,204
Study Abroad Personnel	\$79,448
Other Expenditures	
Operating Budget	\$20,000
Study Abroad Budget to support Latin American activities	\$35,043
Library Acquisitions	\$39,068
Faculty Conf. & Research Travel	\$154,126
<i>Student Conf. & Research Travel</i>	\$174,904
Staff/Biographer/Director Travel	\$9,908
Speakers, Conferences, Events	\$11,759
Outreach Activities	\$44,715
UGA Costa Rica Campus	\$461,000
Ethnobotanical Garden	\$14,700
TOTAL	\$11,284,716

tenure-track faculty jointly appointed in the Institute (Lapegna with Sociology, Weiser with Comparative Literature; see *Profiles for Project Personnel* for all personnel mentioned in the Narrative) and a number of Latin American specialists housed in other departments (e.g., Navitski in Theatre and Film Studies, Samples in Terry College of Business). (2) UGA has also made it possible to launch its Quechua language program by funding an instructor for the courses. (3) It has provided graduate stipends to LACSI in support of its teaching and outreach missions; (4) UGA has recently doubled the

Institute’s operating budget during a time of fiscal austerity and shrinking programs; (5) And it has provided steadfast matching support for each of LACSI’s external grant proposals. **Non-financial support:** UGA also fully supports some of LACSI’s distinctive resources, such as its 1-acre Latin American Ethnobotanical Garden, which serves diverse public and university constituencies and contributes to the educational and outreach missions of LACSI. UGA provides a dedicated, historical building—*La Casa Amarilla*—to house LACSI’s administrative staff as well as a classroom and library. Administrative staff, computers, vehicle, supplies, and



operating expenses for current initiatives are amply supported by UGA (see *Table 8.1* for list of LACSI’s nine multi-disciplinary initiatives and the Focus Areas under which they fall). *Table 6.1* lists budgeted staff, which helps to demonstrate adequacy of resources. In addition to institutional support, LACSI benefits from the active participation of many undergraduate and graduate students, volunteers from the community, and a large proportion of more than 150 affiliated faculty members who represent every college and school at the university.

1.A.2 Teaching staff – Fundamental support for teaching staff: UGA provides strong support for Latin American Studies teaching staff (see *Table 1.1*). The dollar figures are calculated based on the percentage that faculty members devote to the subject area (percentages in the *Index to Profiles for Project Personnel*). Our faculty is housed not only within LACSI, but also in every college and professional school on campus. Thus support for teaching the subject area—language instruction in Portuguese, Quechua, and Spanish, and non-language area studies—is spread throughout UGA. **Additional financial and training support to increase capacity for teaching and research in subject area:** UGA offers ample opportunities to enhance teaching and research capacity. The Office of the Vice President for Research supports work in the sciences and social sciences, while the Willson Center supports the arts and humanities (recipients include Smilde and Lapegna in Sociology). The Office of Online Learning supports development of online courses through internal grants. The Center for Teaching and Learning provides Learning Technology grants and runs a Maymester Institute (recipients include Gupton in Linguistics), training for TAs (coordinated by LACSI affiliate Quick), and advanced training in pedagogy for faculty through the Lilly Fellows program (participants include Feracho in Romance Languages and Navarro in Agriculture).

1.A.3 Library resources – UGA has ample library collections for the proposed Undergraduate NRC. *Table 1.2* summarizes UGA’s yearly financial support for library resources in Latin American Studies. Section 5 describes related library collections, including the vast resources available to students and faculty through the various lending consortia in

Category	Expense
Acquisitions	\$39,068
Personnel	\$72,422
Staff Travel	\$746
TOTAL	\$112,236



which UGA participates. Support for related library resources is spread among various units outside of the central system of *UGA Libraries* (central support is summarized in *Table 1.2*), such as through the separately run Law Library, and special collections held by various academic units, including LACSI’s own library of books and films, and a collection of slides of Pre-Columbian and Colonial Latin American art held by the Lamar Dodd School of Art.

1.A.4 Linkages with institutions abroad – *Table 1.3* synthesizes the deep and wide linkages that UGA enjoys in Latin America (*NRC Invitational Priority [NRC IP]*), which reflect both research collaborations and educational relationships through student exchanges and study abroad (see *Table 2.5* in Section 2.B.2). UGA benefits from a strong support system for building relationships abroad through the Office of International Education. This includes administration of UGA’s residential campus in Costa Rica, which is a hub for linkages with that country, and coordination of UGA’s increasing participation in Brazil’s Science Without Borders program.

Country	Partners
Argentina	2
Bolivia	1
Brazil	18
Chile	3
Costa Rica	6
Cuba	2
Ecuador	1
Honduras	2
Mexico	6
Paraguay	1
Peru	1
Uruguay	1
Total	43

Many units on campus maintain research linkages with Latin American universities that are often not connected with the formal agreements listed in *Table 1.3*. One example of UGA’s multidisciplinary research interactions with Latin America is the Center for Tropical and Emerging Global Disease, which includes Kissinger. LACSI also maintains strong collaborative relationships with the Brazilian and Mexican consulates in Atlanta. UGA’s Law School is deeply invested in international cooperation and training through its linkages with Latin America. For example, Giménez oversees the Transnational Law Program, which

brings more than 20 law students from Brazil and the Dominican Republic to UGA for a week annually. UGA’s International Judicial Training Program has brought more than 700 judges from Latin America, primarily Brazil, to interact with UGA law students. This program represents the single largest effort by a U.S. university to assist Brazil in the ongoing training of its judges and court personnel. Additionally, the Portuguese Flagship Program collaborates with Brazilian partners to train undergraduates from all areas to reach superior proficiency through study and



internships in Brazil. These are examples of how LACSI helps coordinate sustainable professional relationships between partners in Latin America and UGA's students and faculty.

1.A.5 Outreach activities –LACSI partners with other entities on campus and beyond to leverage resources to fund activities. Some of LACSI's annual budget and personnel time—in particular that of Assoc. Dir. Duncan (who is Public Service Faculty, a special line at UGA)—goes toward co-sponsoring events that have an impact on local, regional, and national levels, and as an NRC LACSI would continue to use funds to collaborate on events of mutual interest (*Bgt25*). LACSI frequently secures internal grants (e.g., the President's Venture Fund) to support outreach activities related to Latin America, such as its Hispanic Heritage Month activities. LACSI regularly collaborates with the Brazilian and the Mexican Consulates to co-sponsor cultural events. LACSI's physical space is fully exploited for outreach. For example, LACSI's historic home is the site of free, public, weekly Spanish, Portuguese, and Quechua conversation tables and regularly hosts outreach events organized by diverse units across campus. LACSI's unique Latin American Ethnobotanical Garden is also central to realizing the institute's outreach mission. UGA's College of Agricultural and Environmental Sciences provides \$5,000 annually to a horticulturist to care for the garden and UGA's Physical Plant contributes diverse resources and maintenance. In addition to being used in conjunction with coursework at UGA, P-12 students regularly visit the Garden to learn about the flora and people of Latin America through more than 300 species of medicinal and otherwise culturally significant plants, particularly within the context of indigenous societies. LACSI devoted substantial external funding to P-12 outreach stemming from its 2006-08 Department of Education Undergraduate International Studies and Foreign Language grant. Additionally, the Portuguese Flagship Program has helped to support LACSI's P-16 Pipeline for Portuguese instruction in Georgia.

1.A.6 Qualified students – The following UGA undergraduate enhancement programs provided funding for students to study in Latin America in 2013-14: Center for Undergraduate Research Opportunities (\$14,000), Honors Program (\$62,500), and Foundation Fellows (\$64,207), the latter one of the nation's most prestigious undergraduate scholarships. Undergraduate students



have access to an array of scholarships to study in Latin America, through LACSI's own funds and the Office of International Education (approximately \$17,000 annually, plus UGA Costa Rica scholarship awards, which totaled \$67,000 in 2013-14). **Statewide scholarships:** A nationally exceptional resource is available to nearly all UGA undergraduates, including those who study Latin America: the HOPE and Zell scholarships that all students with a 3.0 GPA (HOPE) or 3.3 GPA (Zell) receive. These pay 90% and 100% of tuition, respectively. 97% of incoming in-state freshmen have the HOPE or Zell scholarship and approximately 60% maintain it until graduation. The total amount of HOPE and Zell scholarships received by UGA undergraduates in 2012-2013 was \$114,436,039. These scholarships also apply toward tuition costs during study abroad. **External grants:** UGA regularly provides matching contributions for LACSI external grants, which provide subsidies for students. Recent examples include the Portuguese Flagship Program and a Tinker Foundation grant that supports graduate student travel to Latin America. It is through the latter program that LACSI was able to spark its growth in graduate students and establish its Graduate Certificate.

1.B Support to students in fields related to teaching program

UGA financial support – 2012-13 student support for undergraduate and graduate students to conduct research, to study in Latin America, and for tuition waivers and assistantships totaled \$1,310,108 (see *Table 1.1*). This includes support for the study of Portuguese and Quechua, the languages indicated in the FLAS proposal, as well Latin American area studies. **College and LACSI support:** LACSI's home college has made sure that the institute has had the staffing necessary to establish and maintain the new Quechua program. LACSI uses its own resources in support of students, for example, through the Director's Award and Future Scholar Award to reward excellent academic work in Latin American Studies. The FLAS Fellowship will enable LACSI to capitalize on UGA's record of supporting students in Latin American Studies and dramatically increase the number of students studying Portuguese and Quechua and UGA's long-term capacity for the teaching of these critical languages.



2. QUALITY OF CURRICULUM DESIGN

Salient Points • 373 UGA students studied in more than 13 Latin American countries in 2012-13 – UGA ranks 15th nationally in the number of students studying abroad. • UGA’s unique 155-acre residential Costa Rica campus offers 90 courses representing 41 disciplines and 11 UGA schools & colleges, with special focus on humans & the environment. • With NRC funds, LACSI will develop, with the Museu da Língua Portuguesa, the 1st History of the Portuguese Language course with online content, for UGA students & Portuguese programs nationally.

2.A Student Training

2.A.1 Undergraduate instruction in subject area in baccalaureate degree programs –

LACSI degree programs: *Table 2.1* demonstrates that undergraduates completing a major, minor, or certificate in Latin American Studies are exposed to a solid range of language and area studies coursework. Courses with Latin American content are offered both within the Institute and throughout the university. LACSI’s own degree programs draw on coursework that has already been incorporated into undergraduate degree programs in many departments at UGA.

Table 2.1 Undergraduate Latin American and Caribbean Studies Degree Program Requirements, 2012-13	
Program	Requirements
B.A. with a Certificate	• 1 lower div. Latin Amer. history crs. • SPAN, FREN, or PORT 3010 • 1 upper div. Latin Amer. history crs. • 1 upper div. crs. from ANTH, GEOG, SOCI, ECON, POLS, or INTL • 1 crs. from LACS Track crs. options • Exit paper on Latin Amer. Topic
B.A. with a Minor	• 1 Intro. crs. • 1 Latin Amer. History crs. • SPAN, FREN, or PORT 3010 • 3 upper div. LACS crss. in 2 or more of the three tracks of Latin Amer. & Carib. Studies, which include: (1) <i>Social Sciences</i> ; (2) <i>Humanities, Art, & Music</i> ; (3) <i>Environmental Science, Policy, & Historical Preservation</i>
B.A. with a Major	• 2 Intro. crss. • 2 Latin Amer. History crss. • 1 Intro. crs. in SPAN, FREN, PORT, or Quechua • 1 2000-level gateway crs.: e.g., Spanish, Music, Geography • 3 upper div. crss. in SPAN, PORT, or FREN • 9 upper div. crss. in 2 different tracks: (1), (2), & (3) <i>above</i> • Latin Amer. & Carib. Studies Senior Capstone crs.

LACSI students benefit from courses in a wide array of disciplines: Social Sciences: Anthropology, Geography, International Studies, Journalism, Sociology, Women’s Studies; Humanities: Spanish, Portuguese, French, English, History, Language and Literacy Education, Linguistics; Environmental Sciences: Agricultural Economics, Ethnobotany, Crop and Soil Sciences, Environmental Ethics, Environmental Health Science, Forestry and Natural Resources,



and Historic Preservation. Students in other programs, such as Honors Interdisciplinary Studies or International Agriculture, may also specialize in Latin America.

2.A.2 Undergraduate training program requirements – LACSI programs provide a broad foundation in both language (Spanish, Portuguese, Quechua) and area studies, and require students to deepen their knowledge in one of three areas: social sciences, humanities, or environmental sciences (see *Table 2.1*).

Table 2.2 Areas of LACSI Double and Triple Majors	
Anthropology	9%
Biology	1%
Economics	1%
English	1%
Geology	2%
History	2%
Honors Interdisciplinary St.	2%
International Affairs	29%
International Economics	1%
INTL Resources & Tourism	1%
Language & Literacy Ed.	1%
Music	1%
Pre-Nursing	1%
Religion	1%
Romance Languages	9%
Spanish	35%
Theatre	1%

The focus on the LACSI degrees maps onto clusters of faculty strength (see list of disciplines covered by non-language courses in Section 2.A.1). LACSI majors must take courses in two languages, choosing from Spanish, Portuguese, French, and Quechua (these languages also satisfy the college language requirement). **Advanced language training:** Study abroad and service learning: LACSI majors are strongly encouraged to participate in study abroad and/or community service. *Table 2.5* aggregates total UGA Latin America study abroad and exchange participation in 2012-13. Service-

learning courses enable students to utilize their acquired language skills (e.g., an Ag. and Environmental Sciences/LACSI course, “Understanding and Communicating with the Latino Community in the Green Industry” and a Spanish/LACSI course “Spanish Practicum for Service Learning”). Languages Across the Curriculum: See Section 4.B.2.

2.A.3 Training of students from diverse disciplines and professional fields – LACSI is fundamentally multi-disciplinary and is heavily connected to professional schools through faculty, curriculum, and collaborations. *Table 2.2* shows the disciplines in which LACSI students double or triple major in another discipline. 64% double major, 15% triple major, and 21% single major, which means that for 79% of LACSI students the program acts as a training option for undergraduates in a variety of disciplines. Funding for new multidisciplinary initiatives will require new curricular development and teaching with a Languages Across the Curriculum



component (*Bgt35-38*). **Portuguese Flagship Program requirements:** The Portuguese Flagship Program—the only one in the U.S.—is available as a high-quality option for students from any discipline (see *Table*

Table 2.3 Portuguese Flagship Student Majors	
Major	
Advertising	1
Anthropology	1
Biology	6
Biochemical Engineering	1
Business	12
Economics	3
Education	1
Environmental Science	1
History	1
International Affairs	14
Journalism	4
Latin Amer. & Carib. St.	4
Math	1
Nutrition	1
Political Science	1
Pre-law	1
Public Relations	1
Religion	1
Social Work	1
Sociology	2
Spanish	1
Romance Languages	11
Wildlife/Forestry	1
Other	1
Total	72

2.3). Flagship trains students to reach Superior proficiency (Interagency Language Roundtable [ILR] level 3) and sophisticated knowledge of Portuguese related to the student’s academic and professional interests. *Table 2.4* lists Flagship requirements. An Internal Evaluator and research assistant from the College of Education will be documenting quality of proficiency-based language learning and area studies, including the training done through the Portuguese Flagship Program, with the aim of replicating best practices nationwide. Through the proposed NRC’s Focus Area 1 (Portuguese), LACSI will develop a History of the Portuguese Language course (with prominent online features), in conjunction with Museu da Língua Portuguesa (in São Paulo), which will be pilot tested here at UGA, and then made available to Portuguese programs across the country.

Table 2.4 Portuguese Flagship Program Requirements
Students of any discipline are required to pursue excellence in the study of Portuguese with the goal of reaching Advanced proficiency (ILR 2) in the language before year in Brazil and Superior (ILR 3) after year in Brazil.
Reach the 4000 level prior to study abroad, and complete at least one content course (taught in Portuguese) at UGA during the program (e.g., ANTH4560i).
Participation in weekly tutorial sessions with a native or near-native speaker of Portuguese.
Part of the training technique piloted and developed through Flagship involves participation in teletandem collaborative learning (weekly videoconferences with students in Brazil), developed with experts at UGA and in Brazil on education and foreign language acquisition.
Attendance at Flagship-sponsored lectures, film screenings, workshops, and other cultural activities.

Funds will bring Museu staff to UGA to work on this project (*Bgt26*; see also *Table 8.1*). LACSI’s strength in Humans and the Environment (Focus Area 3, which encompasses the mission of UGA’s campus in Costa Rica) provides students in a host of disciplines with a deep



understanding of Latin America from a unique angle, and thus addresses an Area of National Need identified by the U.S. Dept. of Agriculture.

2.B Advising, research, and education abroad

2.B.1 Academic and career advising – LACSI services: LACSI offers personalized academic and career advising for students at all levels of involvement (major, minor, certificate) by a dedicated, part-time staff member in LACSI (Ward). Students who focus on Latin America in other departments also have direct advising resources available. The Portuguese Flagship Program advising provides in-depth guidance for students to transition from their undergraduate degrees to their professional life in the customized internship program during their Capstone year in Brazil. **University services and opportunities:** The UGA Career Center has dedicated staff for each major, including Latin American Studies and majors with Latin American content. Career Fairs are held each semester. Services also include Dawglink (job opportunities for UGA students and alumni), a Career Center iPhone and iPad app with job openings, and the Intern-for-a-Day program. Students receive weekly update emails from the Career Center with internships, part-time jobs, and full time employment opportunities nation-wide. LACSI's job placement success can be found in *Table 9.1*.

2.B.2 Research and study abroad – Formal study abroad arrangements: UGA's Office of International Education has efficient mechanisms in place that have helped LACSI and other units to build and maintain extensive arrangements for students, especially undergraduates, to study in Latin America. UGA ranked 15th nationally in the Institute for International Education's Open Doors study abroad report. There are currently 40 study abroad, reciprocal exchange, research, and internship agreements with Latin American institutions in 13 countries (see *Table 2.5* for enrollment summary by country). UGA's campus in Costa Rica is a special source of student experiences abroad. Beyond UGA's array of agreements with other institutions, this 155-acre residential campus offers 90 courses representing 41 disciplines and 11 UGA schools and colleges. Law School: One example of professional-school opportunities abroad is the Global



Internship Program, which sends law students to work/study/research abroad during the summer recess. The UGA Law School has sent more than 20 students to work in Latin America.

Table 2.5 Education & Research Abroad Enrollments, 2012-13	
Country	Students
Argentina	42
Brazil	17
Chile	6
Colombia	1
Costa Rica	216
Cuba	19
Ecuador	16
Guatemala	1
Haiti	1
Panama	1
Peru	22
St. Kitts	1
Uruguay	16
Programs of Other Inst.	15
Total	373

Research: Undergraduate Research is strongly supported at UGA, in part through the Assistantship Program of the Center for Undergraduate Research Opportunities. Many of the students listed in *Table 2.5* were conducting research in Latin America in 2012-13. LACSI has secured funding three times from the Tinker Foundation—with matching support from the Graduate School and the College of Arts and Sciences—to send 212 students in 22 academic and professional departments to 19 Latin American countries to conduct research. To facilitate research and education in the U.S. and abroad, through the Latin American Ethnobotanical Garden Initiative (Focus Areas 2 [Indigenous] and 3 [Humans and the Environment]), LACSI will fund

an intern to create e-interpretive materials for both LACSI’s Ethnobotanical Garden on the UGA campus and the sister San Luis Botanical Garden that it helped to create on the UGA Costa Rica campus. (*Bgt28*; see also *Table 8.1*).

2.B.3 Student access to other study abroad and summer language programs – Table 2.5

shows that 15 UGA students participated in other institutions’ Latin American study abroad programs in 2012-13. One example: Portuguese Flagship Program students, prior to their Capstone year, enroll in FLAS-approved summer immersion programs and receive subsidy support for this. For example, Flagship has sent students on the University of Arizona’s program in Fortaleza and on Georgetown/University of Florida’s program in Rio de Janeiro.

3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

Salient Points • With NRC funds & UGA help LACSI will make a tenure-track hire related to Indigenous Latin America • UGA offers one of the few explicitly comparative (SPAN & PORT) Ibero-American Comparative Studies undergraduate B.A. specializations in the nation.



- UGA’s course offerings span LACSI’s 4 Focus Areas – 17 in #1 (Portuguese/Brazil), 16 in #2 (Indigenous), 11 in #3 (Humans and the Environment), 25 in #4 (Culture).

3.A Breadth of course offerings

3.A.1 Course offerings in a variety of disciplines –

Extent: LACSI is a nexus for Latin America-related coursework at UGA. In 2012-13 UGA offered 114 courses with 25% or more Latin American content through 27 disciplines within 9 colleges (*Table 3.1*). This is reinforced by the diversity of course offerings at UGA’s campus in Costa Rica (see Section 2.B.2), and through UGA’s study abroad and exchange programs in Latin America (*Table 2.5*). *Table 3.2* reports the great extent to

College or School	Percent Latin American Content	
	> 50%	25-50%
Arts & Sciences	53	37
Ag. & Envmt. Scs.	2	3
Education	4	
Envmt. & Design	1	4
Public Health	1	1
Fam. & Cons. Scs.	1	
Frst. & Nat. Rsr.	1	1
Journalism	1	1
Pblc. and Int. Aff.	4	
Other	2	1
Total	67	47

which students take advantage of both language and non-language courses. 3,431 students enrolled in the non-language area studies courses listed in *Table 3.1* in 2012-13. **Quality** of instruction is indicated by quality of faculty (*Table 3.3* shows faculty teaching 25% or more Latin American content). See Section 6.A.1 for discussion of LACSI’s outstanding faculty.

Resources to ensure quality: The Center for Teaching and Learning has many support programs that LACSI faculty utilize. A recent program promotes international content in curricular development, “Crossing the Boundaries, Internationalizing Courses,” a Maymester Institute offered in 2014. The Languages Across the Curriculum program has led to increasing quality (e.g., an Anthro./LACSI course, Mexican Civilization, with a Spanish-language component).

3.A.2 Courses in the professional schools – Faculty in professional schools are deeply involved in LACSI and dedicated to undergraduate and graduate teaching, and research related to Latin America. For example, the Advisory Board has members from four UGA professional schools. Board member Giménez, from the Law School, runs the Global Internship Program, discussed in Section 2.B.2. Morris, from Forestry, runs Languages Across the Curriculum for the Portuguese Flagship Program. In Pharmacy, Buck



Table 3.2 Undergraduates Enrolled 2012-13

<i>Course</i>	<i># students</i>
Portuguese (language only)	479
Spanish (language only)	6321
African Amer. & African St.	18
Ag. & Environmental St.	150
Anthropology	216
Art	7
Child & Family Development	1
Communication Studies	18
Comparative Literature	265
Ecology	25
English	58
Environment & Design	40
Environmental Health Scns.	14
Family & Consumer Science	7
Forestry & Natural Resources	18
French	11
Geography	57
Geology	14
History	265
International Affairs	111
Journalism & Mass Comm.	56
Language & Literacy Ed.	34
Latin Amer. & Caribbean St.	87
Literature & Culture	1161
Linguistics	371
Music	5
Psychology	3
Recreational Sports	14
Sociology	127
Theatre	6
Total	9959

won an Office of International Education curriculum internationalization grant to create a new course focused on Haiti. The School of Journalism offers a course on international communication. The College of Business runs a “Business in South America” study abroad program for undergraduates.

3.B Specialized course coverage

LACSI has both disciplinary and multidisciplinary curricular depth. *Table 3.2* tracks student enrollment by discipline and shows the particular strengths in Portuguese, Spanish, Agriculture & Environmental Sciences, Anthropology, Comparative Literature, History, International Affairs, Literature & Culture, Linguistics, and Sociology. LACSI also pursues multidisciplinary, topically cohesive, depth through the four Focus Areas: Focus Area 1 (Portuguese): UGA offers 17 courses related to this Focus Area. UGA offers B.A., M.A., and Ph.D degrees in Portuguese in

the Department of Romance Languages, and offers a focus on Brazil, for example, in Anthropology, History, Marine Sciences, Psychology, Geography, and Agribusiness. Depth is enhanced by study abroad linkages with Brazil, especially through the Flagship program (18, see *Table 1.3*). Focus Area 2 (Indigenous): UGA offers 16 courses from various disciplines related to the indigenous peoples of Latin America. During the grant period LACSI will partner with the Institute for Native American Studies to create a specialization on Latin America within their Certificate and new B.A. programs (see *Table 8.1*). Focus Area 3 (Humans and the Environment): UGA offers 11 courses in several disciplines related to this Focus Area. LACSI faculty are key to the Integrative Conservation Ph.D. program (Brosius, Carroll, Gottdenker,



Hernández, Kavoori, Mote, Newcomer, Pringle, Sarmiento, Trapnell, Velásquez Runk, and Workman). Many of the courses offered at UGA’s campus in Costa Rica reinforce this area. Through the NRC LACSI will co-sponsor student exchange in sustainable agriculture with EARTH U. in Costa Rica. (*Bgt30* and *Table 8.1*). Other areas of disciplinary depth in the social sciences—

Anthropology, Geography, Political Science, and Sociology—also contribute to this and other Focus Areas. Focus Area 4 (Latin American Culture): UGA offers 25 related courses in 13 disciplines, with special teaching strengths in film (Navitski), television (Acosta-Alzuru), music (Thomas), and Latin American literature (many affiliates). Of particular note is the Department of Romance Language’s specialization in Ibero-American Comparative Studies major (see, e.g., Gordon, Feracho, Moser, Anderson).

Table 3.3 LACSI Teaching Faculty, 2012-13		
College and Department	Faculty Dedication to Latin America	
	> 50%	25-50%
Arts & Sciences	28	29
Ag. & Envnmnt. Scns.	1	3
Business	1	
Education	2	4
Law		1
Public Health		2
Family & Cons. Scns.	1	
Forestry & Nat. Rsrns.		2
Jrnm. & Mass Comm.	1	
Public and Int. Affairs	1	1
Total	34	37

3.C Interdisciplinary courses

LACSI fosters interdisciplinary teaching, research, and outreach through its multidisciplinary initiatives and the opportunities that they provide for undergraduates to get involved. UGA provides excellent opportunities for undergraduates to do interdisciplinary study with a focus on Latin America, such as the Interdisciplinary major within Franklin College of Arts and Sciences or the Interdisciplinary Studies major through the Honor’s program. The Spanish and Portuguese Languages Across the Curriculum courses in diverse areas are fundamentally interdisciplinary. The Certificate in International Agriculture requires 8 credits of foreign language, an internship abroad, and coursework in various areas. Many LACSI core courses and cross-listed courses are interdisciplinary, such as the gateway course, “Intro. to Latin America and the Caribbean,” “Understanding and Communicating with the Latino Community in Horticulture,” “Coffee (El Grano de Oro): From Bean to Cup,” “Supernatural Latin America: Readings on Witchcraft, Shamanism, and Popular Religion,” “Women in the Caribbean,” and “Ethnobiology and



Traditional Medicine.” One new multi-disciplinary initiative will be funded during each year the grant cycle, taking LACSI from 9 to 13 (*Bgt35-38*). Funding for new and existing initiatives will come with the stipulation that new interdisciplinary curriculum be created and taught. LACSI’s cross-disciplinary Conversations lecture series—where faculty and graduate students present research to general audiences in 10-15 minutes and then lead discussions for the remainder of the hour—reinforce interdisciplinary studies at UGA.

3.D Faculty coverage and instructor training

3.D.1 Non-language faculty – LACSI has over 150 affiliates from every college and professional school who teach, research, and are involved in a direct administrative or collaborative role with Latin America. They enable the Institute to carry out every aspect of its mission. 101 of those faculty members teach courses with Latin American content. *Table 3.3* shows 71 faculty—from 24 disciplines within 10 colleges or schools—who dedicate 25% or more of their teaching to Latin America. Through NRC funding and participation from UGA LACSI will hire an Assistant Professor (open discipline) whose teaching and research focus on indigenous Latin America (*Bgt6*). Also with NRC funds LACSI will bring anthropologist Scott Whiteford from the University of Arizona to UGA to teach a short course, “New Geography of Immigration,” which will draw students and affiliates in History, Anthropology, Sociology, Social Work, and Geography, among others (*Bgt29*).

3.D.2 Instructor pedagogy training – UGA is dedicated to the highest quality instruction and provides ample opportunities for TAs and faculty to increase their pedagogical capabilities, as mentioned in 3.A.1. All new TAs at UGA must take a pedagogy training course before teaching. The Graduate School administers one, and departments offer others. Centrally, UGA provides ample ongoing training for TAs in all disciplines through the Center for Teaching and Learning. Quick is in charge of many of these training programs. He teaches graduate courses on pedagogy, leads the Future Faculty Program, and observes and consults with graduate TAs across campus.



4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

Salient Points • UGA’s Portuguese Program is the 5th largest in the U.S., one of only two in the Southeast to offer an M.A. & Ph.D. • LACSI is home to the nation’s only Portuguese Flagship Program. • Flagship is one of the few Portuguese programs in the U.S. that utilizes standardized oral proficiency and other exams to reliably assess student proficiency levels. • LACSI and Romance Languages are pioneers in telecollaborative foreign language learning.

4.A Language instruction and enrollments

4.A.1 Language instruction – Spanish, Portuguese, and Quechua instruction: Both Spanish and Portuguese are taught at every undergraduate level, and language proficiency is a priority not only for the first several years of “language” courses, but also for “content” courses. *Table 4.1* shows enrollments for the three Latin American languages taught at UGA.

Table 4.1 Language Courses and Enrollments, 2012-13		
<i>Spanish</i>	<i>Sections</i>	<i>Enrolled</i>
Beginning	77	1929
Intermediate	134	2858
Advanced	126	1210
Professional	11	324
Literature/Culture	61	1198
Linguistics	27	411
Pedagogy	1	10
Spanish Totals	437	7940
<i>Portuguese</i>	<i>Sections</i>	<i>Enrolled</i>
Beginning	18	321
Intermediate	8	120
Intensive Language	2	38
Literature/Culture	12	99
Portuguese Totals	40	578
<i>Quechua (*2013-14)</i>	<i>Sections</i>	<i>Enrolled</i>
Beginning	2	19
Quechua Totals	2	19

Nearly all courses in the Dept. of Romance Languages with PORT or SPAN prefixes are taught in the target language at both undergraduate and graduate levels. **Focus Area 1 (Portuguese Language and Brazilian Studies):** It is worth noting that UGA is currently one of only two universities (along with Vanderbilt) in the Southeast region offering both the M.A. and the Ph.D. in Portuguese (as a primary focus of the Romance Languages degree). The graduate program elevates undergraduate programs through

the deep involvement of graduate students with the training of undergraduates, both in and out of the classroom. Building on UGA’s strength in Brazilian Studies and its well-established Portuguese language program, in 2011 LACSI created the nation’s first and only Portuguese Flagship Program through funding from the National Security Education Program (Department of Defense). The Flagship program has a dual purpose: (1) To prepare undergraduate students

from all disciplines to achieve professional-level proficiency (Interagency Language Roundtable [ILR] 3) in the target language. Students who reach ILR level 2 (working proficiency) can access federal scholarships to pursue a Capstone year in Brazil, taking courses in their area of study for one semester and participating in major-related internships for a second semester there. (2) To develop innovative curricular materials and methodologies for enhancing the teaching of Portuguese in the U.S., and helping to put in place pipelines of language learning from pre-K through the professions. A fundamental part of LACSI’s approach to language training involves telecollaborative learning, where UGA is among the pioneers, as exemplified by its *teletandem* program in which students at UGA meet weekly, via Skype, with partners in Brazil. Since the inception of the program, LACSI has conducted research with faculty in the College of Education and the Universidade Estadual Paulista on the impact of the *teletandem* program on oral proficiency gains and student motivation. More than 60 students have already participated in the Portuguese Flagship Program. **Focus Area 2 (Indigenous Latin America):** During the 2012-2013 academic year, LACSI began to develop its new Quechua program with strong support from the UGA administration, the Institute for Native American Studies, the Linguistics Program, and the Dept. of Romance Languages.

Table 4.2 Quechua Timeline		
YR 1 2012-13	YR 2— 2013-14	YRS 3 & 4— 2014-16
Develop QUEC 1001/1002, 2001/2002	Teach QUEC 1001 and 1002.	Teach QUEC 1001-2002. Work with U. Kansas and U. Wisconsin, and institutions in Peru to create materials and curriculum (Table 8.1).

Table 4.2 summarizes progress and plans for the budding Quechua program, including crucial collaborations with U.S. and Latin American institutions. Integrating the program into UGA’s curriculum at various levels—the four-course sequence counts for the undergraduate language requirement and towards core requirements for undergraduates—helps ensure its endurance. LACSI’s Latin American Indigenous Languages Initiative’s steering committee of seven faculty, staff, and community members guide these efforts.

4.A.2 Enrollments – Spanish and Portuguese: UGA has among the largest Spanish and Portuguese language programs in the country with almost 8,000 enrollments in Spanish and



almost 600 in Portuguese in 2012-13 (see *Table 4.1*). Total per-semester enrollment in Portuguese courses over the past decade has averaged close to 300 students, making UGA's program the 5th largest in the U.S., and the largest among Southeastern states. Most Portuguese Flagship Program students spend a summer in Brazil studying Portuguese intensively before their Capstone year. **Quechua:** Even before Quechua was approved for the language requirement and the core curriculum (now the case), LACSI successfully enrolled and taught the first two levels of the course during the 2013-14 Academic Year. **Language learning through Study Abroad:** UGA provides numerous opportunities for students to study Latin American languages abroad. *Table 2.5* summarizes education abroad enrollments by country (UGA programs and those of other providers), which totaled 373 in 2012-13.

4.B Language Levels and Languages Across the Curriculum

4.B.1 Language levels – Spanish and Portuguese language instruction at UGA is offered at all levels in the undergraduate program: Beginning, Intermediate, and Advanced. Four levels of Quechua language are now approved and will be offered. Moreover, undergraduate lower- and upper-division “content” classes (e.g., literature, culture, linguistics, service-learning) are conducted in the target language. Such courses build students' proficiency. Service-learning in the Spanish and Portuguese programs, and internships in Brazil in LACSI's Portuguese Flagship Program are also conceived and run as efficient, real-world language-learning opportunities for students in all disciplines, including science, technology, engineering, and math.

4.B.2 Languages Across the Curriculum – In 2011, LACSI took the lead at UGA by initiating a Languages Across the Curriculum program for the entire university in any language. Through Flagship, LACSI has a coordinator for Languages Across the Curriculum from the School of Forestry (Morris). UGA uses an “i”-suffix, designating “integrated,” for such courses. Students enrolled under that prefix do at least 25% of their written, reading, and oral work in the target language. Courses in Anthropology, Forestry, Psychology, Geography, and Latin American Studies, with a Portuguese module, already exist. Other forms of instruction that constitute language learning across the curriculum and reflect UGA's deep commitment to innovative



approaches to increasing proficiency include: (1) the Flagship Program Capstone Internships; (2) service-learning courses that involve work with the Spanish-speaking community in Georgia (see Section 3.C for examples) and enable students to increase their proficiency through real-world interactions and in connection with diverse disciplines; (3) discipline-specific study abroad programs in Latin America that provide language-learning and cultural immersion opportunities.

4.C Faculty coverage and performance-based instruction

4.C.1 Faculty coverage – UGA has ample faculty to cover both the language and area studies instruction described in this proposal. As mentioned in Section 3.D.1, LACSI has over 100 faculty affiliates whose teaching relates to Latin America and the number of Spanish and Portuguese Tenure-Track, Academic Professionals, Lecturers, Instructors, and TAs totals 95 and 14, respectively. **Recent expansion of teaching capacity:** UGA’s support has intensified, as seen through tenure-track hires within each of LACSI’s four Focus Areas: Focus Area 1 (Portuguese/Brazil): UGA made four new hires in Luso-Brazilian studies and Portuguese language. They are: Gordon (LACSI and Romance Languages), Rodrigues (Romance Languages), Weiser (LACSI and Comparative Literature), and Chamorro (Linguistics and Romance Languages). With Chamorro’s hire, UGA has three linguists dedicated to Portuguese instruction, one of the largest concentrations in the country. The linguists organized PLUS 2013, the first large-scale conference in the U.S. focused on Portuguese Linguistics, with participants from the U.S., Brazil, and Portugal. LACSI has demonstrated creative solutions to increase capacity for teaching Portuguese through Moser’s leadership of the Portuguese Flagship Program (e.g., Fulbright TAs from Brazil, Flagship-funded TAs who run weekly small-group tutoring and the telecollaborative learning program). Focus Area 2 (Indigenous): College funding has been provided for a Quechua instructor for 2014-15, and the College has agreed to support a new tenure-track faculty position in the area of Indigenous Latin America (open discipline) (*Bgt6*). Focus Area 3 (Humans & the Environment): Hired in Sociology in 2011, Lapegna specializes in genetically modified crops and social movements in Latin America. Focus Area 4 (Culture): Navitski, specialist in Latin America, was hired in Theatre and Film Studies in 2013.



4.C.2 Performance-based instruction training – Both faculty and instruction assistants at UGA are thoroughly trained in cutting-edge performance-based language teaching. In Romance Languages Pérez-Gamboa trains all Spanish and Portuguese TAs through her semester-long pedagogy course. LACSI’s Portuguese Flagship Program is tasked with creating and piloting innovative methods to teach Portuguese to prepare university students to become global professionals, and to increase national capacity in Portuguese education at the P16 levels. Even before Flagship, UGA made national contributions to Portuguese instruction—*Ponto de Encontro*, the standard text in the U.S., is co-authored by Hutchinson. Since launching Flagship, LACSI has actively trained faculty and TAs in the latest language pedagogy methods, and has advanced knowledge in this area through: (1) Telecollaborative Learning: For the past four years LACSI has conducted research on telecollaborative learning with UGA’s College of Education and colleagues in Brazil. TAs participate in this research, are trained in the techniques, and apply them to their own teaching; (2) ACTFL Oral Proficiency Interview (OPI) training: Rodrigues and a Ph.D. student in the Portuguese program have acquired training in this technique for determining language proficiency levels, and have trained TAs in these methods.

4.D Quality of the language program

4.D.1 Performance-based instruction implementation – UGA departments are required to utilize performance-based instruction. Every instructional unit—including Romance Languages, which teaches Spanish and Portuguese—files a Student Assessment Plan and an annual assessment report on student learning outcomes. UGA’s language programs have taken the lead in implementing performance-based instruction. Focus Area 1 (Portuguese): LACSI’s Portuguese Flagship Program is on the cutting edge of performance-based instruction. UGA has one of the few Portuguese programs in the U.S. that systematically utilizes—as part of Flagship—a standardized oral proficiency exam to determine students’ proficiency levels at different stages. This includes testing Flagship students pre- and post-Capstone. In 2014 Flagship will be adding standardized tests in Reading and Listening, developed by American Councils for International Education with significant UGA input and guidance. The careful attention given to



actual student proficiency enables LACSI to document the progress of Flagship students, and then to refine pedagogical approaches. During the four years of funding, Internal and External Evaluators will track the effectiveness of implemented proficiency-based instruction. Based on evaluations, LACSI will revise tactics to achieve enhanced outcomes (see *Table 8.1* and the *Performance Measure Forms* appendix). LACSI's experience with performance-based instruction through Flagship will be applied to all FLAS-funded language instruction in Quechua and Portuguese. In line with Flagship's mission to pilot innovative approaches *and* to find ways to implement them nationally, LACSI is exploring ways to utilize these forms of assessment (OPIs, SOPIs, and computer-mediated tests) for *all* Portuguese students at and beyond UGA, including FLAS fellowship recipients.

4.D.2 Adequacy of resources – Resources for language teaching and practice at UGA are ample and account for the university's high quality language programs. Beyond the training resources described in Section 4.C.2 and those offered through the Center for Teaching and Learning, all language instruction at UGA benefits from the Language Resource Center and the strong print and online resources available through the library system (see *Table 5.1*). The TA training in the Spanish and Portuguese programs is reinforced by detailed oversight of teaching by Pérez-Gamboa. LACSI provides additional resources for students, faculty, and community members through free weekly Quechua, Portuguese, and Spanish Conversation hours held in the *Casa Amarilla*. **Additional resources related to Portuguese and Quechua include:** a Portuguese Language Table, *teletandem* Skype partners (Brazilian university students) for *all* PORT 2002 and PORT 3010 students; weekly tutoring for Flagship students; free, public cultural events; a weekly conversation hour in Quechua; and a recent symposium focused on Guaraní, another Latin American indigenous language.

4.D.3 Language proficiency requirements – UGA has high proficiency standards for all Latin American languages taught. As described above, the Dept. of Romance Languages conducts a Student Assessment Plan and an annual Outcomes Assessment Report for both Portuguese and Spanish. All undergraduates taking Spanish, Portuguese, or Quechua must attain a high



intermediate level to satisfy the College of Arts & Sciences foreign language requirement, and an advanced level for the LACSI major. Moreover, Portuguese Flagship Program students must acquire Interagency Language Roundtable level 2 (Working Proficiency) to do the Capstone year in Brazil, and level 3 (Professional Proficiency) for final Flagship certification.

5. STRENGTH OF LIBRARY

Salient Points • UGA’s Latin American collections total more than 107,000 volumes and are supported by annual expenditures of close to \$110,000. • The newly constructed Special Collections Library houses the nationally renowned Peabody Awards Collection with a strong collection of programs focused on Latin America.

5.A Library holdings and university support

5.A.1 Strength of library holdings – Strength of holdings in general: UGA’s library holdings represent an outstanding resource for the proposed Undergraduate NRC. UGA collectively holds

Table 5.1 Latin American Collections, 2012-13	
Types of Materials	Titles
In Spanish	47,615
In Portuguese	5,027
In English/Other	47,488
Law Library	2,908
Current serials	95
Maps/Lansat Images	10,000
Films/Videos	758
Databases	5

over 4.6 million volumes and provides access to over 400,000 full-text e-books; over 7,000 current print serials subscriptions and 48,000 electronic full-text journals; 1 million state, federal, and international documents; more than 6.6 million microforms; over 650,000 maps; and Geographic Information Systems spatial/mapping data, which includes data collected from projects

in Costa Rica and Brazil. The UGA collections of maps and government documents are both considered among the top 10 in the nation. Students at UGA have world-class access to materials related to Latin America through UGA collections and the many resource-sharing consortia to which UGA belongs. Latin American collections total more than 107,074 volumes and are supported by staff and materials expenditures of \$109,406. LACSI also maintains an in-house library with over 700 items, including numerous bilingual Spanish-English children’s books obtained as a resource for P-12 teachers. Of special interest is UGA’s Peabody Awards archive of radio and television broadcast journalism, which contains over 1,000 programs focused on Latin America. The Peabody collection is the most prominent part of the Walter J. Brown Media



Archives, the nation's third largest broadcasting collection, and is housed in the newly constructed Richard B. Russell Jr. Special Collections Libraries Building. Completed in 2012 at a cost of \$46 million, this building contains 115,000 square feet and houses three main collections: Hargrett Rare Book and Manuscript Library, the Richard B. Russell Library for Political Research and Studies, and the Walter J. Brown Media Archives and Peabody Awards Collection. It also possesses ample state-of-the-art classroom and event space, and a climate controlled, high-density vault for optimal preservation of archival collections. The Lamar Dodd School of Art holds a rare collection of slides that include photographs and images of Pre-Columbian and Colonial Latin American art and architecture from Mexico. Specialized sources in UGA's Law Library are extensive and include thousands of books and periodicals, a subscription database of foreign legislation (vLex) containing 2,165 Latin American titles, and the NatLaw World Database containing approximately 63,000 documents pertaining to Latin America jurisdictions.

5.A.2 Institution support – See *Table 1.1* and Section 1.A.3 for an accounting of UGA library support in relation to Latin America. UGA provides ongoing and solid support for staff and acquisitions related to Latin America. NRC funding is requested annually to build upon collections related to LACSI's four Focus Areas, with a special emphasis on Latin American indigenous cultures and languages (*Bgt24*). Laura D. Shedenhelm, the Bibliographer for Latin America and Iberia, works directly with the Walter J. Brown newsfilm collection in the university's special collections. She is an active LACSI member and sits on its Advisory Board.

5.B Reciprocal access to collections

5.B.1 Availability to students of resources at other institutions – *UGA Libraries* forms part of many cooperative agreements, which ensures that undergraduate and graduate students have access to research materials that rivals most major universities in the country. In 2012-2013, through Interlibrary Loan, UGA requested 13,780 titles from institutions around the country. UGA's universal catalog also provides access to the library materials of all 34 campuses in the University System of Georgia as well as the State Department of Archives and History. *UGA*

Libraries subscribes to 15 commercial databases, and multiple free online sources, that provide additional access to information specific to Latin America. UGA's collections are augmented by membership in the Center for Research Libraries, which has extensive international collections as well as programs to collect and archive non-commercial web resources created abroad. *UGA Libraries* is a member of the Latin America Southeast Region Libraries, a consortium of the 10 major regional libraries and the University of Puerto Rico. The libraries of UGA are accessible to the public and a member of the Reciprocal Borrowing Program, a cooperative venture to allow unrestricted borrowing among the four participating schools: UGA, Emory University, Georgia Institute of Technology, and Georgia State University.

5.B.2 External access to UGA resources – Open public access to System Libraries is a strong feature of the USG. The robust resource sharing consortia described in section 5.B.1 are reciprocal. Through those agreements, many other institutions have access to the holdings of UGA. One example of UGA sharing its library resources is Interlibrary Loan, where UGA is a net lender. During 2012-2013, the *UGA Libraries* lent 34,169 items of 49,276 interlibrary loans requests received. LACSI makes its internal library holdings available to the UGA and Georgia communities. LACSI faculty are also involved in making Latin America-related resources available to the public-at-large through online resources.

6. QUALITY OF STAFF RESOURCES

Salient Points • LACSI affiliated faculty are some of the most accomplished scholars and teachers in the nation and recipients of National Academy of Sciences, Fulbright, and other prestigious awards. • With NRC funding, LACSI's Southern Latino Initiative, which includes 53 UGA faculty representing 10 colleges/schools, presents an unprecedented opportunity to better understand the large, but understudied Latino population in the Southeast U.S.

6.A. Qualifications, opportunities, and responsibilities

6.A.1 Qualifications of faculty and staff for institute activities and training programs

Qualifications of LACSI staff – *Table 6.1* lists the ample, diverse, and highly qualified support that teaching faculty and staff provide to carry out all current and planned activities (see also



Profiles, and *Table 3.3*, LACSI Teaching Faculty). Particular faculty strength is noted in LACSI's Focus Areas. As demonstrated in the Personnel section of the *Detailed Budget*, LACSI has anticipated the augmented need for qualified staff and faculty support for proposed activities and training programs. To provide strong central support for decentralized activities, LACSI has budgeted for sufficient new personnel (*Bgt1-5*). Examples of excellence include: a number of Fulbright Scholars (e.g., Fusillo, Giménez, Gordon, Morris, Mote, Portes, Rhodes, Rivero); a UNESCO Artist for Peace (Masciadri); a member of the Order of Christopher Columbus, Government of the Dominican Republic (Wiarda); National Academy of Sciences, Kavli Fellows (Nelson, Williams); American Association for the Advancement of Science Fellows (e.g., Fragazy, Parrott, Paterson, Pringle); and faculty with teaching and outreach awards (Acosta-Alzuru, Berle, Blanco, Brown, Buck, Carroll, Christensen, Díaz-Pérez, Emerson, Feracho, Harris, Kavoori, Keen, Lacy, Morris, Moser, Navarro, Porter, Rhodes, Richards.). NRC will support hiring a new Assistant Professor in Indigenous Latin America (*Bgt6*).

6.A.2 Opportunities for faculty and staff – Ample funds are available at UGA for faculty travel and training. Without the benefit of NRC funding, LACSI has provided stipends for faculty to travel to Latin America for research, including Quechua professor Howe's work in Peru to collect curricular materials and build collaborative relationships. Faculty and staff regularly take advantage of the free weekly Portuguese, Quechua, and Spanish Conversation Tables. Many faculty and staff have participated in the cross-disciplinary Conversations (discussed in Section 3.C). LACSI's Flagship program has funded faculty and staff travel to Brazil and pedagogy training seminars, including Oral Proficiency Interview training for Rodrigues. NRC funding will provide amplified support for faculty research (*Bgt16*).

6.A.3 Responsibility in teaching, supervision, and advising – LACSI faculty and staff are directly involved in teaching, supervising, and training undergraduate and graduate students. Nearly all LACSI upper-division courses listed in *Table 3.1* are taught by faculty, not graduate TAs, and even the most accomplished UGA researchers are deeply involved in student training,

as evidenced by the many teaching awards that LACSI faculty receive (see Section 6.A.1).

LACSI majors are advised in-house by Ward and by LACSI faculty.

6.B Adequacy of staffing

Table 6.1 LACSI Staffing and Oversight		
Dr. Richard Gordon	Director	100% LACSI
Paul Duncan	Associate Director	100% LACSI
Dr. Robert Moser	Portuguese Flagship Program Dir.	50% LACSI
Dr. Don Rubin	Evaluation Coordinator	8% LACSI
Laurie Williford	Port. Flagship Program Asst. Dir.	100% LACSI
Tracy Clements	Port. Flagship Program Accountant	50% LACSI
Kathleen Schmaltz	Office Manager	100% LACSI
Iris Tropp	Southern Latino Research Coord.	75% LACSI
Rachel Ward	Academic Advisor	50% LACSI
John Doyle	Lat. Amer. Ethnobot. Garden Curator	25% LACSI
Dr. Sergio Quesada	Curric. Coord. & budgeted faculty	50% LACSI
Dr. Pablo Lapegna	LACSI budgeted faculty	50% LACSI
Dr. Frans Weiser	LACSI budgeted faculty	50% LACSI
*New NRC hire	LACSI budgeted faculty	50% LACSI
Patricia Pinckney	Spanish Language Table coordinator	
Dr. Amélia Hutchinson	Port. Language Table coordinator	
Dr. Chad Howe	Quechua Language Table coord.	
Juliano Saccomani	LACSI Teaching Assistant	
S. Lucena & D. Cosme	Fulbright Teaching Assistants	
T. Freitas, F. Guida	Portuguese Flagship TAs	
11 faculty members	LACSI Initiative Coordinators	8 disciplines
12 faculty members	Executive Committee	10 disciplines
18 members	Advisory Board	13 disciplines
7 members	Curriculum Committee	5 disciplines
151 members	LACSI Faculty Affiliates	All colleges
Core Administrative Support and Oversight		
Assoc. Provost Pandit	Office of International Education	
Assoc. Dean Fallows	Franklin College of Arts & Sciences	

6.B.1 Breadth of faculty and staff

involvement – As *Table*

6.1 shows, LACSI’s core staff is strong, and active oversight is provided through several large and highly diverse groups. 48 of the LACSI’s 151 affiliates volunteer on these committees, and LACSI has frequent meetings with all affiliates.

LACSI’s Advisory

Board is widely representative of UGA and the regional community, with members from the Library, Law School, Engineering, Forestry, Public Health, Ecology, Veterinary Medicine, Education, the Medical School, UGA Costa Rica, and several public citizen members from outside UGA. The Executive Committee, the main decision-making body (e.g., votes on faculty hiring), includes members from History, Romance Languages, Music, Math and Bioinformatics, Sociology, Anthropology, Journalism, Forestry, and Social Work. Our Initiatives likewise depend on broad and diverse faculty involvement: for example, the Southern Latino Research Initiative, which currently includes 53 UGA faculty representing 10 colleges and schools, including the Medical School. Through this initiative LACSI engages with immigrant



populations, including those with indigenous backgrounds (both culturally and linguistically), on research and outreach projects.

6.B.2 Institute administration and outreach – Since 2012, LACSI has had a full-time Director, Gordon, who oversees the efforts of the many people in *Table 6.1*. Associate Director Duncan, who is Public Service Faculty, a special track at UGA, leads LACSI’s active outreach program (see Section 7). He and several other affiliates devoted to outreach (e.g., Irwin, Matthews, Mellom, Soto-Keen) have been key in maintaining LACSI’s strong capacity for outreach even without NRC funding. The governance of LACSI, guided by its Bylaws, ensures strong and broad faculty engagement in decision-making (see Section 6.B.1). LACSI also benefits from the oversight of administrators Fallows and Pandit, with whom LACSI works closely. Through the NRC LACI will strengthen its capacity by hiring a full-time Program Manager, two specialized Assistant Program Managers, an Associate Academic Director for Collaborations from UGA’s faculty, Internal and External Evaluation specialists, and a RA from the College of Education to work with LACSI’s Internal Evaluator (*Bgt1-5, 46-47*).

6.C Nondiscriminatory employment practices

UGA seeks staff and faculty from groups that have been underrepresented historically, and encourages applications from the widest possible pool. It is committed to a policy of nondiscrimination and equal employment opportunity in conjunction with an affirmative action program which assures that regular position vacancies are disseminated in a fashion calculated to reach a generally representative cross-section of qualified potential applicants in the affected profession, discipline, or trade within the geographical recruiting area for the affected job group. All faculty job ads are thoroughly vetted by the Equal Opportunity Office, which approves print and online publications used to promote job openings. All staff job openings must be posted in an online database open to the public in order to give equal access to all potential applicants. LACSI embraces UGA’s policies and practices of nondiscrimination in hiring. The core faculty at UGA represents varied ethnic and cultural backgrounds and is 45% female. Affiliates hail from 11 different countries. This demographic diversity is complemented by an array of political

perspectives and sets the tone of openness and inclusion to which LACSI is committed. Once hired, UGA policies and infrastructure ensure fair and equal treatment for all employees.

7. OUTREACH ACTIVITIES

Salient Points • With NRC funding LACSI will capitalize and expand upon its pre-existing Pipeline for the P-16 study of Portuguese in Georgia and on a national level. • Nearly 4,700 individuals attended LACSI sponsored outreach events in 2012-13. • LACSI’s Latin American Ethnobotanical Garden is one of the only such university gardens in the U.S. and plays a key role in the Institute’s outreach mission.

7.A Elementary and secondary schools

Impact and involvement of faculty and professional schools: Largely because of the

widespread faculty involvement with LACSI (see *Table 6.1* and Sections 6.A&B), even without NRC funding, LACSI has had a solid impact in regional P-12 education, as suggested by the data for 2012-13 in *Table 7.1*.

Table 7.1 UGA Latin American Outreach Activities, 2012-13		
Activity	Events	Attendance
P-12 Teacher/Student Training	2	33
P-12 School-Based Programs	1	750
Post-secondary on-campus events	29	1200
Community Events	10	1305
Media	2	Unknown
Non-UGA Community Outreach	6	778
UGA Events January 2012 (Prior to Reporting Period)	2	603
Totals	52	4,669

While LACSI’s P-12 outreach is broad and varied, one signature project with national impact should be emphasized: The **Pipeline for the Study of Portuguese: from P-16 to the Professions**. Through the Portuguese Flagship Program, under Focus Area 1, LACSI is creating models for the teaching of Portuguese at all levels in the U.S. through pilot programs in the state of Georgia, with the aim of propagating the strategies nationwide. The College of Education and the College of Engineering have partnered in this effort. LACSI is already acting in the spirit of an NRC for the P-16 teaching of Portuguese. NRC funding will enable LACSI to expand and disseminate the pilot program, since less than 1% of Flagship funding can be spent on such outreach projects (*Bgt26, 39, 40, 42-44*; see also *Table 8.1*). The plan is to use the funding reserved in the NRC budget for the Languages Without Borders Initiative (the home of Flagship within LACSI, *Bgt26*) in order to put flesh on the skeletal structure of the P-16 Portuguese-



language capacity building that is already in place. As with all activities, LACSI is creating the statewide Pipeline by building close collaborative relationships with many institutions in the U.S. and abroad (see *Table 8.1* for the partners involved in this project). The nexus of the capacity-building work is the Georgia Department of Education (see support letter). Some highlights of the Pipeline to date: Elementary: With Union County, LACSI has partnered in establishing Portuguese instruction for K-2 (150 students instructed in 2012-13), and planning to expand to K-5 soon. LACSI helped Union County secure from Universidade Federal de São João del-Rei (UFSJ) one Brazilian advanced undergraduate as instructional support for a semester each year. LACSI convinced Hall County to hire a Portuguese instructor in 2012-13, who began teaching the language to approximately 50 4th and 5th graders in an after-school program. The plan is to expand this program through the help of LACSI and UFSJ, which also will send a student intern to this school. LACSI is collaborating with UFSJ to develop materials for P-12 teaching of Portuguese in the U.S. due to the dearth of materials. Middle School: LACSI and the U. of North Georgia are developing a three-week Summer Immersion program. Over the next four years both Union and Hall counties plan to expand instruction to grades 6-8 with LACSI's help. High School: In 2013, LACSI created and staffed a Portuguese component for the U. of North Georgia's *Federal Service Language Academy* for high school students, which benefitted eight students. Through Flagship, LACSI also partnered with Vanderbilt and Tulane in 2013 to build capacity at a national scope for the teaching of Portuguese language and Brazilian studies. 24 participants attended the national high school teacher-training workshop hosted at UGA. Through the proposed NRC grant LACSI will build on this collaboration and add Tuskegee U. of Alabama (*Absolute Priority [AP], NRC CPP [Competitive Preference Priority] 1 & 2, NRC IP*; see *Bgt17, 22, 41* and *Table 8.1*). LACSI is building replicable models to create Portuguese programs across the region and the nation that are even viable where there is no Brazilian immigrant population, as is the case in most of Georgia. The **Latin American Ethnobotanical Garden** should also be underscored: One of the only such resources in the U.S., LACSI's Garden contains over 300 species of plants used for various purposes by indigenous communities



from Mexico to Tierra del Fuego. It provides a compelling means for P-12 students to become engaged with the human and natural environments of Latin America through all of their senses. LACSI focuses on two main kinds of outreach: (1) Associate Director Duncan, who holds an M.S. in Forestry, helps elementary schools in Georgia to create their own ethnobotanical gardens and build curriculum around these new resources. LACSI will expand on P-12 activities in a self-sustaining way through the sale of plants cultivated in the greenhouse, an approach successfully piloted in 2014 (see *Table 8.1*). (2) LACSI intends to host a summer training institute so P-12 teachers from around the U.S. gain the knowledge and skills to create their own Latin American Ethnobotanical Gardens (*Bgt28*; see also *Table 8.1*). Through NRC funding LACSI will create e-interpretive materials for the Ethnobotanical Gardens for UGA's campus in Costa Rica and LACSI's own Garden (see *Bgt28* and *Table 8.1*).

7.B Postsecondary institutions

Some of the activities mentioned in 7.A and summarized in *Table 7.1* also benefit post-secondary institutions in the region, such as the cultural events that LACS organizes each year. LACSI's outreach to postsecondary institutions includes: weekly Portuguese, Quechua, and Spanish Conversation Tables; cross-disciplinary LACSI Conversations (discussed in Section 3.C); and the many lectures, cultural events, and other academic activities that LACSI organizes or co-sponsors each year that are open to students and faculty from regional institutions. These include activities related to Latin America by professional schools, such as the Law School's Transnational Law Program, and events across the disciplines (e.g., Agriculture, Environment and Design, Ecology, and Family and Consumer Sciences, Sociology, Geography, Spanish, Plant Biology). LACSI recently partnered with the Law School for a conference on the Cuban Embargo. The Portuguese Linguistics in the U.S. symposium in 2013 was an important resource for linguistics programs and Portuguese programs at other universities. The Guaraní symposium in 2014 had a similar function. Section 11 details how LACSI is going to help Georgia Title III/V and HBCU postsecondary institutions increase capacity in Portuguese instruction (*AP, NRC CPP 1 & 2, NRC IP*; see *Bgt39, 40, 42, 43* and *Table 8.1*).



7.C Business, media, public

As a public land-grant institution, UGA is deeply committed to outreach and service with the general public, in building ties with business, and in propagating the knowledge produced here through the media. The organization of UGA is an indication of this commitment: for example, UGA has a Vice President for Public Service and Outreach (with an associated faculty line), and several institutes on campus dedicated to outreach. LACSI embraces and contributes to this mission. *Table 7.1* synthesizes outreach and impact on, business, media, and the public. Many of the academic and cultural events discussed in Section 7.B and some of those from 7.A are also applicable here, such as the Spanish, Portuguese, and Quechua conversation tables open to the public, coordinated by Associate Director Duncan, who is Public Service Faculty. In addition, the value of LACSI's library of books and films, which benefits the public, should be underscored; the many public cultural events organized through the Portuguese Flagship program; and co-sponsored events, including a Cuban print artwork show; and visits by a Costa Rican dancer and a Guadeloupean choreographer. Also enhancing cultural awareness and exchange is Thomas's Athens Music Project, which involves both Latin American/Latino and African American musical traditions. With NRC funding LACSI will implement an international sculpture collaboration with local artist, Noah Saunders. Saunders has cultivated a network of dozens of sculptors throughout Latin America. This project will promote intercultural understanding through guided and documented creative collaboration (*Bgt45* and *Table 8.1*).

8. PROGRAM PLANNING AND BUDGET

Salient Points • LACSI's 9 existing multidisciplinary, faculty-led initiatives and 4 new initiatives, with NRC funding, will be guided by an efficient use of resources, focus on NRC purposes and priorities, and lead to sustainability beyond Department of Education funding (*Bgt26-38*). • The specific initiatives and activities proposed by LACSI will have a broad and long-term impact on undergraduate training in multiple areas identified as national needs.

8.A Funded NRC activities

While the *Performance Measure Forms* appendix organizes planned activities based on their measurable objectives, the complementary *Table 8.1* lists planned activities under the Focus Areas that they correspond to, how they meet NRC purposes and respond to announced priorities.

Table 8.1 Cross-Referenced Institute Plans by LACSI Focus Area, PMF Goal, NRC Purpose, Priority				
<i>Activity</i>	<i>Bdgt line</i>	<i>NRC Prp*</i>	<i>Priority</i>	<i>Partner (s)</i>
FOCUS AREA 1 Portuguese Language and Brazilian Studies				
PMF Goal: Increase P-16 capacity and impact for Portuguese-language instruction in Georgia and nationally.				
<i>Language Without Borders Initiative</i>	26	a,c		Units across UGA
Expand number of and enhance skills for P-16 Portuguese teachers	26,39,40	a,b,c	CPP1/2, AP, FLAS2	Teacher ed at UGA, SSU, Spelman; GAEd./ Districts; U. North GA; UFSJ; Unesp
Enhance Portuguese (and Quechua) postsecondary learning by increasing performance-based instruction	26,40	a	AP, CPP 2, FLS1	SSU
Develop and disseminate business Portuguese curriculum	26	a,b, c, d	AP	U. Kansas
Develop and disseminate P-16 Portuguese language Brazilian culture curriculum; enhance college-level Latin American Studies instruction	26,39,40	a,b, c, d	AP, CPP1, FLS1,2	SSU, Spelman, Athens Tech, Museu da Língua Portuguesa
Afro-Brazilian Studies inter-institutional research and biannual symposium *Some activities also relevant to Focus Areas 2/3/4.	39-40 42-43	a,b c,d	AP, CPP 1, FLAS 1&2	SSU, Spelman, Athens Tech., Tuskegee
Recruit participants and assist in annual summer high school training institute for Portuguese teachers	41/17 22	a,b,c	AP, CPP2	Teacher ed at UGA, GAEd/Districts, Vanderbilt, Tulane, Tuskegee, Unesp
FOCUS AREA 2 Indigenous Latin America				
PMF Goal: Expand and enhance teaching, research, and outreach related to indigenous Latin America in Georgia and nationally.				
No-cost: Establish Latin American track within Institute for Native Amer. St. degree programs	n/a	a,b,d		UGA's Inst. for Native Amer. St.
<i>Latin American Indigenous Languages Initiative</i>	27			Units across UGA
Recruit participants and assist in annual Quechua pedagogy symposium	27	a	AP	Ohio State U.
Quechua materials and curriculum development and dissemination	27	a	AP	Wisc., Kansas, U. César Vallejo, ACUPARI; Univ. Auto. Querétaro
<i>Ethnobotanical Garden Initiative</i>	28			Units across UGA
Recruit participants and conduct annual Summer P-12 ethnobotany teacher training institutes	28	b,c	AP, CPP1C PP2	UGA Obesity Initiative, Teacher ed at UGA, SSU, Spelman; GA Dept. of Ed & Districts
Develop and disseminate e-interpretive materials for UGA and UGA-Costa Rica ethnobotanical gardens	28	b,c,d	CPP2	UGA Costa Rica
No cost: Create Latin American ethnobotanical gardens and curriculum for GA schools (funded by plant sales to the public)	n/a	b,c, d		State Botanical Garden of GA, GAEd & Districts



The University of Georgia

<i>Southern Latino Research Initiative</i>	29			Units across UGA
Develop and disseminate P-16 curriculum on Latin American immigration	29	b,d, c	CPP1, CPP2	Teacher ed at UGA, SSU, Spelman; GAEd & Districts
Host visiting scholar/teacher series on Latin American immigration	29	b, c,d		U. Arizona
FOCUS AREA 3 Humans and the Environment				
PMF Goal: Expand and enhance P-16 curriculum, instructional impact, internships, and career pathways focused on the relationship between humans and the environment in Latin America.				
<i>Latin American Sustainable Agriculture Initiative</i>	30			Units across UGA
Develop and disseminate curriculum on agricultural sustainability in Latin America	30	b,c, d		UGA College of Agriculture
Co-sponsor student exchange with EARTH University, Costa Rica	30	b,c, d		EARTH U.
<i>Neotropical Montology Initiative</i>	31			Units across UGA
Develop and disseminate curriculum on Latin American montology	31	b,c, d	CPP1	SSU, Spelman
Host national symposium on neotropical montology	31	b,c,d	CPP1	SSU, Spelman, Units across UGA
<i>STEM Education Initiative</i>	32			Units across UGA
Conduct science education workshops at UGA's Costa Rica campus linking U.S. and Latin American students	32	b,c,d	CPP1, CPP2	Teacher ed/UGA, SSU, Spelman; UGA Costa Rica; U. Costa Rica
FOCUS AREA 4 Latin American Culture				
PMF Goal: Expand and enhance P-16 curriculum and instructional impact and public outreach regarding Latin American culture.				
<i>Cultural Ambassadors Initiative</i>	33			Units across UGA
Promote and conduct Hispanic Heritage Month activities in P-16 institutions and in communities	33	a,b, c,d	AP, CPP2	SSU, Spelman, Athens Tech stds, Mex. Cons.
Promote and conduct LACSI's annual Latin American Film Festival	33	a,b, c,d	AP	Athens Tech, UGA depts., Braz. Cons.
Create and promote Latin American Music Festival of Georgia	33	a,b, c,d	AP	GA Southern U.
Promote and conduct Sculpture Collaboration of the Americas	45	b,c		Local/Lat. Amer. Artists
<i>P12 Service & Education Initiative</i>	34			Units across UGA
Develop and disseminate P-12 curriculum materials about Latin American culture	34	b,c,d	CPP1, CPP2	Teacher ed at UGA, SSU, Spelman; GAEd and School Districts
Recruit for and conduct summer P-12 Georgia teacher training institutes in Latin American culture	34	b,c,d	CPP2 CPP1	Teacher ed and other faculty at UGA, SSU, Spelman; GAEd and School Districts
Organize and conduct faculty presentations on Latin American culture at P-12 schools	34	b,c	CPP1, CPP2	Teacher ed and other faculty at UGA, SSU, Spelman; GAEd and School Districts
*Key to NRC purposes: (a) teaching modern foreign languages; (b) area studies; (c) international studies for professional and other fields of study; and (d) world affairs (Paraphrasing Grant App. p. 9 & 31 [Sec. 602(a)(1)(B)]).				



The quality of the listed activities, all of which advance NRC purposes, derives largely from LACSI's approach, grounded in (1) decentralization (faculty-led activities through initiatives) with strong central support from LACSI; (2) promotion of cohesion by an emphasis on Focus Areas; (3) reliance on collaboration in all efforts.

8.B Strategies to strengthen program

8.B.1 Proposed activities – LACSI's coordinated emphasis on the activities listed in *Table 8.1* mirrors the aims of the NRC and FLAS grant programs and ensures that LACSI will grow in strength and focus during the grant period. The development plan is communicated through the *Performance Measure Forms* appendix, which details how the proposed activities will lead to a strengthened program over time. LACSI has identified four goals (corresponding to LACSI's four Focus Areas) that the planned activities in *Table 8.1* contribute to achieving. The appendix documents how progress toward goals will be measured.

8.B.2 Efficient use of resources – Much of the NRC funding will be distributed through the 9 existing multidisciplinary, faculty-led initiatives (*Bgt26-34*) and four new initiatives to be launched during the funding period (*Bgt35-38*). These education, research, and outreach initiatives were designed to efficiently realize the purposes of the NRC. Efficiency is achieved in part by distributing funds with predetermined milestones, and providing central guidance and oversight: (1) funds must be used for curricular development, outreach, and research-related activities; (2) coordinators must work with LACSI Associate Director to plan outreach activities, (3) with LACSI Curriculum Coordinator Quesada to design curriculum, (4) with Internal Evaluator Rubin to maintain data related to outputs, outcomes, and impact, (5) with the Associate Academic Director for Collaborations to build partnerships with the aim of becoming self-sustaining after the grant cycle; (6) they must involve undergraduate students in all activities so that the Institute always maintains its focus on being an *Undergraduate* National Resource Center. The self-sufficient design in the approach will be further incentivized by the scaled reduction in funding for the Initiatives from \$4,000 in Year 1 to \$1,000 in Year 4.



8.C Reasonableness of costs

LACSI will achieve the proposed objectives by implementing a philosophy of strong central support for decentralized activities, which involves targeted investment in personnel during the funding period to guide the amplified activities that will result from NRC funding (*Bgt1-5*). Funding that directly supports activities will be distributed among faculty-led initiatives, and that funding is gradually reduced over the period of the grant in order to create an incentive for the initiatives to become self-sustaining after four years (*Bgt26-38*). We also have kept costs low with support from UGA. Although cost-sharing is not required, UGA will help to support the following personnel: Program Manager, Associate Director for Collaborations, and the Assistant Professor with specialization in Indigenous Latin America. Additionally, UGA's Graduate School has dedicated 100% of a TA to help with new NRC activities. LACSI will continue to pursue additional support for activities, such as securing Fulbright TAs from Brazil, hiring several TAs through the Portuguese Flagship Program (see *Table 6.1*), and taking advantage of capacity building offers from other entities, including sending a TA to Salt Lake City in summer 2014 for training from a Chinese Flagship Program at no cost to us, in order to learn how to replicate their P-12 dual immersion model with Portuguese. Through these means LACSI can achieve substantial long-term goals outlined in Section 8.D at the lowest possible cost.

8.D Impact of activities undergraduate training

Table 8.1 demonstrates the many significant activities that, by the end of the four-year grant cycle, will have a broad and long-term impact upon undergraduate training at UGA, as well as within collaborating institutions in Georgia and nationally. The proposed initiatives will: (1) produce critical curricular development for undergraduates within each of the stated Focus Areas; (2) develop clear pathways for College of Education undergraduates to become certified as Portuguese teachers in Georgia; (3) establish long-term capacity for Latin American area studies and Portuguese instruction at Savannah State U. and Athens Tech students and enhance the advanced Portuguese course offerings at Spelman College; (4) develop new joint courses (with online dimensions) in Business Portuguese (with Kansas U.) and the History of the



Portuguese Language (with Museu da Língua Portuguesa); (5) expand UGA's young Quechua program and create a Latin American track within its Institute for Native American Studies undergraduate degree programs; (6) coordinate undergraduate instruction around UGA and UGA Costa Rica ethnobotanical gardens; (7) develop Science Education workshops at UGA Costa Rica, bringing together U.S. and Latin American undergraduates for collaborative projects; (8) expose UGA undergraduates to Latin American cultural diversity through Hispanic Heritage Month activities, Latin American Film and Music Festivals, and other UGA-wide events.

9. IMPACT AND EVALUATION

Salient Points • LACSI is committed to, and has a proven track record of, promoting diverse placements for graduates in government service, P-12 teaching, and post-graduate and professional programs. • Multiculturalism and equal opportunity at the heart of LACSI and UGA, as evidenced by the Weldon H. Johnson Access Study Abroad Scholarship for students receiving disability services. • LACSI's evaluation team builds on the expertise and experience gained from creating the Title VI GLOSSARI (Georgia Learning Outcomes of Students Studying Abroad Research Initiative) project and providing evaluation workshops for Title VI directors.

9.A Impact of activities

9.A.1 Enrollments, placement data, participation in events, usage of resources – LACSI has found ways to achieve a high impact on the university, community, region, and the nation through activities and training having never been funded through the NRC or FLAS programs. *Table 2.5* lists UGA's strong international education enrollments—nearly 400 students studied in 13 Latin American countries last year. *Table 3.2* shows that during 2012-13 UGA enrolled almost 10,000 students in courses with at least 25% Latin American content, including around 8,000 in Spanish courses and 600 in Portuguese courses (*Table 4.1*). LACSI has also had strong impact on P-12 education, post-secondary institutions, and on the public, as reported in *Table 7.1*, with activities reaching nearly 5,000 people in 2012-13. *Table 9.1* summarizes placement data for Latin American Studies majors. LACSI is committed to promoting diverse placements



for graduates in government service, other public service, P-12 teaching, and post-graduate and professional programs. With NRC and FLAS funding, LACSI will not only increase numbers in

Table 9.1 Career Placements 2007-12 for LACSI Graduates

<i>Career Type</i>	<i>% of 61</i>
Employment in Latin America	2%
Government (Latin American focus)	11%
Graduate Studies	20%
Grad. Studies related to Latin Amer.	16%
Higher Education	5%
International Organization	2%
Law School	9%
Nursing School	2%
Peace Corps	7%
Private Sector (Latin Amer. focus)	7%
Private Sector (Non-profit)	7%
Private Sector (Profit)	2%
Teach for America	5%
Translation/Interpreting	5%

those categories during the course of a single grant cycle, but will also enhance long-term capacity (even under assumptions of a single-round NRC funding). LACSI will adopt strategies for sustaining strong enrollments, graduate placement, and outreach largely through robust evaluation, as described in Section 9.C.1. Evaluation results will guide program modifications over time. Internal Evaluator, Rubin, will be a core member of the

team and continuously engage over the course of the grant.

9.A.2 Matriculation of students into post-baccalaureate programs – LACSI’s undergraduate major has established a solid foundation for placing undergraduate degree holders into advanced language, area and international studies programs, government service and Areas of National Need, as shown in *Table 9.1*. Students have recently matriculated, for example, into area studies programs, law school, and nursing school, and have gone into government service. Alongside the placements through the B.A. in Latin American Studies, LACSI is developing innovative approaches to prepare students for post-graduate study and global careers through the Portuguese Flagship Program. A fundamental part of Flagship is the semester-long internship during the students’ Capstone year (see Sections 2.A.3 and 2.B.1). This content-based, real-world, experience increases linguistic capacity and prepares students for advanced study after their undergraduate degrees. For example, one student from the first (2013 graduation) Flagship cohort has just enrolled in an M.B.A. program. Two other certified Flagship graduates received full-time job offers from their internship sites, PricewaterhouseCoopers and Moody’s Corp.



9.B Provisions for non-discrimination of participants

As discussed in Section 6.C, LACSI is proactive in mitigating barriers to participation based on gender, race, national origin, ethnicity, disability, or age. For example, males, African Americans, nontraditional undergraduate students, and persons with disabilities are underrepresented among education abroad participants, and that disparity may hold true for romance language study as well. The availability of FLAS summer funding may make education abroad classes more feasible for some members of these under-represented groups. Moreover, partnerships with two HBCUs—Spelman College and Savannah State University—will ensure that FLAS funding and other program initiatives are marketed toward persons of color. LACSI's partnership with Athens Tech will increase representation among non-traditional students, including older postsecondary students. The initiative on Afro-Brazilian culture may prove attractive especially for persons with academic interests in African or African American Studies. The UGA Office of International Education actively promotes diversity among students studying abroad, including students with disabilities. For example, the Weldon H. Johnson Access Abroad Scholarship is reserved for students receiving disability services. For all on-campus classes, UGA's Disabilities Resource Center provides accommodations such as note-taking, mobility assistance, and accommodations in scheduling and test-taking. Likewise, the Regents Center for Learning Disabilities offers students specific guidance and support geared toward reducing barriers to international education and additional language learning for students who may process information differently. Multiculturalism lies at the heart of LACSI. Many LACSI faculty and staff affiliates function in the realm of multicultural scholarship and institutional diversity. One LACSI initiative partners with several campus projects for increasing diversity in the STEM disciplines. Juan Gutierrez, Assistant Professor in Math and Bioinformatics, coordinates this effort. One benefit of LACSI working intensively with STEM students of diverse backgrounds is that it helps to improve the gender and ethnic imbalance typical of such disciplines.



9.C Implementation of evaluation plans

9.C.1 Evaluation plan – Robust and innovative program evaluation stands as one of the cornerstones of the proposed activities. For LACSI, evaluation is not merely an afterthought to assess past activities, but is rather a thread deliberately woven into all program planning. Evaluation in this project functions as a means of generating new insights about international education, as well as a feedback mechanism to guide midcourse adjustments in program implementation. The LACSI evaluation plan conforms to the dictates of the Joint Committee on Standards for Educational Evaluations, especially with respect to negotiating evaluation purposes among stakeholders (Standard U3) and communicating evaluation findings (Standard A8). More specifically, LACSI builds upon recent trends in *student learning outcomes* assessment for international education. LACSI will closely track the impact of programmatic activities on general undergraduate academic outcomes (e.g., progress toward college completion), as well as outcomes more closely identified with international education (e.g., proficiency in world languages). In this respect, LACSI follows the lead of a pioneering Title VI project awarded to the University System of Georgia: the Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI). The program evaluation team will be lead by Don Rubin, who implemented GLOSSARI and who also works with the related Title VI California Community College Students Occupationally and Academically Ready project. Last year Rubin presented at the evaluation workshop for Title VI directors. Evaluation will be further supported by: a research assistant in measurement from the College of Ed. and an External Evaluation consultant, Andrew Cohen. Cohen, international expert on teaching additional languages and education abroad outcomes, is former director of the Center for Advanced Research on Language Acquisition Language Resource Center at Minnesota. Cohen will conduct site visits at the beginning and at the end of the project, and will review evaluation practices and results on an annual basis. The evaluation plan reflects practices associated with program evaluation logic models. It considers each objective in light of four types of data. (1) *Process* measures describe how the objective was implemented in terms of the activities undertaken. In many cases process



measures are observational and qualitative. (2) *Output* measures describe the “reach” of each activity. Outputs are usually counts of discrete units such as the number of classes taught or the number of participants enrolled. (3) *Outcomes*, in contrast, focus on meaningful change resulting in the short-term from program activities. These might include increments in students’ intercultural competence or faculty peer evaluations of new course curricula. (4) *Impacts* are long-term and sustainable effects of program activities. They might include student career choice or institutionalization of an area studies curriculum. The evaluation plan captures a wide variety of program *outputs*. Prominent among those outputs are data essential to the performance measures mandated by the Secretary for NRC and FLAS programs. These include items such as (a) increase in the number of courses teaching priority languages and LCTLs, (b) increase in number of relevant certificate, minor, or major academic programs, and (c) increase in language proficiency levels for FLAS fellows. Examples of many other output measures are represented in the *Performance Measure Forms* appendix. The evaluation plan is especially distinguished by its attention to three kinds of undergraduate *student learning outcomes*. (1) World language learning outcomes will be measured by pre-and post-testing on (a) language performance proficiency tasks and (b) a self report of communication functions that learners can accomplish in their target language. This self-report measure has been found to be informative for world language learners in a variety of settings. (2) Cultural competency outcomes will be measured by means of pre- and post-testing using the Global Perspective Inventory. The Inventory has been adopted by a number of institutions (including UGA) as a tool for assessing internationalization. A comparison group of peer students who did not participate in LACSI programs will also be tested. (3) Academic success outcomes include: (a) year-to-year retention for student participants, (b) timely college completion and, (c) final-semester GPA. LACSI undergraduates and a comparison group will be administered the Deep Learning subscale of the National Survey of Student Engagement, an index that is well linked to college completion and success. The evaluation plan encompasses data collection for all performance measures mandated for NRCs and FLAS programs for annual entry into the International Resource Information System. These



measures include: (a) pre- and post- test instructor-administered FLAS language assessments, (b) FLAS fellows' self-assessments, (c) bi-annual surveys of participants' postgraduate employment, education, or training, (d) numbers of students engaged in each of the NRC and FLAS activities, together with (e) associated budget figures.

9.C.2 Program improvements through evaluations – LACSI went through a UGA-mandated Program Review in 2009-10. Three structural improvements, in particular, were made in response: (1) a national search was conducted for a full-time director in 2012; (2) the governance structure of LACSI was overhauled to provide broad representation from among the diverse faculty (see *Table 6.1*); (3) finally, the review led to the current structure of four Focus Areas that act as umbrellas for multi-disciplinary initiatives. As an NRC, LACSI will remain focused on responding to thorough assessments: results from student performance assessments will “feed forward” into a process of continuous quality improvement for course design and instruction.

9.D Improved supply of specialists

As discussed in Sections 9.A.1 and 9.A.2, and as reported in part through *Table 9.1*, UGA has a strong record of enriching the supply of specialists from among the numerous undergraduates enrolled in Spanish, Portuguese, and Latin American area studies. LACSI graduates pursue a variety of graduate and professional programs and careers in Areas of National Need. Since the Portuguese Flagship Program launched in 2011, over 60 students have participated. Perhaps more important than these initial numbers are the lessons learned of effective ways to train students to become global citizens, people highly trained in the languages of Latin America and in area studies. At the core of LACSI's approach is performance-based instruction, through diverse approaches to Languages Across the Curriculum (see Section 4.B), which efficiently produces substantial numbers of specialists.

9.E Addressing national needs

9.E.1 Addressing national needs and generating information – A plethora of national reports and policies assert the need to boost American capacity in international and foreign language studies for purposes of both national security and international trade (e.g., *Education for Global*



Leadership, Committee for Economic Development 2006). Both focal languages addressed by LACSI—Portuguese and Quechua—are identified by federal agencies as priority languages for Title VI projects. The Portuguese Flagship Program at Georgia was the first ever funded in Portuguese by the Department of Defense’s NSEP. This Flagship responds to the need to increase U.S. speakers of Portuguese in business and professions, as implied by the Department of Commerce’s high ranking for Portuguese. FLAS participants will come from a wide variety of disciplines in addition to Romance Languages—with the expectation that they will bring the Portuguese proficiency to bear in a range of commercial, professional, and public endeavors. Latin American studies likewise comprise an area of national need. Nearly every federal agency queried by the Secretary places South America on its list of priority regions. LACSI’s Focus Area 2, the emphasis on human/environment interaction and sustainability, responds particularly to the Department of Agriculture’s Latin America priority. The Department of Transportation specifically names Brazil, where UGA and partner institutions already host several education abroad programs and academic exchanges. The National Research Council’s *International Education and Foreign Languages* report specifically examined the impact of Title VI and Fulbright-Hayes programs in the context of national need and impact. Recommendations emerging from that report highlight the need to augment capacity in P-12 language offerings and to improve teaching and teacher resources in additional languages. LACSI has responded to those national needs by partnering with P-12 education in Georgia and by its close collaboration with teacher educators at Spelman, SSU, and UGA’s College of Education. Teacher candidates and graduate education students will assist in curriculum development for enriching P-12 education. Disseminating information generated by LACSI activities to professional constituencies and the public are important project outcomes. LACSI enjoys strong linkages with stakeholder groups such as the Latin American Chamber of Commerce and the Latin American Association. These organizations will help publicize LACSI activities such as the symposium on Afro-Brazilian culture, public education about indigenous languages and cultures, and opportunities for Portuguese instruction at technical and/or community colleges.



9.E.2 Student placement – Inexpensive, sustainable methods for placement include contacts in international businesses. Sections 9.A.1, 9.A.2, and 9.D, and *Table 9.1* communicate how LACSI has placed students in graduate and professional programs, and in careers in Areas of National Need, both with regard to language (Portuguese and Spanish) and area studies. LACSI will draw on placement success via the Portuguese Flagship Program, and refine methods to sustainably augment the pipeline of students who serve Areas of National Need.

9.F FLAS fellowships and student placement

9.F.1 Fellowships and areas national needs – LACSI’s proposed breakdown of academic year and summer Fellowships (8 undergraduate and 8 graduate) for study in Quechua and especially Portuguese, reflects national need in these areas. FLAS fellows will be selected to optimize their contributions to national need. The fellowships will be distributed among several majors, including education and international affairs. Some will be allocated to HBCUs (Spelman and Savannah State), thus addressing *NRC Competitive Preference Priority 1*. Some will be allocated to students who demonstrate financial need through eligibility for Gilman scholarship and other need-based awards, thus addressing *FLAS Competitive Preference Priority 1*.

9.F.2 Student placement – LACSI recognizes the need to track post-graduate employment and to create pathways for university students to apply their language skills and area studies knowledge in meaningful professional contexts in both the public and private sector. The guiding principle of its Flagship program—“Creating Global Professionals”—will, to a large degree, also guide its FLAS Fellowship program, through the consistent assessment of student proficiency gains, the development of internship opportunities, and the tracking of post-graduation education and employment, particularly in Areas of National Need. Internships or service-learning projects will be available either during the summer program (in Brazil, for example) or domestically during the academic year (e.g., at the Brazilian Consulate in Atlanta).

10. FLAS AWARDEE SELECTION PROCESS

Salient Points • FLAS applicants must complete a Free Application for Federal Student Aid form to calculate family contributions, as indicated by Part F of Title IV of the Higher Education



Act (*FLAS CPPI*). • LACSI will allocate 3 summer FLAS Fellowships annually to 3 Minority Serving Institutions in GA (Spelman C, Savannah St. U., and Athens Tech) (*NRC CPPI*).

Summary of request: LACSI requests 4 academic year and 4 summer FLAS Fellowships at the undergraduate level, and 4 academic year and 4 summer Fellowships at the graduate level (*Bgt48*). Fellowships will be awarded primarily in Portuguese and Quechua, which UGA has the capacity teach at all levels (Portuguese), and at beginning and intermediate levels (Quechua). Many UGA undergraduate FLAS recipients will also possess Georgia's HOPE and Zell Scholarships, which cover 90% and 100% tuition costs respectively. Thus, FLAS funding normally allocated to undergraduate institutional payment may be used to award additional Fellowships. Moreover, institutional payments allotted for AY and summer Fellowships are sufficient to cover UGA tuition and fee costs at the graduate level.

10.A Advertisement, timeline, and promotion of priorities

10.A.1 How awards will be advertised – LACSI will vigorously promote the FLAS Fellowship program through the following coordinated strategies: a) fliers posted in all relevant UGA units; b) electronic advertisement sent to the entire UGA community (close to 45,000 people); c) a FLAS information session every Fall semester; d) an advertisement in the *Red & Black* student newspaper; e) postings on LACSI's website, listserv, and social media pages, which reach nearly 700 existing stakeholders. LACSI will also promote its FLAS program, using similar means, at Spelman C., Savannah State U., and Athens Tech, institutions in which LACSI hopes to award one Fellowship each annually (to be used at FLAS approved programs), as part of the broad capacity-building strategy for Portuguese in Georgia and the Southeast region.

10.A.2 Steps in selection process – Applications for academic year and summer awards will be due, and submitted online, in early February and must include official student transcripts, relevant exam reports (e.g., SAT, ACT, GRE, LSAT, MCAT), a statement of purpose, a résumé, and letters of reference (three for academic year and one for summer). In addition, all FLAS applicants will be required to complete a Free Application for Federal Student Aid form such that their expected family contribution can be calculated, as indicated by Part F of Title IV of the



Higher Education Act. The Selection Committee will meet in late February to make award decisions. Fellowship recipients will be notified in early March.

10.A.3 Correspondence of awards to priorities – LACSI plans to devote most of its FLAS Fellowships to the intermediate/advanced study of Portuguese and beginning/intermediate study of Quechua, both of them LCTLs (*FLAS CPP 2*). Preference will also be given to students who can demonstrate financial need (*FLAS CPP 1*), in addition to academic merit, (as described in 11.B). LACSI plans to prioritize the allocation of one undergraduate summer FLAS Fellowship in Portuguese to Spelman C, Savannah St. U., and Athens Tech annually (3 total, to be used at FLAS-holding programs), all MSIs that will benefit dramatically from LACSI’s capacity-building efforts (*NRC CPP 1*). Similarly, LACSI will give FLAS Fellowship priority to one student from UGA’s College of Education (*NRC CPP 2*). LACSI intends to bolster both undergraduate and graduate participation in the new Quechua program, with special emphasis on undergraduates, and collaboration from units like Anthropology and Native American Studies. **Notably, UGA’s Portuguese Flagship Program** provides study abroad funding strictly for UGA *undergraduates* (for the summer and AY). LACSI will build upon this strong foundation by using the FLAS Fellowships to: (1) focus efforts on Intermediate/Advanced Portuguese acquisition at the *graduate* level; (2) provide support to the many deserving non-Flagship undergraduates who wish to study Portuguese; (3) expand the influence of capacity-building efforts with Portuguese beyond UGA, and across the region, at collaborating HBCU and community college institutions. In short, existing Flagship resources will allow LACSI to broaden the overall impact that a FLAS program will have, here on campus and beyond.

Measuring and documenting proficiency gains: LACSI proposes to utilize Simulated Oral Proficiency Interviews and other recently developed assessment tools (in reading and listening) to determine pre- and post-FLAS Fellowship proficiency levels, as it does regularly with its Flagship Program. The implementation of such standardized assessment measures, and the data gained from them, will significantly enrich FLAS student performance reports, and address the Dept. of Ed.’s priority to reliably assess student progress with regards to language competency.



10.B How students apply for awards

Several informational sessions will be given at designated times during the Fall and early Spring semesters. Students will submit their applications online. Visually impaired students can receive assistance from UGA's Disability Resource Center. Students will submit an application consisting of official student transcripts, a financial aid report to demonstrate financial need, relevant exam reports (e.g., SAT, ACT, GRE, LSAT, MCAT), a statement of purpose, a résumé, and letters of reference (three for academic year and one for summer). The statement of purpose will require students to discuss their previous language training and the relationship of the proposed language study to their academic and career goals, as well as how, when relevant, their goals correspond with LACSI Focus Areas. Graduate applicants will provide a second statement that outlines the usefulness of this language study to their specific research project and a budget statement.

10.C Composition of selection committee and selection criteria

10.C.1 Who selects the fellows – A committee of five LACSI-affiliated faculty will be chosen by the LACSI Director, and chaired by the Associate Director, representing multiple disciplines, professional schools, and regional specialties, including at least one language specialist from either Portuguese or Quechua. The committee will rank FLAS applications based on the announced criteria/priorities and submit recommendations to the Director. Committee members will be required to disclose any relationship to the applicants and a standardized scoring sheet will be used to determine finalists, in addition to several alternates.

10.C.2 Selection criteria – FLAS Fellowships will be awarded on the basis of academic merit, financial need, professional potential and career goals, and the ability to achieve proposed language proficiency gains. Financial need will be demonstrated through the financial aid report that applicants will submit. Merit-based qualifications will be measured using a standard point-system with the following categories: (1) Overall GPA; (2) GPA in Portuguese or Quechua language class; (3) focus and quality of Statement of Purpose; (4) letters of recommendation; (5) scores on relevant standardized tests (SAT, GRE, MCAT, etc.) The criteria and preferences

described above apply to FLAS fellowships awarded for study during academic years 2015-16, 2017-17, and 2017-18. Preference will also be given to students applying from the professional schools, or that can demonstrate a clear path towards government service, with the aid of this fellowship. The selection committee will, whenever possible, seek a diverse mix of recipients from the humanities, social sciences, natural sciences, and professional schools. Undergraduate and graduate applications will be considered separately.

11. COMPETITIVE PRIORITIES

Salient Points • LACSI currently collaborates with two HBCUs and, with NRC funding, will produce a symposium focused on Afro-Brazilian Studies that, along with research exchanges, will act as a long-term catalyst within Georgia for teaching, research, and P-12 outreach (*Bgt42*). • LACSI will assist in capacity-building to develop and launch Athens Technical College’s first foreign-language component (with Portuguese) within several of the institution’s new Associate of Science degrees (*Bgt43*). • With NRC funding LACSI will help cover the costs, during the first 2 years of the grant, of the 1st Portuguese faculty member at Savannah State U. (*Bgt40*).

Table 11.1 Activities Responding to Announced Priorities	
ABSOLUTE PRIORITY	
LACSI guides P-16 teacher training activities prioritized in Portuguese, Spanish, Quechua, and Latin American and Caribbean Studies – in collaboration with local, state, university, and international partners.	
NRC PROGRAM COMPETITIVE PRIORITIES	
NRC Program Competitive Preference Priority 1 – Collaboration with MSIs and Community Colleges	
It dramatically increases long-term Portuguese capacity as well as Latin American curricular dimension at 2 HBCUs (Savannah St. U. and Spelman C.) and 1 Title III/V community college (Athens Tech C) in Georgia.	
NRC Program Competitive Preference Priority 2 – Collaboration with College of Education	
It collaborates with UGA’s College of Ed. to: (1) increase the number, and improve the preparation, of certified P-12 Portuguese teachers in Georgia, and (2) fully integrate Latin American content into teacher education at UGA.	
NRC Program Invitational Priority	
Builds, through specific activities, upon existing linkages with several institutions in Brazil (e.g., U. of São Paulo, U. Fed. de São João del-Rei, U. Estadual Paulista), in Spanish-speaking Latin America (e.g., U. César Vallejo), and even in Sub-Saharan Africa (U. of Cape Verde and U. of Maputo in Mozambique).	
FLAS PROGRAM COMPETITIVE PREFERENCE PRIORITIES	
FLAS Competitive Preference Priority 1	
One of the selection criteria for undergraduate and graduate students is demonstrated financial need.	
FLAS Competitive Preference Priority 2	
Nearly all of the academic year and summer awards will be for LCTLs, typically Quechua and Portuguese.	
FLAS Invitational Priority	
Many awards will be made for Portuguese, one of the major official languages in Africa with native speakers in five countries. Thus LACSI’s FLAS can help African Studies at UGA build capacity.	



11.A NRC Priorities

11.A.1 NRC Competitive Preference Priority 1 – Collaboration with HBCUs in Georgia:

LACSI will significantly expand preexisting relationships with two HBCUs in GA: Savannah State U. and Spelman College, in Atlanta, to dramatically improve their capacity for Portuguese language instruction (drawing on best practices from LACSI’s Portuguese Flagship Program) and to enhance their overall engagement with Latin American studies, with a particular focus on Afro-Brazilian studies. *Table 8.1* summarizes these activities, and explanations for them and the costs associated with them are detailed in the budget (26, 39, 40). LACSI will provide funding each year for the first two years of the grant, to help cover the costs of a new Portuguese instructor/faculty member at Savannah State U. Their Provost has agreed to make this hire in Portuguese and to assume the position’s full salary expenses after two years. A new faculty hire in this area will have a profound impact upon their capacity for building Portuguese, and will accelerate their administration’s plan to add Portuguese to its foreign language curriculum. Given that Spelman C. currently offers beginning and intermediate level Portuguese instruction, LACSI will focus on the development of Advanced-Level Portuguese language and content courses, through hybrid (on-line/in person) teaching strategies, teaching training, and the incorporation of telecollaborative learning. LACSI is also coordinating a yearly Portuguese/Brazil-focused P-12 Summer Teacher Training Institute with Tuskegee U. in Alabama, in conjunction with Tulane U. and Vanderbilt U. (see Section 7.A; see *Table 8.1* and *Bgt17, 41*). Based on the existing capacity of the partners, some activities will be specific to one institution while other activities will be implemented in consortium. All are intended to bring about measurable and sustainable results at these institutions, and to lead to ongoing, mutually beneficial collaborations with LACSI. One shared activity is the **Afro-Brazilian Studies Consortium in GA**: NRC funding will be utilized to support the mutual interest and expertise in Afro-Brazilian Studies that UGA shares with its partners in Georgia. A cohort of committed faculty at each institution has been identified and will be called upon to: (1) organize an academic Symposium, in Year 2 and Year 4, focused on Afro-Brazilian Studies that would serve



as a long-lasting catalyst within Georgia for teaching, research, and P-12 outreach in this area; and (2) develop ongoing faculty research and teaching exchange between the three institutions, with a focus on Afro-Brazilian Studies, but also engaging the African and African-American Studies programs of each university. (*Bgt42*). **Collaboration with Athens Technical College:** LACSI will also build upon its existing relationship with Athens Technical College, an MSI Title III/V eligible institution and Level I Associate Degree granting community college, which was identified in 2010 by Community College Week as the 8th fastest growing community college in the U.S. With the encouragement of their Executive Vice-President, LACSI will assist in capacity-building to develop and launch the college's first foreign-language component (in this case, Portuguese) within several of their new Associate of Science degrees. Part of the multi-dimensional plan provides Portuguese instruction at Athens Tech to high school students in Clarke, Madison, and Hart Counties. (*Bgt43* and *Table 8.1*).

11.A.2 NRC Competitive Preference Priority 2 – UGA's College of Education: Founded in 1908 UGA's College of Education is the highest producer of teachers in Georgia, offering 14 undergraduate majors and 28 graduate programs, 6 of which are ranked in the nation's top 10. Its Secondary Education programs, including World Language Education, was ranked 5th among America's Best Graduate Schools (2011 U.S. News and World Report). Of particular relevance for collaborations, the Language and Literacy Education Department offers undergraduate and graduate programs leading to P-12 teacher certification in World Language Education, as well as in-service Endorsement Programs for P-12 teachers in GA. It is also highly committed to the certification of teachers qualified to teach LCTLs, including Portuguese. For example, it recently developed the capacity to certify Portuguese teachers in GA (one of the few states in which this is possible) via its M.A. in Teaching program, and via its program for undergraduates. **College of Education and LACSI:** LACSI and the College of Education have a long history of working together on initiatives designed to integrate Latin American area studies into UGA and P-12 curriculum as well as community-based activities. Nine of its faculty are LACSI affiliates and have collaborated on teacher training (see Section 7.A), research projects (telecollaborative



learning and Portuguese), public school outreach (through the Latin American Ethnobotanical Garden and LACSI-funded workshops), and in other ways, including participation on LACSI's STEM Education and Southern Latino Research Initiatives. Regarding the new, planned activities through this grant, the two units have worked together to identify the primary hurdles to Portuguese teacher certification in GA, namely the difficulty of student-teacher placement and relative lack of certified Portuguese teachers who can supervise these UGA students. This collaboration also dovetails with Flagship's recent success expanding P-16 Portuguese instruction in GA, providing teacher training on a national level, and creating through the Language Without Borders Initiative a pilot state-wide P-16 *Portuguese Pipeline*, as outlined in Section 7.A. Among other activities the collaboration will offer solutions to the aforementioned obstacles, increase the number of P-12 Portuguese teachers certified in GA, and thereby address the existing and expected needs in the state and the nation (see *Table 8.1* and *Bgt44*).

11.B FLAS Priorities

11.B.1 FLAS Competitive Preference Priority 1 – LACSI will award FLAS fellowships to both undergraduates and graduate students primarily for the study of Portuguese and Quechua. Preference will be given to those students who demonstrate financial need (as demonstrated by the student's financial circumstances and expected family contribution as reported in the submitted financial aid report) coupled with a strong academic track record and commitment to the intensive study of Portuguese or Quechua, or other languages (see the Introduction to Section 10 and Section 10.C.2).

11.B.2 FLAS Competitive Preference Priority 2 – The intention is to award the vast majority of FLAS fellowships to the study of Portuguese and Quechua (75-100%), with possible exception for students who have a demonstrated need to study another indigenous language, for example, in a summer program in Latin America.



The University of Georgia®

Office of the President

June 23, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Mr. Secretary,

It gives me great pleasure to provide this letter in support for the Latin American and Caribbean Studies Institute's (LACSI) 2014 proposal to create the first NRC and FLAS Programs in the state of Georgia. The University of Georgia is proud of its long and sustained commitment to internationalization and considers its area studies programs integral components of that commitment. Latin America is a critically important region for the state of Georgia, both in terms of commerce (over 20% of Georgia exports) and the longstanding, enriching cultural ties associated with having Latinos represent more than 9% of the state's population. Eleven Latin American consulates and honorary consulates in Atlanta are just an hour's drive from Athens, and LACSI routinely works with several of them. The attached proposal will highlight LACSI is poised to fill the geographic gap that exists in current NRC representation in the Southeast United States, and the university is committed to ensuring the success and sustainability of our NRC/FLAS Programs.

Among area studies programs at UGA, LACSI has been successful in building high quality programs that meet the needs of students, faculty, and the north Georgia community. I have served the University of Georgia as both professor and administrator since 1986, becoming its 22nd President in 2013. During that time I have watched LACSI steadily grow to become the largest area studies unit of Franklin College of Arts and Sciences. With a dedicated building (La Casa Amarilla) on UGA's North Campus, LACSI now offers an undergraduate major, minor, graduate and undergraduate certificates. It serves as the focal point of a thriving multidisciplinary community of people, including over 150 core and affiliate faculty who share a love for the Latin American and Caribbean region, and it is also home to the nation's only Portuguese Flagship Program, funded by the U.S. Department of Defense.

The Latin American Studies program has been partnering with the UGA Office of the Vice President for Research, Graduate School, and the Franklin College of Arts and Sciences since 1998 to provide match funding to support graduate field research in Latin America. LACSI secured a Title VI UISFL grant in 2004 to create the undergraduate LACS major, and it later added a graduate certificate program. In recognition of UGA's commitment to Latin American graduate research, the Tinker Foundation awarded LACSI three, three-year field research grants providing 212 students in 22 academic and professional departments the opportunity to conduct research in 19 Latin American countries.

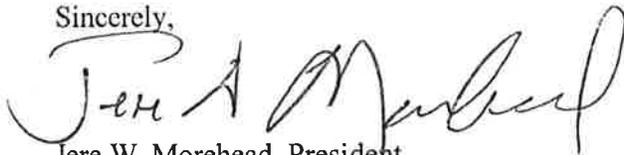
Developing a student body of global citizens with knowledge of the world, its languages, and cultures, is an important priority of the University of Georgia. UGA brings many additional resources to bear in providing students, faculty and the community with opportunities to develop Latin American linguistic and cultural competencies. Students are encouraged to explore their world through study abroad, engaging with the 30 on-campus international/multinational student organizations, and through participating in the growing body of courses that integrate language, culture and service across the curriculum. UGA was ranked 15th among all U.S. institutions in the 2013 Open Doors report on the number of U.S. students studying abroad. In the category of large colleges and universities, UGA is ranked 17th nationally in producing Peace Corps Volunteers and 44 alumni are currently serving worldwide.

The university recently hired six tenure-track faculty with Latin American and Caribbean interests (Departments of Theatre and Film Studies, Legal Studies, Sociology, Comparative Literature, and Romance Languages), a full-time LACSI director among them. The UGA Office of International Education has been a steadfast partner in helping LACSI promote the region, most impressively through the UGA Costa Rica Campus, a permanent, 155-acre UGA site in San Luis de Monteverde, offering more than 90 courses representing 41 different disciplines from 11 of UGA's 17 colleges and schools.

LACSI was recognized for the quality of its academic programs and its administrative capacity at the national level, receiving the nation's first and only National Security Education Program (NSEP) Portuguese Flagship Center in 2011. In just three years, more than 50 students have enrolled in the program and momentum continues to build as LACSI recruits its 4th cohort of students who all will strive to achieve professional working proficiency in Portuguese. An increasing number of UGA Flagship collaborations with NRCs at Tulane and Vanderbilt focus on helping K-12 social studies and Spanish teachers integrate Brazilian language and culture content into their classes

I hope the reviewers of the University of Georgia's proposal will appreciate the many ways that LACSI currently supports the goals of the NRC/FLAS and that they will be as excited as we are about the unique vision that LACSI presents to further those goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Jere W. Morehead". The signature is fluid and cursive, with a large initial "J" and "M".

Jere W. Morehead, President
University of Georgia



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June 23, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I am writing in support of a proposal to the US Education Department for a National Resource Center grant and Foreign Language and Area Studies fellowships grant to be administered through the University of Georgia's Latin American and Caribbean Studies Institute (LACSI). The activities envisioned in this admirable proposal will strengthen critical capacity in international and language education throughout our state, and indeed nationally and internationally. In my capacity as chancellor of the University System of Georgia (USG), I offer my strongest endorsement for this effort.

As you may know, USG is comprised of 31 diverse institutions including 2-year colleges, minority-serving institutions, and historically black colleges and universities. By partnering with Savannah State University—an HBCU—there is no doubt that this project meets critical priorities set by your office. In addition to USG institutions, LACSI will also collaborate with Spellman College—a private HBCU—and with Athens Tech—a Title III/Title V-eligible unit of the Technical College System of Georgia. Leveraging USG channels of communication such as the System Council on International Education will serve to amplify this project's impact to an even wider variety of institutions.

The proposed project will contribute significantly to USG's strategic initiatives. Most obviously, it will serve as one of the centerpieces of the System's strategic imperative that pertains to participation in the global economy. I note with particular interest, in addition, that with NRC and FLAS support, LACSI will likewise address our strategic imperative regarding academic excellence and degree completion. By crafting programs in international education that promote degree completion, LACSI is positioned as a key player in addressing a deficit that you have identified as looming large in the national higher education agenda, as it does in our state. Moreover, the strong teacher education component in the proposed project is consistent with core System commitments to P-12 education. I was pleased to learn that LACSI's proposal is informed by the GLOSSARI (Georgia Learning Outcomes of Students Studying Abroad Research Initiative) project, initiated by USG funding and later funded by a USED Title VI grant to our System office, which still stands among my counterparts in other states as a landmark in large-scale outcomes assessment in higher education.

I am confident of the capacity of the team that the University of Georgia and its partners have assembled to execute the ambitious and important objectives set for this project. I am likewise certain of the immense benefits that will accrue to international and higher education in this state and throughout the nation.

Sincerely,

Henry M. Huckaby
Chancellor



Wanda L. Barge, State School Superintendent

June 23, 2014

To Whom It May Concern:

The Georgia Department of Education is pleased to write in support of the University of Georgia Latin American and Caribbean Studies Institute (LACSI) application for the Title VI National Resource Centers Program CFDA No. 84.0151A Foreign Language and Area Studies Fellowships Program CFDA No. 84.015B. LACSI has long been involved in several K-12 and post-secondary initiatives in many areas of Georgia. Listed below are some of these initiatives:

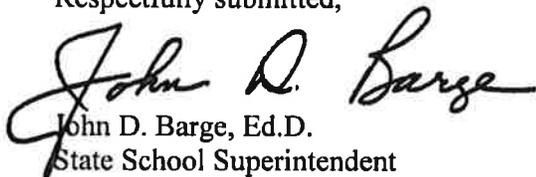
- 1) In June 2013, LACSI collaborated with the University of North Georgia to offer the first Portuguese Federal Service Language Academy intensive language program for high school students.
- 2) In June 2013, LACSI hosted a K-12 Teaching Training Institute at the University of Georgia (UGA) ("Exploring Brazil: A Window into the Language and Culture of a Country on the Rise"). Twenty-five participants from around the U.S. attended this institute.
- 3) In October 2013, LACSI assisted the World Language Academy, Flowery Branch, GA, in applying for and subsequently receiving a U.S. State Department Administrator Exchange Program grant and helped host two Brazilian visiting educators.
- 4) LACSI presented to the World Language Academy leadership team and persuaded them to hire a new Portuguese instructor who is teaching Portuguese to approximately 50 fourth and fifth graders in an after school program for the first time. There is a plan to expand this program to additional grade levels in the future.
- 5) LACSI has been collaborating with the Union County School District for more than a year. They are now teaching Portuguese daily to approximately 150 K-2 students. LACSI is establishing an international agreement and plan with UGA, Union County and the Federal University of São João del Rei in Brazil to have one new Brazilian undergraduate student come every 6 months as an intern working at Union County Primary School.
- 6) LACSI is working with the Federal University of São João del Rei to develop appropriate curriculum material for elementary and middle school students in the U.S. studying Portuguese as a foreign language.

"Making Education Work for All Georgians"

- 7) LACSI hosted 50 North Cobb High School and Sprayberry High School students in March, 2013, at UGA to learn more about LACSI, the Portuguese Flagship Program, and UGA in general. LACSI collaborated with the Cobb County School District International Welcome Center to coordinate this program. North Cobb and Sprayberry are located in Cobb County.
- 8) Beyond these more recent initiatives in Portuguese, LACSI has had a long tradition of K-12 Spanish outreach and community engagement in Georgia. The Institute has organized parent-teacher interpreting in Spanish for many Georgia schools, particularly within Clarke County; it helps coordinate the efforts of UGA student organizations that do translating, mentoring and other outreach projects in public schools; and, it maintains a Listserv that keeps the Hispanic, Brazilian, and broader UGA community connected. Each year The Institute conducts K-12 Teacher/Student Training and School-Based Programs as well as numerous community events. One of its most valuable resources is its Latin American Ethnobotanical Garden which it regularly uses as a tool to teach K-12 students and teachers about Latin America, issues of sustainability, etc. This has inspired plans to create Ethnobotanical Gardens in local schools, for example, at the World Language Academy in Flowery Branch and the JJ Harris Elementary School in Athens.

It is with great pride that the Georgia Department of Education supports the University of Georgia's Latin American and Caribbean Studies Institute application for this grant. Over the years, the institute has continuously provided quality services in many areas of the state, and they are most deserving of this grant.

Respectfully submitted,



John D. Barge, Ed.D.
State School Superintendent

cc: Greg Barfield, Ed.D., Program Specialist, World Languages and Global Initiatives, GaDOE



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

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
University of Georgia Institute of Latin American & Caribbean Studies

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	81,260	84,338	87,538	123,367		376,503
2. Fringe Benefits	15,963	16,569	17,199	30,854		80,585
3. Travel	26,728	25,453	25,453	33,623		111,257
4. Equipment						
5. Supplies	10,000	10,000	10,000	10,000		40,000
6. Contractual						
7. Construction						
8. Other	83,300	72,300	56,300	48,600		260,500
9. Total Direct Costs (lines 1-8)	217,251	208,659	196,490	246,444		868,845
10. Indirect Costs (8%)*	17,380	16,693	15,719	19,716		69,508
11. Training Stipends	252,000	252,000	252,000	252,000		1,008,000
12. Total Costs (lines 9-11)	486,631	477,352	464,209	518,160		1,946,352

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

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

- Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 03/26/2013 To: 06/30/2016 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is 56% (Instruction)
- 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 _____%

Name of Institution/Organization

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

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C – BUDGET NARRATIVE (see instructions)

ED 524



Key to Budget Cross-References

Narrative Page Number Pg5, etc.

NRC and FLAS Announced Priorities: AP, IP, CPP

List of Priorities (from Notice Inviting Applications, Grant Application p. 10-14)

AP

- Absolute Priority: Applications that provide for teacher training activities on the language, languages, area studies, or thematic focus of the center.

CPP

- NRC Competitive Preference Priority 1: Applications that propose collaborative activities with one or more minority-serving institutions (MSIs) or with one or more community colleges.
NRC Competitive Preference Priority 2: Collaborative activities with units such as schools or colleges of education.
FLAS Competitive Preference Priority 1: Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need.
FLAS Competitive Preference Priority 2: Applications that propose to make 25 percent or more of academic year FLAS fellowships in any of the 78 priority languages selected from the U.S. Department of Education's list of less commonly taught languages (LCTLs).

IP

- NRC Invitational Priority: This priority is: Programs or projects that develop, maintain, or enhance linkages with overseas institutions of higher education or other educational organizations, especially by centers that focus on sub-Saharan Africa, South Asia, and Southeast Asia, in order to improve understanding of these societies and provide for greater engagement with institutions in these areas.
FLAS Invitational Priority: Applications that propose to award academic year fellowships in any of the priority languages used in sub-Saharan Africa, South Asia, and Southeast Asia.

Performance Measure Forms Goal Number PMFG1-PMFG4

- PMF Goal 1: Increase K-16 capacity and impact for Portuguese-language instruction in Georgia and nationally.
PMF Goal 2: Expand and enhance teaching, research, and outreach related to indigenous Latin America in Georgia and nationally.
PMF Goal 3: Expand and enhance P-16 curriculum, instructional impact, internships, and career pathways focused on the relationship between humans and the environment in Latin America.
PMF Goal 4: Expand and enhance P-16 curriculum and instructional impact and public outreach regarding Latin American culture.

NRC Purpose NRCa-NRCd

Purpose of Programs (Grant App. p. 9 & 31 [Sec. 602(a)(1)(B)])

NRC:

- (a) teaching of any modern foreign language
(b) instruction in fields needed to provide full understanding of areas, regions, or countries in which the modern foreign language is commonly used
(c) research and training in international studies and international and foreign language aspects of professional and other fields of study
(d) instruction and research on issues in world affairs that concern one or more countries.

Detailed Budget

National Resource Center						
	REFERENCE	2014-15	2015-16	2016-17	2017-18	
1. PERSONNEL						
(4% projected increase per year)	See Key to Budget Cross-References that precedes this Detailed Budget.					
1. Program Manager	Pg29,31,39	22,500	23,400	24,336	25,309	
Half of full-time salary @ \$22,500/year						
Primary person responsible for accounting, travel, FLAS Fellowships, symposia, outreach events, liaison with UGA faculty, staff and administrators, liaison with U.S. and foreign institutions, publicity, internal and external reports, etc.						
2. Assistant Program Manager for Operations	Pg29,31,39	17,500	18,200	18,928	19,685	
Part-time, 50% of \$35,000/year position						
Travel, accounting. Will assist Program Manager and Initiative Coordinators in this area.						
3. Assistant Program Manager for Institutional and Community Engagement	Pg29,31,39	17,500	18,200	18,928	19,685	
Part-time, 50% of \$35,000/year position						
Work with Program Manager, Associate Academic Director, and Initiative Coordinators with publicity, program design and promotion, marketing.						
4. Associate Academic Director for Collaborations	Pg29,31,39	4,320	4,320	4,320	4,320	
Summer salary @ \$4,320 each year						
Will work closely with Initiative Coordinators to build collaborations domestically and internationally with the aim of ensuring that all Initiatives are self-sustaining at the conclusion of 4 years of NRC funding.	CPP1					
5. Graduate student from College of Education	Pg29,31,39	19,440	20,218	21,026	21,867	
50% of PhD rate (\$38,880) = \$19,440						
Assist Internal Evaluator and coordinate collaborative activities w/ UGA's COE.	CPP2, NRCc					
6. Assistant Professor of Latin American Studies (Indigenous Latin America)	Pg19,23,29	0	0	0	32,500	
Half of full-time assist. Professor salary @ \$32,500 in Year 4						
Any discipline within Latin American Studies with research and teaching specialty on indigenous Latin America (e.g., Sociology, Anthropology, History). Preference: Knowledge of an indigenous language of Latin America.	PMFG2; NRCb,c,d					
PERSONNEL SUBTOTAL		81,260	84,338	87,538	123,367	

Detailed Budget

	REFERENCE	2014-15	2015-16	2016-17	2017-18
B. Domestic					
18. Directors to Annual NRC Meeting in Washington, D.C.	n/a	3,380	3,380	3,380	3,380
4 days annually (Transportation \$550 + Lodging \$876 + Per Diem \$264) X 2					
19. Individual to Columbus, Ohio for NRC collaborations	Pg36	1,004	1,004	1,004	1,004
4 days annually (Transportation \$500 + Lodging \$300 + Per Diem \$204). To build and the expand collaborations in the area of curriculum and materials development for the teaching of indigenous Latin American languages.	AP; PMFG2; NRCa,b				
20. Individual to New Orleans, Louisiana	Pg33,36,52	1,167	1,167	1,167	1,167
4 days annually (Transportation \$450 + Lodging \$453 + Per Diem \$264). To expand collaborations in the area of teacher training in relation to Portuguese and area studies.	AP; PMFGs1,3,4; NRCa,b,c				
21. Individual to Lawrence, Kansas	Pg21,36,40	1,192	1,192	1,192	1,192
4 days annually (Transportation \$650 + Lodging \$318 + Per Diem \$224). To expand collaborations in the area of Quechua and Portuguese curricular and materials development.	AP; PMFGs1,2; NRCa,b,c,d				
22. Brazil Summer Institute Series Presenter Travel	Pg33,36,52	1,025	1,025	1,025	
3 days years 1-3 (Presenter airfare \$500 + Per Diem for 3 days \$525)	AP; CPPI;				
23. External Evaluator Travel Expenses	Pg25,31,43	1,275			1,275
3 days year 1 and 4 (Evaluator airfare \$600 + Per Diem for 3 days \$525 + ground transportation \$150)					
TRAVEL SUBTOTAL		26,728	25,453	25,453	33,623
4. EQUIPMENT					
EQUIPMENT SUBTOTAL		0	0	0	0
5. SUPPLIES					
24. Library Acquisitions	Pg27	10,000	10,000	10,000	10,000
\$10,000 annually to strengthen UGA's Latin American & Caribbean Studies library collection. Acquisitions will target LACSI's four Focus Areas in order to reinforce the programmatic cohesion achieved by these clusters of multi-disciplinary faculty-led initiatives (initiatives carry out curricular, outreach, and research activities that advance the NRC purpose).	PMFGs1-4; NRCa,b,c,d				
LIBRARY SUBTOTAL		10,000	10,000	10,000	10,000

Detailed Budget

	REFERENCE	2014-15	2015-16	2016-17	2017-18
6. CONTRACTUAL					
CONTRACTUAL SUBTOTAL		0	0	0	0
7. CONSTRUCTION					
CONSTRUCTION SUBTOTAL					
8. OTHER					
25. Co-sponsorships and speaker fees					
Funding to be used to help faculty across campus to partially sponsor visits by speakers and performers to enrich and diversify the UGA and surrounding community's exposure to Latin America, and for LACSI to reinforce strategically activities being organized primarily through initiatives.	Pg9,34 PMFGs1-4; NRCb,c,d	8,000	8,000	8,000	8,000
FUNDING FOR LACSI MULTIDISCIPLINARY INITIATIVES					
Focus Area 1 - Portuguese Language and Brazilian Studies	PMFG1				
26. Language without Borders Initiative					
UGA faculty Initiative coordinator (Moser) to design projects that allocate NRC funds to outreach, curricular development, and research including: (1) \$2,000 Years 1-2 and \$1,000 Years 3-4 to expand K12 Portuguese capacity in GA; (2) \$1,000 in years 1&3 to apply performance based instructional tactics in Portuguese & Quechua courses; (3) \$1,000 in Year 2 for business Portuguese curricular development; (4) \$1,000 in Year 1 for Brazilian-culture curricular development. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.	Pg9,13,32- 33,35,36,38,39,54 PMFG1; AP; CPP2; NRCa,b,c	4,000	3,000	2,000	1,000

Detailed Budget

	REFERENCE	2014-15	2015-16	2016-17	2017-18
Focus Area 2- Indigenous Latin America	PMFG2				
27. Latin American Indigenous Languages Initiative	Pg35,36,38,39	4,000	3,000	2,000	1,000
UGA faculty Initiative coordinator (Howe) to design projects that allocate NRC funds to outreach, curricular development, and research, including: (1) \$1,000 in faculty awards each year to participate in Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA); (2) \$2,000 in Years 1&3 for Quechua materials and curricular development. Balance of funding will be used at coordinator's discretion with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.	PMFG2; AP; CPP2; NRCa,b,c				
28. Ethnobotanical Garden Initiative	Pg15,34,35,36,38,39	4,000	3,000	2,000	1,000
UGA faculty Initiative coordinators (Affolter and Duncan) to design projects that allocate NRC funds to outreach, curricular development, and research including: (1) \$2,000 in Year 1 for 2-day, P-12 Ethnobotany Workshop (2 presenters \$1,000 + curricula materials \$800 + food for breaks \$200); (2) \$1,000 Years 1-4 to create interpretive materials for UGA and UGA Costa Rica ethnobotany gardens. Balance of funding will be used at coordinator's discretion with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.	PMFG2,3; CPP2; NRCb,c,d				
29. Southern Latino Research Initiative	Pg35,36,38,39	4,000	3,000	2,000	1,000
UGA faculty Initiative coordinators (Tropp and Gordon) to design projects that allocate NRC funds to outreach, curricular development, and research, including: \$1,790 in Year 2 for a 1 week interdisciplinary course on immigration taught by Scott Whiteford (airfare \$650 + ground transportation \$150 + lodging \$700 + per diem \$290). Balance of funding will be used at coordinator's discretion with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.	PMFG3; NRCb,c,d				
Focus Area 3- Humans and the Environment	PMFG3				
30. Latin American Sustainable Agriculture Initiative	Pg18,35,37,38,39	4,000	3,000	2,000	1,000
UGA faculty Initiative coordinators (Parrott and Duncan) to design projects that allocate NRC funds to outreach, curricular development, and research including: \$2,500 in Year 2 to co-sponsor an EARTH U exchange student from Costa Rica. Balance of funding will be used at coordinator's discretion with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.	PMFG3; NRCb,d				

Detailed Budget

	REFERENCE	2014-15	2015-16	2016-17	2017-18
31. Neotropical Montology Initiative					
UGA faculty Initiative coordinator (Sarmiento) to design projects that allocate NRC funds to outreach, curricular development, and research including \$2,000 to conduct a 2 day symposium in Year 3 (2 presenters \$1,000 + curricula materials \$800 + food for breaks \$200). Balance of funding will be used at coordinator's discretion with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.	Pg35,37,38,39 PMFG3; NRCb,c,d	4,000	3,000	2,000	1,000
32. Latin American & Latino STEM Education Initiative					
UGA faculty Initiative coordinator (Gutiérrez) to design projects that allocate NRC funds to outreach, curricular development, and research including \$2,000 in Year 1 to conduct science education workshops (2 presenters \$1,000 + curricula materials \$800 + food for breaks \$200) at UGA Costa Rica linking U.S. and Latin Amer. students. Balance of funding will be used at coordinator's discretion with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.	Pg35,37,38,39 PMFG3; NRCb,c,d	4,000	3,000	2,000	1,000
Focus Area 4- Latin American Culture					
33. Latin American & Latino Cultural Ambassadors Initiative					
UGA faculty Initiative coordinators (Masciadri and Thomas) to design projects that allocate NRC funds to outreach, curricular development, and research including: (1) Sculpture Collaboration of the Americas (see budget line # 45; (2) Annual Hispanic Heritage Month activities; (3) \$500 for LACSI's annual Latin American film festival; (4) \$500 annually for Latin American Music Festival in Georgia. Balance of funding will be used at coordinator's discretion with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.	PMFG4 Pg35,37,38,39 PMFG4; NRCb,d	4,000	3,000	2,000	1,000
34. P-12 Service & Education Initiative					
UGA faculty Initiative coordinator (Duncan) to design projects that allocate NRC funds to outreach, curricular development, and research including \$2,050 in Year 2 budget for 2-day, P-12 interdisciplinary workshop (2 presenters \$1,000 + curricula materials \$800 + venue \$50 + food for breaks \$200). Balance of funding will be used at coordinator's discretion with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.	Pg35,37,38,39 PMFG4; NRCb,c,d	4,000	3,000	2,000	1,000

Detailed Budget

	REFERENCE	2014-15	2015-16	2016-17	2017-18
NEW INITIATIVES					
35. New Initiative #1	Pg12-13,19,35,38,39	4,000	3,000	2,000	1,000
Initiative coordinator to design projects that allocate NRC funds to outreach, curricular development, and research with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.					
36. New Initiative #2	Pg12-13,19,35,38,39		4,000	3,000	2,000
Initiative coordinator to design projects that allocate NRC funds to outreach, curricular development, and research with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.					
37. New Initiative #3	Pg12-13,19,35,38,39			4,000	2,000
Initiative coordinator to design projects that allocate NRC funds to outreach, curricular development, and research with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.					
38. New Initiative #4	Pg12-13,19,35,38,39				4,000
Initiative coordinator to design projects that allocate NRC funds to outreach, curricular development, and research with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.					
Initiative coordinator to design projects that allocate NRC funds to outreach, curricular development, and research with Program Manager's oversight. Coordinator will seek additional external funding to sustain project activities beyond the grant cycle.					
SPECIAL FUNDING FOR COLLABORATIVE PROJECTS					
39. Collaborations with Spelman College (HBCU)	Pg32,34,36,39,46,52	3,000	3,000	1,000	1,000
Funding will be used for: (1) Development of Advanced Portuguese language/culture courses that utilize hybrid (online/in-person) teaching strategies Years 1 & 2 @ \$2,000; (2) Coordinating mutual activities focused on Latin America and the Caribbean (Spanish and Portuguese) Years 1-4 @ \$1,000/year; (3) Participation in 2 day Summer Portuguese Training Workshops (university level) in Year 1 & 3 @ no cost.	PMFGs1,2,4; AP; CPP1; NRCa,b,c,d				

Detailed Budget

	REFERENCE	2014-15	2015-16	2016-17	2017-18
40. Collaborations for Savannah State (HBCU).	Pg32,34,36,39,46,51,52	9,600	7,600	3,600	1,600
Funding will be used for: (1) Assist Savannah State U with funding for a new Portuguese instructor/faculty member, Years 1 & 2 @ \$6,000 each; (2) Conducting 2 day Summer Portuguese Training Workshops (university level) in Year 1 and 3 (\$2,000: for 2 presenters \$1,000 + curricula materials \$800 + food for breaks \$200); (3) Coordinating, through remote and in-person visits, mutual activities focused on Latin America and the Caribbean (Spanish and Portuguese) Years 1-4 @ \$1,600/year.	PMFGs1,2,4; AP; CPP1; NRCa,b,c,d				
41. Collaborations with Vanderbilt, Tulane, Tuskegee: P-12 Brazil Summer Institute Series	Pg33,36,52	700	700	700	2,000
\$700 years 1-3 to fund: (1) 1 professional service fee \$500 + curricula materials \$200; (2) \$2,000 in year 4 to fund: 1 professional service fee \$500 + 2 professional service fees for master teachers @ \$500 each + promotional and curricula materials \$500. See Budget line #17 and #22 for associated presenter travel/per diem expenses.	PMFG1; AP; CPP1; NRCa,b,c				
42. Afro-Brazilian Studies Consortium in Georgia	Pg32,34,36,46,51,52,53	1,000	3,000	1,000	3,000
Funding will be used to support U of Georgia, Savannah State U, and Spelman C's mutual interest and expertise in Afro-Brazilian Studies as follows: (1) Organize an academic symposium focused on Afro-Brazilian Studies in years 2 and 4 (\$2,000: for 2 presenters \$1,000 + curricula materials \$800 + food for breaks \$200); (2) Develop ongoing faculty research and teaching exchange between the 3 institutions, with a focus on Afro-Brazilian Studies Years 1-4 @ \$1,000 each.	PMFG1; AP; CPP1; NRCb,c,d				
43. Collaborations with Athens Technical College	Pg32,34,36,39,51,53	1,000	1,000	1,000	1,000
Funding will be used to support Portuguese Language instruction to Athens Tech students and coordinate mutual activities focused on Latin America and the Caribbean (Spanish and Portuguese) @ \$1,000 annually.	PMFGs1,2,4; AP; CPP1; NRCa,b,c				

Detailed Budget

	REFERENCE	2014-15	2015-16	2016-17	2017-18
44. Collaboration with UGA College of Education - Portuguese Teacher Certification and Training	Pg32,46,53-54	4,000	2,000	2,000	2,000
Funding will be used to: (1) provide logistical support for student supervision (particularly in distant locations) Years 1-4 @ \$1,000 each; (2) Curriculum development to restructure the existing student-teaching course in Year 1 @ \$2,000, PORT and area studies; (3) Collaborate with the Federal Univ. São João del Rei's School of Education in the preparation of P-12 teaching materials in PORT, and the placement of Brazilian undergraduate interns in GA schools Years 1-4 @ \$1,000 annually; (4) Conduct P-12 Teacher Training Institutes annually (see budget item # 41); (5) COE Graduate Teaching Assistant to assist with implementation of these activities (see Budget line # 5).	PMFGs1,2,4; AP, CPP2; NRCc				
45. Sculpture Collaboration of the Americas	Pg35,37	4,000	2,000	1,000	0
Funding will be used for two purposes: (1) to provide a stipend for project Executive Director, Noah Saunders, a local community artist who has cultivated this project in collaboration with LACSI since spring of 2013; and (2) to assist with bringing two members of the large network of sculptors in Latin America that Saunders has cultivated to be an artist-in-residence for a semester and work with him to plan the next stage of this project.	PMFGs4; NRCc				
EVALUATION					
46. Internal Evaluation	Pg13,25,31,38,41	10,000	10,000	10,000	10,000
Specialist to develop instruments, conduct surveys, exit interviews, and focus groups, & train staff. Consultant's fee.	PMFGs1-4				
47. External Evaluation	Pg25,31,43	2,000	1,000	1,000	2,000
Stipend for external evaluator 2 day visit by LAS specialist in year 1 and 4. Retainer for consultation in years 2 and 3. See Budget line # 23 For associated travel/per diem expenses.	PMFGs1-4				
OTHER SUBTOTAL		83,300	72,300	56,300	48,600

TOTAL DIRECT COSTS 217,251 208,659 196,490 246,444
INDIRECT COSTS @ 8% 17,380 16,693 15,719 19,716
TOTAL CENTER COSTS 234,631 225,352 212,209 266,160

Detailed Budget

Foreign Language and Area Studies Fellowships						
	REFERENCE	2014-15	2015-16	2016-17	2017-18	
1. ACADEMIC FELLOWSHIPS						
	Pgs10,15,25,36,40-42,44-51,54					
Undergraduate Students						
4 Institutional Payments @ \$10,000	FLAS CPPI&2; NRCa,b; PMFG1.2	40,000	40,000	40,000	40,000	40,000
4 Subsistence Allowances @ \$5,000		20,000	20,000	20,000	20,000	20,000
Graduate Students						
4 Institutional Payments @ \$18,000	FLAS CPPI&2; NRCa,b; PMFG1.2	72,000	72,000	72,000	72,000	72,000
4 Subsistence Allowances @ \$15,000		60,000	60,000	60,000	60,000	60,000
*Priority will be given to 1 grad student from the College of Education						
	SUBTOTAL	192,000	192,000	192,000	192,000	192,000
2. SUMMER FELLOWSHIPS						
8 Institutional Payments @ \$5,000	FLAS CPPI&2; NRCa,b; PMFG1.2	40,000	40,000	40,000	40,000	40,000
8 Subsistence Allowances @ \$2,500	FLAS CPPI&2; NRCa,b; PMFG1.2	20,000	20,000	20,000	20,000	20,000
*Priority will be given to 1 student from Spellman College, 1 from Savannah State College, 1 student from Athens Technical College	NRC CPPI					
	SUBTOTAL	60,000	60,000	60,000	60,000	60,000
48. TOTAL FLAS FELLOWSHIP BUDGET		252,000	252,000	252,000	252,000	252,000



**Profiles for Project Personnel
INDEX**

	Position	% LatAm	PG
LACSI STAFF			
Richard A. Gordon	Professor and Director	100%	79
Paul Duncan	Associate Director	100%	98
Sergio Quesada	Sr. Academic Professional & Curriculum Coordinator	100%	135
Donald Rubin	Professor Emeritus	8%	142
Kathleen Schmaltz	Administrative Specialist	100%	144
Laurie Williford	Portuguese Flagship Program Coordinator	100%	153
Rachel Ward	Academic Advisor	50%	150
LACSI FACULTY			
COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCES			
<i>Agriculture and Applied Economics</i>			
Glenn Ames	Professor	25%	83
Richard Curt Lacy	Associate Professor	17.5%	114
<i>Agricultural Leadership, Education & Communication</i>			
Maria Navarro	Associate Professor	75%	126
<i>Biological and Agricultural Engineering</i>			
David Gattie	Associate Professor	10%	104
<i>Center for Agribusiness & Economic Development</i>			
Sarah Workman	Public Service Associate	25%	154
<i>Crop and Soil Sciences</i>			
Wayne Parrot	Professor	10%	131
<i>Horticulture</i>			
James Affolter	Professor	25%	81
David Berle	Associate Professor	10%	85
Juan Carlos Díaz-Pérez	Associate Professor, UGA Tifton	5%	97
COLLEGE OF EDUCATION			
<i>Center for Latino Achievement and Success in Education (CLASE)</i>			
Paula J. Mellom	Assistant Research Scientist	100%	121
Pedro Portes	Professor and Director of CLASE	25%	134
<i>Communication Sciences and Special Education</i>			
David Gast	Professor	5%	104
<i>Counseling and Human Development Services</i>			
Edward Delgado-Romero	Associate Professor	30%	96
<i>Educational Psychology and Instructional Technology</i>			
Michael Orey	Associate Professor	17.5%	129
<i>Education theory and Practice</i>			
Martha Alleksaht-Snider	Associate Professor	25%	82
<i>Elementary and Social Studies Education</i>			
Brian Dotts	Lecturer & Undergraduate Program Coordinator	5%	98
<i>Language and Literacy Education</i>			
Melissa Cahnmann-Taylor	Associate Professor	75%	90
Denise Davila	Assistant Professor	50%	95
Victoria Hasko	Assistant Professor	10%	108
COLLEGE OF ENGINEERING			
Ryan Adolphson	Administrative Director	10%	81
K. C. Das	Professor	5%	94



	Position	% LatAm	PG
COLLEGE OF ENVIRONMENT AND DESIGN			
José Buitrago	Associate Professor	5%	89
John Crowley	Professor	12.5%	94
Daniel Nadenicek	Dean	2.5%	125
Stephen J. Ramos	Assistant Professor	10%	137
Rosanna Rivero	Assistant Professor	5%	138
COLLEGE OF FAMILY AND CONSUMER SCIENCES			
<i>Foods and Nutrition</i>			
Silvia Giraudo	Associate Professor & Associate Dean	10%	105
<i>Food Science and Technology</i>			
Ron Pegg	Associate Professor	7.5%	132
<i>Human Development and Family Science</i>			
Maria Bermúdez	Assistant Professor	62.5%	85
<i>Textiles, Merchandising, and Interiors</i>			
José Blanco	Associate Professor	17.5%	86
COLLEGE OF PHARMACY			
<i>Clinical and Administrative Pharmacy</i>			
Brian D Buck	Clinical Associate Professor	10%	88
Henry N Young	Associate Professor	12.5%	156
COLLEGE OF PUBLIC HEALTH			
<i>Environmental Health Science</i>			
Luke Naeher	Associate Professor	37.5%	126
Anne Marie Zimeri	Instructor/Undergraduate Coordinator	10%	156
<i>Health Policy and Management</i>			
Kerstin Gerst Emerson	Assistant Professor	50%	99
<i>Health Promotion and Behavior</i>			
Pamela Orpinas	Professor	10%	129
<i>Institute of Gerontology</i>			
Toni P. Miles	Professor & Director	5%	121
COLLEGE OF VETERINARY MEDICINE			
<i>Infectious Diseases</i>			
Susan Sánchez	Professor	10%	143
<i>Pathology</i>			
Corrie Brown	Professor	5%	88
Nicole Gottdenker	Assistant Professor	17.5%	106
<i>Population Health</i>			
Roberto A. Palomares	Assistant Professor	12.5%	130
FRANKLIN COLLEGE OF ARTS AND SCIENCES			
<i>Anthropology</i>			
Peter Brosius	Professor	10%	87
Ted Gragson	Professor & Department Head	25%	106
Stephen Kowalewski	Professor	37.5%	113
Don Nelson	Assistant Professor	50%	127
Sergio Quesada	Senior Academic Professional	100%	135
Susan Tanner	Assistant Professor	50%	147
Julie Velásquez-Runk	Assistant Professor	50%	149
<i>Biology</i>			
Dorset W Trapnell	Assistant Professor	17.5%	148
<i>Center for Geospatial Research</i>			
Marguerite Madden	Professor & Director	5%	118
<i>Communication Studies</i>			
Tina Harris	Professor	25%	108



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	Position	% LatAm	PG
Comparative Literature			
Ari Lieberman	Academic Professional & Undergraduate Advisor	5%	117
Peter D. O'Neill	Assistant Professor	25%	128
Frans Weiser	Instructor	75%	151
Dance			
Lisa Fusillo	Professor & Department Head	5%	102
English			
Nicholas Allen	Professor & Director of the Willson Center for Humanities & Arts	2.5%	82
John Lowe	Barbara Methvin Professor	25%	117
Judith Ortiz Cofer	Professor Emerita	75%	93
Channette Romero	Assistant Professor	25%	140
Genetics			
Jessica C. Kissinger	Professor & Director, Institute of Bioinformatics	12.5%	113
Andrew Paterson	Regents Professor	10%	131
Geography			
George A. Brook	Merle C. Prunty, Jr. Professor	5%	87
David Leigh	Professor	10%	116
Marguerite Madden	Professor & Director, Center for Geospatial Research	5%	118
Deepak Mishra	Assistant Professor	12.5%	122
Thomas Mote	Professor and Department Head	5%	124
Amy Ross	Associate Professor	25%	140
Fausto Sarmiento	Professor	75%	144
Geology			
Marta L. Patiño Douce	Senior Lecturer	25%	131
History			
Oscar Chamosa	Associate Professor	100%	92
Benjamin Ehlers	Associate Professor	10%	99
Reinaldo Román	Associate Professor	75%	139
Daniel Rood	Assistant Professor	12.5%	140
Pamela Voekel	Associate Professor	100%	149
Thomas Whigham	Professor	100%	151
Institute of Bioinformatics			
Jessica C. Kissinger	Professor & Director	12.5%	113
Juan B. Gutierrez	Assistant Professor	12.5%	107
Lamar Dodd School of Art			
Gene N. Wright	Professor	2.5%	155
Latin American and Caribbean Studies Institute (faculty with partial or full appointment in LACSI)			
Paul Duncan	Public Service Associate & Associate Director	100%	98
Richard A. Gordon	Director & Professor of Portuguese & Spanish	100%	79
Pablo Lapegna	Assistant Professor of Sociology & Lat. Amer. Studies	62.5%	114
Sergio Quesada	Senior Academic Professional in Anthropology & Curriculum Coordinator of LACSI	100%	135
Frans Weiser	Instructor	75%	150
Marine Sciences			
John Paul Schmidt	Post-Doctoral Associate	25%	145
Patricia L. Yager	Associate Professor	37.5%	155
Mathematics			
Juan B. Gutierrez	Assistant Professor & Coordinator of LACSI's STEM Education Initiative	12.5%	107



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	Position	% LatAm	PG
Music			
Milton Masciadri	Professor & Lead Coordinator of LACSI's Latin American and Latino Cultural Ambassadors Initiative	50%	119
Rebecca Simpson-Likte	Assistant Professor	10%	146
Susan Thomas	Associate Professor & Coordinator of LACSI's Latin American and Latino Cultural Ambassadors Initiative	50%	148
Native American Studies			
Jace Weaver	Professor & Director	5%	150
Plant Biology			
Jim Leebens-Mack	Associate Professor	5%	115
Psychology			
Dorothy M. Fragaszy	Professor & Department Head	25%	101
Religion			
Ibigholade Simon Aderibigbe	Assistant Professor	25%	80
Romance Languages (French)			
Rachel Gabara	Associate Professor	10%	102
Emily Sahakian	Assistant Professor	50%	142
Romance Languages (Portuguese)			
Richard A. Gordon	Professor & Director of LACSI	100%	79
Amélia Hutchinson	Part-time Lecturer	75%	110
Robert Moser	Associate Professor, Director of the Portuguese Flagship Program, & Coordinator of LACSI's Language Without Borders Initiative	100%	124
Susan Quinlan	Associate Professor	100%	136
Cecília Rodrigues	Lecturer	100%	139
Romance Languages (Spanish)			
Mark Anderson	Associate Professor	100%	83
Alicia Arribas	Academic Professional	50%	84
Gary Baker	Director of UGA en España	10%	84
Sarah Blackwell	Associate Professor	10%	86
Dana Bultman	Associate Professor	12.5%	89
Stacey Casado	Professor, Head of Romance Languages Department	10%	91
Pilar Chamorro	Assistant Professor	10%	91
Luis Correa-Díaz	Professor	100%	92
Fuad Elhage	Instructor	25%	100
Noel Fallows	Professor & Associate Dean	2.5%	100
Lesley Feracho	Associate Professor	75%	101
Khédija Gadhoun	Academic Professional & Study Abroad Advisor	37.5%	103
Timothy Gupton	Assistant Professor	17.5%	107
Lewis C Howe	Associate Professor & Coordinator of LACSI's Indigenous Languages Initiative	50%	109
Amélia Hutchinson	Lecturer	50%	110
Betina Kaplan	Associate Professor	100%	111
Hilda Mata	Senior Lecturer	25%	120
Nicolás Lucero	Associate Professor	100%	118
Teresa Pérez-Gamboa	Senior Academic Professional	100%	133
Diego del Pozo	Lecturer	87.5%	96
Margaret Quesada	Associate Professor	50%	135
John Ross	Lecturer	25%	141
Kerry Steinberg	Instructor	17.5	146
Elizabeth R. Wright	Associate Professor	10%	154



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	Position	% LatAm	PG
Sociology			
Pablo Lapegna	Assistant Professor	62.5%	114
Patricia Richards	Associate Professor	62.5%	138
David Smilde	Associate Professor	50%	146
Theatre and Film Studies			
Rielle Navitski	Assistant Professor	62.5%	127
Emily Sahakian	Assistant Professor	50%	142
GRADY COLLEGE OF JOURNALISM AND MASS COMMUNICATION			
Advertising and Public Relations			
Carolina Acosta-Alzuru	Associate Professor	62.5%	80
Journalism			
Leara Rhodes	Associate Professor	12.5%	137
Telecommunications			
Anandam Kavoori	Professor	10%	111
ODUM SCHOOL OF ECOLOGY			
Ronald Carroll	Professor	12.5%	90
James Porter	Professor & Associate Dean	12.5%	133
Catherine Pringle	Professor	12.5%	134
Carl Jordan	Senior Research Scientist	17.5%	111
John Paul Schmidt	Assistant Research Professor	25%	145
SCHOOL OF LAW			
María Giménez	Associate Director of the Dean Rusk Center for International Law and Policy	25%	105
SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS			
International Affairs			
Howard Wiarda	Professor	50%	152
Political Science			
Ieda Wiarda	Lecturer	100%	152
Public Administration and Policy			
Robert Christensen	Assistant Professor	10%	92
Brian Williams	Associate Professor	5%	153
SCHOOL OF SOCIAL WORK			
Larry Nackerud	Professor	17.5%	125
TERRY COLLEGE OF BUSINESS			
Legal Studies			
Tim R. Samples	Assistant Professor of Legal Studies	62.5%	143
UGA – GEORGIA HEALTH SCIENCES UNIVERSITY MEDICAL PARTNERSHIP			
Suzanne H. Lester	Site Clerkship Director, Fam. Medicine, Clin. Faculty	10%	116
Michele A. Monteil	Professor	12.5%	122
WARNELL SCHOOL OF FORESTRY AND NATURAL RESOURCES			
Jeffrey F. Dean	Professor	5%	95
Sonia Hernández	Assistant Professor	25%	109
Kris Irwin	Senior Public Service Associate	10%	110
Daniel Markewitz	Professor	37.5%	119
Lawrence Morris	Professor	17.5%	123
Rebecca Moore	Natural Resource Economics	12.5%	123
OTHER UGA FACULTY/STAFF AFFILIATED WITH LACSI			
Fanning Institute			
Maritza Soto Keen	Public Service Associate	50%	112
Office of International Education			
Colleen Larson	Education Abroad Advisor	25%	115
Robert Derrick	Interim International Partnerships Director	5%	97
Kavita Pandit	Associate Provost for International Education	2.5%	130



The University of Georgia

	Position	% LatAm	PG
<i>Office of Service Learning</i>			
Paul Matthews	Assistant Director	25%	120
<i>Office of the Vice President for Research</i>			
Gennaro Gama	Senior Licensing Manager	5%	103
<i>UGA Center for Teaching and Learning</i>			
Paul Quick	Coordinator of Teaching Assistant Development	5%	136
<i>UGA Costa Rica Campus</i>			
Quint Newcomer	Director of UGA Costa Rica	100%	128
<i>UGA Libraries</i>			
Laura Shedenhelm	Bibliographer for Latin America and Iberia	75%	145



Profiles for Project Personnel

GORDON, RICHARD A.

*Director of the Latin American and Caribbean Studies
Institute and Professor of Portuguese and Spanish*

Tenure status: tenure

Education: Ph.D., Brown University

Department and academic experience: Latin American and Caribbean Studies Institute, Department of Romance Languages. Previous appointments at Ohio State University and Southern Methodist University

Overseas experience in Latin America and the Caribbean: Brazil, Mexico, Portugal

Languages and proficiency level (5=Native or near native, 1=Beginner): Portuguese (5), Spanish (5)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: *At University of Georgia:* Cinema and Social Identity in Brazil and Lusophone Africa; *At Ohio State University:* Slavery and Discourses of Identity in Cuba and Brazil; Anthropophagy in Brazil and Spanish America; Representing the African Diaspora of Colonial Spanish American and Brazil; Brazilian Cinema; Latin American Historical Film and Nationalism; Introduction to Brazilian Cultural Studies; Latin American Film; Brazilian Culture; Modern Spanish American Literature; Brazilian Culture and Society

Research and teaching specialization: Brazilian and Spanish American culture and literature; film studies

Recent publications:

- Gordon, Richard A. *Cinema, Slavery, and Brazilian Nationalism* (forthcoming with University of Texas Press).
- Gordon, Richard A. *Cannibalizing the Colony: Cinematic Adaptations of Colonial Literature in Mexico and Brazil*. West Lafayette: Purdue UP, 2009.
- Gordon, Richard A. "A Narrative of National Reform: Quanto vale ou é por quilo? (2005)." *Journal of Cognitive Semiotics* IV.2 (2013): 20-39.
- Gordon, Richard A. "The Role of Cafundó's (2005) Official Website in the Film's Revision of Brazilianness." *Studies in Latin American Popular Culture* 31 (2013): 138-156.
- Gordon, Richard A. "Cinema, escravidão, brasilidade." *Imaginário: Novos desafios, novas epistemologias*. Eds. Bertolino José de Souza; Hélder Cavalcante Câmara. Coimbra: CIEDA, 2012. 119-155.
- Gordon, Richard A. "'Por servir à república destas Minas': epistemología popular en dos manuales médicos brasileños del siglo XVIII." *Estudios coloniales latinoamericanos en el siglo XXI: Nuevos itinerarios*. Ed. Stephanie Kirk. Pittsburgh: Instituto Internacional de Literatura Iberoamericana, 2011.
- Gordon, Richard A. "Confessing Sodomy, Accusing a Master: The Lisbon Trial of Pernambuco's Luiz da Costa, 1743." *Afro-Latino Voices: Documentary Narratives from the Early-Modern Ibero-Atlantic World*. Eds. Kathryn J. McKnight and Leo Garofalo. Indianapolis: Hackett Publishing Company, Inc., 2009. 269-284.

Number of dissertations or theses supervised in past five years: 1

Distinctions: Fulbright Scholar Grant (Brazil), 2009

ACOSTA-ALZURU, CAROLINA

Associate Professor of Public Relations

Tenure status: tenure

Education: B.S., Georgia Institute of Technology, 1982; M.A., University of Georgia, 1996; Ph.D., University of Georgia, 1999

Department and academic experience: Advertising/Public Relations, Grady College of Journalism and Mass Communication

Overseas experience in Latin America and the Caribbean: Venezuela

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (3), Portuguese (2)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: LACS/JRLC 5060 Telenovelas, Culture and Society

Research and teaching specialization: Telenovelas, culture and society, public relations, qualitative methods

Recent publications:

- Acosta-Alzuru, Carolina. *La incandescencia de las cosas: Conversaciones con Leonardo Padrón*. Caracas: Editorial Alfa, 2013.
- Acosta-Alzuru, C. "Melodrama, reality and crisis: The government-media relationship in Hugo Chávez's Bolivarian Revolution." *International Journal of Cultural Studies* 17.3 (2013): 209-226.
- Acosta-Alzuru, C. "Dear Micaela: Studying a telenovela protagonist with Asperger's Syndrome." *Cultural Studies <=> Critical Methodologies* 13.2 (2013): 125-137.
- Acosta-Alzuru, C. "Imagination and censorship, fiction and reality: Producing a telenovela in a time of political crisis." *The International Encyclopedia of Media Studies*. Vol. 2: Media Production. Eds., A. N. Valdivia & V. Mayer. Oxford, UK: Wiley-Blackwell, 2013. 372-395.

Number of dissertations or theses supervised in past five years: 3

Distinctions: Josiah Meigs Distinguished Professorship, 2012

ADERIBIGBE, IBIGBOLADE SIMON

Associate Professor of Religion

Tenure status: tenure

Education: B.A., M.A. and Ph.D. University of Ibadan, Nigeria

Department and academic experience: Religion

Overseas experience in Latin America and the Caribbean: Salvador Brazil 2010 and 2012

Languages and proficiency level (5=Native or near native, 1=Beginner): Yoruba (5), French (1)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: AFST (LACS) 4620/6620 African Religion in Diaspora (Brazil, Cuba Haiti and North America)

Research and teaching specialization: African Religion and African Religion in Diaspora

Recent publications:

- Aderibigbe, I. S. "Womanhood in African Worldview and Religion" in *The Power of Gender, The Gender of Power: Women's Labor, Rights and Responsibilities in Africa*. Toyin Falola & Bridget Teboh(eds.). Trenton: African World Press, 2013: 685-702.
- Aderibigbe, I.S., "Elements of Ritual Dynamics in Neo-Yoruba Religions in Diaspora: A Model in Candomble Spirit Possession" *Human Condition: An African Journal of Existential Philosophy* 1.1 (2010): 66-88.
- Aderibigbe, I.S. "Existentialist Christianity: A Model in the Redeemed AIDS Program Action Committee (RAPAC) Involvement in Combating HIV/AIDS Scourge in Nigeria." *Human Condition: An African Journal of Existential Philosophy* 2.2 (2012): 52-65.



ADOLPHSON, RYAN

Administrative Director of Driftmier Engineering Center

Tenure status: non-tenure track

Education: B.S., University of Georgia, 1994

Department and academic experience: Engineering, Outreach Service. UGA in Costa Rica Advisory Board member.

Overseas experience in Latin America and the Caribbean: Puerto Rico, Costa Rica, Uruguay, Benin

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Bioenergy, Biofuels, Bioproducts, Ethanol, Biodiesel, Fermentation, Thermochemical Processing, Pyrolysis, Gasification

Recent publications:

- Das K.C., Singh K., Adolphson R., Hawkins B., Oglesby R., Lakly D., Day D. "Steam Pyrolysis and Catalytic Steam Reforming of Biomass for Hydrogen and Biochar Production." *Applied Engineering in Agriculture* 1.26 (2010): 137-146.
- Adolphson, Ryan B. "Conversion Technologies." *Cellulosic Energy Cropping Systems*. Ed. David Bransby. London: John Wiley and Sons, 2012.
- Mani, S., Das, K., Kastner, J., and Adolphson R. "Development of biomass torrefaction technology to produce biocoal for electricity production." *Georgia Traditional Industries Program – Forest Resources and Products*, 2009.

AFFOLTER, JAMES

Professor of Horticulture and Director of Research

Tenure status: tenure

Education: B.S. Williams College, 1973; M.S. University of Michigan, 1978; Ph.D. University of Michigan, 1983

Department and academic experience: Horticulture, Research at Georgia's State Botanical Garden; Co-coordinator of LACSI's Latin American Ethnobotanical Garden

Overseas experience in Latin America and the Caribbean: Argentina, Costa Rica

Languages and proficiency level (5=Native or near native, 1=Beginner): 25%

Percent devoted to area/international teaching: 25%

Area/international studies courses taught: HORT 3440 Herbs, Spices, and Medicinal Plants; HORT 4070/6070 Issues and Advances in Medicinal Plant Use

Research and teaching specialization: Plant conservation, and medicinal and aromatic plants

Recent publications:

- Bone, Tiffany S., et al. "A phylogenetic and biogeographic study of the genus *Lilaeopsis* (Apiaceae tribe Oenantheae)." *Systematic Botany* 36.3 (2011): 789-805.
- Radcliffe, Carrie A., James M. Affolter, and Hazel Y. Wetzstein. "In Vitro Shoot Regeneration of Georgia Plume, *Elliottia racemosa*, from Multiple Genotypes Collected from Wild Populations." *HortScience* 46.2 (2011): 287-290.
- Radcliffe, Carrie A., James M. Affolter, and Hazel Y. Wetzstein. "Floral morphology and development in georgia plume, *Elliottia racemosa* (Ericaceae), a rare coastal plain endemic." *Journal of the American Society for Horticultural Science* 135.6 (2010): 487-493.



ALLEN, NICHOLAS

*Director of the Willson Center for Arts & Humanities and
Franklin Professor of English*

Tenure status: tenure

Education: Ph.D., Trinity College, Dublin

Department and academic experience: English, Willson Center for Arts & Humanities. UGA in Costa Rica
Advisory Board member.

Percent devoted to area/international teaching: 0%

Percent devoted to area/international research, domestic outreach, administration: 5%

Research and teaching specialization: Allen's work is located at the intersection between literature, history and visual culture. His interests include the study of modernism, empire, and increasingly, writing about ocean and archipelago.

Recent publications:

- Recent books include: *Broken Landscapes: Selected letters on Ernie O'Malley* (Dublin, 2011), *Modernism, Ireland and Civil War* (Cambridge University Press, 2009), *That Other Island* (2007), *The Proper Word* (2007)

ALLEXSAHT-SNIDER, MARTHA

Associate Professor of Elementary Education

Tenure status: tenure

Education: Ph.D., University of California, Santa Barbara, 1991

Department and academic experience: Elementary Education

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: EDEC/EDMS/EDEL/ELAN 5180/7180, Understanding Cultural and Linguistic Diversity in Schools; EDEC 8150, Family-School-Community Interactions

Recent publications:

- Alleksaht-Snider, M., & Kim, N. (in press). "Another new student?! Susan Jordan looks for help with her high numbers of mobile students." In S. Neuharth-Pritchett, J. C. Reiff, & B. D. Payne (Eds.), *Perspectives on elementary education: A case handbook for critically analyzing issues of diversity* (in press).
- Reguero de Atilas, J., & Alleksaht-Snider, M. "Effective approaches to teaching young Mexican immigrant children." *ERIC Digest* (in press).



AMES, GLENN C W

Professor Agriculture and Applied Economics

Tenure status: tenure

Education: B.S. Mansfield State College, 1964, M. A. Northern Illinois U. 1968, Ph. D. Univ. of Tennessee, 1973

Department and academic experience: Agricultural Economics; Director of International Special Projects, Office of the Vice President for Public Service and Outreach (2009-2010), Director of Office of International Public Service and Outreach (2001-2009)

Overseas experience in Latin America and the Caribbean: Venezuela, Mexico, Costa Rica, Dominican Republic, Bolivia

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (5); French (3)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: AAEC 8710, Advanced Agricultural Development and Growth

Research and teaching specialization: International Development; Educational Achievement

Recent publications:

- Ames, Glen C.W. "Characteristics of Firms Engaged in Fruit and Vegetable Trade" (RB 434). 2009. The primary objectives of this research are (1) to determine, in depth, the nature and characteristics of U.S. and Latin American firms engaged in fruit and vegetable trade and (2) to determine, in depth, barriers to trade encountered by these firms.

Distinctions: In March 2004, IPSO, in partnership with the Universidad Veracruzana, Mexico, received a US Agency for International Development (USAID) Training, Internship, Exchange, and Scholarship (TIES) grant of \$298,298 for developing Mexico's rural economy through educational exchange.

ANDERSON, MARK

Associate Professor of Spanish

Tenure status: tenure

Education: B. A., University of Colorado 1997; M. A., University of California, Riverside, 2000; Ph.D., University of California, Riverside, 2004

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean: Mexico, Brazil

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (4)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: SPAN 4060, Spanish American Literature up to 1888; SPAN 4070

Spanish American Literature 1888-Present; SPAN 4080 Studies in Spanish Literature and Culture; SPAN 6500

New World Encounters; SPAN 6700 Spanish American from Modernism to Post Modernism; SPAN 8010

Disaster Writing and the Cultural Politics of Catastrophe in Latin America; SPAN 8200 Ecocritical Approaches to Latin American Narrative

Research/teaching specialization: Latin American Literature and Culture

Recent publications:

- "Treacherous Waters: Shipwrecked Landscapes and the Possibilities for Nationalistic Emplacement in Brazilian Representations of the Amazon." *Troubled Waters: Rivers in Latin American Imagination*. Ed. Ana María Mutis and Elizabeth Pettinaroli. *Hispanic Issues On Line 12* (Spring 2013): 111–126. Web.
- *Disaster Writing: The Cultural Politics of Catastrophe in Latin America*. Charlottesville, VA: University of Virginia Press, 2011.
- "National Nature and Ecologies of Abjection in Brazilian Literature, 1889-1930." *The Natural World in Latin American Literatures: Ecocritical Essays on Twentieth Century Writings*. Ed. Adrian Kane. Jefferson, NC: McFarland, 2010. 208-32.

Number of dissertations or theses supervised in past five years: 1



ARRIBAS, ALICIA

Academic Professional Department of Romance Languages

Tenure status: non tenure

Education: B.A., Universidad de Zaragoza, Spain, 1998; M. A., Western Michigan University; Ph.D., Western Michigan University, 2008

Department and academic experience: Romance Languages

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (2)

Percent devoted to area/international teaching: 75%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: SPAN 3030 Introduction to Literature; SPAN 4050 Spanish Literature and Culture from Enlightenment

Research and teaching specialization: Latinos in Spain; Contemporary Spanish Literature and Film

Recent publications:

- “Flores de otro mundo de Iciar Bollaín: el cuerpo de la mujer caribeña en la re-invencción del cuerpo nacional español.” *Caribe: revista de cultura y literatura*, 12.1 (2009): 55-71.
- “Representations of Latin-American immigration to Spain in the late twentieth and early twenty-first century narrative and cinema,” by *Arribas, Alicia*, Ph.D., Western Michigan University, 2008. Dissertation.

BAKER, GARY

Academic Professional, Department of Romance Languages

Tenure status: non tenure

Education: B.A., University of Georgia, 1989; M.A., University of Florida, 1989; Ph.D. University of Florida, 2004

Department and academic experience: Romance Languages. Director of Peru Medical Maymester.

Pedagogy training for language instructors: Ph.D. in Linguistics

Overseas experience in Latin America and the Caribbean: Costa Rica, Mexico, Peru

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (5)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: SPAN 6650 Spanish Phonetics and Language Variation

Research and teaching specialization: Spanish Phonology and Phonetics; General Linguistics (Spanish and French)

Recent publications:

- “An Acoustic Basis for Palatal Geminate Behavior in Spanish.” *New Perspectives in Romance Linguistics*. Ed. Jean-Pierre Montreuil. Amsterdam: John Benjamins, 2006. 1-14.
- “Dispersion and Duration in Stop Contrasts from Latin to Spanish.” *Optimality-theoretic Advances in Spanish Phonology*. Eds. Colina, Sonia and Fernando Martínez-Gil. Amsterdam: John Benjamins, 2006. 399-423.



BERLE, DAVID

Associate Professor of Horticulture

Tenure status: tenure

Education: B.S., North Carolina State University, 1980; M.S., North Carolina State University, 1986; M. L. A., University of Georgia 2000

Department and academic experience: Horticulture

Overseas experience in Latin America and the Caribbean: Costa Rica, Ecuador

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (2)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: AESC (LACS) 2990S Understanding and Communicating with the Latino Community in Horticulture (Service Learning)

Research and teaching specialization: Sustainable food production/local food systems, student community engagement, GIS/GPS applications for landscape managers

Recent publications:

- “Incremental Integration: A Successful Service-Learning Strategy.” *International Journal of Teaching and Learning in Higher Education* 18.1 (2006): 43-48.

Distinctions: University of Georgia Public Service and Outreach Fellow, 2012

BERMUDEZ, J. MARIA

Associate Professor of Child & Family Development

Tenure status: tenure

Education: B.A., University of Houston, 1991; M.S., Purdue University, 1997; Ph.D., Virginia Polytechnic Institute and State University, 2002

Department and academic experience: Human Development and Family Science

Overseas experience in Latin America and the Caribbean: Honduras

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (4)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: CHFD 3010 Research with Latino Couples and Families

Research and teaching specialization: Latino Family Resilience

Recent publications:

- Bermudez, J. M., & Mancini, J. “‘Familias fuertes’: Resilience among Latino families.” In D. Becvar (Ed.) *Handbook of Family Resilience* (pp. 215-227). New York: Springer, 2013.
- Bermúdez, J. M., Sharp, E. A., & Taniguchi, N. “Tapping into the complexity: Ambivalent sexism, dating, and familial beliefs among Hispanic young adults.” *Journal of Family Issues*, 2013.
- Bermúdez, J.M., Zak-Hunter, L., Stinson, M. A. “‘I am not losing my kids to the streets’: Meanings and experiences of motherhood among Mexican origin women.” *Journal of Family Issues*. doi:10.1177/0192513X12462680, (2012).
- Bermúdez, J.M., Stinson, M. A., & Zak-Hunter, L. M. & Abrams, B. “Mejor sola que mal acompañada: Strengths and challenges of Mexican origin mothers parenting alone.” *Journal of Divorce & Remarriage*, 52(8), (2012): 622-641.
- Bermúdez, J. M., & Stinson, M. A. “Redefining conflict resolution styles for Latino couples: Examining the role of gender and culture.” *Journal of Feminist Family Therapy* 23(2), (2011): 71-87.

Number of dissertations or theses supervised in past five years: 3

BLACKWELL, SARAH

Associate Professor of Linguistics

Tenure status: tenure

Education: B. S., Northwestern University, 1980; M. A., Middlebury College, 1983; Ph. D., University of Pittsburgh, 1994

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean: Mexico

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (5); French (2)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: SPAN (LING) 3050 Introduction to Spanish Linguistics

Research and teaching specialization: Spanish Semantics, Pragmatics, and Discourse Analysis, and Spanish Applied Linguistics

Recent publications:

- Blackwell, Sarah E. and Margaret Lubbers Quesada. "Third-person subjects in native speakers' and L2 learners' narratives: Testing (and revising) the Givenness Hierarchy for Spanish." *Selected Proceedings of the 14th Hispanic Linguistics Symposium*, ed. by Kimberly Geeslin and Manuel Díaz-Campos, (2012): 142-164. Somerville, MA: Cascadilla Proceedings Project.
- Blackwell, Sarah E. *Implicatures in Discourse: The Case of Spanish NP Anaphora*. Amsterdam: John Benjamins, 2002.

Number of dissertations or theses supervised in past five years: 3

Distinctions: University of Georgia Professor of the Year, 2009

BLANCO, JOSÉ F.

Associate Professor of Textiles Merchandise & Interiors

Tenure status: tenure

Education: B.A., University of Costa Rica, 1987; M.A., California State University, 1991; Ph.D., Florida State University, 2000

Department and academic experience: Textiles Merchandise & Interiors

Overseas experience in Latin America and the Caribbean: Costa Rica

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: TXMI 4580/6580: History of World Textiles

Research and teaching specialization: Fashion, dress and popular culture in the second half of the twentieth century with an emphasis on male fashion; Latin American fashion, dress and popular culture.

Recent publications:

- Blanco, J. F. (Ed.) *Clothing and Fashion in American History: A Comprehensive Encyclopedia*. ABC-CLIO (forthcoming in 2014).
- Blanco, José F., and Vazquez Lopez, R. J. "Dressing the Jíbaros: Puerto Rican Peasants' Clothing through Time and Space." In *The Meanings of Dress* (3rd Edition), Kimberly A. Miller-Spillman, Andrew Reilly and Patricia Hunt-Hurst. (Ed.), Fairchild. 2012.
- Blanco, José f., and Vazquez Lopez, R. J. "King Herod's Masked Soldiers: The Festival de Máscaras de Hatillo." *Dress*. Volume 36. 2010.

Number of dissertations or theses supervised in past five years: 11

Distinctions: Teacher of the Year, College of Family and Consumer Sciences, University of Georgia, 2008



BROOK, GEORGE

Professor of Geography

Tenure status: tenure

Education: B.S., Edinburgh University, 1967; M.S., University of the Witwatersrand, 1970; Ph.D., McMaster University, 1976

Department and academic experience: Geography

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Geomorphology, Karst, Geoarcheology and Quaternary Studies

Recent publications:

- Moyes, H., Awe, J., Brook, G.A., Webster, J. The ancient Maya drought cult: Late Classic cave use in Belize. *Latin American Antiquity* (in press).
- Webster, J.W., Brook, G.A., Railsback, L.B., Cheng, H., Edwards, R.L., Alexander, C., Reeder, P.P. "Stalagmite Evidence from Belize indicating significant droughts at the time of Preclassic Abandonment, the Maya Hiatus, and the Classic Maya Collapse." *Palaeogeography, Palaeoclimatology, Palaeoecology* 250 (2007):1-17.

BROSIUS, PETER

Professor of Anthropology

Tenure status: tenure

Education: B.A., California Lutheran University, 1976; M.A., University of Hawaii; Ph.D., University of Michigan, 1992

Department and academic experience: Anthropology. UGA in Costa Rica Advisory Board member.

Overseas experience in Latin America and the Caribbean: Costa Rica

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: ANTH 4275/6275 Community Conservation and Development in Costa Rica

Research and teaching specialization: Integrative conservation research, Environmental Anthropology, political ecology, transnational environmental movements and institutions, hunter-gatherers, tropical adaptations, insular Southeast Asia

Recent publications:

- Brosius, J. Peter. "Indigenous Peoples and Protected Areas at the World Parks Congress." *Conservation Biology* 18(5) (2004):609-612.
- Mascia, Michael, J. Peter Brosius, Tracy Dobson, Bruce Forbes, Leah Horowitz, Margaret McKean and Nancy Turner. "Conservation and the Social Sciences." *Conservation Biology* 17(3) (2003): 649-650.

Distinctions: Lourdes Aripze Award in Anthropology and Environment, American Anthropological Association, 2005

BROWN, CORRIE C.

Professor of Veterinary Pathology

Tenure status: tenure

Education: D.V.M., University of Guelph, Ontario Canada, 1981; Ph.D., University of California, 1986

Department and academic experience: Veterinary Pathology

Overseas experience in Latin America and the Caribbean: Has worked in 30 countries giving workshops to veterinarians and animal health workers.

Languages and proficiency level (5=Native or near native, 1=Beginner): Portuguese (5), Spanish & French (3)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: International animal health, diagnostics and infrastructure

Recent publications:

- Courtney S, Susta L, Gomez D, Hines N, Pederson J, Brown CC, Miller P, Afonso C. "Highly divergent virulent isolates of Newcastle disease virus from the Dominican Republic are members of a new genotype that may have evolved unnoticed for over two decades." *Journal of Clinical Microbiology*, 51 (2012):508-17, doi: 10.1128/JCM.02393-12.
- Diel D, Susta L, Cardenas S, Killian M, Brown CC, Miller P, and Afonso C. "Complete genome and clinicopathological characterization of a virulent Newcastle disease virus isolated from poultry in South America." *Journal of Clinical Microbiology*, 50(2) (2012): 378-387.
- Brown CC. "Essential veterinary education in the cultural, political and biological complexities of international trade." *Rev sci tech Off int Epiz* 28(2) (2009): 519-524.

Number of dissertations or theses supervised in past five years: 6

Distinctions: Core Fulbright U.S. Scholar Award, 2013-2014, International Congress Prize, American Veterinary Medical Association, 2013, Josiah Meigs Distinguished Teaching Award, 2004

BUCK, BRIAN

Clinical Associate Professor of Pharmacy

Tenure status: tenure

Education: Pharm. D., University of Georgia College of Pharmacy, 1994; PGY1 Pharmacy Residency, Shands Medical Center, Jacksonville, FL; PGY2 Critical Care Residency, R, Adams Cowley Shock Trauma Center, Univ. of Maryland Medical Center, Baltimore

Department and academic experience: Pharmacy

Overseas experience in Latin America and the Caribbean: Haiti

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: "Barriers to and Opportunities for Pharmacy Professionalization in Haiti." Developed through Office of International Education Curriculum Internationalization grant.

Research and teaching specialization: Development of learner-centered teaching models; determining factors influencing student career choice; improving resident and residency preceptor teaching skills; and establishment of global health academic collaborations

Recent publications:

- Fleming, V., Buck, B., Southwood, R. "Community acquired pneumonia with multidrug resistant pathogens in a community hospital setting." *AJHP* (submitted).
- Buck, B.D., Vanderheyden, B. A. "Management of elevated intracranial pressure." *Journal of Pharmacy Practice* 15(2) (2002): 167-190.
- Buck, B.D., Satterlee, G. B. "Characteristics of blood alternatives for surgery." *OR Pharmacy* 10(2) (1996):8-9.

Distinctions: College of Pharmacy Teacher of the Year, 2010



BUITRAGO, JOSÉ

Associate Professor at College of Environment and Design

Tenure status: tenure

Education: B.S., Pennsylvania State University, 1995; M.A., Harvard University, 1997

Department and academic experience: Environment and Design

Percent devoted to area/international teaching: 0%

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Cultural Landscapes, Computer rendering application, Global sustainability and health, Clean energy - green technology, Heritage Tourism, and Spanish-Caribbean design

Recent publications:

- Buitrago, Jose R., and Ashley Calabria. *Computer Graphics for Landscape Architects: An Introduction*. Clifton Park, New York: Thomson Delmar Learning Press, 2008.
- Buitrago, Jose R., "Adobe Photoshop CS2 & AutoCAD Rendering Techniques, Part I – The ACME Blue Print." *Landscape Architect & Specifier News*. Jan. 2007: 24 and 26.

BULTMAN, DANA

Associate Professor of Spanish

Tenure status: tenure

Education: B.A., University of Wisconsin, Madison, 1989; M.A., University of Wisconsin, Madison, 1990; Ph.D., University of Wisconsin, Madison, 1998

Department and academic experience: Romance Languages

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 0%

Area/international studies courses taught: ROML 2550 Latino Literature, Language, and Culture

Research and teaching specialization: Early Modern Spanish Literature and Culture; Humanism; Lyric Poetry; Feminist and Poststructuralist Theory, Latino(a) Literatures

Recent publications:

- "Góngora's Invocation of Prudente Cónsul: Censorship and Humanist Doubts about his Lyric Language." *Hispanófila* 142 (2004): 1-19.
- "Shipwreck as Heresy: Placing Góngora's Poetry in the Wake of Renaissance Epic, Fray Luis and the Christian Kabbala." *Hispanic Review* 70.3 (2002): 413-432.
- "La flauta de Pan y el suplemento español al texto de Alciato." *Literatura Emblemática Hispánica*. Ed. Sagrario López Poza. La Coruña: Universidade da Coruna, 1996. 379-387.

CAHNMANN-TAYLOR, MELISSA

Associate Professor of Language & Literacy Education

Tenure status: tenure

Education: Ph.D., University of Pennsylvania, 2001

Department and academic experience: Language & Literacy Education

Overseas experience in Latin America and the Caribbean: Mexico

Percent devoted to area/international teaching: 75%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: ELAN 6630 Bilingualism and Bilingual Education; ELAN 7600 Reading and Writing in a non-Native Language; EDEC/EDMS/ELAN 5180/7180 Understanding Cultural and Linguistic Diversity in Schools

Research and teaching specialization: Bilingualism and biliteracy, second language acquisition, multicultural education, critical discourse analysis, critical pedagogy, arts-based approaches to qualitative inquiry including poetry and theater of the oppressed, the anthropology of education, and educational linguistics

Recent publications:

- Remillard, J. T. & Cahnmann, M. "Researching mathematics teaching in bilingual-bicultural classrooms." In T. McCarty (Ed.), *Language, literacy, power, and schooling*. Hillsdale, NJ: Erlbaum, (2005): 169-188.
- Cahnmann, M. "Translating competence in a critical bilingual classroom". In X. P. Rodríguez-Yáñez, A. M. Lorenzo Suárez, and F. Ramallo (Eds.). *Bilingualism and education: From the family to the school*. Munich: Lincom Europa, (2005): 283-293.
- Cahnmann, M. "To correct or not to correct bilingual students' errors is a question of continua-ing reimagination." In N. Hornberger (Ed). *The continua of biliteracy*. Clevedon, England: Multilingual Matters LTD, (2003): 187-206.

CARROL, RONALD C.

Professor Emeritus Odum School of Ecology

Tenure status: emeritus

Education: Ph.D., University of Chicago

Department and academic experience: Ecology

Overseas experience in Latin America and the Caribbean: Costa Rica, Guatemala, Mexico, Ecuador, Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (3)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Ecology of diseases, wetland function, natural treatment systems for wastewater

Recent publications:

- Gottdenker N.L., Chaves L.F., Calzada J.E., Saldaña A., Carroll, C. R. "Host Life History Strategy, Species Diversity, and Habitat Influence Trypanosoma cruzi Vector Infection in Changing Landscapes." *PLoS Negl Trop Dis* 6(11) (2012): e1884. doi:10.1371/journal.pntd.0001884
- Gottdenker N. L., Calzada, A. Saldana, and Carroll, C.R. "Anthropogenic land use change is associated with increased abundance of the Chagas disease vector Rhodnius pallescens in a rural landscape of Panama." *American Journal of Tropical Medicine and Hygiene* (in press).
- Hernandez, S. and Carroll, C.R. "Do Shade-grown coffee plantations Pose a Disease Risk for Wild Birds?" *EcoHealth* (in press).

Number of dissertations or theses supervised in past five years: 21

Distinctions: National Danforth Fellowship for Teaching Excellence



CASADO, STACEY

*Professor of Spanish
Head, Department of Romance Languages*

Tenure status: tenure

Education: B.A., University of South Florida, 1978; M.A., University of North Carolina, 1980; Ph.D., University of North Carolina, 1985

Department and academic experience: Romance Languages; Oversees the department's study abroad programs in Latin America and its Portuguese language and Spanish language programs.

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: SPAN 3010 Conversation and Composition; SPAN 8200 Narrative Discourses

Research and teaching specialization: Spanish prose fiction of the 19th and 20th centuries

Recent publications:

- "Demythification in the Novels of Luis Martín-Santos and Juan Goytisolo." *A Companion to the Twentieth Century Spanish Novel*. Ed. Marta Altisent. London: Boydrell & Brewer (Tamesis Series), 2008. 91-100.
- "Conversación con Benjamín Prado: la literatura es lo contrario del olvido." *Ojancano* 33 (2008): 102-113.

CHAMORRO, PILAR

Assistant Professor of Linguistics

Tenure status: tenure

Education: Ph.D., Ohio State University, 2012

Department and academic experience: Linguistics, Romance Languages; Invited talk: "Event Plurality and Temporal Distributivity: The Present Perfect in Brazilian Portuguese," *9th Annual (UNC-Duke) Consortium in Latin American and Caribbean Studies Conference*, February 15-16, 2013.

Overseas experience in Latin America and the Caribbean: Brazil.

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (5), Catalan (2), French (2)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: Intro to Spanish Linguistics; Language of the World, Compositional Semantics; Linguistic Field Methods.

Research and teaching specialization: Formal Semantics and Pragmatics; Formal Semantic and Typological Theories of Temporality, Aspect, and Modality (TAM); Contact Linguistics, TAM systems of creoles.

Recent publications:

- "Future Time Reference and Irrealis Modality in Chamorro: A Study of Preverbal *Para*," *Cahier Chronos: Selected Proceedings of Chronos 8*, Amsterdam/Atlanta: Rodopi, 2012.
- "Ni y ni siquiera: ¿el reverso de incluso y hasta?" *Cascadilla Proceedings Project: Selected Proceedings of the 10th Hispanic Linguistic Symposium*, Somerville, MA. 2008. <http://www.lingref.com/cpp/hls/10/paper1797.pdf>.



CHAMOSA, OSCAR

Associate Professor of History

Tenure status: tenure

Education: B.A., Licenciado, Universidad Nacional de Luján, 1995; M.A., University of North Carolina at Chapel Hill, 1999; Ph.D., University of North Carolina at Chapel Hill, 2003

Department and academic experience: History

Overseas experience in Latin America and the Caribbean: Argentina

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (2)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: HIST 2222 Latin American Civilization Since 1800; HIST 3270 History of Argentina and Chile in the 20th Century; HIST 4230 Supernatural Latin America; HIST 8220 Colloquium in Latin American and Caribbean History

Research and teaching specialization: Cultural nationalism, folklore, media, race and ethnicity in twentieth century Argentina

Recent publications:

- Chamosa, O. *The Argentine Folklore Movement: Sugar Elites, Criollo Workers, and the Politics of Cultural Nationalism, 1900-1955*. Tucson: University of Arizona Press, 2010.
- Chamosa, O. *Breve historia del movimiento folclórico argentino: Identidad, cultura y nación*. Buenos Aires: EDHASA, 2012.
- Chamosa, O. "Indigenous or Criollos?: The Myth of White Argentina in Tucumán's Calchaquí Valley, 1900-1945." *Hispanic American Historical Review* 88:1 (2008): 71-106.

Distinctions:

Mowry Fellow (UNC) 2002, Wilson Center for Humanities and Arts Research Fellow (2008)

CHRISTENSEN, ROBERT K.

Associate Professor of Public Administration & Policy

Tenure status: tenure

Education: B.A., Brigham Young University, 1997; M.P.A., Brigham Young University, 2000; J.D., Brigham Young University, 2000; Ph.D., Indiana University, 2007

Department and academic experience: Public Administration and Policy

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: PADP 8240 Nonprofits in a Global Perspective

Research and teaching specialization: At the individual level Dr. Christensen is interested in the impact of antisocial and prosocial behaviors on public and nonprofit work groups and organizations. The former includes race and gender prejudice; the latter includes public service motivation, volunteerism, workplace philanthropy, and organization citizenship. At the institutional level he is interested in the relationship between courts (broadly public law) and public administration.

Recent publications:

- Clerkin, Richard, Paarlberg, Laurie, Christensen, Robert K., Nesbit, Rebecca, Tschirhart, Mary. "Place, Time, and Philanthropy: Exploring geographic mobility and philanthropic engagement." *Public Administration Review* 73(1) (2013): 97-102.
- Laurence J. O'Toole, Jr. and Robert K. Christensen. *American intergovernmental Relations*, 5th edition. CQ Press, 2012.

Distinctions: Lilly Teaching Fellow, University of Georgia, 2012-2014

COFER, JUDITH ORTIZ

Professor Emerita of English

Tenure status: emerita

Education: B.A., Augusta College, 1974; M.A., Florida Atlantic University, 1977; Oxford University Summer Graduate School, 1977; Ph.D., Lehman University, 2007

Department and academic experience: English; Regents' and Franklin Professor of English and Creative Writing, Emerita.

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 75%

Recent publications:

- Cofer, J. *¡A Bailar!* [Bilingual picture book] University of Houston: Arte Público Press, 2011.
- Cover, J. "La Gordita's American Dream." *Afro-American Review*, Vanderbilt University, 30.1 (Spring 2011).
- "World Hunger: What Does It Mean To Be Bilingual?". *The Other Latin@: Writing Against a Singular Identity, an anthology of nonfiction*. Tucson, AZ: U of Arizona Press, 2011.

Distinctions: Most recently, in 2005, *The Latin Deli* was selected for the Georgia Center for the Book's Georgia Top 25 List. Also in 2005, *Call Me Maria* was selected as one of two texts to receive Honorable Mention for the Américas Award, given to titles published in the U.S. that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the U.S.

CORREA-DIAZ, LUIS

Professor of Spanish

Tenure status: tenure

Education: Profesor de Castellano, Universidad Católica de Chile, 1986; M.A., Universidad de Chile, 1993; M.A., Catholic University of America, 1995; Ph.D., Catholic University of America, 1998

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean: Chile

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5) Portuguese (2)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: SPAN 3010 Spanish Conversation and Composition; SPAN3030 Introduction to Literature; SPAN 4040 Spanish Literature and Culture from the Middle Ages through the Baroque; SPAN 4050 Spanish Literature and Culture from the Enlightenment; SPAN 4060 Spanish Literature and Culture from the Colonial Period to Independence; SPAN 4070 Spanish American Literature and Culture from Modernism to the Present; SPAN 4082 Latin American Film; SPAN 4120 Topics in Spanish Culture, Language, and Literature

Research and teaching specialization: Latin American & Spanish Poetry; Cultural Studies and Critical Theory; Creative Writing; Cervantes in the Americas -a Transatlantic Approach; Human Rights and Literature; Science (cosmology) and Cyberculture / e-literature; Digital Humanities.

Recent publications:

- *Lengua Muerta. Poesía, post-literatura & erotismo en Enrique Lihn. Prologue by Jaime Pinos (Fundación Pablo Neruda). Second edition. Viña del Mar, Chile: Altazor Ediciones.*
- *Lengua Muerta. Poesía, post-literatura & erotismo en Enrique Lihn. Prologue by Mario A. Rojas (Catholic University of America, Washington, D.C.). Providence, R.I.: Ediciones INTI, 1996.] 2012 "La nostalgia adquirida y la nombradía poética de Jorge Solanco." Letrasenlínea.cl (Universidad Alberto Hurtado).*
- 2010 "Borges, señor de los poetas cervantinos de América." *El Quijote en América Latina*. Ed. by Friedhelm Schmidt-Welle (IAI) and Ingrid Simson (Oxford Brookes University). Amsterdam and New York: Rodopi. 197-224.

Number of dissertations or theses supervised in past five years: 7

Distinctions: Writer in Residence, Pontificia Universidad Católica de Chile, 2005; Scholar in Residence, SUNY, Albany, 2004; Scholar in Residence, Pontificia Universidad Católica de Chile, 2012



CROWLEY, JOHN

Professor of Environmental Planning and Design

Tenure status: tenure

Education: Ph.D. University of Oklahoma

Department and academic experience: Environmental Planning and Design; Involved in the planning of the expansion of University of Georgia's campus in Costa Rica. Advising for Zamorano University in Honduras for the past 8 years on their campus planning and development. Has taken Graduate Students for Planning and Design Studios doing plans for small cities around Zamorano University as well.

Overseas experience in Latin America and the Caribbean: Costa Rica, Honduras

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Regional and city planning, design and development of cities, transportation systems, best practices and implementation in urban development

Distinctions: Elected to the board of trustees for Zamorano University in Honduras. The 70-year-old agricultural institution serves students from throughout Central and South America as well as the Caribbean. He also was recently elected to the College of Fellows of the American Society of Landscape Architects. Founded in 1899, ASLA is the national professional association for landscape architects, representing 17,000 members.

DAS, K., C.

Professor of Engineering

Tenure status: tenure

Education: B.S., Mechanical Engineering, Anna University, India, 1989; M.S., Agricultural Engineering, University of Georgia, 1991; Ph.D., Agricultural Engineering, Ohio State University, 1995

Department and academic experience: Engineering; Involved in LACSI's Sustainable Agriculture Initiative through receiving and mentoring students from EARTH University in Costa Rica.

Overseas experience in Latin America and the Caribbean: Mexico

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Bioenergy, Biofuels, Bioproducts, Biodiesel, Fermentation, Thermochemical Processing, Pyrolysis, Gasification

Recent publications:

- Jena, U., K.C. Das, and J.R. Kastner. "Comparison of the effects of Na_2CO_3 , $\text{Ca}_3(\text{PO}_4)_2$, and NiO catalysts on the thermochemical liquefaction of microalga *Spirulina platensis*." *Applied Press*, 2012.
- Jena, U. and K.C. Das. "Comparative evaluation of thermochemical liquefaction and pyrolysis for BioOil production from microalgae." *Energy & Fuels* 25(11) (2011):5472-5482
- Hunt, R.W., S. Chinnasamy, and K.C. Das. "The effect of naphthalene-acetic acid on biomass productivity and chlorophyll content of green algae, coccolithophore, diatom and cyanobacteria cultures." *Applied Biochemistry and Biotechnology* 164(8) (2011):1350-1365.



DAVILA, DENISE

Assistant Professor of Language & Literacy Education

Tenure status: tenure track

Education: B.A., California State University, M.Ed., California State University, Ph.D., Ohio State University, 2012

Department and academic experience: Language & Literacy Education

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (3)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: LLED 5318/7318 Culturally Diverse Children's Literature, Grades P-8

Research and teaching specialization: Latino and Multicultural Children's literature, diversity, teacher education, religious literacy

Recent publications:

- Dávila, D. "Cultural boundaries or geographic borders? Prospective teachers define 'American' in response to In My Family/En mi familia." *62nd Yearbook of the Literacy Research Association*, 2013.
- Dávila, D. & Junqueira. "Formação docente: o uso de textos polêmicos em sala de aula." *Revista Educação & Realidade*, 2013.
- Dávila, D. "In search of the ideal reader for children's non-fiction books about el Día de Los Muertos." *Journal of Children's Literature* 38(1) (2012): 16-26.

DEAN, JEFFREY F.

Associate Director/Professor Institute of Bioinformatics

Tenure status: tenure

Education: B.S., Stanford University, 1980; Ph.D., Purdue University, 1986

Department and academic experience: Bioinformatics; PI and Co-Organizer of an NSF-funded Pan-American Advanced Studies Institute, entitled "Knowledge discovery in genomic databases: A PASI on data mining applications for genomics and bioinformatics," held in Montevideo, Uruguay February 9-20, 2004, and a plenary speaker at the agricultural biotechnology (REDBIO) meeting in October 2007, at Viña del Mar, Chile. In addition, maintains an active research collaboration with researchers at the Universidade Federal do Paraná in Curitiba, Brazil on the invasive woodwasp, *Sirex noctilio*.

Overseas experience in Latin America and the Caribbean: Uruguay, Chile, Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1), Portuguese (1)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Use of genomic approaches to understand responses in conifers to biotic and abiotic stress

Recent publications:

- Howe G.T., Yu J., Knaus B., Cronm R., Kolpak S., Dolan P., Lorenz W.W., Dean J.F.D. "A SNP resource for Douglas-fir: de novo transcriptome assembly and SNP detection and validation." *BMC Genomics* 14 (2013): 137.
- Simões M., Lorenz W.W., Maroco J., Alba R., Dean J.F.D., Miguel C. "Transcriptomic analysis highlights epigenetic and transcriptional regulation during zygotic embryo development of *Pinus pinaster*." *BMC Plant Biology* 13 (2013): 123.
- Bordeaux J.M., Coyle D.R., Dean J.F.D., Gandhi K.J.K. "High variability in biomarker gene responses to *Sirex noctilio* venom in field-grown pines. Proc." 32nd Biennial Southern Forest Tree Improvement Conference, June 10-13, 2013, Clemson, SC (in press).

Number of dissertations or theses supervised in past five years: 3



DEL POZO, DIEGO

Lecturer of Spanish

Tenure status: non-tenure

Education: Licenciatura, University of Valladolid, Spain 1997; M.A., University of Georgia, 1999; Ph.D., University of Georgia, 2008

Department and academic experience: Romance Languages; Founded and ran LACSI's annual Latin American Film Festival; created the UGA in La Habana study abroad program.

Overseas experience in Latin America and the Caribbean: Peru, Cuba, Argentina

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 75%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: SPAN 4082 Latin American Film; SPAN 3010 Spanish Conversation and Composition; SPAN 3020 Advanced Spanish Conversation and Composition

Research and teaching specialization: Contemporary Spanish-Caribbean Literature and Culture; Contemporary Latin American Theater and Performance; Spanish and Latin American Film; Latin American Literature and Culture, 20th Century

Recent publications:

- "Olvidados y re-creados: la invariable y paradójica presencia del niño de la calle en el cine latinoamericano". *Chasqui* 32.1 (2003), 85-97.
- "If you are not angry nor sad, you have no business in this country." *Cultura y tendencias*. 17 (2002). Santiago de Chile.

DELGADO-ROMERO, EDWARD

Training Director/Associate Professor Counseling Psychology

Tenure status: tenure

Education: B.A., Rhodes College, 1988; M.S., University of Memphis, 1991; M.A., University of Notre Dame, 1995; Ph.D., University of Notre Dame 1997

Department and academic experience: Counseling Psychology, Training Director/Program Chair

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: Advanced Multicultural Counseling.

Research and teaching specialization: Latino Psychology, Ethics

Recent publications:

- Delgado-Romero, E. A., Delgado-Polo, E. E., Ardila, R. & Smetana, C. "After la violencia: The psychology profession in Colombia." In Gerstein, L., Heppner, P. P., Ægisdóttir, S., Leung, A. & Norsworthy, K. (Eds.) *Handbook of Cross-Cultural Counseling: Cultural Assumptions and Practices Worldwide*. Thousand Oaks, CA: Sage Publications (2009): 369-374.
- Delgado-Romero, E. A., Espino, M., Werther, E. & Gonzalez, M. J. "Building infrastructure through training of bilingual mental health providers." In L. P. Buki & L. M. Piedra (Eds.), *Haciendo camino al andar: Creating infrastructures for Latino mental health*. New York: Springer (2012): 99-116.
- Ruiz, J., Gallardo, M. & Delgado-Romero, E.A. "Latinas/os and Immigration Reform: A commentary to, 'Crossroads: The Psychology of Immigration in the New Century.'" The Report of the APA Presidential Task Force on Immigration. *Journal of Latina/o Psychology* (3) (2013): 149-154.

Number of dissertations or theses supervised in past five years: 8



DERRICK, ROBERT

Interim International Partnerships Director

Tenure status: non-tenure

Education: J.D., University of Georgia

Department and academic experience: International Education; Oversees all UGA international partnerships. Works closely with LACSI in developing collaborations with Latin America.

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 5%

DÍAZ-PÉREZ, JUAN CARLOS

Professor of Horticulture

Tenure status: tenure

Education: B.S., University of Guadalajara, Mexico, 1983; M.S., University of California, Davis, 1989; Ph.D., University of California, Davis, 1994

Department and academic experience: Horticulture

Overseas experience in Latin America and the Caribbean: Mexico, Costa Rica, Honduras, Nicaragua, Dominican Republic, Grenada

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (2)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Cultural practices of vegetable crops, special emphasis on plasticulture, sustainable production of vegetables, and crop-environmental interactions

Recent publications:

- García-Suárez, F., L. Carreto-Montoya, R. Cárdenas-Navarro, J.C. Díaz-Pérez, R. López-Gómez. Pitaya (*Stenocereus stellatus*) fruit growth is associated to wet season in Mexican dry tropic. 2007. *Phyton* (International J. of Exp. Bot.) 76:19-26.

Distinctions:

Award of Excellence in Teaching, University of Georgia, Tifton Campus, 2010



DOTTS, BRIAN W.

Clinical Assistant Professor

Tenure status: tenure track

Education: B.A., Indiana University Southeast, 1990; M.A., Boston College, 1992; Ph.D., Indiana University, 2005

Department and academic experience: Educational Theory and Practice

Language and proficiency level (5=Native or near native, 1=Beginner): French (2)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 0

Area/international studies courses taught: EDUC 2110 Investigating Critical and Contemporary Issues in Education; EDUC 2120 Exploring Socio-Cultural Issues in Diversity; EFND 7050 History of Education in the United States; EFND 8060 Social and Political Philosophies of Education

Research and teaching specialization: History of Education, philosophy of education, politics of education, multiculturalism

Number of dissertations or theses supervised in past five years: 6

DUNCAN, PAUL

*Associate Director & Public Service Faculty,
Latin American and Caribbean Studies Institute*

Tenure status: non tenure

Education: B.S., University of Iowa, 1985; M.S., University of Florida, 1994

Department and academic experience: Latin American and Caribbean Studies; Associate Director/Public Service Faculty

Overseas experience in Latin America and the Caribbean: Guatemala, Mexico, Dominican Republic

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Haitian Creole (2)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: AESC 2990S Understanding and Communicating with the Latino Community in the Green Industry (Service Learning). Typically teaches only one course per year.

Distinctions: Peace Corps volunteer, Guatemala



EHLERS, BENJAMIN

Associate Professor of History

Tenure status: tenure

Education: B.A., University of Virginia, 1992; M.A., Johns Hopkins University, 1995; Ph.D., Johns Hopkins University, 1999

Department and academic experience: History

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (2)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 0

Area/international studies courses taught: HIST 4710 Atlantic World

Research and teaching specialization: Europe – Early Modern; Religion

Recent publications:

- “Missions in Spain,” in *Lexikon of the Hispanic Baroque: Technologies of a Transatlantic Cultural Transfer*, ed. Evonne Levy Kenneth Mills, University of Toronto, 2012.
- “Violence and Religious Identity in Early Modern Valencia,” *Converso/ Morisco Studies* (2011).
- “El Arzobispo de Valencia Juan de Ribera (1568-1611) y la Compañía de Jesús,” in *Actas del Congreso Internacional Francisco de Borja y su Tiempo, (1510-1572)*, Generalitat Valenciana. 2011.

Number of dissertations or theses supervised in past five years: 3

EMERSON, KERSTIN GERST

Assistant Professor of Health Policy & Management

Tenure status: tenure track

Education: B.A., University of Michigan, 2000; M.G. S., Miami University, 2002; M.S., University of Massachusetts, 2006; Ph.D., University of Massachusetts, 2008

Department and academic experience: Health Policy and Management

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 100%

Research and teaching specialization: Minority aging issues with a specific focus on older Mexican Americans

Recent publications:

Gerst, K. & Burr, J. A. “Welfare Program Participation Among Older Immigrants.” *Public Policy & Aging Report* 22 (2) (2012): 12-16.

Burr, J.A., Mutchler, J.E. & Gerst, K. “Hispanic Residential Segregation and Immigrant Living Arrangements in Later Life.” *Population Research and Policy Review* 32(1) (2012): 25-45.

Burr, J. A., Mutchler, J.E. & Gerst, K. “Homeownership among Mexican Americans in later life.” *Research on Aging* 33(4) (2011): 379-402.

Number of dissertations or theses supervised in past five years: 2

Distinctions: Center for Teaching and Learning, Lilly Teaching Fellowship, University of Georgia, 2012-2014



ELHAGE, FUAD

Instructor of Spanish

Tenure status: non tenure

Education: B.S., Computer Science, Venezuela, 1988; M.B.A., Venezuela, 1996; Master of Internet Technology, University of Georgia, 2003; Ph.D., Language and Literacy Education, University of Georgia, 2010

Department and academic experience: Romance Languages. Faculty leader of UGA's Tango club. Created a Latin dance intervention program at diverse middle school in order to bring students from different backgrounds together, interest them in the Spanish language and culture and ultimately reduce their prejudices.

Overseas experience in Latin America and the Caribbean: Venezuela, Argentina, Mexico, Costa Rica

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: SPAN 4250 Advanced Business Spanish

FALLOWS, NOEL

Associate Dean of International/Multidisciplinary Programs

Tenure status: tenure

Education: Ph.D., University of Michigan

Academic experience: Associate Dean of International and Multidisciplinary Programs. Oversees all international and area studies programs and study abroad programs at UGA.

Overseas experience in Latin America and the Caribbean: Brazil, Argentina, Uruguay

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 5%

Research and teaching specialization: Spanish language, literature and culture of the Middle Ages and early Renaissance

Recent publications:

- Fallows, N. *Jousting in Medieval and Renaissance Iberia*. Woodbridge: Boydell, 2010.

Distinctions: Albert Christ-Janer Award, 2014; Creative Research Medal, 2013



FERACHO, LESLEY

Associate Professor of Spanish

Tenure status: tenure

Education: B.A., Cornell University, 1990; M.A. Duke University, 1993; Ph.D., Duke University, 1997

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean: Brazil, Trinidad

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (4), French (2)

Percent devoted to area/international teaching: 75%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: AFAM 4860/6860 Topics in Afro-Hispanic Identity; SPAN 4080

Studies in Spanish Literature and Culture; SPAN 8500 Issues of Race, Class & Gender

Research and teaching specialization: Comparative Studies of Afro-Hispanic, Brazilian and African American women's narrative

Recent publications:

- Feracho, L. "Dialogically Redefining the Nation: Hip Hop and the Collective Identity." In *Critical Perspectives on Afro-Latin American Literature*. Ed. Antonio D. Tillis. Routledge Press: New York, 2012. 228-246.
- Feracho, L. "Hip Hop in the Caribbean and the Glocal politics of music: Debates in transnationalism, resistance, culturalism and appropriation in Cuban and Puerto Rican rap." In *Message in the Music: Hip Hop, History and Pedagogy* (New Directions in Hip Hop Studies of the ASALAH.) Eds. Derrick P. Alridge and James B. Stewart, 2011.
- "Telling the Untold Stories: Crossing Nation, Gender and Text in Marta Rojas' El Columpio de Rey Spencer". *Latin American and Caribbean Ethnic Studies*. 5:1 (2010): 65-74.

Number of dissertations or theses supervised in past five years: 2

Distinctions: Center for Teaching and Learning, Lilly Teaching Fellowship, 1999

FRAGASZY, DOROTHY

Professor of Psychology

Tenure status: tenure

Education: B.S., Duke University; M.A., University of California, Davis; Ph.D., University of California, Davis

Department and academic experience: Psychology; Collaborates with colleagues studying wild tool-using capuchin monkeys in Brazil, and in laboratory studies of spatial cognition, perception and action.

Overseas experience in Latin America and the Caribbean: Venezuela, Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1), Portuguese (3), French (4)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 50%

Research and teaching specialization: Behavior, Primatology

Recent publications:

- Spagnoletti, N., Visalberghi, E., Verderane, M.P., Ottoni, E.B., Izar, P., Fragaszy, D. Stone tool use in wild bearded capuchin monkeys (*Cebus libidinosus*). "Is it a strategy to overcome food scarcity?" *Animal Behaviour* 83 (2012): 1285-1294.
- Duarte, M., Hanna, J., Liu, Q., Fragaszy, D. Kinematics of bipedal locomotion while carrying a load in the arms in bearded capuchin monkeys (*Sapajus libidinosus*). *Journal of Human Evolution*. DOI:10.1016/j.jhevol.2012.10.002
- Fragaszy, D., Liu, Q., Wright, B., Allen, A., Brown, C., Visalberghi, E. 2013. Wild bearded capuchin monkeys (*Sapajus libidinosus*) strategically place nuts in a stable position during nut-cracking. *PLoS ONE* 8(2): e56182. doi:10.1371/journal.pone.0056182

Number of dissertations or theses supervised in past five years: 9

Distinctions: American Association for the Advancement of Science, Fellow



FUSILLO, LISA

Department Head & Professor of Dance

Tenure status: tenure

Education: B.S., George Washington University; M.A., Texas Women's University; Ph.D., Texas Women's University

Department and academic experience: Dance; Fusillo has performed, taught, and choreographed throughout the United States, Europe and Asia. Her choreography has been presented in London, Amsterdam, Paris, Innsbruck, Heidelberg, Taipei, Chiang-Mai (Thailand), Tokyo and the United States. She also choreographed for and coached Yuan-Ting Chuang for the 1994 International Ballet Competition.

Overseas experience in Latin America and the Caribbean: Costa Rica

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 0%

Area/international studies courses taught: Dance at UGA in Costa Rica campus.

Research and teaching specialization: Dance history, ballet pedagogy, dance science and medicine

Distinctions: Fusillo is a Fulbright Scholar and has been a visiting ballet mistress for CloudGate Dance Theatre in Taipei.

GABARA, RACHEL

Associate Professor of French

Tenure status: tenure

Education: B. A., Yale University, 1991; Maîtrise and Diplôme d'Études Approfondies, Université de la Sorbonne Nouvelle – Paris III, Ph.D., University of Michigan, 2000

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean:

Language and proficiency level (5=Native or near native, 1=Beginner): French (5)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: FREN (LACS) 4170 Francophone Film, Literature, and Culture

Research and teaching specialization: Twentieth and twenty-first century Francophone African and European literature and film; literary theory; film history and theory; postcolonial studies; autobiography

Recent publications:

- Gabara, R. *From Split to Screened Selves: French and Francophone Autobiography in the Third Person*. Stanford, 2006.

Distinctions: South Atlantic Modern Language Association Studies Book Award, 2007



GADHOUM, KHEDIJA

Spanish Academic Professional and Study Abroad Advisor

Tenure status: non tenure

Education: Ph.D., Spanish, Ohio State University

Department and academic experience: Romance Languages; Spanish Study Abroad Advisor

Overseas experience in Latin America and the Caribbean: Mexico, Costa Rica, Argentina, Bolivia, Peru, Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): French (5), Spanish (5) Portuguese 2-3

Pedagogy training for language instructors: Graduate seminar in language pedagogy at Ohio State, required for all Spanish language TAs.

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: SPAN 3010 Spanish Conversation and Composition

Research and teaching specialization: Latin American Literature, Culture, and Film

Recent publications:

- Khédija Gadhoun. *Celosías en celo*. Editorial Torreozas: Madrid, 2013.

GAMA, GENNARO J.

Senior Technology Licensing Manager

Tenure status: non tenure

Education: B.A., Universidade Federal de Minas Gerais, Brasil (1989); Ph.D., Indiana University Bloomington, 1994

Department and academic experience: Office of Vice President for Research; Development of UGARF global (in/out)- licensing programs and international TT partnerships (especially with Brazilian institutions).

Overseas experience in Latin America and the Caribbean: Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (5), Spanish (2)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Technology Transfer, Innovation Management, Intellectual Property Prospection, University-Industry Partnerships



GAST, DAVID

Professor of Special Education

Tenure status: tenure

Education: Ph.D., University of Kansas, 1975

Department and academic experience: Special Education and Communications; directed UGA's Study Abroad in Peru program in cooperation with Centro Ann Sullivan del Peru (1995-2005).

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: observational and incidental learning by children with autism, computer-based multimedia instruction, visual activity schedules to facilitate independence, leisure skill instruction, and reinforcement preference assessment procedures

Recent publications (research percentage related to administration of study abroad in Latin America):

- Stringfield, S., Luscre, D. & Gast, D.L. (2011). Effects of a story map on the Accelerated Reader post-reading test scores in students with high functioning autism. *Focus on Autism and Other Developmental Disabilities*, 26, 218-229.
- Gast, D. L. (2011). An experimental approach for selecting a response-prompting strategy for children with developmental disabilities. *Evidenced-based Communication Assessment and Intervention*, 1-7.
- Southall, C. & Gast, D.L. (2011). Self-management procedures: A comparison across the autism spectrum. *Education and Training in Autism and Developmental Disabilities*. 46, 155-171.

GATTIE, DAVID

Associate Professor of Agricultural Engineering

Tenure status: tenure

Education: B.S.A.E., University of Georgia, 1983; Ph.D. University of Georgia, 1993

Department and academic experience: Engineering

Overseas experience in Latin America and the Caribbean: Costa Rica

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: ENVE 2610 Intro to Environmental Engineering & Sustainability

Research and teaching specialization: Material and energy flow analysis, natural resource management, systems and engineering ecology, ecological networks

Recent publications:

- Schramski JR, Patten BC, Kazanci C, Gattie DK, Kellam NN. "The Reynolds Transport Theorem: Application to ecological compartment modeling and case study of ecosystem energetics." *Ecological Modelling* 220(22) (2009):3225-3232.
- Schramski JR, Gattie DK. "Cross-disciplinary informed ecological network theory." *Ecological Modelling* 220(22)(2009):3111-3112.



GIMENEZ, MARIA

Associate Director International Law and Policy

Tenure status: tenure

Education: Abogado, University of Mendoza (Argentina); LL.M., Vrije Universiteit Brussels (Belgium); LL.M., University of Georgia

Department and academic experience: Dean Rusk Center for International Law and Policy; Giménez developed, and currently directs, three major programs at Georgia Law: The International Judicial Training Program (IJTP), a collaboration with the Institute of Continuing Judicial Education of Georgia, trains judges and court personnel from around the world. Since 1998, IJTP has trained more than 1,000 participants from the judiciaries of Argentina and Brazil, among others. The IJTP has received funding from the World Bank, the United Nations Development Programme, the Bank of Brazil and the Supreme Court of Pernambuco in Brazil.

Overseas experience in Latin America and the Caribbean: Argentina, Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: International law and policy

Distinctions: Fulbright Fellowship, 2004

GIRAUDO, SILVIA

Associate Dean College of Family & Consumer Sciences

Tenure status: tenure

Education: B.S., Universidad Nacional de Cordoba-Argentina, 1980; M.S., University of Georgia, 1984; Ph.D., University of Georgia, 1991

Department and academic experience: Associate Dean College of Family & Consumer Sciences; Program Director for the College of Family and Consumer Sciences (FACS) Study Abroad Xalapa-Mexico (May 2005-present); Chair of the Latin American Affairs Section of The Obesity Society (2006-present).

Overseas experience in Latin America and the Caribbean: Mexico

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Brain regulation of food intake and energy metabolism, how food intake is regulated and what signals are involved in hunger or satiety

Recent publications:

- Girauo, S.Q. El preponderante papel del sistema de la melanocortina en el peso corporal: POMC, Agrp y MC4-R. Sociedad Argentina de Obesidad y Transtornos Alimentarios (SAOTA) 16(2005): 8-15.



GOTTDENKER, NICOLE

Assistant Professor of Veterinary Pathology

Tenure status: tenure track

Education: B.A., Colgate University; D.V.M., Tuskegee University; M.S., University of Florida; Ph.D., University of Georgia

Department and academic experience: Veterinary Pathology

Overseas experience in Latin America and the Caribbean: Panama, Bolivia, Ecuador, Costa Rica

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4.5), Portuguese (3), French (2)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: FYOS - Anthropogenic Change and Infectious Disease Emergence

Research and teaching specialization: Wildlife disease ecology and pathology, effects of anthropogenic environmental change on infectious disease transmission, Chagas disease ecology, vector-borne and zoonotic diseases

Recent publications:

- Chaves LF, JE Calzada, C Rigg, A. Valderrama, NL Gottdenker, A Saldaña. "Leishmaniasis sand fly vector density reduction is less marked in precarious housing after insecticide thermal fogging." *Parasites & Vectors* 6 (2013):164.
- Gottdenker, N.L., L.F. Chaves, J.E. Calzada, A. Saldaña, A.M. Santamaria, V. Pineda, and C. R. Carroll. "Host life history strategy, species diversity and habitat influence Trypanosoma cruzi vector infection in changing landscapes." *Plos Neglected Tropical Diseases* 6(11) (2012):e1884.
- Gottdenker, N.L., J. E. Calzada, A. Saldaña, and C. Ronald Carroll. "Association of Anthropogenic Land Use Change and Increased Abundance of the Chagas Disease Vector Rhodnius pallescens in a Rural Landscape of Panama." *Am J. Trop Med Hyg* 84(1) (2011): 70-77.

Number of dissertations or theses supervised in past five years: 1

GRAGSON, TED

Professor and Head of Anthropology Department

Tenure status: tenure

Education: Ph.D., Pennsylvania State University, 1989

Department and academic experience: Anthropology

Overseas experience in Latin America and the Caribbean: Venezuela, Paraguay, Bolivia, Ecuador, Dominican Republic

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (4)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: ANTH 4010/6010 Historical Ecology; ANTH 6490 Foundations of Ecological Anthropology

Research and teaching specialization: Anthropogenic disturbance on ecological processes over large temporal and spatial scales, social and economic processes tied to land use and land cover change

Recent publications:

- Robertson, G.P., Collins, S.L., Foster, D.R., Brokaw, N., Ducklow, H.W., Gragson, T.L., Gries, C., Hamilton, S.K., McGuire, A.D., Moore, J.C., Stanley, E.H., Waide, R.B., Williams, M.W. "Long-Term Ecological Research in a Human-Dominated World." *BioScience* 62 (4) (2012):342-353.

Number of dissertations or theses supervised in past five years: 11



GUPTON, TIMOTHY M

Assistant Professor of Linguistics

Tenure status: tenure track

Education: M.A., University of Illinois, 1999; Ph.D., University of Iowa, 2010

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean: Chile, Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (3)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: SPAN 3050 Introduction to Spanish Linguistics; SPAN 4651

Advanced Grammar; SPAN 6750 Spanish Syntax; SPAN 8010 Generative Second Language Acquisition

Research and teaching specialization: Prosody of contrast and CLLD in Galician and Spanish, the L2 acquisition of word order variation in Spanish, and subject expression in Caribbean Spanish

Recent publications:

- Gupton, Timothy and Tania Leal Méndez. "Experimental Methodologies: Two Case Studies Investigating the Syntax-Discourse Interface." *Studies in Hispanic & Lusophone Linguistics* 6(1) (2013): 139-164.

GUTIERREZ, JUAN B.

Assistant Professor of Mathematics

Tenure status: tenure track

Education: B.S., National University of Colombia, 1996; M.S., Florida State University, 2005; Ph.D., Florida State University, 2009

Department and academic experience: Mathematics, Bioinformatics, Office of the Vice President for Research;

Malaria Host-Pathogen Interaction Center, MaHPIC, NIAID contract #HHSN272201200031C, 2012-2017. PI Mary Galinski. MaHPIC involves the multidisciplinary study of malaria infections, immunity and pathogenesis of *P. falciparum*, *P. vivax* and *P. knowlesi*. Role in this project is mathematical modeler for systems biology models.

International Centers of Excellence in Malaria Research - Center for non-Amazonian regions of Latin America - CLAIM, NIAID cooperative agreement #U19AI089702-01, 2010-2017. PI Sócrates Herrera. Role in this project is data manager and mathematical modeler.

Overseas experience in Latin America and the Caribbean: Colombia

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Computational mathematics, bioinformatics, and pattern classification

Recent publications:

- Herrera, S., Quinones, M.L., Quintero, J.P., Corredor, V., Fuller, D.O., Mateus, J.C., Calzada, J.E., Gutierrez, J.B., Llanos, A., Soto, E., Menendez, C., Wu, Y., Alonso, P., Carrasquilla, G., Galinski, M., Beier, J., Arevalo-Herrera, M. "Prospects for malaria elimination in non-Amazonian regions of Latin America." *Acta Tropica* 121 (3) (2012): 315-323. DOI: 10.1016/j.actatropica.2011.06.018
- Teem, J.L., Gutierrez, J.B. "Combining the Trojan Y chromosome and daughterless carp eradication strategies." *Biological Invasions*, May 2013. DOI:10.1007/s10530-013-0476-1.

HARRIS, TINA

Professor of Speech and Communications

Tenure status: tenure

Education: B.A., University of Georgia, 1990; M.A., University of Georgia, 1992; Ph.D., University of Kentucky, 1995.

Department and academic experience: Speech Communication

Overseas experience in Latin America and the Caribbean: Costa Rica

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: COMM 3820 Interracial Communication; COMM 4800 Intercultural Communication; COMM 8990 Media, Communication, and Culture; COMM 8990 Interracial Communication

Research and teaching specialization: Interracial Communication; Genes, Health Communication, Race, and Religious Frameworks; Pedagogy, Race, and Communication

Recent publications:

- Orbe, M. & Harris, T. M. *Interracial Communication: Theory To Practice*. Thousand Oaks, CA: Sage Publications, 2nd ed. (2008).
- Orbe, M. & Harris, T. M. *Interracial Communication: Theory To Practice*. Belmont, CA: Wadsworth Publishing Co, 2001.

Number of dissertations or theses supervised in past five years: 3

Distinctions: Josiah Meigs Distinguished Teaching Professorship, 2010

HASKO, VICTORIA

Assistant Professor of Language and Literacy Education

Tenure status: tenure

Education: Ph.D., Applied Linguistics, Pennsylvania State University

Department and academic experience: Language and Literacy Education; Core collaborator on LACSI's Portuguese Flagship Program.

Pedagogy training for language instructors: Ph.D., Applied Linguistics

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Studies the dynamics of language development as it interrelates with students' learning histories and sociocultural milieus and have recently explored such topics as acquisition of motion structures, expressive morphology, identity repertoire, affective talk, and expression of culturally-mediated concepts by second, foreign, and heritage language learners. Currently, my particular interest is in computer-assisted language education and the affordances that it creates for fostering learner self-expression, inquiry-based learning, democracy in language classrooms, and global citizenship.

Recent publications:

- Hasko, V., Colomer, S. "Foreign language teacher technology education: Social networking sites as a resource." *Breaking the Mold of Preservice and Inservice Teacher Education*, Andrea Honigsfeld and Audrey Cohan (eds.). Lanham, MD: Rowman & Littlefield Publishers, 2011.



HERNÁNDEZ, SONIA

Assistant Professor of Wildlife Disease

Tenure status: tenure track

Education: B.A., University of New Orleans, 1992; D.V.M., Louisiana State University, 1996; Ph.D., University of Georgia, 2008.

Department and academic experience: Wildlife Disease, University of Georgia

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: FANR 2100 International Issues in Conservation; WILD 8990 Wildlife Disease Ecology: Investigation and Management

Research and teaching specialization: Intra-abdominal sonic transmitter

Recent publications:

- Hernandez-Divers SM. "Of birds, people (and coffee): research and conservation in Costa Rica." *J Avian Med Surg.* 22(1) (2008):59-65.
- Stedman N. "Endoscopic orchidectomy and salpingohysterectomy of pigeons (*Columba livia*): an avian model for minimally invasive endosurgery." *J Avian Med Surg.* 21(1) (2005):22-37.
- Aguilar RF, Hernandez-Divers SM and Hernandez-Divers SJ. *Atlas de Medicina, Terapéutica y Patología de Animales Exóticos (Atlas of Medicine, Therapy and Pathology of Exotic Animals)*. Editorial Inter-Médica, Buenos Aires: Argentina 2005: 1-375.

Number of dissertations or theses supervised in past five years: 4

HOWE, LEWIS C.

Associate professor of Linguistics

Tenure status: tenure

Education: B.A., Georgia Southern University, 1999; M.A., The Ohio State University, 2001; Ph.D., The Ohio State University, 2006

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean: Peru, Bolivia, Brazil, Dominican Republic

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (4), Quechua (2)

Percent devoted to area/international teaching: 50%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: QUEC 1001 and QUEC 1002 Elementary and Intermediate Quechua Language and Culture; ROML 4030/LING 4910 Spanish in the US: Social and Linguistic Dimensions; SPAN 6950 Spanish Semantics and Pragmatics, SPAN 6750 Spanish Syntax and Morphology, SPAN 6450 Variation and Sociolinguistics in Spanish, SPAN 4650 Spanish Phonetics, SPAN 4120 Spanish Dialectology and Sociolinguistics

Research and teaching specialization: Theories of language change and variation, Morphosyntactic variation, Language contact

Recent publications:

- Howe, Chad. *The Spanish Perfects: Pathways of emergent meaning [Palgrave Studies in Language Variation Series]*. Basingstoke/New York: Palgrave Macmillan, 2013.
- Howe, Chad. "Structural autonomy in grammaticalization: Leveling and retention with Spanish hacer + time." *Probus: International Journal of Latin and Romance Linguistics* 23 (2011): 247-282.
- Howe, Chad. "La estructura y el significado en el habla natural: Preguntas formales y respuestas funcionales." In Laura Colantoni & Celeste Rodríguez Louro (eds.), *Perspectivas teóricas y experimentales sobre el español de la Argentina, xx-xx*. Madrid: Iberoamericana Editorial Vervuert (forthcoming).

Number of dissertations or theses supervised in past five years: 10



HUTCHINSON, AMÉLIA P.

Portuguese Lecturer and Language Supervisor

Tenure status: non tenure

Education: B.A., University of Lisbon, Portugal, 1973; M.Phil., University of Manchester, UK, 1984; Ph.D., King's College, University of London, UK, 2002

Department and academic experience: Romance Languages; Core collaborator on LACSI's Portuguese Flagship Program

Overseas experience in Latin America and the Caribbean: Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (5), Spanish (4), French (3)

Percent devoted to area/international teaching: 75%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: PORT 4080/6080 Culture and Literature in Portuguese Speaking World; PORT 2001/2002 Intermediate Portuguese; PORT 4550/6550 History of Portuguese Language

Research and teaching specialization: Portuguese language and history of the Portuguese language; Medieval Portuguese chronicles and poetry; Translation of medieval Portuguese texts; Arthurian Studies. Director of the NEH funded "Fernão Lopes Translation Project"

Recent publications:

- (with A. Klobucka, C. Jouët-Pastré, P. I. Sobral, M. L. Moreira). *Ponto de encontro: Portuguese as a world language*. Upper Saddle River, NJ: Prentice Hall, 2006, 2nd revised edition, 2012.
- (with J. Lloyd). *Portuguese: An Essential Grammar*. London, New York and Toronto: Routledge, 1996 (reprinted in 1999, 2001 and 2002), 2nd revised and augmented edition August 2003 (reprinted 2005).

IRWIN, KRIS

Senior Public Service Associate

Tenure status: non tenure

Education: B.S., University of Missouri, 1985; M.S., University of Florida, 1991; Ph.D., University of Georgia, 2011

Department and academic experience: Forestry; Senior Public Service Associate; Longstanding involvement with UGA Costa Rica campus through conducting service learning projects, providing outreach support to the local Costa Rican community, training other faculty members and securing grant funding to support other programs on the international campus. UGA in Costa Rica Advisory Board member.

Overseas experience in Latin America and the Caribbean: Costa Rica

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Environmental Education Specialist

Recent publications:

- Irwin, K and Bratton, G.F. "Como establecer establos vivientes al aire libre? Una Cortina rompevientos especializada." In *Agroforesteria en las Americas* 6 (24) (1999): 28-30.



JORDAN, CARL

Senior Ecology Research Scientist

Tenure status: non tenure

Education: B.S., University of Michigan, 1958; M.S., Rutgers University, 1964; Ph.D., Rutgers University, 1966

Department and academic experience: Senior Research Scientist, Odum School of Ecology, University of Georgia

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: ECOL 8440 Agroforestry/Agroecology

Research and teaching specialization: Sustainable management of natural resources; Organic Agriculture; Agroforestry

Recent publications:

- Montagnini, F. and Jordan, C. F. *Tropical Forest Ecology: The Basis for Management and Conservation*. Springer Verlag, Berlin, 2005.
- Castellanet, C. and Jordan, C. F. *Participatory Action Research in Natural Resource Management*. Taylor and Francis: London, 2002.

KAPLAN, BETINA

Associate Professor of Spanish

Tenure status: tenure

Education: Licenciatura, Universidad de Buenos Aires, 1990; M.Phil., Columbia University, 1994; Ph.D., Columbia University, 2002

Department and academic experience: Romance Languages; Buenos Aires Study Abroad Former Program Director

Overseas experience in Latin America and the Caribbean: Argentina

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (1), French (1)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: SPAN 4010 Advanced Conversation and Comprehension; SPAN 4070 Spanish American Literature and Culture; SPAN 4082 Latin American Film; SPAN 4090 Practicum in Service-Learning; SPAN 4121 Topics in Spanish; SPAN 4190 Internship in Spanish

Research and teaching specialization: Contemporary Latin American culture and literature; gender and violence in Southern Cone; film; cultural studies

Recent publications:

- Kaplan, B. *Género y violencia en la narrativa contemporánea del Cono Sur*. Suffolk, UK: Tamesis, 2007.
- Kaplan, B. "Contesting Memories: A Brief Recount of the Struggles to Talk About the Violent Past in Argentina," *Dissidences. Hispanic Journal of Theory and Criticism* 4 (8) (2012): Article 3. Available at: <http://digitalcommons.bowdoin.edu/dissidences/vol14/iss8/3>
- Kaplan, B. "Desintegración y justicia en el cine argentino contemporáneo by Gabriela Copertari." *La Habana Elegante* 50 (Fall 2011): http://www.habanaelegante.com/Fall_Winter_2011/Kaplan.html

Number of dissertations or theses supervised in past five years: 4



KAVOORI, ANANDAM

Professor of Telecommunications

Tenure status: tenure

Education: B.A., University of Delhi, India 1980; M.A., University of Delhi, India 1982; M.A., Brandeis University, 1988; Ph.D., University of Maryland, 1994

Department and academic experience: Telecommunications

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: Dr. Kavoori teaches in the area of international journalism/communication, environmental journalism, transnational cultural studies and creative writing (fiction and non-fiction).

Research and teaching specialization: Narrative Non-Fiction, environmental Journalism, International Communication, Media Literacy

Recent publications:

- Kavoori, A. (under contract) *Media Literacy, Globalization and International Communication*. Oxford, UK: Peter Lang.
- Kavoori, A. *The Logics of Globalization: Studies in International Communication*. Lanham, MD: Rowman & Littlefield, 2009.
- Kavoori, A. & Chadha, K. (2009). The Cultural Turn in International Communication: Mapping an epistemic. *Journal of Broadcasting and Electronic Media*, 53:2, pp 336-346.
- Kavoori, A. & Chadha, K. "Digital Culture and International Communication." *Global Media Journal* (American Edition) 9 (16) (2010): 1-10.

Distinctions: Lilly Teaching Mentor, 2009

KEEN, MARITZA SOTO

Senior Public Service Associate

Tenure status: non tenure

Education: B.A., Queens College, 1978; M.A., University of West Florida, 1979; Ph.D., University of Georgia, 2013

Department and academic experience: Nonprofit Leadership Development, J.W. Fanning Institute; focusing on board development, strategic planning, and program evaluation; demographic focus on Latino community

Overseas experience in Latin America and the Caribbean: Guatemala

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 50%

Research and teaching specialization: Under-served audiences, especially the Latino community, and training for nonprofit organizations

Distinctions: Walter Barnard Hill Award, which recognizes distinguished achievement in public service and outreach at the University of Georgia, 2012



KISSINGER, JESSICA

Professor of Bioinformatics

Tenure status: tenure

Education: Ph.D. Indiana University, 1995

Department and academic experience: Bioinformatics

Overseas experience in Latin America and the Caribbean: Lived in Brazil (Belo Horizonte) for two years, 1996-1998 and has maintained a collaborative research project there for the last 10 years

Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (4)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Evolution, genetics, genomics, especially of parasites

Recent publications:

- Adhemar Z., Aguiar, E., Yu, F., Xu, H., Li, Y., Young, N., Gasser, R., Protasio, A., Berriman, M., Roos, D., Kissinger, J.C., Oliveira, G. *Schisto DB: An Updated Resource for the Three Key Schistosomes of Humans* *Nucleic Acids Research* (2012) 1–4 doi:10.1093/nar/gks1087
- Zerlotini A., Heiges M., Wang H., Moraes R., Dominitini, A., Ruiz, J., Kissinger, J.C., Oliveira G. *SchistoDB: a Schistosoma mansoni genome resource* *Nucleic Acids Research* (2009) Jan; 37 (Database issue) :D579-82
- Mendes, P.N., B. McKnight, A.P. Sheth and J.C. Kissinger. *TcruziKB: Enabling Complex Queries for Genomic Data Exploration*. ICSC (2008): 432-439, 2008 IEEE International Conference on Semantic Computing

Number of dissertations or theses supervised in past five years: 4

Distinctions: Creative Research Medal, University of Georgia, 2009

KOWALEWSKI, STEPHEN

Professor of Anthropology

Tenure status: tenure

Education: B.A., Depauw University, 1969; Ph.D., University of Arizona, 1976

Department and academic experience: Anthropology

Overseas experience in Latin America and the Caribbean: Mexico

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: ANTH 4460 The Aztec and Maya

Research and teaching specialization: Regional analysis, political economy, and human ecology of prehistoric and historic social systems; Mesoamerica, Southeastern North America, Southwestern North America

Recent publications:

- Kowalewski, S.A., Balkansky, A.K., Stiver Walsh, L.R., Pluckhahn, T.J., Chamblee, J.F., Rodríguez, V.P., Heredia Espinoza, V.Y., and Charlotte A. Smith. *Origins of the Ñuu: Archaeology in the Mixteca Alta, Mexico*. University Press: Colorado, Boulder, 2009.
- Kowalewski, Stephen A. "A Theory of the Ancient Mesoamerican Economy." *Research in Economic Anthropology* 32 (2012):187-224.
- Leigh, D.S., Kowalewski, S.A., and Genevieve Holdridge. "3400 Years of Agricultural Engineering in Mesoamerica: Lama-Bordos of the Mixteca Alta, Oaxaca, Mexico." *Journal of Archaeological Science* [in press].

Number of dissertations or theses supervised in past five years: 3



LACY, RICHARD

Associate Professor of Agriculture & Applied Economics

Tenure status: tenure

Education: B.S., Mississippi State University, 1990; M.S., Mississippi State University, 1992; Ph.D., Mississippi State University, 2001

Department and academic experience: Agriculture & Applied Economics; Taking students to Argentina and Uruguay as part of study abroad programs.

Overseas experience in Latin America and the Caribbean: Argentina, Uruguay

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: AAEC 3911 International Agribusiness and Environmental Management, AEEC 4990E Special Topics in Agriculture and Applied Economics

Research and teaching specialization: Livestock economics and marketing; sustainable livestock production systems; quantitative analysis in agribusiness

Recent publications:

- Umberger, Wendy J. R. Curt Lacy and Peter Boxall. "The Role of Credence and Health Information in Determining U.S. Consumers' Willingness-to Pay for Grass-finished Beef." *Australian Journal of Agricultural and Resource Economics* 53 (4) (2009): 603-623.

Number of dissertations or theses supervised in past five years: 2

Distinctions: UGA, Walter B. Hill Award for Distinguished Achievement in Public Service and Outreach, 2011

LAPEGNA, PABLO

Assistant Professor of Sociology and Latin American Studies

Tenure status: tenure track

Education: B.A., University of Buenos Aires, Argentina, 2001; M.A., State University of New York, Stony Brook, 2007; Ph.D., State University of New York, Stony Brook, 2011

Department and academic experience: Sociology and Latin American & Caribbean Studies

Overseas experience in Latin America and the Caribbean: Argentina, Bolivia, Paraguay, Southern Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (3)

Percent devoted to area/international teaching: 50%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: LACS 4911 Senior Capstone; LACS 4800 Citizens and Social Movements in Latin America; SOCI 3010 Introduction to Sociology

Research and teaching specialization: Social Movements and Political Sociology; Latin American Studies; Ethnography and Qualitative Methods; Environmental and Rural Sociology

Recent publications:

- Lapegna, Pablo. "Social Movements and Patronage Politics: Processes of Demobilization and Dual Pressure." *Sociological Forum* 28(4) (2013):842-863.
- Lapegna, Pablo. "The Expansion of Transgenic Soybeans and the Killing of Indigenous Peasants in Argentina." *Societies without Borders: Human Rights and the Social Sciences* 8(2) (2013):291-308.
- Lapegna, Pablo. "The Expansion of Transgenic Soybeans and the Killing of Indigenous Peasants in Argentina." *Societies without Borders: Human Rights and the Social Sciences* 8(2) (2013): 291-308.



LARSON, COLLEEN

Study Abroad Advisor & Exchange Coordinator

Tenure status: non tenure

Education: B.S., Enterprise Management, Northern Illinois University; M.I.I.M., International Education/International and Intercultural Management, School for International Training.

Department and academic experience: International Education; Study Abroad Advisor and Exchange Student Coordinator

Overseas experience in Latin America and the Caribbean: Dominican Republic, El Salvador

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 25%

LEEBENS-MACK, JIM

Associate Professor of Plant Biology

Tenure status: tenure

Education: Ph.D., University of Texas, 1995

Department and academic experience: Plant Biology

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Molecular genetics of diversification including speciation; the molecular basis of adaptation; the evolution of genome structure; genomic processes influencing gene family evolution; the evolutionary consequences of species interactions; and the coevolution of genes interacting in regulatory and developmental pathways

Recent publications:

- Zuccolo, A. J.E. Bowers, J. C. Estill, Z. Xiong, M. Luo,, A. Sebastian, J. L. Goicoechea, K.Collura, Y. Yu, Y. Jiao, J. Duarte, H. Tang, S. Ayyampalayam, S. Rounsley, D. Kudrna, A. H. Paterson,, J. C. Pires, D. E. Soltis, S. Chamala, B. Barbazuk, P.S. Soltis, V. A. Albert, H. Ma, D. Mandoli, J. Banks, J. E. Carlson, J. Tomkins, C. W. dePamphilis, R. A. Wing. J. Leebens-Mack. "A Physical Map for the *Amborella* Genome Sheds Light on the Evolution of Angiosperm Genome Structure." *Genome Biology* 12 (2011):R48.
- Jiao, Y., N. J. Wickett, S. Ayyampalayam, A.S. Chanderbali, L. Landherr, P. E. Ralph, L. P. Tomsho, Y. Hu, H. Liang, P. S. Soltis, D. E. Soltis, S. W. Clifton, S. E. Schlarbaum, S. C. Schuster, H. Ma, J. Leebens-Mack, C.W. dePamphilis. "Ancestral polyploidy in seed plants and angiosperms." *Nature* 473(2011):97-100



LEIGH, DAVID

Professor of Geography

Tenure status: tenure

Education: B.A., University of Colorado, 1982; M.A., University of Wisconsin, 1988; Ph.D., University of Wisconsin, 1991

Department and academic experience: Geography

Overseas experience in Latin America and the Caribbean: Mexico, Uruguay, Costa Rica, Argentina

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: GEOG 1113 Introduction to Landforms, GEOG 4060 Field Methods in Physical Geography, GEOG 4070 Field Study of Geomorphology

Research and teaching specialization: Quaternary Studies; Geomorphology, Geoarcheology, Environmental, and Soils

Recent publications:

- Leigh, D.S., Kowalewski, S.A., Holdridge, G.H. "3400 Years of Agricultural Engineering in Mesoamerica: Lama-Bordos of the Mixteca Alta, Oaxaca, Mexico." *Journal of Archaeological Science* 40 (2013 In press): 4107-4111.

Number of dissertations or theses supervised in past five years: 4

LESTER, SUZANNE H.

Assistant Professor of Family Medicine

Tenure status: tenure track

Education: B.A., University of California, 1992; M.S., University of California, 2000; M.D., University of California, 2002; Residency, Family Medicine, UCSF-Sutter Santa Rosa, 2007

Department and academic experience: Family Medicine; Dr. Lester works closely with LACSI's Southern Latino Research Initiative, and is part of the spearhead of the organization, the Access Work Group.

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 10%



LIEBERMAN, ARI

Academic Professional for Comparative Literature

Tenure status: non tenure

Education: B.A., University of British Columbia, 1999; M.F.A., Cornell, 2003; Ph.D., Princeton, 2010

Department and academic experience: Comparative Literature

Overseas experience in Latin America and the Caribbean: Mexico

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (4)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 0

Area/international studies courses taught: Comparative Literature 2212: World Literature II, The University of Georgia, Spring 2014.

Research and teaching specialization: Hispanophone, Anglophone, Francophone, and Hebrew Literature

Recent publications:

- Alufey hatmimut [The Champions of Innocence]. Tel Aviv: Yediot Books, January 2014. Novel.
- "Little Girl Lost: A Hebrew Translation of Lolita and Nabokov's Angry Ghost." *Ulbandus: The Slavic Review of Columbia University X*, 2007. Article.
- "Flowers for Benny Black." *The Massachusetts Review XLVIII*, No. 2: Summer 2007. Fiction.

LOWE, JOHN

Distinguished Professor of English

Tenure status: tenure

Education: B.A., Vanderbilt; M.A., Georgia State University; M.Phil, Ph.D., Columbia University

Department and academic experience: English; Founding Director of the Program in Louisiana and Caribbean Studies at Louisiana State University.

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: The Tropical Sublime in the Atlantic World; The African Diaspora; Calypso Magnolia: The Caribbean Side of the South; Trans-Atlantic and Pan-Pacific Ethnic Writing; Italian and Italian American Literature.

Research and teaching specialization: Ethnic American Literatures, Southern Literature, and Caribbean Studies, Multicultural studies

Recent publications:

- *Calypso Magnolia: The Caribbean Side of the South*. Currently under consideration by the University of North Carolina Press.
- "Immigration and Ethnicity in the American Novel to 1870." *Oxford History of the Novel in English, Volume 5 (The American Novel, Beginnings to 1870)*. Ed. J. Gerald Kennedy and Leland S. Person. New York: Oxford University Press, forthcoming.
- "Anancy's Web/Sut's Stratagems: Humor, Race and Trickery in Jamaica and the Old Southwest." *Beyond Southern Frontier Humor: New Approaches*. Ed. Ed Piacentino. University of Mississippi Press, forthcoming.

Number of dissertations or theses supervised (total): 25

Distinctions: MELUS Lifetime Achievement Award for Outstanding Contributions to the field of ethnic American Literatures, Barbara Lester Methvin Distinguished Professorship, University of Georgia, 2012-; Robert Penn Warren Distinguished Professorship, Louisiana State University, 2010 - 2012



LUCERO, NICHOLAS

Associate Professor of Spanish

Tenure status: tenure

Education: Licenciado, Universidad de Buenos Aires, 2000; M. A., University of Iowa, 2003; Ph.D., University of Iowa, May 2006

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean: Argentina, Chile, Uruguay

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (3)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: SPAN 4060 Spanish American Literature Colonial Period; SPAN 4070 Spanish American Literature and Culture Modernism through the Present; SPAN 4080 Studies in Spanish American Literature and Culture; SPAN 8010 Culture Language Linguistics and Literature of Spanish Speaking World; SPAN 8200 Narrative Discourses

Research and teaching specialization: Travel writing in the 19th century, theory of the novel, Modernisms and modernization, critical theory, Juan José Saer, Jorge Luis Borges

Recent publications:

- Lucero, N. "El ensayo como forma en El río sin orillas de Juan José Saer". *Revista Iberoamericana* 240 (2) (2012): 681-94.
- Lucero, N. "Las milongas de Borges". *Variaciones Borges* 31 (2011): 31-55.
- Lucero, N. "La nueva percepción: Sarmiento y la biblioteca europea en Estados Unidos". IN Barnabé, Jean-Philippe and Beatriz Vegh (eds.). *Los viajeros y el Río de la Plata 1808-1916*. Montevideo: Universidad de la República / Linardi y Risso (2010): 104-14.

MADDEN, MARGUERITE

Professor & Director of Center for Geospatial Research

Tenure status: tenure

Education: B.A., State University of New York, 1979; M.A., State University of New York, 1984; Ph.D., University of Georgia, 1990

Department and academic experience: Geography

Overseas experience in Latin America and the Caribbean: Collaborates on multi-disciplinary research on the capuchin monkey of Brazil.

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: GIScience, landscape ecology and human-environment interaction

Recent publications:

- Howard, A., S. Bernardes, N. Nibbelink, L. Biondi, A. Presotto, D.M. Fragaszy, and M. Madden. "A Maximum Entropy Model of the Bearded Capuchin Monkey Habitat in Northeastern Brazil Incorporating Topography and a Spectral Unmixing Analysis of Land Cover." *ISPRS Annals of Photogrammetry, Remote Sensing and Spatial Information Sciences* 1-2 (2012): 7-11.



MARKEWITZ, DANIEL

Professor of Soil Site Productivity

Tenure status: tenure

Education: B.S., University of Michigan, 1986; M.E.M., Duke University, 1991; Ph.D., Duke University, May, 1996

Department and academic experience: Soil Site Productivity

Overseas experience in Latin America and the Caribbean: Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (3+)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: FANR 3200 Ecology of Natural Resources; FORS 7750 Science of Sustainability; PBIO 8850 Biogeochemistry

Research and teaching specialization: management of the soil resource in an effort to maximize forest growth and to maintain ecosystem quality

Recent publications:

- Markewitz, D; Figueiredo, R; Carvalho, C; and Davidson, E. 2012. Tree growth and soil response to P fertilization in a 24-year-old tropical forest on an Oxisol. *Biology and Fertility of Soil* .
- Markewitz, D; Lamon III, E; Bustamante, M; Chavez, J; Figueiredo, R; Johnson, M; Krusche, A; Neill, C; and Silva, J. 2011. Discharge-calcium concentration relationships in streams of the Amazon and Cerrado of Brazil: Soil or land use controlled. *Biogeochemistry* 105:19-35.
- Markewitz, D; Figueiredo, R; and Davidson, E. 2006. CO₂-driven cation leaching after tropical forest clearing. *Journal of Geochemical Exploration* 88:214-219.
- Markewitz, D; Davidson, E; Moutinho, P; and Nepstad, D. 2004. Nutrient loss and redistribution after forest clearing on a highly weathered soil in Amazonia. *Ecological Applications* 14:S177-S199.

MASCIADRI, MILTON

Distinguished University Professor of Double Bass

Tenure status: tenure

Education: M.A. and Ph.D. from University of Hartford and State University of New York (SUNY) Stony Brook

Department and academic experience: Music; Co-coordinator of LACSI's Latin American and Latino Cultural Ambassadors Initiative. His solo performances have taken place at such internationally renowned concert venues as New York's Lincoln Center, Venice's "La Fenice" Opera House, Teatro Colon in Buenos Aires, Castro Alves Opera House in Salvador (Bahia, Brazil), and the Municipal Theater of Sao Paulo. He is a frequent recitalist and soloist with major symphony orchestras in Europe, Asia, North America, Central America and South America.

Overseas experience in Latin America and the Caribbean: Uruguay, Brazil.

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 50%

Research and teaching specialization: Music Studio Teaching

Distinctions: Knighthood honor of the designation of Cavaglieri di San Marco in Venice, 2011; UNESCO Artist for Peace, 2009. Brazilian *Medal of Honor for Academic Achievements*.



MATA, HILDA

Senior Lecturer of Spanish

Tenure status: non tenure

Education: M.A., University of Delaware; Ph.D., University of Georgia

Department and academic experience: Spanish; Assistant Director of The Language Resource Center; Coordinator of LACSI's Summer Semester at UGA in Costa Rica.

Overseas experience in Latin America and the Caribbean: Costa Rica, Cuba

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: SPAN 3010 Conversation & Composition; SPAN 3020 Advanced Spanish Composition & Conversation; SPAN 3050 Introduction to Spanish Linguistics

MATTHEWS, PAUL

Assistant Director of the Office of Service Learning

Tenure status: non tenure

Education: A.B., University of Georgia, 1991; M.A., University of Texas, 1994; Ph.D., University of Georgia, 2001

Department and academic experience: Service Learning

Overseas experience in Latin America and the Caribbean: Puerto Rico, Mexico, Guatemala, Belize, Argentina, Costa Rica

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (3), French (1), Nahuatl (1)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Latino education K-12; Service-learning and tutoring; Professional development of teachers; English to Speakers of Other Languages K-12



MELLOM, PAULA J.

Assistant Research Scientist CLASE

Tenure status: tenure track

Education: B.A. in English and Spanish, Occidental College; Ph.D. in Linguistics (second language acquisition), University of Georgia

Department and academic experience: Center for Latino Achievement and Success in Education (CLASE); Faculty at UGA's campus in Costa Rica; LACSI's Curriculum Committee

Overseas experience in Latin America and the Caribbean: Costa Rica, Nicaragua

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Pedagogy training for language instructors: Ph.D. in Linguistics (second language acquisition)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 100%

Research and teaching specialization: Second Language Acquisition, Language and Culture, Language and Education

Recent publications:

- Mellom, P. & Herrera, S. "Power Relations, North and South: Negotiating Meaningful 'Service' in the Context of Imperial History." In Green, P. & Johnson, M. (Eds.) *Crossing Boundaries: Tension and Transformation in International Service-Learning* [in press].

MILES, TONI

Professor of Epidemiology and Biostatistics

Tenure status: tenure

Education: B.A., Northwestern University, 1976; M.D., Howard University, 1984; Ph.D., Howard University, 1985

Department and academic experience: Gerontology

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Epidemiology, Neuroscience, health Care Policy, Minority Elders

Recent publications:

- Aieken A, Angel J, Miles TP. "Pregnancy as a Risk Factor for Ambulatory Disability in Later Life: Evidence from the Hispanic Established Population for Epidemiological Studies of the Elderly." *American J Public Health*, December 2012.
- Miles TP, Connor A, Kidd L, Hudson B. "Self-identified Race is not a good genetic screener in the era of evidence-based medicine." *Nature Proceedings* (2008) <http://hdl.handle.net/10101/npre.2008.1524.1>.

Distinctions: Distinguished M.D. Alumni, Howard University College of Medicine, 2002

MISHRA, DEEPAK

Assistant Professor of Geography

Tenure status: tenure

Education: Master of Technology, Indian Institute of Technology, Kanpur, India, 2002; Ph.D., University of Nebraska, 2006

Department and academic experience: Geography

Overseas experience in Latin America and the Caribbean: Honduras

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Remote Sensing and Environmental Science

Recent publications:

- Mishra, D. R., S. Narumalani, D. Rundquist, and M. Lawson. "High resolution ocean color remote sensing of benthic habitats: A case study at the Roatan Island, Honduras." *IEEE Transactions in Geosciences and Remote Sensing* 43 (7) (2005): 1592-1604.
- Mishra, D. R., S. Narumalani, D. Rundquist, and M. P. Lawson. "Benthic habitat mapping in tropical marine environments using QuickBird imagery." *Photogrammetric Engineering and Remote Sensing* 72(9) (2006): 1037-1048.
- Rundquist, D., A. Gitelson, M. Lawson, G. Keydan, B. Leavitt, R. Perk, J. Keck, D. R. Mishra, and S. Narumalani. "Proximal sensing of coral features: spectral characterization of *Siderastrea siderea*." *GIScience and Remote Sensing* 46 (2) (2009): 139-160, doi:10.2747/1548-1603.46.2.139 Deepak.

Number of dissertations or theses supervised in past five years: 2

MONTEIL, MICHELE A.

Professor of Immunology

Tenure status: tenure

Education: B.S., University of London, 1977; M.B.B.S., University of the West Indies, 1984; Ph.D., University of London, 1990; M.S., University of London, 1992

Department and academic experience: Immunology; GRU-UGA Medical Partnership,

Overseas experience in Latin America and the Caribbean: Trinidad, Tobago

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1), French (1)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Basic and clinical immunology

Recent publications:

- Andall-Brereton G.M., Hosein F., Salas RA, Mohammed W., Monteil M.A., Goleski V. et al. "Human papillomavirus genotypes and their prevalence in a cohort of women in Trinidad." *Rev Panam Salud Publica* 29(4) (2011): 220-6 [PubMed - indexed for MEDLINE].
- Monteil, M.A. & Antoine, R. "African Dust and Asthma in the Caribbean- Medical & Statistical Perspectives." *International Journal of Biometeorology* 53(2009): 379-381 [PubMed - indexed for MEDLINE].
- Al-Shuaili, A., Al-Aabri, S., Al-Ansari, A., and Monteil, M.A., "Effect of N-acetyl-L-cysteine on cytokine production by human peripheral blood mononuclear cells." *Sultan Qaboos University Medical Journal* (1) (2009):75-80.
- Monteil, M. A. "Saharan dust clouds and human health in the English-speaking Caribbean: what we know and don't know." *Environmental Geochemistry & Health*. 30 (2008): 339 – 343 [PubMed - indexed for MEDLINE].

Distinctions: Caribbean Women in Science Medal, awarded by National Institute of Higher Education, Research, Science and Technology of Trinidad and Tobago



MOORE, REBECCA

Assistant Professor of Natural Resource Economics

Tenure status: tenure track

Education: B.A., University of Colorado, 2000; Ph.D., University of Wisconsin, 2006

Department and academic experience: Natural Resource Economics; Teaches at UGA Costa Rica.

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 0

Area/international studies courses taught: FYOS: Ecology and Economics of Costa Rican Coffee. FANR 4202/6202: People, Economics, and Nature in a Global Context. Part of Warnell's Core in Costa Rica program, this course is taught at the UGA Campus in Costa Rica during the summer.

Research and teaching specialization: Natural Resource and Environmental Economics; Integrated economic-ecological modeling; Applied econometrics

Recent publications:

- Moore, R., R.C. Bishop, and B. Provencher. 2011. "Valuation of a Spatially Variable Resource: The Benefits of Reduced Non-point Source Pollution in Green Bay, WI". *Land Economics (In Press)*.
- Moore, R., R.C. Bishop, P.A. Champ, and B. Provencher. 2010. "Accounting for respondent uncertainty to improve willingness-to-pay estimates" *Canadian Journal of Agricultural Economics (In Press)*.
- Champ, Patricia, Rebecca Moore, Rich Bishop. "A comparison of approaches to mitigating hypothetical bias." *Agricultural and Resource Economics Review* 38(2) (2009): 166-180.

Number of dissertations or theses supervised in past five years: 7

MORRIS, LAWRENCE

Professor of Forestry and Natural Resource Management

Tenure status: tenure

Education: B.S., University of Maine, 1974; M.S., State University of New York, 1978; Ph.D., University of Florida, 1981

Department and academic experience: Water and Soils Group; He is particularly active in Brazil where he leads an exchange program between the University of Georgia and three Brazilian Universities: the Federal University of Viçosa, Federal University of Curitiba and the Federal University of Tocantins. Core collaborator on LACSI's Portuguese Flagship Program

Overseas experience in Latin America and the Caribbean: Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (3)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: FANR 4500 Senior Project in Forestry and Natural Resources; FANR 5010 Urban Tree Management; FANR2888e Forest and Soil Ecosystem Services

Research and teaching specialization: Soil management and forest productivity (US and Brazil); Environmental impacts of forest management; Land application and treatment of waste and wastewater

Recent publications:

- Joslin, A. H., D. Markewitz, L. A. Morris, F. A. Oliveira, R. O. Figueiredo and O. R. Kato. "Five native tree species and manioc under slash and mulch agroforestry in the eastern Amazon of Brazil: plant growth and soil responses." *Agroforestry Journal* 81(2011): 1-14.
- Joslin, A, D. Markewitz, L. Morris. O Kato, R Figueiredo and F de Assis Oliveira. "Crescimento de cinco espécies nativas em sucessão natural na amazonia oriental." In. Proc. *VIII Congresso Brasileiro de sistemas agroflorestais* (CBSAF) Nov. 21-25, 2011, Manaus BR. 6p.

Number of dissertations or theses supervised in past five years: 2

Distinctions: Warnell School of Forestry and Natural Resources, Alumni Association Outstanding Teaching Award, 2002; Herrick Award for Outstanding Teaching, 2012; Fulbright Scholar (Brazil), 2013

MOSER, ROBERT

Associate Professor of Portuguese

Tenure status: tenure

Education: B.A., University of California, Berkeley; M.A., Brown University, 1996; Ph.D., Brown University, 2002

Department and academic experience: Romance Languages, Director of Portuguese Flagship Program

Pedagogy training for language instructors: M.A. in English as a Second Language and Cross-Cultural Studies

Overseas experience in Latin America and the Caribbean: Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (5), Spanish (3)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: PORT 3010 Intro to Language, Literature, & Culture of the Portuguese Speaking World; PORT 4050/6050 Prose of Portuguese Speaking World; PORT 4060 Portuguese Speaking Poets; PORT 4070 Portuguese Speaking Theater

Research and teaching specialization: Brazilian Literature; Portuguese and Lusophone African Literatures; Immigrant Studies and Literature; Brazilian Theater; Education in the Lusophone World; Portuguese Literature and Society; Literature of the Lusophone World; Latin American Literature

Recent publications:

- Moser, R. *The Carnavalesque Defunto: Death and the Dead in Modern Brazilian Literature*. Athens, OH: Ohio University Press/Research in International Studies, 2008.
- Moser, R. "A Expansão do Português nas Universidades Norte-Americanas e o papel da Motivação Estudantil neste Processo." *Espaços Lingüísticos: Resistências e Expansões*. Eds. Katia S. Mota & Denise Scheyerl. Salvador: Editora da UFBA, 2006: 207-250.
- Moser, R. "Rosalina's Ghostly Seed: the Story of Miscarried Patriarchal Legacies in Autran Dourado's *Ópera dos Mortos*." *Luso-Brazilian Review* 42.1 (2005): 199-212.

Number of dissertations or theses supervised in past five years: 1

Distinctions: Lilly Teaching Fellow, 2004

MOTE, THOMAS

Professor and Head of Geography

Tenure status: tenure

Education: Ph.D., University of Nebraska-Lincoln, 1994

Department and academic experience: Geography

Overseas experience in Latin America and the Caribbean: Brazil, Puerto Rico

Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (3)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Climate change and remote sensing

Recent publications:

- Durkee, J.*, and T. Mote. "A climatology of warm-season mesoscale convective complexes in subtropical South America." *International Journal of Climatology*,(2010) 30, 418--431. DOI
- Durkee, J.*, and T. Mote. "The contribution of mesoscale convective complexes to the hydroclimate of subtropical South America." *Journal of Climate*,(2009) 22, 4590--4605. DOI

Number of dissertations or theses supervised in past five years: 5

Distinctions: Fulbright Scholarship (Brazil)



NACKERUD, LARRY G

Professor of Social Work

Tenure status: tenure

Education: B.A., Luther College, 1972; M.S.W., Tulane University, 1977; Ph.D., Cornell University, 1991

Department and academic experience: Social Work; Chair of Institutional Review Board, Office of Human Subjects

Overseas experience in Latin America and the Caribbean: Haiti, Mexico

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: U.S. Immigration and Refugee Policy: Implications for Practice (BSW & MSW)

Research and teaching specialization: Social Welfare Policy/Policy Analysis/U.S. Immigration Policy/Philosophy of Science

Recent publications:

- Nackerud, L. "Assessing the Briggs Approach to Political Refugee Policy." In C. Whalen (Ed.). *Human Resource Economics and Public Policy: Essays in Honor of Vernon M. Briggs, Jr.* W.E. Upjohn Institute: Kalamazoo, MI, 2010:79-99.
- Nackerud, L, Larrison, C.R., Sabin, M., & Boyle, D.P. "Evidence based social work practice with refugees." In Thyer, B., Wodarski, J.S., Harrison, D., & Myers, L. (Eds.). *Cultural Diversity and Social Work Practice* (3rd ed.) 2010: 300-326.
- Smith, B.D., Sabin, M., Nackerud, L., & Berlin, E. "Cultural syndromes and treatment-seeking behavior among Mayan refugees in Chiapas, Mexico." *Culture, Psychiatry, and Medicine* 33(3) (2009): 366-381.
- Risler, E., Nackerud, L., & Lowe, T. (2009). *Foreign-born labor & the economy in Georgia: Emerging patterns and questions*--Report to the Commissioner of Labor. Athens, GA: The University of Georgia.

Number of dissertations or theses supervised in past five years: 7

NADENICEK, DANIEL J

Dean of College of Environment and Design

Tenure status: tenure

Education: B.S., Makato State University, 1973; M.S., Makato State University, 1976; M.L.A., and B.L.A., University of Minnesota, 1991

Department and academic experience: Environment and Design; UGA in Costa Rica Advisory Board member.

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 5%

Recent publications:

- Nadenicek, Daniel, and Frederick Billings. *The Making of American Conservation*, book contract and manuscript in progress with the Library of American Landscape History and University of Massachusetts Press.
- Bornholdt, Hanna and Daniel Nadenicek, "Expanding Preservation's Boundaries in a German Industrial Landscape." *Exploring the Boundaries of Historic Landscape Preservation*, Athens, GA, 2009.

NAEHER, LUKE

Associate Professor of Environmental Health Science

Tenure status: tenure

Education: B.S., Cornell University, 1989; M.S., Harvard University, 1994; Ph.D., Yale University, 1998

Department and academic experience: Environmental Health Science

Overseas experience in Latin America and the Caribbean: Peru, Chile

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: EHSC 4080/6080 Environmental Air Quality; EHSC 7060 Fundamentals of Environmental Health Science

Research and teaching specialization: Dr. Naeher has current research projects on exposures related to woodsmoke in Peru (pregnant women) and the southeastern US (forest firefighters); is currently working on several international environmental health-related projects, including an NIH Fogarty GEOHealth Hub Planning Grant in Peru and Chile, in collaboration with colleagues at Emory University.

Recent publications:

- Adetona O, Li Z, Sjodin A, Romanoff LC, Aguilar-Villalobos M, Needham LL, Hall DB, Cassidy BE, Naeher LP. "Biomonitoring of polycyclic aromatic hydrocarbon exposure in pregnant women in Trujillo, Peru — Comparison of different fuel types used for cooking." *Environmental International* 53 (2013): 1-8.
- Commodore AA, Zhang JJ, Chang Y, Hartinger SM, Lanata CF, Mäusezahl D, Gil AI, Hall DB, Aguilar-Villalobos M, Vena J, Wang J-S, Naeher LP. "Concentrations of urinary 8-hydroxy-2'-deoxyguanosine and 8-isoprostane in women exposed to woodsmoke in a cookstove intervention study in San Marcos, Peru." *Environment International* 60 (2013): 112-122.
- Commodore A, Hartinger SM, Lanata CF, Mausezahl D, Gil AI, Hall DB, Aguilar-Villalobos M, Naeher, LP. "A pilot study characterizing real time exposures to particulate matter and carbon monoxide from cookstove related woodsmoke in rural Peru." *Atmospheric Environment* 79 (2013): 380-384.

Number of dissertations or theses supervised in past five years: 3

NAVARRO, MARIA

Associate Professor of Agricultural Leadership

Tenure status: tenure

Education: B.S., Polytechnical University of Catalonia, Barcelona, Spain, 1988; M.S.,-equivalent, Polytechnical University of Catalonia, Lleida, Spain, 1992; Ph.D., Texas A&M University, 2004

Department and academic experience: Agricultural Leadership, Education, and Communication

Overseas experience in Latin America and the Caribbean: Costa Rica, Argentina, Mexico, Peru

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (4)

Percent devoted to area/international teaching: 75%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: ALDR(AFST)(LACS) 3820 and 3820H Reflections on Fighting Hunger; ALDR(AFST)(LACS) 4710/6710 International Agricultural Development; AESC 3150 Topics in International Agriculture

Research and teaching specialization: International cooperation and agricultural development: Education, communication, extension issues affecting agricultural and human development in different areas of the world, and curriculum development and change in higher education

Recent publications:

- Herdon, M. C., Behnke, A. O., Navarro, M., Daniel, J. B., Storm, J. "Cooperative Extension Educators serving Latino Populations in the South." *Journal of Extension* 51(1) (2013): 1FEA7, 8 pages.
www.joe.org/joe/2013february/a7.php
- Dooley, K. E., Roberts, G., Navarro, M., Harder, A. Murphrey, T., Ricketts, J., & Lindner, J. "Teaching locally, engaging globally to enhance the undergraduate curriculum: A social science research and evaluation perspective." *Journal of Agricultural Science and Technology* 5(5) (2011): 24-32.
- Navarro, M. "Transforming the curriculum: Using hunger issues to enhance teaching and learning." *NACTA Journal* 53(2) (2009): 15-20.

Distinctions: USDA-NIFA National New Teacher Award for Excellence in College and University Teaching, 2012; Outstanding early achievement award, Association for International Agricultural and Extension Education, 2006



NAVITSKI, RIELLE

Assistant Professor of Theatre and Film Studies

Tenure status: tenure track

Education: B.A., Brown University; M.A., University of California, Berkeley; Ph.D., University of California, Berkeley

Department and academic experience: Theatre and Film Studies

Overseas experience in Latin America and the Caribbean: Brazil, Mexico

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (4)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: THEA 8400 Seminar in Dramatic Theory & Criticism

Research and teaching specialization: Latin American cinema, silent and early sound film, and the global circulation of film stars and genres

Recent publications:

- “The Last Heist Re-visited: Reimagining Hollywood Genre in Contemporary Argentine Crime Film.” *Screen* 53:4 (2012), 359-380.
- “The Tango on Broadway: Carlos Gardel’s International Stardom and the Transition to Sound in Argentina.” *Cinema Journal* 51:1 (2011), 26-49.
- “The True-Crime Films of Antônio Leal, 1908-1909: From Newspaper Reportage to Filmed Reenactments in Brazil’s ‘Bela Época.’” *The Construction of News in Early Cinema*, Ángel Quintana and Jorgi Pons, eds. (Girona, Spain: Fundació Museu del Cinema, 2012), 217-28.

Distinctions: Institute for International Education Fellowship, 2011-12 - Replaced Fulbright-Hays DDRA, 2011-12

NELSON, DON

Assistant Professor of Anthropology

Tenure status: tenure track

Education: B.A., University of Nebraska, 1995; M.A. University of Arizona, 2000; Ph.D. University of Arizona, 2005

Department and academic experience: Anthropology

Overseas experience in Latin America and the Caribbean: Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: ANTH 4560 Anthropology of Development

Research and teaching specialization: Livelihood analysis, vulnerability and adaptation studies; food security, global climate and environmental change; development; land use and land cover change; water resources management; policy analysis; remote sensing; GIS; participatory methods

Recent publications:

- Lemos, MC, Bell, AR, Engle, NL, Formiga-Johnson FM, and DR Nelson “Technical knowledge and Water Resources Management: A Comparative study of River Basin Councils, Brazil”. *Water Resources Research*. 46 (2010) W06523DOI:10.1029/2009WR007949
- Nelson DR, and Finan TJ. “Praying for drought: Persistent vulnerability and the politics of patronage in Ceará, Brazil”. *American Anthropologist*. 111(3) (2009): 302-316.
- Folhes MT, and Nelson DR. “Traditional weather and climate forecasts in Ceará: Local knowledge working for science” *Revista Sociedade & Natureza* 19 (2007):37.

Distinctions: National Academy of Sciences, Kavli Fellow, 2009

NEWCOMER, QUINT

Director UGA Costa Rica Program

Tenure status: non tenure

Education: B.A., University of Missouri, 1989; M.I.M., Thunderbird School of Global Management, 1992; M.E.M., Yale University, 2001; Ph.D., Yale University 2007

Department and academic experience: Office of International Education; Odum School of Ecology (Adjunct Faculty appointment); Center for Integrative Conservation Research (Affiliated Faculty)

Overseas experience in Latin America and the Caribbean: Costa Rica, Panama, Guatemala

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: N/A

Research and teaching specialization: Market mechanisms for private land conservation; social ecology; biological corridors; sustainability

Recent publications:

- Morse, Wayde, C. Anderson, and Q. Newcomer. "Watershed Services: The Ecology, Business, Politics, and Social Impacts of Managing Inland Water Systems." In *Auburn Speaks: On Water*, ed. By B. Graeme Lockaby, Auburn University, Auburn, Alabama, (2013): 222-223.
- Basso, G. and Q. Newcomer. "Conservation in Human-dominated Landscapes: The Path of the Tapir Biological Corridor." *Teirra Tropical*. EARTH University: Costa Rica, 2009.
- Gentry, B., Q. Newcomer, S. Anisfeld, and M. Fotos (eds). *Emerging Markets for Ecosystem Services: A Case Study of the Panama Canal Watershed*. Binghamton, NY: The Haworth Press, Inc., 2007.

Number of dissertations or theses supervised in past five years: Served on 2 dissertation committees and 3 master's thesis committees

O'NEILL, PETER D

Assistant Professor of Comparative Literature

Tenure status: tenure track

Education: Education: B.A., Leeds University, 1977; M.A., San Francisco State University, 2003; Ph.D., University of Southern California, 2010

Department and academic experience: Comparative Literature

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: CMLT 8250 Graduate Seminar: Transnational Literatures; CMLT 3260 The Black and Green Atlantic: Crosscurrents of the African and Irish Diasporas; CMLT 4320/6320 Comparative Cultural Studies

Research and teaching specialization: Comparative racialization, state theory, transnational literatures, Irish and African diaspora studies

Recent publications:

- O'Neill, P.D. "The Transatlantic Famine Irish and the Racial State," in Fluck, Winifred, Donald E. Pease and John Carlos Rowe, eds. *Re-Framing the Transnational Turn in American Studies* Hanover: Dartmouth College Press (2011): 119-137.
- O'Neill, P. D. "Memory and John Mitchel's Appropriation of the Slave Narrative." *Atlantic Studies*, (forthcoming) Spring 2014.
- Co-editor (with David Lloyd), *The Black and Green Atlantic: Cross-currents of the African and Irish Diasporas*. Basingstoke: Palgrave Macmillan, 2009.

Number of dissertations or theses supervised in past five years: 1



OREY, MICHAEL

Associate Professor of Instructional Technology

Tenure status: tenure

Education: Ed.D., Virginia Polytechnic Institute and State University, 1989

Department and academic experience: Instructional Technology

Overseas experience in Latin America and the Caribbean: Brazil

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: EDIT 4600/6600 Multicultural Perspectives on Technology; EDIT 6400 Emerging Perspectives on Teaching, Learning and Technology

Research and teaching specialization: Multicultural Education, Application of Cognitive Theory to Learning, Emerging Technologies for Learning, Online Learning

Recent publications:

- Orey, M., & Koenecke, L. "The experience of two learners learning at a distance via the internet a la Epic Learning." In M.A Fitzgerald, M. Orey, & R. M. Branch, (Eds.). *Educational media and technology yearbook*. Englewood, CO: Libraries Unlimited (28) (2003): 115-121.
- Amiel, T., McClendon, V. J., Orey, M. "A model for international collaborative development work in schools." *Educational Media International* 44(2) (2007): 167-179.

Number of dissertations or theses supervised in past five years: 70

Distinctions: Various FIPSE-CAPES grants with Brazilian institutions.

ORPINAS, PAMELA

Professor of Health Promotion and Behavior

Tenure status: tenure

Education: Psychologist, Catholic University of Chile, 1978; M.P.H., University of California, Los Angeles, 1990; Ph.D., University of Texas-Houston, 1993

Department and academic experience: Health Promotion and Behavior. Consultant for the Pan American Health Organization for the event: Recertification for the "Familias Fuertes Program." Presentation: "Implementation and adaptation of Familias Fuertes in the United States." Bogotá, Colombia, February 19-21, 2014.

Overseas experience in Latin America and the Caribbean: Peru, Chile, Colombia

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: HPRB 3750 Analysis and Prevention of Injury and Violence; HPRB 8430 Intervention and Evaluation Health Promotion/Disease Prevention

Research and teaching specialization: Prevention of violence (schools, family); Prevention of injuries; International health (particularly, Latin America), Program evaluation, Risk and protective factors for adolescent health and optimum development

Recent publications:

- Orpinas, P., Rico, A., & Martínez-Cox, L. *Latino Families and Youth: A compendium of assessment tools*. Washington, D.C.: Pan American Health Organization (in press).
- Orpinas, P. "La prevención de la violencia escolar: De la teoría a la práctica [The prevention of school violence: From theory to practice]." In C. Berger & C. Lisboa (Eds.), *Violencia escolar: Estudios y posibilidades de intervención en Latinoamérica* [School violence: Studies and intervention possibilities in Latin America] Santiago, Chile: Editorial Universitaria (2009):35-57.
- López, V., & Orpinas, P. "Las escalas de agresión y victimización: Validación y prevalencia en estudiantes chilenos." *Revista Latinoamericana de Psicología* 44(2) (2009): 109-124.
- Reidy, C.H., Orpinas, P., & Davis, M. "Successful recruitment and retention of Latino study participants." *Health Promotion Practice* 13(6) (2012): 779-787. doi:10.1177/1524839911405842

Number of dissertations or theses supervised in past five years: 7

Distinctions: College of Public Health Excellence in Research Award, 2013



PALOMARES, ROBERTO A

Assistant Professor of Bovine Production Medicine

Tenure status: tenure track

Education: D.V.M., University of Zulia, Maracaibo, Venezuela, 1998; M.S., University of Zulia, Maracaibo, Venezuela, 2002; Ph.D., Auburn University 2012

Department and academic experience: Bovine Production Medicine and Theriogenology

Overseas experience in Latin America and the Caribbean: Venezuela

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Immunopathogenesis, prevention and control of infectious diseases that affect cattle production and reproduction; noninfectious factors that affect bovine fertility; improvement of reproductive performance in dairy and beef cattle

Recent publications:

- Palomares-Naveda RA., et al. "Treatment with an intravaginal progestagen and estradiol to prevent prolonged anestrus in crossbred Zebu cows under tropical conditions." *Trop Anim Health Prod* 40 (2008):39-46.
- Perea F, Soto E, Hernandez H, Gonzalez D, Palomares R. et al. "Monthly variation of fertility and oestrus frequency in crossbred dual-purpose cows in three agroecological areas of the South American tropics." *Trop Anim Health Prod.* 38(4) (2006):353-63.
- D. Lista-Alves, R. Palomares-Naveda et al. "Serological evidence of Neospora caninum in dual-purpose cattle herds in Venezuela." *Vet Parasitol.* 136 (3-4)(2006): 347-349.

PANDIT, KAVITA

Associate Provost for International Education

Tenure status: tenure

Education: B.A., Bombay University, India, 1978; M.S., Ohio State University, 1981; Ph.D., Ohio State University, 1987

Department and academic experience: Office of International Education and Geography. Oversees all University of Georgia linkages with Latin American and the Caribbean, receiving of students and scholars from the region, and study abroad and exchange programs with the region. Oversees UGA's residential campus in Costa Rica.

Overseas experience in Latin America and the Caribbean: Brazil

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 5%

Research and teaching specialization: International economic development, population, and immigration; Coeditor of Migration and Restructuring in the United States and Introductory Reader in Human Geography.

Distinctions: Kavita Pandit served as the elected President of the Association of American Geographers, a national scholarly society with over 10,000 members, 2006-2007; Currently serves on the board of NAFSA, the Association of International Educators which is a 10,000-member organization advancing international education.



PARROT, WAYNE

Professor of Crop and Soil Sciences

Tenure status: tenure

Education: B.S., University of Kentucky, 1981; M.S., University of Wisconsin-Madison, 1983; Ph.D., University of Wisconsin-Madison, 1985

Department and academic experience: Crop and Soil Sciences; Co-Coordinator of LACSI's Sustainable Agriculture Initiative

Overseas experience in Latin America and the Caribbean: Peru, Colombia, Paraguay, Argentina, Nicaragua, Uruguay, Honduras, Costa Rica, Chile, Guatemala

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (3)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: CRSS 4930 Tropical Agriculture & Ecology; CRSS 6931 Tropical Agroecology; CRSS 4931 Tropical Agroecology Field Trip

Research and teaching specialization: Development of tissue culture and gene transfer systems, and the use of gene transfer systems to introduce value-added traits into these crops

Recent publications:

- Kido, E.A., E. Hodson de Jaramillo, F.C. Zelaschi, F.J.L. Aragão, Gutemberg Delfino de Sousa, I. SaadVillegas, J.L. Solleiro Rebolledo, J.C.C. de Faria, M.A. de Melo, M.M. Roca, M. Burachik, P.P. de Andrade, S. Ortiz García and Wayne Parrott. "Guide for the Environmental Safety Assessment of GMOS." In P.P. de Andrade, W. Parrott, and M.M. Roca, (Eds.) *ILSI Brasil – International Life Sciences Institute do Brasil*. São Paulo, Brasil, 2012.

Number of dissertations or theses supervised in past five years: 3

PATERSON, ANDREW

Distinguished Research Professor of Genetics

Tenure status: tenure

Education: B.S., University of Delaware, 1982; M.S., Cornell University, 1985; Ph.D., Cornell University, 1988

Department and academic experience: Regents Professor of Genetics, Genome Mapping Laboratory

Overseas experience in Latin America and the Caribbean: Numerous research collaborations

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1), French (1)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: PBIO (GENE) 4510 Genome Evolution Across the Tree of Life

Research and teaching specialization: Dimensions of plant biology relevant toward a more bio-based economy; balancing increased food security with expanded bioenergy supplies while mitigating the challenges of a looming worldwide water crisis

Recent publications:

- Changsoo Kim, Tae-Ho Lee, Rosana O. Compton, Jon S. Robertson, Gary J. Pierce, and Andrew H. Paterson. "A genome-wide BAC end-sequence survey of sugarcane elucidates genome composition, and identifies BACs covering much of the sugarcane euchromatin." *Plant Molecular Biology* 81 (2013):139-147.

Number of dissertations or theses supervised in past five years: 5

Distinctions: Fellow, American Association for the Advancement of Science (AAAS). Guggenheim Foundation Fellow, Plant Sciences. To date, 4 edited books and 298 refereed publications cited 17,925 times (as of August 2012)

PATINO-DOUCE, MARTA

Senior Geology Lecturer

Tenure status: non tenure

Education: M.S., University of Buenos Aires, 1978; Ph.D., University of Buenos Aires, 1990

Department and academic experience: Geology

Overseas experience in Latin America and the Caribbean: Argentina, Costa Rica

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: N/A

Area/international studies courses taught: GEOL 3100 Geology of Argentina; GEOL 3080 Volcanoes of the Puna Plateau; GEOL 1121 Earth Processes and Environments (focus on Costa Rica during Study Abroad)

Research and teaching specialization: Paleontology and stratigraphy; petroleum Geology; the petrology and geochemistry of uranium in granites; gemstones; physical and environmental geology

PEGG, RON

Associate Professor of Food Science & Technology

Tenure status: tenure

Education: B.A.S., University of Toronto; Ph.D., Memorial University of Newfoundland

Department and academic experience: Food Science and Technology, Teaching in UGA Costa Rica Program, Advisory Board member for UGA in Costa Rica Program

Overseas experience in Latin America and the Caribbean: Costa Rica

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 5%

Area/international studies courses taught: FDST 4150/6150: Study Abroad Program for UGA Costa Rica – Coffee (El Grano de Oro): From Bean to Cup. FYOS 1001: First Year Odyssey Seminar: Coffee Technology

Research and teaching specialization: Functional foods and nutraceuticals; bioactive properties of phytochemicals; separation and identification of bioactives; analysis of nutrients; shelf-life extension strategies; lipid oxidation; meat science/meat chemistry; development of analytical assays for foods.

Recent publications:

- Craft BD, Kerrihard AL, Amarowicz R & Pegg RB. Phenol-based antioxidants and the *in vitro* methods used for their assessment. *Comprehensive Reviews in Food Science and Food Safety* (11) 2012): 148-173.
- Naczki M, Pegg RB & Amarowicz R. Protein-precipitating capacity of bearberry-leaf (*Arctostaphylos uva-ursi* L. Sprengel) polyphenolics. *Food Chemistry* (124) (2011): 1507-1513.
- Robbins KS, Shin E-C, Shewfelt RL, Eitenmiller RR & Pegg RB. Update on the healthful lipid constituents of commercially important tree nuts. *Journal of Agricultural and Food Chemistry*, (59) (2011): 12083-12092.

PÉREZ-GAMBOA, TERESA

Senior Academic Professional for Spanish

Tenure status: non tenure

Education: Licentiate, Universidad Nacional de Trujillo, Perú, 1984; M.A., Stony Brook, 1985; D.Arts, Stony Brook, 1999

Department and academic experience: Romance Languages, Spanish Language Pedagogy Supervisor

Overseas experience in Latin America and the Caribbean: Peru, Mexico

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: SPAN 4090 Practicum in Service-Learning; SPAN 4650 Spanish Phonetics; SPAN 7750 Teaching College Spanish

Research and teaching specialization: Second Language Acquisition; English and Spanish Phonetics; Foreign Language Pedagogy/Graduate Student Recruitment

Recent publications:

Kaplan, B. & Perez-Gamboa T. "Más allá del salón de clase: Una experiencia de integración de aprendizaje de español y servicio comunitario en UGA." *Hispania* 87.1 (2004): 137-38.

PORTER, JAMES

Professor of Ecology

Tenure status: tenure

Education: B.S., Yale University; Ph.D., Yale University

Department and academic experience: Ecology

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Our laboratory focuses on coral reef ecology, coral conservation, and diseases of coral. In addition, we are active in a number of side projects on butterflies from Georgia and Costa Rica. Theoretical ecology, coral reefs, predator-prey dynamics, marine ecosystems

Recent publications:

- Porter, J.W., J. V. Barton, and C. Torres. "Ecological, Radiological, and Toxicological Effects of Naval Bombardment on the Coral Reefs of *Isla de Vieques*, Puerto Rico" In, G.E Machlis, T. Hanson, Z. Spiric, and J.E. McKendry (Eds.) *Warfare Ecology: A New Synthesis for Peace and Security* (NATO Science for Peace and Security Series – C: Environmental Security). Springer; Dordrecht, The Netherlands, 2011: 65-122.
- Sutherland, K.P., J.W. Porter, J.W. Turner, B.J Thomas, E Looney, T.P. Luna, M.K. Meyers, J. C. Futch, E.K. Lipp. "Human sewage identified as likely source of white pox disease of the threatened Caribbean elkhorn coral, *Acropora palamata*." *Environ. Microbiol.* 12 (2010):1122-1131.
- Sutherland, K.P., James W. Porter, C. Torres. 2004. "Disease and immunity in Caribbean and Indo-Pacific zooxanthellate corals." *Mar. Ecol. Prog. Ser.* 266 (2004):273-302.

Distinctions: Josiah Meigs Distinguished Teaching Professorship



PORTES, PEDRO

Professor of Educational Psychology

Tenure status: tenure

Education: B.S., University of Iowa, 1972; M.A., Nova University, 1977; Ph.D., Florida State University, 1982

Department and academic experience: The Goizueta Foundation Distinguished Chair for Latino Teacher Education, Professor in the Department of Counseling and Human Development Services, and the Executive Director of CLASE, Principal Investigator for a major randomized trial from the Institute of Educational Sciences for improving teaching and learning.

Overseas experience in Latin America and the Caribbean: Peru, Cuba

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 50%

Research and teaching specialization: Linking primary prevention practices to human development within a cultural-context perspective; the development of culturally valid methods; improving teacher and counselor education; and equity in educational policy

Recent publications:

- Portes, P.R., & Salas, S. "Dreams deferred: Why multicultural education has failed to close the achievement gap—a cultural historical analysis." *Cultura y Educación*, 19 (4) (2007): 365-377.
- Portes, P. R. *Dismantling Educational Inequality: A Cultural-Historical Approach to Closing the Achievement Gap*. New York, NY: Peter Lang Publishing, 2005.

Distinctions: Fulbright scholar (Peru, Colombia). American Educational Research Association's 2005 Research Award in Human Development

PRINGLE, CATHERINE

Research Professor of Ecology

Tenure status: tenure

Education: B.S., University of Michigan; M.S., University of Michigan; Ph.D., University of Michigan

Department and academic experience: Ecology

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Freshwater ecologist and conservation biologist with projects in Costa Rica, Panama, Puerto Rico, Trinidad. Aquatic ecology; Hydrologic connectivity (ecological-hydrological interactions); Conservation biology; Nutrient cycling; Algae-invertebrate-fish interactions; tropical ecology; aquatic habitat restoration; effects of environmental problems on the ecology of aquatic ecosystems

Recent publications:

- Page, T.J., K. S. Torati, B.D. Cook, A. Binderup, C.M. Pringle, S. Reuschl, C.D. Schubart, and J.M. Hughes. "Invertebrates sans frontiers: large scales of connectivity of selected freshwater species among Caribbean islands." *Biotropica* 45 (2013): 236-244.
- Snyder, M., C.M. Pringle, and R. Tiffer-Sotomayor. "Landscape-scale disturbance and protected areas: long-term dynamics of populations of the shrimp, *Macrobrachium olfersi*, in lowland Neotropical streams, Costa Rica." *Journal of Tropical Ecology* 29 (2013): 81-85.
- Bassar, R.D., R. Ferriere, A. Lopez-Sepulcre, M.C. Marshall, J. Travis, C.M. Pringle, and D.N. Reznick. "Direct and indirect ecosystem effects of evolutionary adaptation in the Trinidadian guppy (*Poecilia reticulata*)." *American Naturalist* 180 (2012): 167-185.

Distinctions: Elected Fellow, American Association for the Advancement of Science, Kilham Lecturer/Award, International Society of Limnology



QUESADA, MARGARET

Associate Professor of Linguistics

Tenure status: tenure

Education: B.A., Hope College, 1978; M.A., Michigan State University, 1982; M.A., Linguistics, Michigan State University, 1985; Ph.D., Michigan State University, 1995

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean: Mexico, Cuba

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 50%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: SPAN 6350 Romance Linguistics Theory and Analysis; SPAN 8850 Spanish Second Language Acquisition; SPAN 8010 Special Topics in Spanish L2 Acquisition; SPAN 6550 History of the Spanish Language; ROML 8500 Readings and Research (Advanced Historical Grammar); SPAN 4651 Advanced Grammar and Syntax; SPAN 3050 Introduction to Spanish Linguistics

Research and teaching specialization: Spanish varieties of Mexico and Latin American; language and gender in Latin America; higher education and reform in Mexico and Latin America; Acquisition/teaching of Spanish as a second/foreign language; acquisition of morphological and syntactic structures; the acquisition of tense, aspect and mood; functional and cognitive theories of second language acquisition; corpus-based data analysis, language learning/teaching and technology

Recent publications:

- Quesada, M. "The Primacy of Morphology in the Acquisition of Tense and Aspect Expression in L2 Spanish Narrative Structure". In Howe, C., Blackwell, S., and Quesada, M. (eds.), *Selected Proceedings of the 2011 Hispanic Linguistics Symposium*. Somerville, MA: Cascadilla Proceedings Project (2013): 62-77.
- Quesada, M. "Subject Pronouns in Second Language Spanish." In Geeslin, K. (ed.), *The Handbook of Spanish Second Language Acquisition*. Malden, MA: Wiley-Blackwell Publishers(2013): 253-269.
- Blackwell, S. & Quesada, M. "Third-person Subject Reference in Native Speakers' and L2 Learners' Narratives: Testing (and Revising) Predictions of the Givenness Hierarchy for Spanish." In Geeslin, K. and Díaz-Campos, M. (eds.), *Proceedings from the Hispanic Linguistics Symposium 2010*. Somerville, MA: Cascadilla Proceedings Project (2012): 142-164.

Number of dissertations or theses supervised in past five years: 7

QUESADA, SERGIO

Senior Academic Professional for Anthropology

Tenure status: non tenure

Education: B.A., Universidad Iberoamericana, 1977; M.A., Michigan State University, 1985; Ph.D., Michigan State University, 1989

Department and academic experience: Anthropology

Overseas experience in Latin America and the Caribbean: Mexico, Dominican Republic

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: LACS 1000 Introduction to Latin American & Caribbean Studies; 2002 Latin American & Caribbean Studies Proseminar; ANTH(LACS) 4225/6225 Mexican Civilization; ANTH 4900 Capstone Seminar in Anthropology; ANTH 3900 Junior Seminar

Research and teaching specialization: Cultural ecology, the political ecology of water, the impact of migration and the cultural, economic and political analyses of populations

Recent publications:

- Quesada, S. "Development and its social, economic, and educational consequences: The case of the Zimapán Hydroelectric Project" in Pedro Portes et.al. *Research-based policy directions for change*. (Approved for publication by Taylor and Francis Editorial Board.)
- Quesada, S. "Diversidad Cultural en la Identidad Cultural". *Coloquios Internacionales sobre Otopames*, Universidad Autónoma del Estado de México. Toluca 2009: 243-251.
- Quesada, S. *La Ecología Política en la Cultura del Agua de Querétaro*. Co-edition with Scott Whiteford, Michigan State University Press and la Universidad Autónoma de Querétaro, 2005: 5-187.

Number of dissertations or theses supervised in past five years: 3



QUICK, PAUL

Academic Professional Teaching/Learning Center

Tenure status: non tenure

Education: B.S., Duke University; M.S., Duke University; Ph.D., University of Georgia

Department and academic experience: TA Program Co-director, Center for Teaching and Learning, Pedagogy training for Spanish and Portuguese program graduates students and faculty

Overseas experience in Latin America and the Caribbean: Chile

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (3)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Maintain and expand programming for graduate students serving as teaching and laboratory assistants at UGA; teach graduate courses on pedagogy; lead Future Faculty Program; coordinate and present workshop series; administrate award programs; observe and consult with graduate TAs across campus; work with faculty on committees, course design seminars, faculty learning communities, and individual consultations

QUINLAN, SUSAN

Associate Professor of Portuguese

Tenure status: tenure

Education: B.A., SUNY-Buffalo, 1973; M.A., University of New Mexico, 1977; Ph.D., University of New Mexico

Department and academic experience: Romance Languages; collaborator on LACSI's Portuguese Flagship Program

Overseas experience in Latin America and the Caribbean: Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (5)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: PORT 4010/6010 Advanced Language, Literature, Culture of Portuguese Speaking World; PORT 4040/6040 Cinema, Culture, Literature of Portuguese Speaking World

Research and teaching specialization: Feminist theory and criticism; contemporary Brazilian narrative; Brazilian women writers; race, class, and gender in Latin America; Brazilian cultural studies; contemporary Spanish American narrative

Recent publications:

- Quinlan, S. "Historia Revisitada: A República dos sonhos de Nélide Piñon." *Revista Iberoamericana*. LXXVI/230 (enero/marzo) (2010): 133-151.
- Quinlan, S. "Trasvestismos: gênero e ficção em Silviano Santiago" Reprinted in *Gênero*. *Revista da Universidade Federal Fluminense*. 9 (2) (2009): 75-92.
- Quinlan, S. "Revisando gêneros / genres: A noite escura e mais eu e Invenção e memória de Lygia Fagundes Telles." *Revista Iberoamericana*. LXXI/210 (enero/marzo) (2005): 275-287.

Number of dissertations or theses supervised in past five years: 1



RAMOS, STEPHEN

Assistant Professor of Environment and Design

Tenure status: tenure track

Education: B.A., Gettysburg College; M.S., University of Texas; Ph.D., Harvard University

Department and academic experience: Environment and Design

Overseas experience in Latin America and the Caribbean: Nicaragua, Mexico, Peru, Dominican Republic, Costa Rica

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: 6650 Urban Planning (informal urban settlements, much of the material is drawn from Brazil experiences)

Research and teaching specialization: Currently conducting research the Port of Savannah, and its reaction to the Panama Canal expansion project; urbanism, infrastructure, port cities, international development

RHODES, LEARA

Associate Professor of Journalism/Mass Communication

Tenure status: tenure

Education: B.A., University of Georgia, 1972; M.A., Temple University, 1988; Ph.D., Temple University, 1990

Department and academic experience: Journalism and Mass Communication

Overseas experience in Latin America and the Caribbean: Haiti, Trinidad, Antigua, Dominica, Barbados, Jamaica, Curacao

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: JRLC 8040 International Communication; JRLC 8350 Revolutionary Media

Research and teaching specialization: Ethnic media within the United States and International Communication concentrating on development communication and issues related to role of media in developing countries

Recent publications:

Rhodes, Leara. "Haitian Contributions to American History: A Journalistic Record." In Yost, Chryss (ed.) *Beyond Revolution: 200 years of Haitian History and Culture*. Indiana University Press, 2009.

Number of dissertations or theses supervised in past five years: 5

Distinctions: Outstanding Professor Award by National Panhellenic Council; Fulbright Award to Haiti



RICHARDS, PATRICIA

Associate Professor of Sociology & Women's Studies

Tenure status: tenure

Education: B.A., University of Wisconsin-Madison, 1994; M.A., University of Texas-Austin 1998; Ph.D., University of Texas-Austin, 2002

Department and academic experience: Sociology and Women's Studies

Overseas experience in Latin America and the Caribbean: Chile, Ecuador, and Bolivia

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: SOCI 4290 Sociology of Latin America

Research and teaching specialization: Transnational perspective on gender, indigenous movements, development, qualitative and feminist methods

Recent publications:

- Patricia Richards, *Race and the Chilean Miracle: Neoliberalism, Democracy, and Indigenous Rights*. University of Pittsburgh Press, 2013.
- Patricia Richards, "The Contradictions of Inclusion: Mapuche Women and Michelle Bachelet." *Politics & Gender* 8(2) (2012): 261-267.
- Patricia Richards, "Of Indians and Terrorists: How the State and Local Elites Construct the Mapuche in Neoliberal Multicultural Chile." *Journal of Latin American Studies* 42 (2010): 59-90.

Number of dissertations or theses supervised in past five years: 1

Distinctions: Richard B. Russell Undergraduate Teaching Award, University of Georgia, 2008

RIVERO, ROSANNA

Assistant Professor of Environment and Design

Tenure status: tenure track

Education: B.S., Universidad Simon Bolivar, 1984; M.S., University of Florida, 2000; Ph.D., University of Florida, 2006

Department and academic experience: College of Environment and Design, Research and projects in Venezuela (1984-1998) in various areas, including Orinoco-Apure basin (sustainable tourism, urban planning, regional planning), environmental impact studies for mining (Las Cristinas), oil, transportation and other projects

Overseas experience in Latin America and the Caribbean: Venezuela

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Environmental & Natural Resource Planning; Geographic Information System (GIS) and geospatial technologies; international education in geospatial technologies

Number of dissertations or theses supervised in past five years: 3

Distinctions: 1998 Fulbright Scholar from Caracas, Venezuela



RODRIGUES, CECILIA

Lecturer of Portuguese

Tenure status: non tenure

Education: Ph.D., University of Massachusetts Amherst, 2012

Department and academic experience: Romance Languages

Pedagogy training for language instructors: ACTFL OPI Training. Graduate training in the teaching of Portuguese as a second language, specifically via the use of new media in foreign language learning and study abroad programs.

Overseas experience in Latin America and the Caribbean: Brazil

Instructor of Portuguese as a Second Language (Summer Program with North American Universities at Universidade Federal do Ceará, Brazil) 2004 and 2005.

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (5)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: PORT 4080/6080: Special Topics in Brazilian Literature and Culture; Several Portuguese Language Courses

Research and teaching specialization: Contemporary Brazilian Literature, (re)construction of Brazilian national identity, urban literature, internationalization of Brazilian literature, and prose fiction of the 21st century

Recent publications:

- Rodrigues, C. "Internacionalização da Literatura Brasileira e o Caso de Milton Hatoum." *Brújula. Is it Brazil's Turn? Comparative Approximations to the Country of the Future*. (10). UC Davis, Forthcoming.
- Rodrigues, C. "O Cavalo de Sol ou o Reverso da Moeda." *Portuguese Cultural Studies. University of Utrecht*. The Netherlands, Forthcoming.
- Rodrigues, C. "Pablo Neruda, César Vallejo, and the Tension between Tradition and Rupture." *Rondas Literarias de Pittsburgh 2011*. Gregorio C. Martín, ed. New Kensington, PA: Grelin Press (2012): 309-320.

ROMÁN, REINALDO

Associate Professor of History

Tenure status: tenure

Education: B.A., Brown University, 1991; M.A., University of California, Los Angeles, 1994; Ph.D., University of California, Los Angeles, 2000

Department and academic experience: History

Overseas experience in Latin America and the Caribbean: Cuba, Puerto Rico

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (2), French (2)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: HIST 7220 Latin America Colloquium; HIST 4211/6211 Cuba from Emancipation to Revolution; HIST 4214/6214 Religions in the Caribbean and Brazil History; HIST 2222 Latin America since 1800; HIST 3240 The Caribbean Area; HIST 4200 Introduction to Cuban Religions

Research and teaching specialization: Modern Latin America and Caribbean social history; cultural history of the Hispanic Caribbean; Caribbean religions

Recent publications:

- Román, R. *Governing Spirits: Religion, Miracles, and Spectacles in Cuba and Puerto Rico, 1898-1956*. Chapel Hill: University of North Carolina Press, 2007.
- Román, "Governing Man-Gods: Spiritism and the Struggle for Progress in Republican Cuba." *Journal of Religion in Africa* 37 (2007): 212-241. Reprinted, Ed. Stephan Palmié. *Africas of the Americas*. Leiden: Brill Academic Publishers, 2008.



ROMERO, CHANNETTE

Associate Professor of English

Tenure status: tenure

Education: B.A., College of William and Mary, 1997; M.A., Rutgers University, 2002; Ph.D., Rutgers, 2004

Department and academic experience: English

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (2), French (3)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: ENGL 4695S Postcolonial Topics; ENGL 4860 Multicultural Topics (on U.S./Mexico Border Literature); ENGL 8730 Multicultural Seminar

Research and teaching specialization: American Indian Literature; U.S. Latino/a Literature; Film and Cultural Studies; Theories of the Novel

Recent publications:

- Romero, C., *Activism and the American Novel: Religion and Resistance in Fiction by Women of Color* Charlottesville: University of Virginia Press, 2012.
- Romero, C., "Embodying Latina Salvation: Demetria Martínez's Mother Tongue." *English Language Notes* 44 (1) (2006): 183-189.

ROOD, DANIEL

Assistant Professor of History

Tenure status: tenure track

Education: B.A., University of Pittsburgh, 1998; M.A., New York University, 2002; Ph.D., University of California, Irvine, 2010

Department and academic experience: History

Overseas experience in Latin America and the Caribbean: Cuba

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (2)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Slavery in the Atlantic World

Recent publications:

- Rood, D. "An International Harvest: Slavery, the Virginia-Brazil Connection, and the Making of the McCormick Reaper." In *Slavery's Capitalism: A New History of American Economic Development*, Seth Rockman and Sven Beckert, eds. (University of Pennsylvania Press, forthcoming 2014).
- Rood, D. "Herman Merivale's Black Legend: Rethinking the Intellectual History of Free Trade Imperialism." *New West Indian Guide/Nieuwe West-Indische Gids* 80, nos. 3 & 4 (2006): 163-90.

Distinctions: Library Company of Philadelphia. National Endowment for the Humanities Postdoctoral Fellowship, 2010-2011. Alternate; Mellon/ACLS Dissertation Completion Fellowship, 2010-201, Declined; Social Science Research Council. International Dissertation Research Fellowship, 2007-2008; Fulbright Hays. Doctoral Dissertation Research Abroad Fellowship, 2007-2008.



ROSS, AMY

Associate Professor of Geography

Tenure status: tenure

Education: B.A., Brown University, 1990; M.A., University of California- Berkeley, 1994; Ph.D., University of California-Berkeley, 1999

Department and academic experience: Geography

Overseas experience in Latin America and the Caribbean: Guatemala, El Salvador, Chile, Peru

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: GEOG 3640 The Geography of Human Rights; GEOG 1101 Human Geography: People, Places and Cultures

Research and teaching specialization: Human rights and wrongs; impunity and accountability; trauma and truth; institutions of truth/justice, genocide

Recent publications:

- Ross, Amy. "Neo-missionaries and the polemics of helping Expositions." (online, 2011) ISSN: 1747-5376 <http://www.ggy.uga.edu/pdf/helping.pdf>
- Oglesby, Elizabeth and Amy Ross. "Guatemala's Genocide Determination and the Spatial Politics of Justice." In *Space and Polity* 13 (1) (2011): 21-39.
- Ross, Amy. *Transnational Geographies and Human Rights A Companion to Human Geography*, Vincent J. Del Casino Jr., Mary Thomas, Paul Cloke, and Ruth Panelli, eds. Blackwell Publishing, 2011.
- Ross, Amy. "The creation and conduct of the Guatemalan Commission for Historical Clarification." *Geoforum Volume* 37 (1) (2006): 69-81.

ROSS, JOHN

Lecturer of Spanish

Tenure status: non tenure

Education: B.A., University of Georgia, 1979; M.A., University of Georgia; 1986; Ph.D., University of Georgia, 1998

Department and academic experience: Romance Languages

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 50%

Percent devoted to area/international research, domestic outreach, administration: 0

Area/international studies courses taught: SPAN 4150 Business Spanish; SPAN 4250 Advanced Business Spanish

Research and teaching specialization: Business Spanish

RUBIN, DONALD

*Professor Emeritus of Communication Studies and Language
and Literacy Education*

Tenure status: emeritus

Education: B.A., State University of New York, 1972; M.A., University of Minnesota, 1977; Ph.D., University of Minnesota, 1978

Department and academic experience: Senior Research Scientist, Center for Health & Risk Communication, and Center for Global Health; Research Director, Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 8%

Recent Publications:

- Rubin, D.L., Sutton, R.L., O'Rear, I., Rhodes, G., & Raby, R. "Opening the doors of education abroad to enhance academic success for lower achieving students." *IEE Networker* (in press).
- Tarrant, M., Rubin, D., & Stoner, L. "The added value of study abroad: Fostering a global citizenry." *Journal of Studies in International Education*. 18(2) (2014): 141-161.
- Rubin, D.L., & Matthews, P.H. "Learning outcomes assessment: Extrapolating from study abroad to international service-learning." *Journal of Higher Education Outreach and Engagement*, 17(2) (2013): 67-86.
- Kang, O., & Rubin, D.L. "Intra-rater reliability of oral proficiency ratings." *International Journal of Educational and Psychological Assessment* 12(1) (2012): 43-61.
- Kang, O., & Rubin, D.L. "Inter-group contact exercises as a tool for mitigating undergraduates' attitudes toward ITAs." *Journal of Excellence in College Teaching* 23(5) (2012): 159-166.
- Sutton, R.C., Miller, A.N., & Rubin, D.L. Research design in assessing learning outcomes of study abroad programs. In M. Bolen (Ed.), *A guide to outcomes assessment in education abroad*. Carlisle, PA: The Forum on Education Abroad, 2007.

Distinctions: Fulbright Scholarship grant Thai Nguyen University Vietnam (2014), Tel Aviv University Israel (2009); Visiting Professor, University of Haifa School of Public Health, 2013-2014; Richard Reiff Award for Internationalization, University of Georgia, 2013; Associate Research Fellow, Indiana Center for Intercultural Communication, 2010-present

SAHAKIAN, EMILY

Assistant Professor of Theater and French

Tenure status: tenure track

Education: Ph.D., Northwestern University and the Ecole des hautes études en sciences sociales

Department and academic experience: Jointly appointed to Theatre & Film Studies and Romance Languages, where she teaches French and Francophone literature. She specializes in Francophone Caribbean theatre, and her broader research interests include theatre of the Americas, intercultural theatre, post-colonial theatre and theory, French-language theatre, race and performance, and translation for the stage. She is currently preparing a book manuscript, *Dramatic Disconnects: Slavery's Legacy in French Caribbean Theatre by Women*, which interprets key plays by contemporary French Caribbean women playwrights and reconstructs their international performance history (from the 1980s and 1990s) to argue that this theatre enacts slavery's legacy, both in dramatic writing and performance.

Overseas experience in Latin America and the Caribbean: Martinique and France

Language and proficiency level (5=Native or near native, 1=Beginner): French (5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: LACS 4900 Special Topics: Latin American & Caribbean Theatre

Research and teaching specialization: Caribbean theatre and performance; French Caribbean literature



SAMPLES, TIM

Assistant Professor of Legal Studies

Tenure status: tenure track

Education: B.A., University of Georgia, 2004; M.A., University of Texas, 2010; J.D., University of Texas, 2010

Department and academic experience: Legal Studies

Overseas experience in Latin America and the Caribbean: Chile, Argentina, Central America

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (3.5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 100%

Research and teaching specialization: Business Law; Investor-state relations in Latin America; energy reform in Mexico, Argentina and sovereign debt litigation

Recent publications:

- Samples, Tim and Vittor, José Luis. "Energy Reform and the Future of Mexico's Oil Industry: The Pemex Bidding Rounds and Integrated Service Contracts." In *Texas Journal of Oil, Gas, and Energy Law*. 2 (7) (2013): 215-240.
- Samples, Tim and Vittor, José Luis. "The Past, Present, and Future of Energy in Mexico: prospects for reform under the Peña Nieto Administration." *Houston Journal of International Law*. 35 (3) (2013): 697-734.
- Samples, Tim and Vittor, José Luis. "PPPs and Latin American Infrastructure Markets: Brazil and Chile." In *Latin American Law & Business Report*. 19 (7) Reuters, July 2011: 1-5.
- Samples, Tim and Vittor, José Luis, 2011. "PPPs and Latin American Infrastructure Markets: Focus on Colombia." In *Latin American Law & Business Report* 19 (9) Reuters, September 2011: 1-4.

SANCHEZ, SUSAN

Professor of Infectious Diseases

Tenure status: tenure

Education: B.S., Universidad Complutense, Madrid, Spain, 1986; M.S., The Royal Veterinary College, London, UK, 1989; Ph.D., Universidad Complutense, Madrid, Spain 1990

Department and academic experience: Infectious Diseases, College of Veterinary Medicine

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: HONS 3070H Introduction to Research in Medicine (Honors),

Research and teaching specialization: Antimicrobial resistance and its spread in animals and people; Salmonella and Staphylococcus aureus with emphasis in MRSA; Diagnostic tests for zoonotic diseases and diseases present in animals

Recent publications:

- Hernandez-Divers SM, Villegas P, Jimenez C, Hernandez-Divers SJ, Garcia M, Riblet SM, Carroll CR, O'Connor BM, Webb JL, Yabsley MJ, Williams SM, Sanchez S. "Backyard chicken flocks pose a disease risk for neotropical birds in Costa Rica." *Avian Dis* 52(4) (2008):558-66.

Number of dissertations or theses supervised in past five years: 12

Distinctions: Director of the Georgia Veterinary Scholars Program and Member of the Center for Undergraduate Research Opportunities Advisory Board.



SARMIENTO, FAUSTO

Professor of Geography

Tenure status: tenure

Education: B.A., University of Ecuador, Quito; M.A., The Ohio State University; Ph.D., University of Georgia

Department and academic experience: Geography, courtesy faculty Ecology, adjunct professor for School of Public and International Affairs

Overseas experience in Latin America and the Caribbean: Costa Rica, Ecuador, Argentina, Chile, Bolivia, Venezuela

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (3), French (1), Quechua (1)

Percent devoted to area/international teaching: 75%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: GEOG 4720/6720 Geography of Latin America; GEOG 3290 Mountain Geography; GEOG 8910 Human Environment Relations

Research and teaching specialization: Mountain Geography; Human dimension of global change in the Andes; Biogeography (tropical geocology theory); cultural landscapes; Latin American Regional Studies; Resource management and sustainable development; Ethnoecology and biodiversity conservation

Recent publications:

- Sarmiento, F.O. "Lo Andino: Integrating Stadel's views into the larger Andean identity paradox for sustainability." In Borsdorf, A. (Editor). *Christopher Stadel Festschrift*. Innsbruck: Austrian Academy of Sciences, 2013.
- Sarmiento, F.O. "Contesting Páramo: Critical Biogeography of the Northern Andean Highlands." Matheh, NC: Kona Publishers, Higher Education Division, 2012.
- Sarmiento, F. O. "Geomorphology of natural and human disasters in Ecuador." Latrubese, E. (Editor). *Natural Hazards and Human Exacerbated Disasters in Latin America* (13) Special Volumes in Geomorphology Elsevier Science. (2010): 156-163.

Number of dissertations or theses supervised in past five years: 3

SCHMALTZ, KATHLEEN

Administrative Specialist LACSI

Tenure status: non tenure

Education: B.A., James Madison University, 1977; M.Ed., James Madison University, 1995

Department and academic experience: Latin American & Caribbean Studies, Portuguese Flagship Program

Overseas experience in Latin America and the Caribbean: Mexico

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (2)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 100%



SCHMIDT, JOHN PAUL

Assistant Research Professor of Ecology

Tenure status: tenure track

Education: B.A., Emory University, 1986; M.S., University of Georgia, 1994; Ph.D., University of Georgia, 2006

Department and academic experience: Odum School of Ecology, 2013 grant from the World Agroforestry Centre: Soil Carbon Analysis in the Amazon Basin Using NIR Spectroscopy; 2012 grant from the World Agroforestry Centre to Calibrate NIR Spectral Measurement of Soil Chemometric Measures in Eastern Amazon Brazil

Overseas experience in Latin America and the Caribbean: Brazil, Costa Rica

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (3), Portuguese (1.5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: ECOL 3530 Conservation Ecology; ECOL 3000-3000L Introduction to Field Methods; ECOL 3100-3100L Tropical Field Ecology (Courses taught in UGA Costa Rica campus)

Research and teaching specialization: Plant population biology, invasion ecology of plants, environmental policy, ecological economics, landscape ecology

Recent publications: (research percentage connected to recent funded research in Brazil):

- Schmidt, JP, Stephens, PR, Drake, JM. "Two sides of the same coin? Rare and pest plants native to North America." *Ecological Applications*, in press.
- Schmidt JP, Drake JM . "Cost-sensitive risk assessment for invasive plants in the United States." *Ecosphere*, in press.
- Schmidt JP, Drake JM. "Time since Introduction, Seed Mass, and Genome Size Predict Successful Invaders among the Cultivated Vascular Plants of Hawaii." 2011.

SHEDENHELM, LAURA

Librarian

Tenure status: non tenure

Education: B.A., University of California, 1977; M.A., University of Georgia, 2006

Department and academic experience: Bibliographer for Latin America, Spain & Portugal, Collection Department, Media Archives Cataloger

Overseas experience in Latin America and the Caribbean: As recipient of an American Library Association - United States Information Service Library Fellowship funded by the Fulbright-Hays Act, consulted with the professional staff of the Library System of the Universidad Nacional Autónoma de Honduras (UNAH) to catalog to AACR2r standards and automate on MicroISIS the Honduran national bibliography maintained by the System

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 75%

Research and teaching specialization: Bibliographic Instruction for Latin American and related courses, and Spanish and Portuguese literatures and language courses



SIMPSON-LIKTE, REBECCA

Assistant Professor of Music

Tenure status: tenure track

Education: B.A., University of Manitoba; M.A., University of British Columbia; Ph.D., University of British Columbia.

Department and academic experience: Taught at UGA Costa Rica Campus; received a UGA summer research grant to investigate the interactions between salsa music and dance

Overseas experience in Latin America and the Caribbean: Costa Rica

Language and proficiency level (5=Native or near native, 1=Beginner): French (3)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: LACS 4900 Special Topics in Latin American and Caribbean Studies

Research and teaching specialization: Rhythmic interactions between music and dance; 20th Century French music

Research/teaching specialization: Rhythmic interactions between music and dance, 20thC French music

SMILDE, DAVID

Associate Professor of Sociology

Tenure status: tenure

Education: B.A., Calvin College, 1989; M.A., University of Chicago, 1994; Ph.D., University of Chicago, 2000

Department and academic experience: Sociology

Overseas experience in Latin America and the Caribbean: Venezuela, Colombia, Panama, Costa Rica, Nicaragua, Guatemala

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: SOCI 3220 Development of Sociological Theory

Research and teaching specialization: Religion; social movements; political sociology

Recent publications:

- Bender, Courtney, Wendy Cadge, Peggy Levitt and David Smilde. *Religion on the Edge: Decentering and Recentering the Sociology of Religion*. New York: Oxford University Press, 2012.
- Smilde, David. "Religião e Conflitos Políticos na Venezuela: Católicos e Evangélicos frente ao Governo de Hugo Chávez," *Religião e Sociedade*. In press.
- Smilde, David. "Beyond the Strong Program in the Sociology of Religion." In *Religion on the Edge: Decentering and Recentering the Sociology of Religion*. Courtney Bender, Wendy Cadge, Peggy Levitt, and David Smilde (eds.). New York: Oxford UP.

Distinctions: Winner, Distinguished Book Award, Section on the Sociology of Religion, American Sociological Association for *Reason to Believe: Cultural Agency in Latin American Evangelicalism*. University of California Press, 2007



STEINBERG, KERRY

Instructor of Spanish

Tenure status: non tenure

Education: M.A., University of Georgia

Department and academic experience: UGA Costa Rica Program instructor

Overseas experience in Latin America and the Caribbean: Paraguay, Costa Rica, Argentina

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish 4.5

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: SPAN 1001, 1002, 2001, 2002 and SPAN 4090S Practicum in Service Learning

Research and teaching specialization: Spanish Language courses

TANNER, SUSAN

Assistant Professor of Anthropology

Tenure status: tenure track

Education: B.A. University of Nebraska, 1998; M.A., University of Michigan, 2001; Ph.D., University of Michigan, 2005

Department and academic experience: Anthropology

Overseas experience in Latin America and the Caribbean: Bolivia

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (3)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: ANTH 4790/6790 Human Adaptation

Research and teaching specialization: Human adaptation; Medical anthropology and biocultural approaches to health and disease; evolutionary medicine; Parasitism and immune function; Bolivia and South America

Recent publications:

- Tanner, S., A. Rosinger, W.R. Leonard, V. Reyes-García, TAPS Bolivia Study Team. "Health and adult productivity: The relation between adult nutrition, helminths, and agricultural, hunting, and fishing yields in the Bolivian Amazon." *American Journal of Human Biology* 25 (2013):123-130.
- Tanner, S., M.E. Chuqimia Choque, W.R. Leonard, T.W. McDade, T. Huanca, and V. Reyes-García. "The effects of local medicinal knowledge and hygiene on helminth infections in an Amazonian society." *Social Science and Medicine* 72 (2011):701-709.
- Tanner, S., W. R. Leonard, T. W. McDade, V. Reyes-Garcia, R. Godoy, and T. Huanca. "Influence of Helminth Infections on Childhood Nutritional Status in Lowland Bolivia." *American Journal of Human Biology* 21 (2009): 651-656.



THOMAS, SUSAN

Associate Professor of Music

Tenure status: tenure

Education: B.A., University of California, Santa Barbara, 1993; M.A., Tufts University, 1999; M.F.A., Brandeis University, 2001; Ph.D., Brandeis University, 2002

Department and academic experience: Music and Women's Studies

Overseas experience in Latin America and the Caribbean: Cuba, Spain

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: MUSI 4270/6270 Topics in Musical Cultures of the World

Research and teaching specialization: Music of Cuba and Latin America; Music & Gender

Recent publications:

- Thomas, S. *Cuban Zarzuela: Performing Race and Gender on Havana's Lyric Stage*. Champaign: University of Illinois Press, 2008.
- Thomas, S. "Musical Cartographies of the Transnational City: Mapping Havana in Song," *Latin American Music Review* 31 (2) (2010).
- Thomas, S. "Staged Marginalities and Projected Difference: Cuban Zarzuela and Latin American Cinema." In Doppelbauer and Saringen, eds., *De la zarzuela al cine: Los medios de comunicación populares y su traducción de la voz marginal*. Munich: Martin Meidenbauer Verlagsbuchhandlung, 2010.

Distinctions: Santander Visiting Fellow at the David Rockefeller Center for Latin American Studies at Harvard University

TRAPNELL, DORSET W

Assistant Professor of Biology

Tenure status: tenure track

Education: A.B., Colgate University, 1979; M.B.A., Rutgers University, 1983; M.S., University of Georgia, 1995; Ph.D., University of Georgia, 2003

Department and academic experience: Plant Biology

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: GENE/BIOL 3000 Evolutionary Biology (Taught in Costa Rica)

Research and teaching specialization: Plant Evolutionary Biology, Tropical Biology, Population Genetics

Recent publications:

- Trapnell DW, Hamrick JL, Ishibashi C, Kartzinel T. "Genetic inference of epiphytic orchid colonization; it may only take one." *Molecular Ecology* 22 (2013): 3680-3692.
- Kartzinel TR, Trapnell DW, Shefferson RP. "Critical importance of large native trees for conservation of a rare Neotropical epiphyte." *Journal of Ecology*. In Press.
- Kartzinel TR, Trapnell DW, Glenn TC. "Microsatellite primers for the Neotropical epiphyte *Epidendrum firmum* (Orchidaceae)." *AJB Primer Notes & Protocols in the Plant Sciences* (2012) e450-e452.

Number of dissertations or theses supervised in past five years: 2



VELÁSQUEZ-RUNK, JULIE

Assistant Professor of Anthropology

Tenure status: tenure track

Education: B.A., Grinnell College, 1990; M.S., Duke University, 1995; Ph.D., Yale University and The New York Botanical Garden, 2005

Department and academic experience: Anthropology

Overseas experience in Latin America and the Caribbean: Costa Rica, Ecuador, Mexico, Panama, Honduras, Brazil, Panama

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (2), Wounmeu (1)

Percent devoted to area/international teaching: 50%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: ANTH 3541 Anthropology of Eating, Anth 3400 Ethnobotany

Research and teaching specialization: Cultural Anthropology, Environmental Studies

Recent publications:

- Velásquez Runk, Julie. "Indigenous land and environmental conflicts in Panama: Neoliberal multiculturalism, changing legislation, and human rights." *Journal of Latin American Geography*. In press.
- Velásquez Runk, Julia, Mónica Martínez Mauri, Blas Quinter Sánchez, Jorge Sarsaneda del Cid. *Pueblos Indígenas en Panamá: Una Bibliografía*. Panamá: Acción Cultural Ngöbe, 2011.
- Velásquez Runk, Julia, Mónica Martínez Mauri, Blas Quinter Sánchez, Jorge Sarsaneda del Cid. "Introducción: Los documentos sobre los pueblos indígenas de Panamá." *Pueblos Indígenas en Panamá: Una Bibliografía*. Panamá: Acción Cultural Ngöbe (2011): 7-53.

Number of dissertations or theses supervised in past five years: 1

Distinctions: Conference of Latin Americanist Geographers Board Member, 2013-2016

VOEKEL, PAMELA

Associate Professor of History

Tenure status: tenure

Education: B.A., Mount Holyoke College, 1985; M.A., University of Texas, 1993; Ph.D., University of Texas, 1997

Department and academic experience: History

Overseas experience in Latin America and the Caribbean: Mexico

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: HIST 2221 Latin American Civilization to 1800; HIST 2222 Latin American Civilization since 1800; Hist 3220 History of Mexico; HIST 4200 Studies in Latin American History; HIST 8200 The Cultural History of Capitalism in Latin America

Research and teaching specialization: Cultural, religious and political history of modern and colonial Latin America, particularly Mexico

Recent publications:

- Voekel, P. *Alone before God: The Religious Origins of Modernity in Mexico*. Durham: Duke University Press, 2002.
- Voekel, P. and Bethany Moreton). "Vaya con Díos: How Religious Studies Can Keep Transnational History Honest." *History Compass* 5 (2007): 1604-1639.
- Voekel, P. "Liberal Religion: The Schism of 1861." *Popular Religion in Modern Mexico*. Ed. Martin Nesvig. Delaware: Scholarly Resources Press, 2007: 178-206.

Number of dissertations or theses supervised in past five years: 2

Distinctions: Thomas McGann Memorial Award

WARD, RACHEL

Advisor Latin American & Caribbean Studies

Tenure status: tenure

Education: B.A., University of Georgia, 2013

Department and academic experience: Latin American & Caribbean Studies Institute

Overseas experience in Latin America and the Caribbean: Mexico, Costa Rica

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4); Portuguese (2)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 50%

WEAVER, JACE

Professor of Religion & Director Native American Studies

Tenure status: tenure

Education: J.D., Columbia Law School of Columbia University; Ph.D., Union Theological Seminary in New York

Department and academic experience: Religion, Institute of Native American Studies

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Native American Cultures and Religious Traditions, Eschatology, Apocalypticism

Recent publications:

- Weaver, Jace. *The Red Atlantic: American Indigenes and the Making of a Modern World, 100-1927*. Durham, North Carolina: UNC Press, 2014.
- Weaver, Jace & Laura Adams Weaver. "Indigenous Migrations, Pilgrimage Trails, and Sacred Geography Foregrounds and Backgrounds to the Mapa de Cuahtinchan No. 2." In Carrasco, D., and Scott Session's *Cave, City, and Eagle's Nest: An Interpretive Journey through the Mapa de Cuauhtinchan No.2*. University of New Mexico Press, 2007.
- Weaver, Jace. "Scaling Rios Montt: Indigenous Peoples, International Human Rights, and the Pinochet Case." In Jace Weaver's *Other Words: American Indian Literature, Law, and Culture*. University of Oklahoma Press, 2001.

Distinctions: Wordcraft Award for Best Creative Non-Fiction from Wordcraft Circle of Native American Writers for Other Words, 2003



WEISER, FRANS

Assistant Professor of Comparative Literature and LACS

Tenure status: tenure track

Education: Ph.D., Comparative Literature, University of Massachusetts Amherst

Department and academic experience: Comparative Literature and Latin American Studies (2014-), Visiting Assistant Professor of Comparative Literature (2012-2014)

Overseas experience in Latin America and the Caribbean: Brazil, Argentina

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4), Portuguese (5)

Percent devoted to area/international teaching: 75%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: Dr. Weiser is a new budgeted joint hire between the Latin American and Caribbean Studies Institute and Comparative literature. He is scheduled to teach three courses per year (of a four course load) with Latin American content.

Research and teaching specialization: Hemispheric American Studies, Historical Fiction

Recent publications:

- Weiser, F. "The Hidden Archivist: Julia Alvarez's Historical Fiction beyond Borders." *Inhabiting la Patria: Identity, Agency, and "Antojo" in the Work of Julia Alvarez*. Eds. Rebecca Harrison and Emily Hipchen. New York: SUNY Press, 2013.
- Weiser, F. "Che Writing Che: Apocryphal Diaries and the Deconstruction of Guevara's Myth." *Hispania* (forthcoming December 2013).
- Weiser, F. "Pobreza por subtração: A Festa de Ivan Ângelo." *Estudos de literatura brasileira contemporânea* 41 (Jan-June 2013): 205-218.
- Weiser, F. "Rewriting Carolina Maria de Jesus: Editing as Translating in Quarto de despejo." *Portuguese Literary and Cultural Studies* 23 (24) (2012): 331-342.

Distinctions: Postdoctoral Fellow, Hispanic Languages and Literatures, University of Pittsburgh

WHIGHAM, THOMAS

Professor of History

Tenure status: tenure

Education: B.A., University of California, Santa Cruz, 1977; M.A., Stanford University, 1979; Ph.D., Stanford University, 1986

Department and academic experience: History

Overseas experience in Latin America and the Caribbean: Argentina, Paraguay, Brazil, Guatemala, Mexico and Honduras

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (4), French (2) Guarani (2)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: HIST 2221 Latin American Civilization Before 1800; HIST 3220 History of Mexico; HIST 4220/6220 The U.S. and Latin America; LACS 4911 LACS Senior Capstone; HIST 3220 History of Mexico

Research and teaching specialization: Colonial and modern Latin America, including Brazil; 18th- and 19th-century social and economic history of Argentina and Paraguay

Recent publications:

- Whigham, T. *La Guerra de la Triple Alianza. Volumen 3. Danza de muerte y destrucción*. Asunción: Santillana Taurus, 2012.
- Whigham, T. *La Guerra de la Triple Alianza. Volumen 2. El triunfo de la violencia y el fracaso de la paz*. Asunción: Santillana-Taurus, 2011.
- Whigham, T. *La Guerra de la Triple Alianza. Volumen 1. Causas e inicios del mayor conflicto belico de America del Sur*. Asunción: Santillana-Taurus, 2010.



WIARDA, HOWARD

Professor of International Affairs

Tenure status: tenure

Education: B.A., University of Michigan, 1961; M.A., 1962; Ph.D., University of Florida, 1965; M.S., National Defense University, 1994

Department and academic experience: Dean Rusk Professor of International Affairs

Overseas experience in Latin America and the Caribbean: Brazil, Argentina, Chile, Paraguay, Uruguay, Peru, Colombia, Venezuela, Mexico, Haiti, Dominican Republic, Central America

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4), Portuguese(4), French (2)

Percent devoted to area/international teaching: 50%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: INTL 4270 Inter-American Relations

Research and teaching specialization: Latin America, International Relations, Development Policy, Southern Europe, the Third World, Asia, Russia and Eastern Europe, and United States Foreign Policy

Recent publications:

- Wiarda, H. *The Dutch Diaspora: Fragments of the World The Netherlands Created in America, Asia, Latin America, and Europe East and West*. New York: Lexington Press, 2007.
- Wiarda, H. and Kline, H.F. *An Introduction to Latin American Politics and Development*. Boulder, CO: Westview Press, 2001; 2nd edition, 2006.
- Wiarda, H. *The Soul of Latin America: The Political Theory and Political Tradition of Latin America*. New Haven: Yale University Press, 2001.
- Wiarda, H. and MacLeish Mott, M. *Politics and Social Change in Latin America: The Distinct Tradition*. Amherst: University of Massachusetts Press, 1974; revised second edition, 1982; 3rd edition, Westview Press, 1992; 4th edition, Greenwood Press, 2004.

Number of dissertations or theses supervised in past five years: 5

Distinctions: Distinguished Lecturer Award, Foreign Service Institute, Department of State; 1996, Leonard Horowitz endowed chair; 2003, Dean Rusk Professor of International Relations; Order of Christopher Columbus, Government of the Dominican Republic, 2012.

WIARDA, IÉDA

Lecturer of Political Science

Tenure status: non tenure

Education: B.A., Nebraskan Wesleyan University, 1960; M.A., University of Florida, 1962; Ph.D., University of Florida, 1965

Department and academic experience: Political Science

Overseas experience in Latin America and the Caribbean: Chile, Peru, Haiti, Paraguay

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4), Portuguese (5), French (2)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: INTL (LACS) 4380 Latin American Political Systems

Research and teaching specialization: Luso-Brazilian Issues; Comparative Government and Politics, with emphasis on Latin America and Iberia; International Relations, with emphasis on Inter-American Relations; Population and Environmental Policies; World Politics; Women's Studies, focus on Latin America and Iberia

Recent publications:

- Wiarda, I. "Brazil's New Way: The BRIC Road to Progress" *Latin American Politics and Development*. Eds. Howard J. Wiarda and Harvey Kline. Boulder, CO: Westview Press/Harper Collins, 2010.
- Wiarda, I. and Lucy M. Cohen. *Macau: Cultural Dialogue Towards a New Millennium*. Macau: Cultural Institute of Macau, 2004.
- Wiarda, I. *Handbook of Portuguese Studies*. Washington D.C.: X Libris and Library of Congress, 1999.

Number of dissertations or theses supervised in past five years: 3

Distinctions: Rio Branco Order for U.S.- Brazil Relations, the highest civilian Medal from the Brazilian Government, 1999



WILLIAMS, BRIAN

Associate Professor of Public Administration and Policy

Tenure status: tenure

Education: A.B., University of Georgia, 1988; M.P.A., University of Georgia, 1991; Ph.D., University of Georgia, 1995.

Department and academic experience: Public Administration and Policy

Language and proficiency level (5=Native or near native, 1=Beginner): French (1)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Race, Policing, and the Co-production of Public Safety and Public Order; Community Policing Efforts within Racial and Ethnic Communities; Community-Oriented Governance; Understanding Cultural and Organizational Dynamics: Exploring those Issues that Can Affect the Working Relationship between the Athens-Clarke County Police Department and the Local Latino Community; Co-production of campus safety and security

Recent publications:

- Williams, Brian. "Racial Profiling (Biased Policing)." 2013. In Patrick L. Mason, editor in chief, *Encyclopedia of Race and Racism*, 2nd edition. MacMillan - Cengage Learning.
- Williams, Brian. "Representing Blue: Representative Bureaucracy and Racial Profiling in the Latino Community," with Vicky M. Wilkins. 2009. *Administration & Society*, 40(8), 775-798.

Distinctions: Kavli Fellow, National Academy of Sciences 24th Annual Kavli Frontiers of Science Symposium, Irvine, CA, November 2012.

WILLIFORD, LAURIE

Assistant Director of Portuguese Flagship Program

Tenure status: non-tenure

Education: B.A., University of Georgia, 2001; M.A., Duke University, 2007

Department and academic experience: Latin American and Caribbean Studies, Portuguese Flagship Program

Overseas experience in Latin America and the Caribbean: Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (2), Portuguese (5)

Percent devoted to area/international teaching: N/A

Percent devoted to area/international research, domestic outreach, administration: 100%



WORKMAN, SARAH

Public Service Associate

Tenure status: non-tenure

Education: B.A., Agnes Scott College; M.S., Western Washington University; Ph.D., University of Georgia, 1996

Department and academic experience: Agricultural Extension

Overseas experience in Latin America and the Caribbean: experience in over 40 countries with extended collaborative work or residence in, for example, Costa Rica, Honduras, Mexico, Nicaragua, Panama

Language and proficiency level (5=Native or near native, 1=Beginner): French (4); Spanish (3)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: FORS4760: Agroforestry in the Caribbean, Maymester Study Abroad in Costa Rica.

Research and teaching specialization: Agroforestry, Forest farming and non-timber forest products, Agroforestry, Integrated Farming Systems

Recent publications:

- Walle, R.J. and S.W. Workman. 2007. Using a Watershed Focus for Monitoring and Evaluation of Soil and Water Conservation in Nicaragua. pp. 127-141 IN Monitoring and Evaluation of Soil Conservation and Watershed Development, De Graaff, J., J. Cameron, S. Sombatpanit, C. Pieri and J. Woodhills, eds. Science Publishers, Inc., Enfield NH, USA.
- Workman, S.W., E.A. Ellis, M.E. Bannister. 2005. Methods, Scale and Systems Thinking: Working with Stakeholders in Reforestation and Biodiversity Conservation on St. Croix, USVI. Proc. Caribbean Food Crop Society, Guadeloupe, French Antilles. Intitut Nacional de Recherche Agricoles. 2 p.
- Workman, S.W., E.A. Ellis, M.E. Bannister and M.C. Palada. 2004. Participatory Survey and Tree Crop Preferences on St. Croix, U.S. Virgin Islands. pp. 174-180 IN Proc. Caribbean Food Crop Society, St. John USVI. University of the Virgin Islands, Agricultural Experiment Station. 8 p.
- Workman, S.W. 2001. Forestry Sector, USDA Hurricane Mitch Reconstruction Project Nicaragua. 450 pp, including appendices. USDA Foreign Agricultural Service and USAID, Washington DC.
- Workman, S.W., ed. 2000. Revisión de las Actividades Agroforestales en la Cuenca Hidrográfica del Canal de Panamá. Informe Final preparado por: R. Volio, J.F. Weigand, M. Jaen, L. Riquelme, I. Anino y S. Workman. USAID-Panama. 99 p.
- Meléndez, L. and S.W. Workman. 2000. "Marianne Schminck: 'El enfoque de género no es una simple receta de cocina'." Agroforestería en las Américas, Vol. 7(25): 5-7.

Distinctions: International Union of Forestry Research Organizations, Deputy Coordinator of Unit 5.11.03 Edible Products, 2007-2012; Soil and Water Conservation Society, International Committee, Selected as Chairperson, 2002-2010

WRIGHT, ELIZABETH

Associate Professor of Spanish

Tenure status: tenure

Education: B.A., University of Illinois, 1985; M.A., Northwestern University, 1992; Ph.D., Johns Hopkins University, 1998

Department and academic experience: Romance Languages

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (3), Portuguese (2)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: Span 6200, Empire and its Discontents; Span 4080, New World Encounters

Research and teaching specialization: diversity in writing practices; history of the book

Recent publications:

- Wright, Elizabeth R.. Pilgrimage to patronage: Lope de Vega and the Court of Philip III, 1598-1621. Lewisburg, PA.: Bucknell University Press, 2001. Print
- Wright, Elizabeth, Burkhart, Louise M., Sell, Berry. Spanish Golden-Age drama in Mexican translation. Norman, OK: University of Oklahoma Press, 2008. Print

Area courses taught: Span 6200, Empire and its Discontents; Span 4080, New World Encounters.

Number of dissertations or theses supervised in past five years: 1



WRIGHT, GENE N.

Professor of Scientific Illustration

Tenure status: tenure

Education: B.F.A., University of Georgia, 1987; M.S., Medical College of Georgia, 1990

Department and academic experience: Art; UGA in Costa Rica faculty and Advisory Board member

Overseas experience in Latin America and the Caribbean: Costa Rica

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 5%

Distinctions: Awards of Excellence in Advertising, Marketing and Illustrated Medical Textbook Awards

YAGER, PATRICIA

Associate Professor of Marine Sciences

Tenure status: tenure

Education: B.S., Brown University, 1985; M.S., University of Washington, 1988; Ph.D., University of Washington, 1996.

Department and academic experience: Marine Sciences

Overseas experience in Latin America and the Caribbean: Amazon River plume, Brazil.

Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (1).

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: MARS 8050 Climate, the Ocean, and the Marine Biosphere

Research and teaching specialization: Biological and chemical oceanography, marine microbial ecology and biogeochemistry

Recent publications:

- Goes, J.I., H.d.R. Gomes, A.M. Chekalyuk, E.J. Carpenter, J.P. Montoya, V.J. Coles, P.L. Yager, W.M. Berelson, D.G. Capone, R.A. Foster, D.K. Steinberg, A. Subramaniam, M. A. Hafez (2013). Influence of the Amazon River discharge on the biogeography of phytoplankton communities in the western tropical north Atlantic. *Prog. Oceanogr.* <http://dx.doi.org/10.1016/j.pocean.2013.07.010>.
- Ward, N.D., R.G. Keil, P.M. Medeiros, D.C. Brito, A.C. Cunha, T. Dittmar, P.L. Yager, A.V. Krusche, J.E. Richey (2013). Degradation of terrestrially-derived lignin macromolecules in the Amazon River. *Nature Geoscience*: doi:10.1038/ngeo1817.
- Yeung, L.Y., W.M. Berelson, E.D. Young, M.G. Prokopenko, N. Rollins, V.J. Coles, J.P. Montoya, E.J. Carpenter, D.K. Steinberg, R.A. Foster, D.G. Capone, and P.L. Yager (2012). Impact of diatom-diazotroph associations on carbon export in the Amazon River plume. *Geophysical Research Letters*. doi:10.1029/2012GL053356.

Distinctions: Visiting Professor, Federal University of Rio de Janeiro (UFRJ; Brazil)



YOUNG, HENRY

Associate Professor of Clinical & Administrative Pharmacy

Tenure status: tenure

Education: B.S., University of Florida, 1997; Ph.D., University of Florida, 2002

Department and academic experience: Pharmacy

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (2)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Health communication, medication use behaviors, health services and health outcomes

Recent publications:

- Young, Henry, Dilworth TJ, Mott DA, Cox ED, Moreno MA, Brown RL. "Pharmacists' provision of information to Spanish-speaking patients: A social cognitive approach." *Research in Social and Administrative Pharmacy*. Epub, 2012.
- Young, Henry, Dilworth TJ, Mott DA. "Disparities in pharmacists' patient education for Hispanics using antidepressants." *Journal of the American Pharmacists Association*. (2011)388-96.
- Young Henry, Hwang MJS, Dilworth TJ, Mott DA, Cox ED, Moreno MA. "Development and evaluation of an instrument to measure community pharmacists' self-efficacy beliefs about communicating with Spanish-speaking patients." *Research in Social and Administrative Pharmacy*. 7(4):330-7. Epub, 2011.
- Young, Henry, Dilworth T, Mott DA. "Analyzing pharmacist communication with Spanish-speaking patients: a review of the literature." *Research in Social and Administrative Pharmacy*. (2009)108-20.

Number of dissertations or theses supervised in past five years: 2

Distinctions: Pharmacy Teaching Innovation Award, University of Wisconsin School of Pharmacy 2011

Teacher of the Year. First year pharmacy program, University of Wisconsin School of Pharmacy, 2010

ZIMERI, ANNE MARIE

Assistant Professor of Environmental Health Science

Tenure status: tenure track

Education: Ph.D. University of Georgia

Department and academic experience: Environmental Health Science; Taught at UGA in Costa Rica.

Overseas experience in Latin America and the Caribbean: Costa Rica

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (3)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: EHSC 4500 Global Food Security

Research and teaching specialization: Environmental Health



Language and Area Studies Course Offerings and Enrollments, 2012-2013
INDEX

COURSE	PAGE
A. LANGUAGE COURSES	
A.1. Portuguese	157
A.2. Spanish	157
A.3. Pedagogical Spanish	157
A.4. Professional Spanish	157
A.5. Quechua	158
B. AREA STUDIES COURSES	
B.1. African American/African Studies	158
B.2. Agriculture and Environmental Sciences	158
B.3. Anthropology	159
B.4. Art	159
B.5. Child and Family Development	159
B.6. Communication Studies	160
B.7. Comparative Literature	160
B.8. Ecology	160
B.9. English	161
B.10. Environment & Design	161
B.11. Environmental Health Sciences	162
B.12. Family & Consumer Science	162
B.13. Forestry and Natural Resources	162
B.14. French	162
B.15. Geography	162
B.16. Geology	163
B.17. History	163
B.18. International Affairs	164
B.19. Journalism and Mass Communication	164
B.20. Language and Literacy Education	165
B.21. Latin American and Caribbean Studies	165
B.22. Literature and Culture	165
B.23. Linguistics	167
B.24. Music	168
B.25. Psychology	168
B.26. Recreational Sports	168
B.27. Sociology	168
B.28. Theatre	169
B.29. Women's Studies	169



Language and Area Studies Course Offerings and Enrollments 2012-13

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2012-13 Enrollment		Course Offerings	
					Grad.	UG.	13-14	14-15
A. LANGUAGE COURSES								
<u>A.1. Portuguese</u>								
PORT 1001	Elementary Portuguese	Multiple	F/S/Su	4		188	√	√
PORT 1002	Elementary Portuguese	Multiple	F/S/Su	4		106	√	√
PORT 1110	Accelerated Elementary Portuguese	Sales	F/S	4		27	√	√
PORT 2001	Intermediate Portuguese	Multiple	F/S	3		67	√	√
PORT 2002	Intermediate Portuguese	Guida/Franks	F/S	3		23	√	√
PORT 2120	Accelerated Intermediate Portuguese	Guida/Rodrigues	F/S	4		30	√	√
PORT 2600	Intensive Portuguese	Lira/Rodrigues	F/S	3		38	√	√
<u>A.2. Spanish</u>								
SPAN 1001	Elementary Spanish	Multiple	F/S/Su	4		378	√	√
SPAN 1002	Elementary Spanish	Multiple	F/S/Su	4		327	√	√
SPAN 1110	Accelerated Elementary Spanish	Multiple	F/S/Su	4		1224	√	√
SPAN 2001	Intermediate Spanish	Multiple	F/S/Su	3		1849	√	√
SPAN 2002	Intermediate Spanish	Multiple	F/S/Su	3		902	√	√
SPAN 2030	Practical Spanish Conversation	Garnes	S	3		24	√	√
SPAN 2120(H)	Accelerated Intermediate Spanish (Honors)	Latimer/Elhage	F/S	3		28	√	√
SPAN 2500	Spanish for Reading Knowledge	Latimer	S	3		55	√	√
SPAN 3010	Spanish Conversation and Composition	Multiple	F/S/Su	3		597	√	√
SPAN 3010(H)	Spanish Conversation and Composition (Honors)	Multiple	F/S	3		59	√	√
SPAN 3011	Spanish Grammar, Composition, and Comprehension for Heritage Speakers	Kaplan	S	3		15	√	√
SPAN 3020	Advanced Conversation and Composition	Multiple	F/S/Su	3		539	√	√
<u>A.3. Pedagogical Spanish</u>								
SPAN 7750	Teaching College Spanish	Perez-Gamboa	F	3	10		√	√
<u>A.4. Professional Spanish</u>								
SPAN 4003	Medical Spanish	Vaquez Lope /Chavez Otero	F/S	3		146	√	√
SPAN 4150	Business Spanish	Ross/Baker	F/S	3		149	√	√
SPAN 4250	Advanced Business Spanish	Elhage/Ross	F/S	3		29	√	√



The University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2012-13 Enrollment		Course Offerings	
					Grad.	UG.	13-14	14-15
A.5. Quechua								
QUEC 1001	Elementary Quechua Language and Culture I	Howe	F	4			√	√
QUEC 1002	Elementary Quechua Language and Culture II	Howe	S	4			√	√
QUEC 2001	Intermed. Quechua Language and Culture I	Howe	F	3				√
QUEC 2002	Intermed. Quechua Language and Culture II	Howe	S	3				√
B. AREA STUDIES COURSES								
B. 1. African American/African Studies								
AFAM(ROML) 4860/6860	Topics in Afro-Hispanic Identity - 100% Latin America. Representations of Africa and African American culture in Hispanic Literature by writers of African descent. By covering a variety of genres, the course will provide discussion about a cultural identity that is constantly in dialogue with dominant discourses. The course will incorporate critical texts.	Feracho	F/S	3		9	√	√
AFST(LACS) (RELI) 4620/6620	African Religion in Diaspora - 100% Latin America. Diasporic movement, sustainability, modifications, syncretic tendencies of African Derived Religions in the Americas, especially Brazil, Cuba, Haiti, and North America.	Aderibigbe	S	3		9	√	√
B. 2. Agriculture and Environmental Sciences								
AESC(LACS) 2990S	Understanding and Communicating with the Latino Community in Horticulture (Service Learning) - 25% Latin America. Introduction to cross-cultural communication with the Hispanic community on Latin American horticulture-related topics. Use of basic L.A. horticulture content-specific Spanish phrases, diversity and commonalities of Latino cultures and cultural values. Applied service-learning and other interactions with Latinos on L.A. horticulture-related projects.	Berle	S	3		13	√	√
ALDR(AFST) (LACS) 4710/6710	International Agriculture Development - 50% Latin America. Analysis of international development programs, stressing the developing world's perspective. Study of issues affecting international cooperation, agricultural development and sustainability, technology transfer, and extension education. (Taught by Latin Americanist.)	Navarro	F/S	3	16	33	√	√
ALDR3820H	Reflections on Fighting Hunger (Honors) - 25% Latin America. Exploration of world hunger using an interdisciplinary approach. Analysis of natural resource-related, political, and cultural causes of hunger; its health and socioeconomic effects; and current proposed solutions, with an emphasis on education. Group discussions and service learning will be emphasized in this course. (Taught by Latin Americanist.)	Navarro	F/S	3		72	√	√
FDST 4150/6150	Coffee (El Grano de Oro): From Bean to Cup - 100% Latin America. A study abroad program at UGA Costa Rica offering an introduction to the historical and cultural significance of coffee production, the allure, impact, growing conditions, quality characteristics, sensory properties, chemistry of bioactives, health aspects, and technology of the second-most widely traded commodity in the world.	Pegg	F	2		12	√	√
POUL 4150	Field Studies in Avian Biology - 75% Latin America. The natural habitats and evolutionary adaptations of avian species in coastal, forest (rain, cloud and tropical dry), and lowland regions of Costa Rica will be examined and analyzed by field studies. The impact of Costa Rica's climate, natural resources, and society on commercial poultry production development will also be examined.	Davis	Su	3		20	√	√



The University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2012-13 Enrollment		Course Offerings	
					Grad.	UG.	13-14	14-15
B.3. Anthropology								
ANTH(LACS) (NAMS) 3270	New World Archeology - 50% Latin America. Cultural variation in the Americas from the end of the Pleistocene to the time of intensive European contact, with emphasis on human/environmental interactions.	Gonzalez (TA)	Su	3		10	√	√
ANTH 3541	Anthropology of Eating - 25% Latin America. Biocultural aspects of cuisines, taste preferences, political economy of food and body image; cultural and social aspects of food, eating, and food habits, such as cultural identity and social meanings of food.	Tanner	F	3		151	√	√
ANTH(LACS) 4225/6225	Mexican Civilization - 100% Latin America. Examination of ethnic and cultural diversity, and issues of gender, race, class, and culture within Mexican society. Consideration will also be given to the historical, political, economic, and social experiences of Mexican ethnic and cultural groups with special attention to their diversity and unity.	Quesada	S	3	3	23	√	√
ANTH 4275/6275	Community, Conservation, & Development - 75% Latin America. This course focuses on the affects of conservation and development in coastal Guanacaste Province. Students will visit national parks, resorts and local communities to examine conservation and development issues. Course assignments will focus on integrating what students are learning experientially with literature on the political ecology of conservation and development (Taught in Costa Rica).	Brosius	Su	3		7	√	
ANTH(PBIO) 4300/6300	Ethnobotany - 75% Latin America. Ethnobotanical research, with focus on knowledge and utilization of the plant world in traditional societies. Comparisons of societies in tropical forest ecosystems and evaluation of issues relating to intellectual property rights and traditional peoples' knowledge of plant species with potential economic value.	Velasquez-Runk	S	3	3	18	√	√
ANTH(LACS) (NAMS) 4460/6460	The Aztecs and Maya - 100% Latin America. Two indigenous urban societies of the Americas, from farming village beginnings to the Spanish conquest, and their lasting impact on modern middle American culture. Topics include ecology, economy, political organization, urbanism, militarism, beliefs, art, architecture, and literature.	Kowalewski	F	3			√	√
ANTH 4790/6790	Human Adaptation - 25% Latin America. Examination of the scientific principles of human adaptation through intersection impacts of physical, social, and cultural stressors on human variation.	Tanner	S	3			√	√
ANTH 4900	Special Topics in Anthropology - 75% Latin America. Current topics in anthropology (Taught in Costa Rica).	Brosius	Su	3		7	√	√
B. 4. Art								
ARST 4080	Directed Study in Drawing - 50% Latin America. Individual studio projects and investigation of specific problems under the direction of faculty members (Taught in Costa Rica).	Belville	Su	3		4	√	√
ARST 4180	Directed Study in Painting - 50% Latin America. Individual studio projects and investigation of specific problems under the direction of faculty members.	Belville	Su	3		3	√	√
B.5. Child and Family Development								
CHFD 3010	Directed Study in Child and Family Development - 50% Latin America. Independent study and research. (Focused on Latin American Immigrants).	Bermudez	F	3		1		√



The University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2012-13 Enrollment		Course Offerings	
					Grad.	UG.	13-14	14-15
B.6. Communication Studies								
COMM 3820	International Perspectives on Interracial Communication - 75% Latin America. An applied approach to understanding the significance of interracial communication in Western Society. The societal influences of history, language, and mass media in shaping our knowledge and understanding of positive interracial relationships (Taught in Costa Rica).	Harris	Su	3		7	√	√
COMM 4830/6830	African American Relational Communication - 75% Latin America. Interpersonal communication within African American relationships from a holistic framework. Historical, sociological, and psychological factors that affect individual behaviors within these relationships, including gender socialization from Africa to America (Taught in Costa Rica).	Harris	Su	3		7	√	√
COMM 4930	Directed Speech in Speech Communication - 75% Latin America. Independent, intensive, and extended research conducted under the supervision of a faculty member (Taught in Costa Rica).	Harris	Su	3		4	√	√
COMM 7300	Master's Thesis - 75% Latin America. Thesis writing under the direction of the major professor (Taught in Costa Rica).	Harris	Su	3	1		√	√
COMM 8550	Advanced Topics in Interpersonal Communication - 75% Latin America. A readings and research seminar in theoretical topics of interpersonal communication. Areas of study will vary depending on the time lines of the topics and the research focus of the professor. Sample topics include communication in relational development, interracial communication, conflict, media, emotion, and interpersonal communication competencies (Taught in Costa Rica).				2		√	√
B.7. Comparative Literature								
CMLT(AFAM) 2600	Multi-Cultural Black Diaspora Literature . 25% Latin America. Multicultural literature of the world-wide dispersion of Africans and people of African descent based on select representative works of African-American, African-Caribbean, and African literature.	Rothacker	F/S/Su	3		189	√	√
CMLT 3200	Contemporary Literature - 25% Latin America. Description: Selected works of contemporary world literature, with emphasis on works from Eastern Europe, the Middle East, Asia, Africa, and Latin America.	Weiser/Bogue	F/S	3		48	√	√
CMLT 3260	The Black and Green Atlantic: Crosscurrents of the Irish and African Diasporas - 25% Latin America. An exploration of the comparative dimensions of Black and Irish experiences in the Atlantic world through the study of cultural production from the United States, Africa, Britain, the Caribbean, and Ireland.	Bogue	F	3			√	√
CMLT 4210	Literature and Cinema - 50% Latin America. Formal, philosophical, and thematic relationships between literature and cinema.	Weiser	S	3		28	√	√
B.8. Ecology								
ECOL 3100	Tropical Field Ecology - 50% Latin America. An interdisciplinary field program in tropical habitats, exploring and comparing tropical environments, their natural history, their biological wealth, and the ecological patterns, processes, and interactions that characterize tropical systems. Students will develop competence in recognition and observation of tropical organisms in the wild. Analysis of the interplay of tropical nature and human society, the threats to tropical biodiversity, and current conservation approaches in the tropics (Taught in Costa Rica).	Connelly/Richardson	F	3		3	√	√
ECOL 3500/L	Ecology/Ecology Lab - 50% Latin America. Population structure and dynamics, organization and classification of communities, and nutrient and energy flows in ecosystems (Taught in Costa Rica).	Connelly/Richardson	F	4		3	√	√



The University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2012-13 Enrollment		Course Offerings		
					Grad.	UG.	13-14	14-15	
ECOL 3510	Ecology Laboratory - 50% Latin America. Population structure and dynamics, organization and classification of communities, and nutrient and energy flows in ecosystems (Taught in Costa Rica).	Connelly	Su	3		8	√	√	
ECOL 3530	Conservation Biology - 50% Latin America. An introduction to the foundational principles of modern conservation biology. Investigation of how biological diversity changes across time and space, threats to biodiversity, and how biodiversity can be managed using cross-disciplinary approaches and illustrated with applied case studies (Taught in Costa Rica).	Connelly/Richardson	F	3		3	√	√	
ECOL 4960	Ecology Research - 50% Latin America. Independent research in ecology under direction of individual faculty members (Taught in Costa Rica).	Connelly	Su	3		8	√	√	
B.9. English									
ENGL 3800	Online Travel & Nature Writing - 75% Latin America. Intensive workshop in creative writing and digital media production. Students will create a wordpress-supported website that supports text, photos, and videos. Daily classes will consist of exercises and critiques of both writing and multimedia production. The class will record experiences in Costa Rica, documenting flora and fauna, people and places (Taught in Costa Rica).	Simrill	Su	3		17	√	√	
ENGL 3801	Photodocumentary and Narrative - 75 % Latin America. Course combines digital-media production with service-learning reflection, students will use HD cameras to record their time in Costa Rica. They will also teach computer literacy skills to local families in exchange for their hospitality on a homestay (Taught in Costa Rica).	Simrill	Su	3		17	√	√	
ENGL 4860	Multicultural Topics in American Literature - 25% Latin America. Topics in multicultural studies, with primary focus on literature by members of one or more traditionally marginalized cultural groups within the United States and with attention to historical context and theoretical aspects. (Taught by Latin Americanist.)	Romero	F/Su	3		24	√	√	
B.10. Environment & Design									
HIPR 4680/6680	Community Design Charrettes - 75% Latin America. Provides students with a real-world opportunity to work side by side with faculty, local decision makers, and students. The course will require students to attend three charrettes. Lectures will precede and follow each charrette. Students will learn facilitation skills, develop design guidelines, and use national standards to complete facade rehabilitations (Taught in Costa Rica).	Reap	Su	3		6	√	√	
LAND 4050	Landscape Architecture Design Studio V - 50% Latin America. Projects of regional significance, with special emphasis on the role of ecology and the sense of the region. May include recreational facilities and regional park systems. Projects will be developed through a variety of scales to a design development level (Taught in Costa Rica).	Hall	F	3		10	√	√	
LAND 4250	Portfolio Development - 50% Latin America. Portfolio/resume preparation investigating graphic design principles as well as the use of current computer applications for design communication projects and professional stationery as they apply to landscape architecture (Taught in Costa Rica).	Cannady	F	3		6	√	√	
LAND 4360	Applied Landscape Architectural Ecology - 50% Latin America. The concept and functioning of ecosystems and how this understanding can be applied in environmental design. Review of adverse impacts that can result from failure to apply sound ecological principles. Exercises will include some conceptual manipulation of ecological processes and materials (Taught in Costa Rica).	Hall	F	3		6	√	√	
LAND 4910	Independent Study - 50% Latin America. Special study or project under the direction of faculty (Taught in Costa Rica).	Hall/Lahai	F/Su	3		12	√	√	



The University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2012-13 Enrollment		Course Offerings	
					Grad.	UG.	13-14	14-15
<u>B.11. Environmental Health Sciences</u>								
EHSC 3700	Special Problems in Environmental Health Science - 75% Latin America. Research or intensive study in a specialized area of environmental health under the direction of a staff member (Taught in Costa Rica).	Zimeri	Su	3		7	√	√
EHSC 4500	Global Food Security - 50% Latin America. Exploration of the fundamental challenges facing developed and developing nations to become food secure, and the connections among current food production systems around the world, environmental degradation and public health, and economics. Field studies will examine commercial agriculture, food policy, and sustainable agriculture (Taught in Costa Rica).	Zimeri	Su	3		7	√	√
<u>B.12. Family & Consumer Science</u>								
FDNS 5710	Study Tour in Foods and Nutrition - 100% Latin America. An on-location study of foods and nutrition. Includes lectures by recognized authorities on the life and culture in the area. Includes field trips to museums, historical sites, and cultural events. Students will explore the food ways and food culture of the local country and/or community and visit some food/nutrition- related industries and agencies (Taught in Mexico).	Anderson	Su	3	1	7	√	√
<u>B.13. Forestry and Natural Resources</u>								
FORS 4760	Agroforestry in the Caribbean - 100% Latin America. Exploration of the use of trees in subtropical and tropical agriculture systems. Study of design components and agroforestry practices of Caribbean production systems with consideration of social, economic, and environmental variables (Taught in Virgin Islands).	Workman	Su	3			√	
FANR 4201/6201	Spatial Analysis for Integrative Natural Resource Problem Solving - Use of geographic information systems (GIS) and related technologies (GPS, aerial photography) to study natural resources in Costa Rica. Students will address questions like "How do animals use shade-grown v. full-sun coffee farms?" while learning technologies and methods to collect, analyze, and map natural resource data for forests, wildlife, fisheries, and water resources.	Nibbelink	Su	3		7	√	√
FANR 4202/6202	People, Economics, and Nature in Global Context - Students will learn how people make decisions concerning natural resource issues in Costa Rica and will consider the role of individuals and organizations in managing forests, wildlife, fisheries, land and water, both in the United States and abroad. Students will apply social science theories and economic principles to natural resource management.	Allen	Su	3		7	√	√
FANR 5900	Directed Readings or Projects in Forestry and Natural Resources - 50% Latin America. Individual study, including readings, research, or other projects, in a specialized area of forest resources, under the supervision of a faculty mentor (Taught in Costa Rica)	Irwin	S	3		4	√	√
<u>B.14. French</u>								
FREN 4080	Studies in French Literature and Culture - 100% Latin America. La Littérature Antillaise. Caribbean Literature given in French. (Special Topics course.)	Sahakian	Sp	3		11		√
<u>B.15. Geography</u>								
GEOG 3640	Geography of Human Rights - 25% Latin America. An examination of how, where, and under what specific conditions violations of human rights occur. Students will review local and global mechanisms for addressing human rights violations, and evaluate how international law, national policies, and local practices are mutually constituted. Contemporary theoretical debates regarding violence and power, memory and history, and the dilemmas of democratic transitions will be critiqued. (Taught by Latin Americanist.)	Ross	F	3		31	√	√



The University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2012-13 Enrollment		Course Offerings		
					Grad.	UG.	13-14	14-15	
GEOG 4060/6060	Field and Lab Methods in Physical Geography - 75% Latin America. Methods in measurement, observation, recording and synthesis of field data in physical geography. Students conduct field research and present oral and written reports (with maps) of findings (Taught in Costa Rica).	Leigh	Su	3		5	√	√	
GEOG 4070/6070	Field Study of Geomorphology - 100 % Latin America. Emphasis is placed on field observation of geomorphic systems (tectonic, volcanic, weathering, soils, hillslopes, fluvial, glacial, eolian, coastal, periglacial) on field trips, which may occur locally or abroad. The course involves travel to places with good examples of multiple geomorphic systems, including local examples in the southeastern USA, UGA study abroad campuses, and elsewhere (Taught in Costa Rica).	Leigh	Su	3		5	√	√	
GEOG 4720/6720	Geography of Latin America - 100% Latin America. The geography of Latin America, including physical, cultural, and economic characteristics of different regions. Prospects for expansion of settlement, development of resources, and growth of industries.	Sarmiento	F/Su	3	3	16	√	√	
B.16. Geology									
GEOL 1121/1121L	Earth Processes and Environments - 75% Latin America. Earth processes and utilization of geological materials (plate tectonics, earthquakes, volcanism, hydrology, erosion). Earth hazards, pollution, and energy resources in the context of environmental geology (Taught in Costa Rica).	Douce	Su	3		14	√	√	
B.17. History									
HIST 2221	Latin American Civilization to 1800. 100% Latin America. Amerindian, Iberoamerican, and Caribbean history and culture from pre-encounter times to 1800.	Whigham	S/Su	3		77	√	√	
HIST 2222	Latin American Civilization Since 1800. 100% Latin America. Latin American and Caribbean history and culture from 1800 to the present.	Roman	F	3		60	√	√	
HIST 3220	History of Mexico - 100% Latin America. Mexican history and culture from pre-Columbian times to the present.	Voekel/Whigham	F/Su	3		50	√	√	
HIST 3230	History of Brazil - 100% Latin America. Brazilian history and culture from pre-Columbian times to the present.	Whigham	S	3		27	√	√	
HIST 3235	History of the Andes from the Inca Empire to the Pluri-National State - 100% Latin America. Exploration of the central nodes of Andean history: the foundation of the Inka empire, the Spanish Conquest, process of modern state formation and the indigenous rights movement in Ecuador, Bolivia, and Peru, analyzing how the Andean village adapted to outside exactions and demands without betraying its defining character.	Chamosa	F	3			√	√	
HIST 3270	History of Argentina and Chile in the 20th Century - 100% Latin America. A comparative study of contemporary Argentina and Chile, this course surveys the process of state formation and the issues of labor, gender, human rights, and popular culture in those two countries. Special emphasis will be put on the 1970s and 80s dictatorships and the development of Human Rights movements.	Chamosa	S	3			√	√	
HIST 4200/6200	Studies in Latin American History - 100% Latin America. Special issues or topics in Latin American history not covered in a regular history course. Topics, methodology, and instructor vary from semester to semester. Representative topics include the Latin American revolutionary tradition, the wars of independence in the Americas, and Latin American wars.	Chamosa/Voekel	F/S	3		24	√	√	
HIST 4211H	History of Cuba in the 19th and 20th Century - 100% Latin America. Exploration of Cuba's nineteenth- and twentieth-century revolutionary history, emphasizing Afro-Cuban struggles for emancipation and citizenship rights.	Roman	S	3		9	√	√	



The University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2012-13 Enrollment		Course Offerings		
					Grad.	UG.	13-14	14-15	
HIST(LACS) 4240/6240	Citizenship and Social Movements in Latin America and the Caribbean - 100% Latin America. Examination of struggles surrounding assertions of citizenship rights in Latin America and the Caribbean since the eighteenth century. The readings trace moments in which women, migrants, and indigenous and colonized peoples transformed dominant understandings of the nation-state and political agency.	Roman	F	3		16	√	√	
HIST 4230	Supernatural Latin America: Readings on Witchcraft, Shamanism, and Popular Religion - 100% Latin America. Exploration of the history of popular religions in Latin America since Pre-Columbian times. Readings include issues such as religion in the Andes, witchcraft and cult of the saints, African religions in Brazil, and shamanism in the Amazon. Analysis of the social, political, and gender dimensions of the religious experience. (Taught in Costa Rica.)	Chamosa	S	3		2	√	√	
HIST 8220	Colloquium in Latin American and Caribbean History - 100% Latin America. Major themes and historiography in Latin American and Caribbean history from pre-Columbian times to the present.	Chamosa	F	3	6		√	√	
HIST 8860	The Atlantic World, Graduate Seminar - 100% Latin America. This course is designed to familiarize students with the principal sources, contexts, and debates of Atlantic history, with the objective of making these materials relevant to research and teaching.	Roman	S	3	8		√	√	
<u>B.18. International Affairs</u>									
INTL 4250/8250	American Foreign Policy - 25% Latin America. The history and content of American foreign policy as well as the foreign policy-making process. The role of individuals and nongovernmental organizations in making foreign policy in a mature democracy.	Wiarda, H	F/S	3	15	44	√	√	
INTL(SOCI) 4320S	Politics of Development - 100% Latin America. How democracy, free markets, and other competing political and economic models can be applied to the specific development needs of nations around the world. (Taught in Ecuador.)	Crepaz	Su	3		10	√	√	
INTL(LACS) 4380	Latin American Political Systems - 100% Latin America. The factors leading to democratic transitions in the region and the problems associated with the consolidation of democratic rule.	Wiarda, I	F	3		45	√	√	
INTL 4550	Government and Business - 75% Latin America. Economic, social, and political justifications for intervention in market economies. Emphasis on regulatory policies, the theoretical debate surrounding government regulations, and alternatives to regulation.	Newcomer	Su	3		1	√	√	
INTL 4680S	Peace Studies - 100% Latin America. Examines the premise that peace is more than the absence of conflict. The threats to peace, conflict resolution, and peacemaking. (Taught in Ecuador.)	Crepaz	Su	3		11	√	√	
<u>B.19. Journalism and Mass Communication</u>									
JRLC(LACS) 5060	Telenovelas, Culture, and Society - 100% Latin America. Examination of the connections between media, culture, and society as participants study the world's most watched television genre: the Latin American telenovela. The class focuses on the genre's contexts of production, consumption, regulation, and globalization, and analyzes telenovelas as a public forum for the negotiation of sociocultural issues.	Acosta-Alzuru	F	3				√	
JRLC 5080	International Mass Communication - 25% Latin America. Mass media of the world--what they are like, how they operate, and what impact they have. Philosophies of different systems will be compared, as well as efforts at development or regulation of these systems. Attention will be given to print and electronic media and to international news agencies. (Taught by Caribbeanist.)	Rhodes	S	3		56	√	√	



Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2012-13 Enrollment		Course Offerings		
					Grad.	UG.	13-14	14-15	
B.20. Language and Literacy Education									
LLED 4620/6620	ESOL Service Learning - 100% Latin America. Applied practice in education (tutoring) of English language learners, including discussion and application of methods, strategies, and materials for supporting learning.	Tolosa/Elhage	F/S/Su	3	12	16	√	√	
LLED 4620/6620	ESOL Service Learning - 100% Latin America. Applied practice in education (tutoring) of English language learners, including discussion and application of methods, strategies, and materials for supporting learning (Taught in Costa Rica).	Mellom	Su	3		9	√	√	
LLED 5040/7040	Language & Culture in the Classroom - 100% Latin America. Exploration of topics on the relationship between language and culture and on pedagogical principles of multicultural education (Taught in Costa Rica).	Mellom	Su	3		9	√	√	
LACS 1000	Introduction to Latin America & the Caribbean - 100% Latin America. The interdisciplinary study of Latin America and the Caribbean. Examination of ethnic and cultural diversity and issues of gender, race, class, and culture within Latin American and Caribbean society. Consideration will also be given to the historical, political, economic, geographic and social experiences of Latin American & Caribbean ethnic and cultural groups with specific attention to their diversity and unity.	Quesada, S.	F	3		34	√	√	
LACS 2002	Introduction to Latin American & Caribbean Studies II - 100% Latin America. This continuation of Introduction to Latin American and Caribbean Studies I serves as a basic introduction to Latin American and Caribbean Studies. Faculty from various disciplines deliver weekly lectures introducing students to issues related to the cultures, languages, ecology, geography, history, linguistics, political science, and the societies of Latin America and the Caribbean. Advanced readings and discussions following the weekly lectures.	Quesada, S.	S	3		26	√	√	
LACS 4800S	Latin American and Caribbean Studies Internship - Students are permitted to enter an organization to obtain practical and applied experience. Work is conducted in a Latin American or Caribbean language. A scholarly research paper relating this experience to academic work is required.	Moser	F	3 - 9			√	√	
LACS 4900	Special Topics in Latin American and Caribbean Studies - Current topics in Latin America and/or the Caribbean.	Newcomer	S	3		12	√	√	
LACS 4910	Citizenship and Social Movements in Latin America and the Caribbean - An overview of contemporary social movements of the region, its historical roots, and the economic/political causes that motivate the protests of the powerless. Special attention will be given to the relationship between social movements, political parties, and the state in different historical moments and countries.	Lapegna	F	3		8	√	√	
LACS 4911	Latin American & Caribbean Studies Senior Capstone Seminar - 100% Latin America. To enhance the knowledge gained and deepen the appreciation of Latin American and Caribbean Studies. Students will demonstrate proficiency in the major regional language of choice.	Lapegna	S	3		7	√	√	
B.22. Literature and Culture									
PORT 3010	Introduction to Language, Literature, and Culture of the Portuguese-Speaking World - 50% Latin America. Emphasis is divided between linguistic, literary and cultural skills to promote student's ability to read and analyze literary and non-literary texts, while concentrating on expressing themselves accurately in both oral and written Portuguese. Given in Portuguese.	Moser/Guida	F/S	3		38	√	√	



The University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2012-13 Enrollment		Course Offerings	
					Grad.	UG	13-14	14-15
PORT 4010/6010	Advanced Language, Literature, and Culture of the Portuguese-Speaking World - 50% Latin America. Linguistic, cultural, and literary structures in Portuguese-speaking societies. Emphasis is divided between students' abilities to express themselves fluently in oral and written Portuguese and to identify and contextualize main literary genres and movements. Given in Portuguese.	Quinlan	S	3		14	√	√
PORT 4045/6045	Brazilian Culture and Society - 100% Latin America. Overview of prominent characteristics and movements in Brazilian culture, history, society, artistic and intellectual development, as seen in Brazilian cinema, literature, art, media, and historical texts. Given in Portuguese.	Quinlan	F	3	2	13	√	√
PORT 4050/6050	Prose of the Portuguese-Speaking World - 50% Latin America. Representative prose texts from Portugal, Brazil, and Lusophone Africa analyzed in their cultural, social, and political contexts. Given in Portuguese.	Moser	S	3		10	√	√
PORT 4080/6080	Studies in Culture and Literature of the Portuguese-Speaking World - 50% Latin America. Studies in culture and literature of the Portuguese-speaking world. Selected topics of special interest in their cultural, social, and political context.	Rodrigues/Quinlan	F/S	3		22	√	√
FREN(LACS) 4170	Francophone Film, Literature, and Culture - 100% Latin America. Introduction to various Francophone regions of the world through the study of film and literature.	Gabara	F	3		13	√	√
ROML 2550	Latino Language, Culture, and Literature - 100% Latin America. The literary, socio-linguistic, and cultural presence of representative Hispanic groups in the United States. Intended for Spanish speakers. Given in English.	Garcia-Pena/Ross	F/S	3		100	√	√
SPAN 2550	Latino Language, Culture, and Literature - 100% Latin America. The literary, socio-linguistic, and cultural presence of representative Hispanic groups in the United States. Intended for Spanish speakers. Given in Spanish.	Ross/Garcia-Pena	F/S	3		97	√	√
SPAN 3030(H)	Introduction to Literature - 50% Latin America. Critical reading and interpretation of Spanish and Spanish-American literature through the study of representative texts in the various genres. Basic vocabulary and techniques of literary analysis and criticism. Given in Spanish.	Multiple	F/S/Su	3		413	√	√
SPAN 4040	Spanish Literature and Culture from the Middle Ages Through the Baroque - 50% Latin America. Major works, literary movements, and cultural background of Spanish literature from the Middle Ages to the end of the seventeenth century. Texts will include examples of poetry, prose, and drama. Given in Spanish.	Wright/Bultman	F/S	3		82	√	√
SPAN 4050	Spanish Literature and Culture from the Enlightenment Through the Present - 50% Latin America. Major works, literary movements, and cultural background of Spanish literature from 1700 to the present. Texts will include examples of poetry, prose, and drama. Given in Spanish.	Arribas/Castellanos	F/S	3		91	√	√
SPAN 4060	Spanish-American Literature and Culture from the Colonial Period Through the Independence Period - 100% Latin America. Major works, literary movements, and cultural background of Spanish-American literature from the Colonial period through Independence. Texts will include examples of poetry, prose, and drama. Given in Spanish.	Lucero/Wright	F/S	3		74	√	√
SPAN 4070	Spanish-American Literature and Culture from Modernism Through the Present - 100% Latin America. Intensive reading and analysis of significant writers and the literary movements of which they are representative. Given in Spanish.	Kaplan/ Correa-Diaz	F/S	3		75	√	√



The University of Georgia

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					Grad.	U.G.	13-14	14-15	
SPAN 4080	Studies in Spanish Literature and Culture - 100% Latin America. Specific areas of major importance in the cultural and literary developments in Spain and Spanish America. The approach will contextualize relevant literary examples within historical, philosophical, linguistic, political, and ideological issues. Given in Spanish.	Multiple	F/S	3		65	√	√	
SPAN(LACS) 4090	Practicum in Service Learning - 100 % Latin America. Practical use of the Spanish language through community involvement. Students will work directly with the Spanish-speaking population in the Athens area in planned and systematic activities coordinated between the Department of Romance Languages and a variety of community organizations.	Kaplan/Steinburg	F/S	3		138	√	√	
SPAN 4120/6120	Topics in Spanish Culture, Language and Literature - 50% Latin America. Selected topics in Hispanic culture, civilization, language, linguistics, literature, or literary theory. Given in Spanish.	Blackwell	F	3		7	√	√	
SPAN 6700	Spanish America from Modernism to Post-Modernism - 100% Latin America. Representative texts from all genres of Spanish American literature from the Modernist to the Postmodern periods. Given in Spanish.	Kaplan	F	3	10		√	√	
SPAN 8010	Topics in Culture, Linguistics, Language, and Literature of the Spanish Speaking World Seminar - 50% Latin America. An intensive, integrative, and contextualized study of a specific representative topic in language, literature, culture, and linguistics of the Spanish-speaking world. Given in Spanish.	Anderson/ Blackwell/Howe	F	3	24			√	
SPAN 8200	Narrative Discourses - 50% Latin America. Fictional narrative discourses from Spain and/or Spanish America, which may include Latino/a texts written and conceived in the United States. Given in Spanish.	Casado/Lucero	F/S	3	22			√	
<u>B.23. Linguistics</u>									
SPAN(LING) 3050	Introduction to Spanish Linguistics - 25% Latin American. Fundamentals of language in general and Spanish in particular. Linguistic knowledge, language variation, and language contact phenomena. Representative Spanish sound systems, syllabic structure, sentence patterns, structure and meaning of words. Analysis of data from oral and written registers. Given in Spanish.	Multiple	F/S	3		261	√	√	
SPAN(LING) 4650	Spanish Phonetics and Language Variation - 25% Latin America. Speech organs and systematic description of Spanish sounds. Comparison of English and Spanish patterns of stress, pronunciation, and intonation. Examination of recurrent pronunciation errors. Description of major geographical and social dialects. Practice in pronunciation and transcription of sounds. Given in Spanish.	Gordon /Perez-Gamboa	F/S	3		42	√	√	
SPAN(LING) 4651	Advanced Spanish Grammar - 50% Latin America. Description and linguistic analysis of major syntactic structures, including morphological patterns of lexical creation and renovation. (Taught by Latin Americanist.)	Gupton/Howe	F/S	3		35	√	√	
SPAN(LING) 4652	Spanish Dialectology and Language Variation - 25% Latin America. Introduces students to the study of linguistic variation in Spanish. Among the topics to be covered are geographic, social, and linguistic factors in language variation and dialectology. Students will analyze specific cases of variation in present-day Spanish dialects in Latin America, Spain, and the United States.	Howe	F	3		24	√	√	
LING(CMLT) 4870	Language, Gender & Culture - 100% Latin America. The role of language and culture in the formation of philosophical assumptions about gender differentiation in society (Taught in Costa Rica).	Mellom	Su	3		9	√	√	



The University of Georgia

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					Grad.	U.G.	13-14	14-15
SPAN(LING) 6550	History of the Spanish Language. 30% Latin America. The major linguistic changes in the history of the Spanish language, including the interaction of linguistic and societal changes and the representation of these changes in texts.	Ranson	S	3	11		√	√
SPAN 6650	Spanish Phonetics and Phonology - 25% Latin America. The Spanish sound system using core concepts of linguistics in general and phonology in particular. Characterization and transcription of spoken Spanish. Analysis of important phenomena of language variation in the Hispanic world, including national, geographical, historical, and social dialects. Given in Spanish.	Baker		3	6		√	√
SPAN(LING) 6850	Spanish Applied Linguistics - 25% Latin America. Phonetic and morpho-syntactic structures that are problematic for the English-speaking student of Spanish. Ways in which culture is encoded in language. Implications of Spanish linguistics for the teaching and learning of Spanish and the linguistic education of language teachers. Given in Spanish.	Blackwell	S	3	8			√
SPAN(LING) 8010	Topics in Culture, Language, Linguistics, and Literature of the Spanish-Speaking World Seminar - 25% Latin America. An intensive, integrative, and contextualized study of a specific representative topic in language, literature, culture, and linguistics of the Spanish-speaking world. Given in Spanish.	Howe/Anderson	F/S	3	24		√	√
<u>B.24. Music</u>								
MUSI 2070	Musica Latina - 50% Latin America. Introduction to a variety of music from Latin America and from Latino communities within the United States. Music will be studied within its historical and cultural contexts. Students will learn to recognize different genres and musical styles and will critique how changes in immigration, transnationalism, and economic globalization have affected Latin American and Latino music and music-making.	Thomas	S	3			√	√
MUSI 4270/6270	Topics in Musical Cultures of the World - 100% Latin America. In-depth study of the music of a select culture, area, topic, or genre. Investigates historical aspects, social functions, aesthetic preferences, the musician, musical instruments, structures and forms, performance contexts, and practices.	Thomas	Su	3	5		√	√
<u>B.25. Psychology</u>								
PSYC 4140	Cognitive Neuroscience - 50% Latin America. The origins and principles of cognitive neuroscience and the types of research that are conducted in the field. Classic, seminal, and current studies on how the brain performs various tasks (e.g., language, memory, attention, perception). Also, the variety of different brain imaging techniques available to scientists in the field of neuroscience (e.g., MRI, fMRI, PET, CT, EEG and MEG) will be discussed.	Haas	S	3	1		√	√
PSYC 4200	Social Psychology - 50% Latin America. Research and theory on social behavior, including attitudes, social influence, group dynamics, and person perception.	Haas	S	3	2		√	√
<u>B.26. Recreational Sports</u>								
PEDB 1090	Outdoor Adventure - 100% Latin America. Activities include hiking, rock climbing, kayaking, caving, rafting, sailing, mountain biking, horseback riding, backpacking, snorkeling, and snow skiing (Taught in Costa Rica).	Stewart	Su	1	14		√	√
<u>B.27. Sociology</u>								
SOCI 3010	Sociology of Culture - 25% Latin America. Recent trends in American culture, focusing on traditions, practices, and products, including books, music, and film. Organizing themes are culture as both a source of social integration and an arena of strife, and the reciprocal effects of culture and human agency. (Taught by Latin Americanist.)	Winter-Shire	F/S	3	126		√	√



The University of Georgia

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					Grad.	U.G.	13-14	14-15	
SOCI(WMST) 4280	Global Perspectives on Gender - 25% Latin America. The diverse social and cultural manifestations of gender located within an economic, social, and political context. Case studies drawn from Africa, Asia, the Middle East, Latin America, and the Caribbean (Taught in Costa Rica).	Richards	S	3		1			
SOCI(LACS) 4290	Sociology of Latin America. 100% Latin America. Exploration of the social history and contemporary questions of race, class, gender, and nation in Latin America. Case studies drawn from throughout the region. Topics may include socioeconomic development, poverty and inequality, social movements, institutions, and change. Latin America in transnational context.	Richards	F	3			√		
B.28. Theatre									
THEA 5710S/7710S	Community-Based Theatre - 100% Latin America. An introduction to the history, theories, and practice of community-based theatre. Hallmark troupes and artists of the Caribbean, and techniques of theatre for social change. Involves outreach in the community, critical reflection, and the creation our own community-based performance.	Sahakian	S	3	4	6	√	√	
B.29. Women's Studies									
WMST 3110	Gender, Race, Class, Sexuality - 25% Latin America. Interdisciplinary examination of social issues of race, class, ethnicity, and sexuality as they contribute to the lives and identity formation of diverse women in the United States. Special attention paid to African American, Asian American, Latin American, and Native American women.	Parker	F	3			√		
WMST(LACS) 3500	Women in the Caribbean - 100% Latin America. This course covers a range of issues affecting women in the various parts of the Caribbean region. It examines the meaning of feminism within the Caribbean context. It considers the ways in which race, gender, class, ethnicity, language, sexuality, and other factors affect the formation of Caribbean women's identities in the modern world.	Tobin	S	3			√		



Performance Measure Forms

1. Increase P-16 capacity and impact for Portuguese-language instruction in Georgia and nationally.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					B L	T 1	T 2	T 3	T 4
# P-12 Portuguese teachers certified in GA teacher candidate language proficiency test scores, including Simulated Oral Proficiency Interviews (SOPI) self-report of communication functions in target language Georgia Assessments for the Certification of Educators scores for new teachers undergraduate student retention and degree completion	Conduct Portuguese teacher certification classes at UGA, Spelman & SSU								
Student Portuguese and Quechua language proficiency test scores, including	Use performance-based teaching strategies in								



SOPI self-report of communication functions in target language undergraduate student retention and degree completion Student evaluation survey responses	post-secondary Portuguese and Quechua instruction								
faculty-peer review of curriculum # programs requesting / accessing curriculum package	Develop and disseminate business Portuguese curriculum								
# curriculum modules developed peer-faculty review of curriculum modules # schools, districts, and IHEs requesting/accessing curriculum modules	Develop and disseminate P-16 Brazilian culture curriculum								
# modules adopted into LAS courses Student evaluations of modules classroom performance assessment scores	Use newly developed Brazilian culture modules in UGA, Spelman, SSU, LAS courses								



for each module									
# attendees # presentations submitted for publication attendee evaluation survey responses	Conduct Afro-Brazilian symposium								
# faculty involved # conference presentations # publications submitted	conduct collaborative research on Afro-Brazilian themes								
# teachers attending attendee evaluation survey responses teacher reflective essays	Assist in summer institute for HS Portuguese teachers								



2. Expand and enhance teaching, research, and outreach related to indigenous Latin America in Georgia and nationally.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Native American Studies adoption of new track # students pursuing new track enrollment in designated classes	Create Latin American track in Institute for Native American Studies								
# teachers attending attendee evaluation survey responses teacher reflective essays	Assist in annual Quechua pedagogy symposium								
# curriculum modules developed peer-faculty review of curriculum modules # Quechua programs requesting/ accessing curriculum	Develop and disseminate Quechua curriculum modules								



The University of Georgia

modules									
# teachers attending attendee evaluation survey responses teacher scores on brief knowledge test teacher follow-up projects in their schools	Conduct Summer ethnobotany training institute for P-12 teachers								
# interpretive modules developed peer-faculty review of interpretive guide # visitors accessing/using interpretive guides Visitor evaluations of interpretive guides Visitor score on brief knowledge test	Develop and disseminate e-interpretive materials for UGA and UGA-Costa Rica ethnobotanical gardens								



The University of Georgia

<p>teacher peer review of curriculum</p> <p># gardens established</p> <p># students and teachers working on gardens</p> <p># classroom lessons directly based on gardens</p> <p>student reflections on garden project</p>	<p>Create Latin American gardens and associated curriculum for GA schools</p>					
<p># curriculum modules developed</p> <p>peer-faculty review of curriculum modules</p> <p># schools, districts requesting / accessing curriculum modules</p> <p># college faculty requesting / accessing curriculum</p>	<p>Develop and disseminate P-16 curriculum on Latin American immigration</p>					



The University of Georgia

<p># faculty and students attending events</p> <p>faculty and student reports of impact</p> <p>visitor assessment of LACSI capacity in teaching and scholarship about Latin American immigration</p>	<p>Host visiting scholars / teachers on Latin American immigration</p>							
--	--	--	--	--	--	--	--	--



3. Expand and enhance P-16 curriculum, instructional impact, internships, and career pathways focused on the relationship between humans and the environment in Latin America									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
# curriculum modules developed peer-faculty review of curriculum modules # faculty requesting / accessing curriculum modules	Develop and disseminate curriculum on agricultural sustainability in Latin America								
# students participating student reflective essays student applied projects student evaluation survey responses Student career aspirations	Co-sponsor student exchange w/ EARTH U., Costa Rica								
# attendees # presentations submitted for publication attendee evaluation	Host national symposium on neotropical montology								



survey responses									
# teachers attending teacher evaluation survey responses teacher reflective essays teacher follow-up projects in their schools	Conduct science education workshops at UGA-Costa Rica								



4. Expand and enhance P-16 curriculum and instructional impact and public outreach regarding Latin American culture

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
# persons accessing information online # attendees in person and virtual # and diversity of activities implemented peer review of quality of overall programming attendee evaluation survey responses (selected venues) attendee active participation in projects (selected venues) attendee reflective essays (selected venues)	Promote and conduct Hispanic Heritage Month activities in P-16 institutions and in communities								
# attendees # and diversity of films screened peer review of quality of overall	Promote and conduct LACSI's annual Latin American								



The University of Georgia

programming attendee evaluation survey responses	Film Festival								
# attendees # and diversity of performances peer review of quality of overall programming attendee evaluation survey responses performer evaluations	Establish, promote, and assist in conducting Latin American Music Festival of Georgia								
# attendees/visitors # and diversity of exhibits and workshops peer review of quality of overall programming attendee / visitor evaluation survey responses exhibited artist evaluations	Promote and conduct Sculpture Col- laboration of the Americas								
# curriculum modules developed peer-faculty review	Develop and disseminat e P-12								



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of curriculum modules # schools, districts requesting/accessing curriculum modules	curriculum materials about Latin American culture								
#teachers attending attendee evaluation survey responses teacher reflective essays teacher follow-up projects in their schools	Conduct summer P-12 Georgia teacher training institutes in Latin American culture								
# faculty participating # schools hosting faculty talks # students participating student written open-ended responses	Organize and conduct faculty presentations on Latin American culture at P-12 schools								

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="University of Georgia"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="58-6001998"/>	* c. Organizational DUNS: <input type="text" value="619003127000"/>	
d. Address:		
* Street1:	<input type="text" value="200. D.W. Brooks Drive. 617 BOYD GSRC"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Athens"/>	
County/Parish:	<input type="text"/>	
* State:	<input type="text" value="GA: Georgia"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="30602-7411"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="LACSI"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Richard"/>	
Middle Name: <input type="text" value="A"/>		
* Last Name: <input type="text" value="Gordon"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Director"/>		
Organizational Affiliation: <input type="text" value="University of Georgia"/>		
* Telephone Number: <input type="text" value="706-583-0618"/>	Fax Number: <input type="text" value="706-542-8432"/>	
* Email: <input type="text" value="rgordon@uga.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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A 84.015B

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-002; 053014-001

* Title:

Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program
CFDA Number 84.015B National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

Title:

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

GEORGIA - BRAZIL

Add Attachment

Delete Attachment

View Attachment

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

University of Georgia, Latin American and Caribbean Studies Institute. National Resource Centers Program and National Resource Centers Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:
* a. Applicant: * b. Program/Project:

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

17. Proposed Project:
* a. Start Date: * b. End Date:

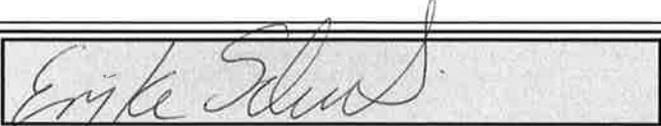
18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,946,352.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,946,352.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**
 a. This application was made available to the State under the Executive Order 12372 Process for review on .
 b. Program is subject to E.O. 12372 but has not been selected by the State for review.
 c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**
 Yes No
If "Yes", provide explanation and attach

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

Authorized Representative:
Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:
* Title:
* Telephone Number: Fax Number:
* Email:
* Signature of Authorized Representative:  * Date Signed:



OFFICE OF PLANNING AND BUDGET

Nathan Deal
Governor

Debbie Diugolenski Alford
Director

August 1, 2012

TO: Interested Applicants/Sponsors/General Public

FROM: Barbara Jackson, Grants Management Specialist
Georgia State Clearinghouse

SUBJECT: **IMPORTANT NOTIFICATION**
Suspension of the Georgia State Clearinghouse's SPOC Office
for Processing of Executive Order 12372 Intergovernmental
Review Applications

You are asked to share this notification with all staff who may be involved in the intergovernmental review process. Effective immediately, the Clearinghouse office will no longer be accepting applications for intergovernmental review. We will be informing the Office of Management & Budget in Washington, DC so as to be removed from the SPOC list (single-point-of-contact) and placing an announcement on our website.

Please use this notification as an official document to send when submitting your application to the funding agency. As a reminder, the notification will also be available at our website:

<http://www.opb.georgia.gov/state-clearinghouse>

/bj

AN EQUAL OPPORTUNITY EMPLOYER

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Richard	A	Gordon	

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.



Statement on Section 427 of GEPA

The University of Georgia is committed to nondiscrimination and equal access in all of its activities. In line with UGA's spirit of nondiscrimination and in accordance with Section 427 of GEPA, the Latin American and Caribbean Studies Institute has already, or will put in place, measures to ensure that all students, teachers, and other beneficiaries will have equitable access to, and will participate fully in our activities regardless of **gender, race, national origin, color, disability, or age**. Some specific examples of what we do to promote nondiscrimination:

- Over many years we have build a highly diverse listserv with nearly 700 members (students, staff, community members, faculty, administrators), with no restrictions for membership. All of our activities are announced to this body of stakeholders through not only the listserv, but also our suite of social media outlets. This ensures knowledge of activities among all demographic groups. In order to reach older beneficiaries as effectively as possible, we reach our to OLLI (The Osher Lifelong Learning Institute at the University of Georgia is dedicated to meeting the intellectual, social and cultural needs of mature adults through lifelong learning.).
- One of the reforms done to our office—a historical wooden house on UGA's campus—was to install an elevator to ensure access to our stakeholders who use wheelchairs.
- We will direct visually impaired FLAS applicants to receive assistance from UGA's Disability Resource Center, and will provide the Center with the knowledge and resources necessary to help the applicants.
- In order to share knowledge and resources and to have the greatest possible impact, through our STEM Education Initiative, we have built a campus-wide network of collaborators including Multicultural Services and Programs and the Office of Institutional Diversity, as well as various Hispanic student organizations.
- Our approach to language learning involves heavily Telecollaborative learning, in which UGA Portuguese students are connected with students in Brazil. Because learners engage directly through a computer interface, they are able to make use of a variety of disability access tools, which opens state-of-the-are language learning to a greater portion of the population.

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

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

APPLICATION TYPE

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

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

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

Language	Eligible Now? Y/N
Portuguese	Y
Quechua	Y

Information to Meet §602(e) Statutory Requirements

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

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

We take pride at UGA and within LACSI, as well, creating an environment where faculty, staff, and students are exposed to a diversity of perspectives, in general, and on Latin America, more specifically. In order to provide a diverse teaching and learning environment, the university has adopted policies and practices to increase diversity among entering students. One example of the measurable impact of our compliance, the current student body at UGA is comprised of 58% females and 20% are minorities. LACSI's faculty represents varied ethnic and cultural backgrounds and is 45% female, and our colleagues come from 11 different countries. This demographic diversity is coupled with an array of political perspectives and sets the tone of openness and inclusion to which LACSI is committed. The funded activities will be carried out primarily through topically focused, multidisciplinary, faculty-led initiatives that span many areas of human knowledge, from the arts to the STEM disciplines. In LACSI we believe that in order to truly understand a region we must engage with it from a wide variety of angles.

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

At LACSI we have built a solid foundation for placing our undergraduate degree holders into government service in areas of national need. Through the proposed activities, we will expand our encouragement of study and employment in areas of national need by giving preference to FLAS applicants who present a convincing case of interest in such careers, and by building on the lessons learned through our Portuguese Flagship Program about efficient ways to capacitate students for high-level language study coupled with professional internships. We will apply these lessons not only to the way that we operate the FLAS program, but to student training in language and area studies at UGA, in general.

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 Georgia, Latin American & Caribbean Studies Institute

Name/Title of Authorized Representative (Printed):

Erika Schwabe

Title: Sr. grants officer
Telephone: 706-583-0618

Signature



E-mail: schwabe@uga.edu

Date: 6/27/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, 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 ErikaSchwabe	TITLE: Sr. grants Officer
APPLICANT ORGANIZATION University of Georgia 	DATE SUBMITTED: 6/26/2014

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
University of Georgia	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 150px;" type="text" value="Erika"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 150px;" type="text" value="Schwabe"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 150px;" type="text" value="Sr. grants officer"/>	
* SIGNATURE:	* DATE: <input style="width: 100px;" type="text" value="06/26/2014"/>

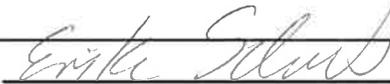
DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: <u></u> Print Name: <u>Erika Schwabe</u> Title: <u>Sr. Grants officer</u> Telephone No.: <u>706-542-5856</u> Date: <u>06/26/2014</u>	
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