

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

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140106 P015B140106

University of New Mexico/Regents

**2014 APPLICATION FOR
NATIONAL RESOURCE CENTERS
PROGRAM
AND
FOREIGN LANGUAGE AND AREA STUDIES
FELLOWSHIPS PROGRAM**

**INTERNATIONAL AND FOREIGN LANGUAGE EDUCATION
U.S. DEPARTMENT OF EDUCATION**



**University of New Mexico Latin American & Iberian Institute NRC/FLAS Application
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Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	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" value="N/A"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Regents of the University of New Mexico"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="85-6000642"/>	* c. Organizational DUNS: <input type="text" value="8688530940000"/>	
d. Address:		
* Street1: <input type="text" value="MSC01 1247"/>	Street2: <input type="text" value="1 University of New Mexico"/>	
* City: <input type="text" value="Albuquerque"/>	County/Parish: <input type="text" value="Bernalillo"/>	
* State: <input type="text" value="NM: New Mexico"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="87131-0001"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Latin American & Iberian Inst"/>	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="Mrs."/>	* First Name: <input type="text" value="Diana"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Sargent"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Senior Sponsored Projects Officer"/>	
Organizational Affiliation: <input type="text" value="University of New Mexico, Office of Sponsored Projects"/>		
* Telephone Number: <input type="text" value="505-277-4186"/>	Fax Number: <input type="text" value="505-277-4185"/>	
* Email: <input type="text" value="dsargent@unm.edu"/>		

Application for Federal Assistance SF-424

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

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:

84.015 A and B

CFDA Title:

National Resource Centers And Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and -002

* Title:

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

University of New Mexico NRC and FLAS Program on Latin America

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="508,575.00"/>
* 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="508,575.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

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

1. Project Director:

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

Address:

* Street1:
Street2:
* City:
County:

* State: * Zip Code: Country:

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

* Email Address:

2. Novice Applicant:

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

Yes No

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #(s), if available:

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

Abstract

Because of its geographic location and unique cultural history, the University of New Mexico (UNM) has emphasized Latin American Studies since the early 1930s. The Latin American & Iberian Institute (LAI) administers BA, MA, and PhD degrees in Latin American Studies, as well as 5 dual degrees that pair the MA with professional degrees in Business, Education, Law, Planning, and Public Health. To support Latin American studies in other departments, LAI awards student fellowships and provides funds for faculty and curriculum development. Students at UNM study K'iche' Maya and Quechua, in addition to Spanish and Portuguese. The LAI's 102 affiliated faculty offer LAS courses in 25 departments across campus, 8 of which are in professional schools. Both students and faculty benefit greatly from our extensive library holdings housed in the nationally renowned Latin American collection. Operating within an official Hispanic-Serving Institution (HSI), almost all of the LAI's initiatives impact underserved students, including many FLAS applicants who demonstrate financial need (NRC Competitive Preference Priority 1 and FLAS Competitive Preference Priority 1).

The LAI's outreach program sponsors events and activities that foster public awareness of critical issues that link the US with Latin America. Its audience includes K-16 educators, business leaders, the media, government officials, and members of state and local communities.

With TVI support in 2014-2018 the LAI will focus on 4 objectives. The first, which addresses NRC Competitive Preference Priority 1, (1) is to *develop linkages and increase instructional capacity with Central New Mexico Community College (CNM), an HSI designee* by (a) supporting an associate's degree in LAS; (b) augmenting course offerings; (c) promoting faculty professional development; (d) funding adjunct instructors; (3) developing faculty-led study abroad programs; and (e) coordinating LAS core curriculum requirements and providing tandem advisement to create a pipeline of students from CNM to UNM.

Our second objective, which addresses NRC Competitive Preference Priority 2, (2) is to *increase language and area studies capacity of pre-service education students within the UNM College of Education (COE) and CNM's alternative licensure program* by (a) presenting relevant curriculum resources in core and elective courses; (b) funding course revisions to incorporate LAS content; (c) offering intensive curriculum workshops to students; and (d) translating existing curriculum materials into Spanish for bilingual education students.

Our third objective, which includes FLAS Competitive Preference Priority 2, (3) is to *promote knowledge and awareness related to indigenous communities* by (a) offering K'iche' Maya and Quechua; (b) co-coordinating the Mayan Language Summer Institute; (c) augmenting course offerings across disciplines; (d) conducting secondary and post-secondary thematic events; (e) developing relevant K-12 curriculum materials; and (f) increasing library holdings.

Our fourth objective (4) is to *enhance education and outreach on sustainability in Latin America* by (a) seeding a tenure-track line in Community & Regional Planning; (b) expanding course offerings across disciplines; (c) developing faculty-led study abroad programs focused on sustainability issues; (d) increasing relevant library holdings; (e) offering secondary and post-secondary thematic events; and (f) developing relevant K-12 curriculum materials.

ACRONYMS

AAPL	Assessment of Performance toward Proficiency in Languages
ABD	All But Dissertation
ACTFL	American Council on the Teaching of Foreign Languages
AD /	Associate Director
AY	Academic Year
CLASP	Consortium of Latin American Studies Programs
CNM	Central New Mexico Community College
COE	College of Education
COS	Committee on Studies
CPP	Competitive Preference Priority
CRL	Center for Research Libraries
CRP	Community & Regional Planning
EC	Executive Committee
FLAS1	FLAS Competitive Preference Priority 1
FLAS2	FLAS Competitive Priority Preference 2
FY	Fiscal Year
G&A	Grants & Awards Committee
GEO	Global Education Office
HSI	Hispanic-Serving Institution
IC	Instituto Cervantes
ICLAS	Interdisciplinary Committee on Latin American Studies
LADB	Latin America Data Base

LAI	Latin American and Iberian Institute
LAMP	Latin American Microforms Project
LAS	Latin American Studies
LASA	Latin American Studies Association
LCTL	Less Commonly Taught Languages
LLC	Language Learning Center
LRC	Language Resource Center
NHCC	National Hispanic Cultural Center
NMSU	New Mexico State University
OC	Operations Committee
OFA	Office of Financial Aid
OGS	Office of Graduate Studies
OPI	Oral Proficiency Interview
PA	Project Assistant
RMCLAS	Rocky Mountain Council for Latin American Studies
S&P	Department of Spanish & Portuguese
SHL	Spanish as a Heritage Language
SLO	Student Learning Outcome
SOLAS	Student Organization for Latin American Studies
SRC	Spanish Resource Center
SSL	Spanish as a Second Language
TA	Teaching Assistant
TARC	Teaching Assistant Resource Center

TEELP

Teacher Education, Educational Leadership and Policy

UNM

University of New Mexico

1. Commitment to Subject Area

The LAII is UNM's hub for activities related to Latin America. Founded in 1979 with roots going back to the 1930s, the LAII has built on New Mexico's advantage as a geographic and cultural gateway to Latin America to attain national stature as a leading Latin American area studies center. Through its interdisciplinary degree programs, the LAII has prepared many successive generations of educators to offer quality instruction in the languages and cultures of Latin America. By promoting education, scholarship, and community outreach on Latin America, the LAII's contributions are central to UNM's strategic initiative to enhance excellence in international education. UNM is a designated Hispanic-Serving Institution (HSI) and of its 27,000 enrolled students, 39 percent are Hispanic. UNM also recruits a significant number of Native American students who make up 6 percent of the student body.

UNM's HSI designation is particularly unique due in part to its national recognition of quality. In Hispanic Business's most recent rankings of the top 10 graduate schools in business, law, engineering, and medicine, UNM was ranked in each category (fourth, seventh, sixth, and seventh, respectively). The criteria evaluate enrollment, faculty, reputation, retention rate and types of effective programs used to recruit, support and mentor Hispanic students. The Peace Corps also recently recognized UNM as the top volunteer-producing HSI in the country.

Institutional Support of LAII: UNM invests considerable resources in the LAII to augment its ability to promote faculty members' teaching and research on Latin America. Since its founding, the LAII's funding from the UNM instructional and general budget has grown from \$110,000 in 1979 to \$890,389 for FY 2013. Table 1-1 outlines university support. The LAII currently receives additional support from private (including a \$1 million endowed donation and a \$112,500 non-endowed donation from renowned historian and UNM alumnus Dr. Richard

Greenleaf) and extra-mural sources (including Tinker Foundation, Mellon Foundation, and a one-time U.S. State Department grant for an Indigenous Cultural Exchange Program).

Table 1-1: University and State Support for Latin America Area and Language Studies, 2012-2013	
LAI	
Director's Salary	\$101,098 (only 65% of salary plus 1 summer month)
Professional Staff Salaries	\$320,010
Support Staff Salaries	\$109,497
Payroll Benefits	\$179,976
Student Support	
Student Staff Salaries	\$8,389
Assistantships	\$181,885
Fellowships	\$181,886
Scholarships	\$5,500
Field Research Grants	\$15,000
Publications, Communications, Supplies	\$29,008
Outreach Programming	\$31,815
Visiting Library Research Scholars	\$14,000
Study Abroad and Exchanges	\$3,300
Professional Development Travel	\$10,000
LAI Subtotal	\$1,191,364
LIBRARY	
Faculty Salaries	\$57,787
Professional Staff Salaries	\$113,697
Student Staff Salaries	\$10,000
Payroll Benefits	\$56,103
Acquisitions	\$310,000
Library Subtotal	\$547,587
DEPARTMENTAL ASSISTANTSHIPS*	\$1,632,215
INSTITUTIONAL RESEARCH SUPPORT	\$594,200
AFFILIATED FACULTY SALARIES	\$3,594,773
FRINGE BENEFITS	\$1,150,327
TOTAL	\$8,710,466
*Includes assistantships allocated by disciplinary departments to students whose assignments focus on Latin America-related research and teaching.	

Support for Teaching Staff: In 2012-2013, UNM dedicated \$3,594,773 toward salaries for LAII-affiliated faculty (dollar amount is commensurate with the percentage of time a faculty member devotes to teaching LAS-related courses; for example, a faculty member with a salary of \$100,000 who devotes 25% of his/her time to Latin American Studies is calculated at \$25,000

institutional support). As Appendix 2 demonstrates, faculty with LAS teaching interests reside throughout UNM, not only in the Arts & Sciences disciplines but also in professional fields such as Architecture & Planning, Education, Health Sciences, Law, and Management.

Support for Library Resources: UNM spent \$310,000 in 2012-2013 on Latin America-related library acquisitions and another \$182,000 to support staff associated with Latin American library collections. As Section 5 details, UNM has one of the strongest collections in the U.S.

Linkages with Institutions Abroad: Through the efforts of the LAII, UNM maintains 55 exchange agreements with institutions in Latin America and 77 active *convenios*, which promote research and exchanges among faculty and students in 13 countries. We provide financial support to faculty and students for field research abroad (see Section 2). On average, 22 faculty and graduate students receive LAII funding each year to conduct research in Latin America.

Outreach Activities: In 2012-2013, \$31,815 was devoted to outreach programming (see Table 7-1). An additional \$189,485 is spent annually on salaries and benefits for the Supervisor for Community Education, International Marketing Specialist, and Latin America Data Base (LADB) journalists. This does not include time devoted by other LAII staff to outreach activities.

Qualified Students in Related Fields: The LAII annually provides 12 assistantships (valued at \$21,594 each which includes stipend, full tuition waiver, and health insurance) to students in the Latin American Studies (LAS) MA program. On average, an additional 6 non-resident MA students receive in-state tuition waivers based upon the LAS graduate program's recognition by the Western Regional Graduate Program (WRGP) as being a unique program of distinctive and of high quality in the western U.S. To expand LAII's impact beyond its own academic programs, the LAII awards another 10 competitive PhD Fellowships annually to students in disciplines with Latin American concentrations. Current recipients are in

Anthropology, Art & Art History, History, and Spanish & Portuguese. Students from these departments as well as Education and Political Science were represented last year. Various departments on campus provide assistantship and fellowship funding to graduate students focusing on Latin America. In 2012-2013, these departments spent \$1,632,215 on 86 assistantships. Through its annual field research grant competition, the LAII also supports graduate student researchers throughout UNM. In 2012-2013, 3 students from LAS and 12 students from disciplinary departments received awards averaging \$1,930, and totaling \$28,995.

Support for Students in Fields Related to Teaching: Of the 12 assistantships given to MA students in the LAS program, 2 are assigned to the Department of Spanish & Portuguese (S&P). Although recipients of the LAII PhD Fellowship are prevented from teaching while holding the award, almost all go on to teach in post-secondary institutions. S&P also awards 58 assistantships to graduate students who teach introductory level Spanish and Portuguese courses.

2. Quality of Curriculum Design

UNM offers a variety of degree programs that include a focus on Latin America. The departments of Anthropology, Art History, Economics, History, Linguistics, Political Science, Sociology, and S&P all offer degree programs with a Latin American emphasis. Students pursuing professional degrees in Business Administration and Law may also pursue a healthy roster of courses on Latin America. Through its LAS program, the LAII administers an undergraduate major and minor, master's degree, doctoral degree, and 5 dual degrees that combine the MA in LAS with professional degrees in Law (JD), Management (MBA), Education (MALLSS), Community & Regional Planning (MCRP), and Public Health (MPH).

Undergraduate Studies: Latin American area studies courses are widely available at UNM; they enrolled 4,197 undergraduates in 2012-2013 (see Table 2-1 and Appendix 1).

Almost 1/3 of enrollments in LAS area studies undergraduate courses were in the professional schools. The LAS major and minor provide a structured curriculum that integrates Latin American language and area studies. The major requires 36 hours of courses with at least 40 percent LAS content. Students devote 12 hours to language study, concentrating on 2 languages chosen from K'iche' Maya,

Portuguese, Quechua, and Spanish.

The 12 hours may include introductory levels of K'iche' Maya and Quechua, but Spanish and

	UG	G	Total
Arts & Sciences/Fine Arts/University College	3,216	582	3,798
Professional Schools (Architecture, Business, Education, Health, Law)	981	687	1,668
Total	4,197	1,269	5,466

Portuguese courses must be at the 200-level or above. Students must achieve intermediate proficiency in at least 1 of the languages. Another 15 hours are devoted to a core in either the Humanities or Social/Natural Sciences. Finally, the remaining 9 hours are allocated to electives in either the Humanities or Social/Natural Sciences. Majors must complete both HIST 181 (*Early Latin America*) and HIST 182 (*Modern Latin America*) as well as either LTAM 354 (*Introduction to Latin American Studies: Humanities*) or LTAM 355 (*Introduction to Latin American Studies: Social Sciences*).

The minor requires 24 hours of courses with at least 40 percent LAS content. Six hours are devoted to language, and students must demonstrate intermediate proficiency in either Spanish or Portuguese. Twelve hours are devoted to a core in the Humanities or Social/Natural Sciences, and 6 hours are devoted to electives. Minors are required to complete either HIST 181 or HIST 182 and either LTAM 354 or LTAM 355. To ensure interdisciplinary strength and academic rigor, both the major and the minor require that students take courses from at least 3

different disciplines (excluding language); and students must complete 18 hours in courses at the 300-level or above. In 2012-2013, 49 students were enrolled in the LAS major/minor.

UNM students can also pursue Latin American concentrations when majoring in International Studies, Linguistics, and International Management. Students majoring in S&P also receive significant training in Latin American Studies.

Graduate Studies: In 2012-2013, 1,269 graduate students enrolled in LAS area studies courses (see Table 2-1 and Appendix 1). Almost 55 percent of graduate enrollments were in LAS content courses offered in the professional schools. During this same year, 31 students were enrolled in LAS graduate programs offered by the LAII (19 pursuing the singular MA, 11 pursuing dual degrees, and 1 pursuing the PhD). MA students must choose 2 concentrations from a list of 18 (see Table 2-2). The concentrations represent a diverse spectrum of disciplines, interdisciplinary studies, and professional fields. The singular MA requires 36 credit hours in courses with at least 40 percent LAS content—24 hours are split between the 2 concentrations and 12 hours are devoted to electives. Students may complete a thesis or take comprehensive examinations in both areas of concentration. Dual degree credit hour requirements vary (MALAS/MBA: 24 hours LAS, 48 hours MBA; MALAS/MCRP: 24 LAS, 27 CRP, 3 Bridge; MALAS/JD: 24 LAS, 80 Law, 3 Bridge; MALAS/MALLSS: 21 LAS, 21 LLSS, 9 Bridge; MALAS/MPH: 21 LAS, 42 PH), but students must also integrate 2 concentrations for the LAS portion of the degree. Depending on the program of study, dual degree students must complete either a thesis, a professional paper worthy of publication, or comprehensive examinations. Admissions criteria for all MA students include at least 2 years of study of one Latin American language. All students must complete at least 3 hours of an upper-level Spanish course (SPAN 352 or any 400- or higher level course), PORT 277 or higher, or any level of K'iche' Maya or

Quechua. They must also complete LTAM 510 (*Pro-Seminar in Latin American Studies*). Our graduate program demonstrates strength in linking language and area studies to the professional fields, with 37 percent of all MA students opting to pursue a dual degree with a professional school. Of those students pursuing the singular MA, more than 40 percent choose at least one concentration based in the professional schools (i.e. Urbanism and Community Development, Management, and Human Rights, which derives a large portion of its curriculum from courses in Law).

The PhD in LAS requires 54 hours of course work with at least 40

percent LAS content beyond the BA, including 30 hours in the chosen primary concentration and 15 hours in the secondary concentration (see Table 2-2). Remaining hours are distributed between electives and dissertation. Competence in 2 Latin American languages is required. Students must complete qualifying examinations and successfully defend the dissertation.

Table 2-2: LAS Graduate Degree Concentrations			
	MA	Dual Degrees	PhD
Anthropology	✓	✓	✓
Art History	✓	✓	✓
Brazilian Literature & Culture	✓	✓	✓
Brazilian Studies	✓	✓	
Communication	✓	✓	
Economics	✓	✓	✓
Gender Studies	✓	✓	
History	✓	✓	✓
Human Rights	✓	✓	
*Indigenous Studies	✓	✓	
Management	✓	✓	✓
Political Science	✓	✓	
Religion & Philosophy	✓	✓	
Sociology	✓	✓	✓
Southwest Studies	✓	✓	
Spanish American Literature	✓	✓	✓
Spanish Linguistics	✓	✓	✓
Urbanism and Community Development	✓	✓	
*Concentration available Fall 2015			

Enrollment in the PhD program is carefully controlled, ensuring that students' career goals are in line with the benefits of an interdisciplinary doctoral degree.

In addition to the graduate degrees offered by the LAS program, graduate students at UNM can pursue university-recognized Latin American concentrations in masters' and doctoral degrees offered by Art History, History, Management, Portuguese, and Spanish. While they do not offer transcribed concentrations, Anthropology, Economics, Linguistics, Political Science, and Sociology allow students to tailor their programs with a focus on Latin America.

Advising: All LAS students are required to meet at least once a semester with their primary LAII advisor: the Associate Director (AD) for Program Development (A. Wolfe) for majors/minors and the AD for Academic Programs (M. Fontenla) for graduate students. Prior to registration, the ADs prepare a list of courses with at least 40 percent LAS content and then work with students to identify the most appropriate courses for their individual programs of study. At the graduate level, students are required to appoint a Committee on Studies (COS) comprised of 4 to 5 faculty members who represent the student's chosen concentrations. The COS works closely with students on examinations, theses/dissertations, and publications, and frequently helps students find internships and jobs. Both ADs ensure that students abide by university policies and deadlines, coordinate LAS-specific career workshops, and liaise with the Office of Graduate Studies (OGS), college-specific undergraduate advisement centers, and the Office of Career Services. In addition to the career advisement that students receive directly from the LAII and their COS, Career Services helps students prepare a résumé and identify their career interests. Training programs show students how to find job opportunities, how to interview for a job, and how to network with potential employers via university-wide career fairs. Career Services assigns an advisor to assist LAS students, thereby ensuring that someone in the unit

understands the needs and interests of LAS majors. The LAII has placed renewed emphasis on working with its alumni and has identified a host of alums who want to assist with career placement and general networking for our current students.

Research and Study Abroad: UNM's Global Education Office (GEO) coordinates semester exchange opportunities across the world. The opportunities for study in Latin America are made possible by the vast array of exchange agreements that the LAII has negotiated through the years. There are currently 55 semester exchanges in 12 different countries and an additional 11 intensive language programs. In 2012-2013, 23 students participated in semester programs and 20 students participated in summer programs. Through a partnership with the School of Law, the LAII offers a unique opportunity for U.S. law students via its Summer Law Institute at the Universidad de Guanajuato in Mexico, where legal scholars from both UNM and Mexico teach courses and students are assigned local internships. Thirty-two students participated in the last institute. The LAII also coordinates UNM faculty-led study abroad programs. Programs in the last 3 years have included *Social Dynamics of Global Change* in Nicaragua, *Traditional Mexican Medicine* in Oaxaca, *Physical Therapy Service* in Guatemala, *Therapy Service* in Nicaragua, *Ancient Andean Culture through Art and Architecture* in Peru, and *Bio-Cultural Diversity and Social Justice* in Ecuador. They were led by faculty from Art History, Communication & Journalism, Economics, Interdisciplinary Film & Digital Media, Occupational Therapy, Physical Therapy, Spanish & Portuguese, and University Honors. UNM is also a member of the Consortium for North American Higher Education Collaboration (CONAHEC), which fosters student mobility among institutions in North America including many in Mexico. And through the LAII's deep involvement with the Consortium of Latin American Studies Programs

(CLASP), we are able to advise students on available Spanish and less commonly taught language (LCTL) programs administered by other U.S. universities.

At the graduate level, we encourage students to conduct individual research abroad. Through the annual Field Research Grant competition, MA and beginning PhD students across campus apply for research funding (see Section 1). In addition to the LAII competition, students also vie for funding through OGS and the Graduate and Professional Student Association.

3. Quality of Applicant's Non-Language Instructional Program

Quality, Breadth and Specialization: As Appendix 1 and Table 3-1 demonstrate, there is substantial breadth in the number of disciplines that offer courses. In 2012-2013, 1/3 of the courses offered were in professional schools. The quality of the courses available to students is greatly impacted by the innovative and critical research conducted by UNM's faculty. While all disciplines offer foundational, core courses, students benefit from a regular rotation of courses that address contemporary and emerging themes. Appendix 1 lists a great number of specialized courses. A few examples include *Colombia Indigena*, *Muralism in the Americas*, *Contemporary Indigenous Architecture*, *Mexican Folk Dance*, *Latin American Labor and Working Class History*, *Gender and Sexuality in Early Latin America*, *Mexican Legal Systems*, *Curandero: Mexican Folk Healing*, and *Mexican Economy and Markets*.

Interdisciplinary Courses: In 2012-2013, 32 LAS-related courses were cross-listed with anywhere from 2 to 5 disciplines. Many more interdisciplinary courses are slated to be offered in the next 2 years (see Appendix 1). Along with formally cross-listed courses (same course offered in more than one department), many other courses offered by a single department integrate interdisciplinary perspectives, as shown in the examples listed in Table 3-2. In addition to interdisciplinary course offerings, the LAII also prides itself on the multi-, interdisciplinary

design of its LAS undergraduate major/minor and the MA.

Table 3-1: Disciplinary Scope of Area Studies Courses, 2012-2013			
Arts & Sciences/Fine Arts Courses Offered			
Africana Studies, American Studies, Chicano Hispano Mexicano Studies, Native American Studies	19	History	39
Anthropology, Museum Studies	74	Latin American Studies	13
Art History, Media Arts	26	Philosophy	1
Biology	2	Political Science	49
Communication & Journalism	20	Religion	6
Comparative Literature, English	4	Sociology	25
Dance and Music	4	University Honors	4
Economics	14	Peace Studies, Women Studies	7
Geography	8	Subtotal – Area Studies	315
Professional Schools Courses Offered			
Architecture & Planning	23	Health Sciences	7
Business Administration	43	Law	12
Education	25	Subtotal—Professional Schools	110
TOTAL COURSES OFFERED BY ARTS & SCIENCES/FINE ARTS AND PROFESSIONAL SCHOOLS: 425			

Undergraduate students select a core (Humanities or Social/Natural Sciences) in which they pursue courses in at least 3 disciplines and complete 1 or 2 (depending on whether they are majoring or minoring) interdisciplinary LAS courses (*Introduction to Latin American Studies: Humanities* and/or *Introduction to Latin American Studies: Social Sciences*). Six of the MA concentrations are interdisciplinary and all MA and PhD students are required to take the interdisciplinary Pro-Seminar on Latin American Studies (LTAM 510).

Non-Language Faculty: UNM has 82 area studies faculty. As the breadth of course offerings indicates, UNM shows exceptional strength in the number of disciplines represented by its faculty. Table 3-3 and Appendix 2 demonstrate regional/country areas of particular focus.

Assistants' Training: Aside from some introductory courses in Anthropology, Political Science, and Religion that are taught by graduate teaching assistants (TAs) and part-time

Table 3-2: Single-Listed Interdisciplinary Courses, 2012-2013	
Course	Disciplines Included
<i>Anthropology of Social Movements and Critical Democracy</i>	Anthropology, Political Science
<i>Genomics and Society</i>	Anthropology, Genomics
<i>Culture, Disparities, and Health Communication</i>	Communication, Health Sciences
<i>Latin American Development Planning</i>	Community & Regional Planning, Economics
<i>Health Economics</i>	Economics, Health Sciences
<i>International Trade</i>	Economics, Management
<i>Food and Natural Resources</i>	Geography, Ecology
<i>Latin America Through Film</i>	History, Film Studies
<i>Human Rights in 20th Century Latin America</i>	History, Law
<i>Inter-American Relations</i>	History, Political Science
<i>Introduction to Latin American Society II</i>	Art History, History, Media Arts, Philosophy
<i>Mexican Economy & Markets</i>	Management, Economics
<i>Community Development</i>	Community & Regional Planning, Economics
<i>NAFTA</i>	Economics, Law
<i>International Peacekeeping</i>	Political Science, Law
<i>Political Development in Latin America</i>	Political Science, Economics

instructors, the area studies courses included in Appendix 1 are taught by tenure-track and tenured faculty. TAs at UNM receive extensive pedagogical training both before and during their instructional immersion. OGS coordinates the Teaching Assistant Resource Center (TARC), which offers a for-credit graduate seminar on *Teaching the Basic Course*. TARC also offers special topics workshops throughout the semester and a for-credit course designed to address the challenges faced by international student TAs. Departments offer additional mentoring, typically assigning faculty members to supervise and advise TAs throughout the semester in which they are teaching.

Table 3-3: Faculty Specialization by Region/Country			
Argentina	5	Colombia	4
Bolivia	2	Ecuador	6
Brazil	6	Mexico	22
Central America	12	Peru	3
Note: Some faculty approach Latin America broadly and do not identify a single country of specialization. Those numbers are not reflected here.			

4. Quality of Applicant’s Language Instructional Program

Instruction and Enrollment in Latin American Languages: UNM offers K'iche' Maya, Portuguese, Spanish, and Quechua. The Department of Spanish & Portuguese (S&P) has strong language programs that serve an officially bilingual state with large communities of bilingual and heritage speakers of Spanish. S&P offers a Spanish as a Second Language program (SSL) as well as the nation's oldest Spanish as a Heritage Language program (SHL). SHL serves passive bilinguals and builds on their linguistic knowledge, encourages the sharing of cultural connections with peers, and promotes self-confidence by professionalizing their reading, speaking and writing skills. The program is heavily enrolled by minorities and enhances retention and success. S&P offers a minor, major, and second major at the BA level in Spanish as well as Portuguese, an MA in Spanish as well as Portuguese, and a PhD in Spanish and Portuguese. Through a partnership with the Department of Linguistics, the LAII offers K'iche' Maya. Quechua, also offered through Linguistics, has been on hiatus due to the loss of an instructor; however, an instructor has been hired and will begin in fall 2014.

Table 4-1 shows enrollments and number of sections offered at each level in 2012-2013. Enrollments in SSL and SHL are healthy, as would be expected. Course enrollments in Portuguese, although smaller, place UNM in the top 10% of Portuguese programs in the U.S. and in the top 5% of course offerings in the U.S., according to Milleret's research published in *Hispania* 95.1 (2012). As is the case at many universities, enrollments in indigenous languages are much lower but there is still significant interest on the part of students.

UNM offers comprehensive instruction in Spanish and Portuguese from beginning through advanced graduate levels. Courses in Spanish are offered through the 600-level and in Portuguese through the 500-level. Intensive Portuguese classes are offered each semester, as are 2 introductory courses in Portuguese for Spanish speakers. Study abroad opportunities in Spanish

are available at the intermediate and advanced levels in the *Conexiones* summer program which has been held in Spain, Mexico, Nicaragua, and Ecuador. S&P faculty frequently incorporate brief study-abroad components into their spring semester courses. The MA and PhD programs in Spanish offer seminars in literature, linguistics and second language acquisition. Medical Spanish is a recent addition to the undergraduate Spanish curriculum. Beginning in Fall 2014, 4 courses are being offered each semester at the 300 and 400 levels. The MA program in Portuguese offers graduate level courses in literature, cinema, theater, music, and human rights.

Table 4-1. Language Instruction: Students and Sections, 2012-2013*							
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Total
Language Students							
Spanish	2,817	840	1,272	227	118	37	5,311
Portuguese	88	116	57	74	53	N/A	388
K'iche' Maya	21	1	0	0	N/A	N/A	22
Language Sections							
Spanish	121	47	60	15	16	16	275
Portuguese	5	6	4	5	15	N/A	35
K'iche' Maya	3	1	0	0	N/A	N/A	4
*Includes information on all 100 – 600 level language courses, including courses focusing on literature, and independent studies.							

K'iche' Maya is regularly offered at the 100- and 200-levels. In 2011, 2012, and 2014 students reached the 300-level and 1 student reached the 400-level. First year Quechua will resume in Fall 2014 with the expectation that both first and second year will be offered in 2015-2016. As necessary, the LAII supports higher-level instruction in the form of independent studies. UNM students also attend K'iche' and Quechua summer intensive programs elsewhere.

Language Across the Curriculum: Spanish is incorporated into various content classes.

International Management regularly offers *Mexican Economy and Markets* with a Spanish component and it recently introduced a section of *International Management* that is taught entirely in Spanish. History partners with Spanish to offer an introductory course (HIST 181) with majority-Spanish content. Professional Spanish is offered for Business, Law, and Medicine (the last of which has been wildly popular and enrolls at capacity each semester, prompting S&P to create a tenure-track line in Medical Spanish). Summer and intersession programs run by Architecture, Art History, Communication & Journalism, Economics, Interdisciplinary Film and Digital Media, Law, Occupational Therapy, Physical Therapy, and University Honors include Spanish components. The College of Education runs a Summer Spanish Immersion Institute for Bilingual Teachers which provides teachers, including Education graduate students with existing teacher's certification, with the opportunity to use their Spanish in an academic setting while learning necessary instructional, historical, linguistic, and cultural information. Finally, S&P offered 28 300-level courses in 2012-2013 that addressed disciplinary and interdisciplinary themes such as gender studies, film studies, politics, and history.

Language Faculty: UNM has 16 tenured/tenure-track faculty members in S&P (3 in Portuguese), 5 lecturers with a PhD in Spanish, 12 ABD TAs in Spanish, 40 TAs in Spanish and 6 TAs in Portuguese. One additional tenured faculty member will join S&P in the Fall of 2014. In addition, 2 temporary faculty teach K'iche' Maya and Quechua. Appendix 2 provides more information on faculty areas of specialization.

Performance-based Training, Instruction, and Assessment: The new TAs in S&P receive training in the specifics of teaching Spanish, Spanish as a Heritage Language, and Portuguese during their first semester at UNM in a 3 credit seminar. All TAs are involved in orientation

sessions at the beginning of each semester and weekly practical training sessions organized by their coordinators. In addition, UNM's Office of Support for Effective Teaching offers faculty and TAs workshops in course design, development and assessment, and teaching techniques.

Current language teaching methodology focuses on developing what students can do with their second or third language in speaking, reading, writing, and listening. Thus, performance-based instruction must state clearly the student learning outcomes (SLOs) and the assessments of what students should be able to do at the end of the semester. This performance-based teaching has been thoroughly instituted in the 100- through 300-level classes in Spanish and Portuguese in the last 2 to 5 years. The coordinators at the 100-, 200-, and 300-levels have been developing and refining goals and SLOs based on the ACTFL Standards for Communication, Cultures, Connections, Comparisons and Communities. There have been assessments of students at the 100-200 levels on the first three of these C's on a rotating basis each fall and the coordinators have reported their findings to the department and the university. At the BA, MA and PhD levels, the program goals and SLOs also were developed more than 5 years ago and were based on the ACTFL categories of interpersonal communication, presentational speaking, and interpretive writing. Assessments for those programs have consisted primarily of year-end faculty reviews of essays written in 400 through 600-level classes. In an effort to develop further assessment skills in speaking that adhere to ACTFL guidelines, a group of 9 faculty and graduate students participated in a four-day ACTFL workshop on the Oral Proficiency Interview (OPI) in December of 2012. In Spring 2013, the group members participated in a pilot program to assess the oral proficiency of graduating seniors with a major in Spanish or Portuguese. The results of that pilot suggested that UNM students perform at the national average of Intermediate Mid to Intermediate High, while students with study abroad experience or native speakers achieved

ratings of Advanced Low or above. The OPI training has been utilized to help interview students for placement in 300-level Spanish classes and it represents a major step in integrating ACTFL guidelines for oral proficiency into Spanish and Portuguese assessment. More details on plans for the future will be outlined later in Section 8.

Our instructors of K'iche' Maya and Quechua face a dilemma common to indigenous language teachers. Pedagogical guidelines are difficult to apply to language instruction for which basic curriculum resources are scarce. When opportunities present themselves, our instructors participate in workshops organized by Language Resource Center's (LRC) and NRC's that focus on the development of teaching and learning materials. Our K'iche' instructor, J. Mondloch, is the author of one of the few K'iche' grammars in existence (published by SUNY press).

Adequacy of Resources: The language programs take full advantage of the New Mexican native- and heritage-speaker communities, the growing presence of international students from Latin America, and the cultural programming on campus to enrich language learning. Language tables and coursework in conversation are provided for SHL, SSL, and Portuguese students. Recent renovations to the Language Learning Center (LLC) and the acquisition of new video games, board games, reading materials, AV recording equipment and laptop computers have greatly improved students' abilities to engage with language learning in different ways. Two new classroom configurations in the LLC have promoted creativity in the use of team-based learning, creative writing, and performing. Projects to develop language partners in Spanish, to interview writers and scholars with Skype, and to record and edit videos for class assignments are some examples of activities that are easier to accomplish in the new classrooms of the LLC. The AV collection is rich in CD's and DVD's about Latin America with an emphasis on Brazilian

films and soap operas. The LLC also hosts the on-line placement exams for SSL and SHL, and weekly conversation groups and language tutors. Finally, the classrooms for 100- through 300-level courses are equipped with projectors and computers so that instructors are able to access on-line materials, UNM's Blackboard and the materials for language learning in Spanish and Portuguese provided by the book publisher Pearson.

Proficiency Requirements: The SLOs created for the undergraduate programs in S&P expect that students will demonstrate skill levels at the Intermediate mid to high on the ACTFL scale. Students who have traveled abroad in high school or college, or those who are heritage or native speakers are often able to demonstrate skill levels at the Advanced low to Advanced mid on the ACTFL scale. UNM's expectations of proficiency, therefore, represent the general performance of language students at the university level across the U.S.

5. Strength of Library

Strength of Holdings: The Latin American collections at UNM represent the strongest single area of library print collections as well as a growing percentage of electronically accessible materials. These collections comprise over 20 percent of searchable or accessible materials through the College of University Libraries and Learning Sciences.

As Table 5-1 demonstrates, the collection includes 603,000 books in English, Spanish and Portuguese and a small but growing collection of sources in Latin American indigenous languages. These comprehensive research level holdings support multiple disciplines and research on all Latin American countries, with special emphasis on Mexico and Brazil and on Latin American art and Brazilian popular literature.

Holdings for Mexico are unique in their coverage of New Spain, particularly on the colonial frontier, and for their coverage of graphic and ephemeral visual materials. UNM

holdings for Art, Art History and Photography are widely recognized as being among the best in the U.S. Recent acquisitions, including digitally-born, emphasize strengths in these fields as well as in Environmental/Energy Studies and Indigenous Studies.

Growing interest in cross-national and/or cross programmatic partnerships have made materials from Latin America openly accessible through UNM’s library-hosted institutional repository, Lobovault, and are reflected in the *Abya Yala* and Latin American Energy Policy, Regulation and Dialogue collections.

Lobovault also supports Latin American Studies by featuring selected research data and scholarly works prepared by UNM faculty, students, and staff or published by the LAII or Southwest Hispanic Research Institute.

Table 5-1: Strength of Latin American Holdings	
Total Volumes	603,000
Volumes in Spanish	300,000
Volumes in English	240,000
Volumes in Portuguese	63,000
Volumes in Indigenous Languages	500
Specialized databases and electronic indexes	11
Microform Units	7,000
Related digital objects	15,000
Manuscripts	450 cubic feet

Manuscript and digital collections reflect the above mentioned strengths with over 450 cubic feet of manuscript material, 17,000 Latin American posters or prints, 4,500 photographs and 15,000 digital objects of Latin American content. The Center for Southwest Research & Special Collections also hosts the NM Digital collection which contains open-access digitized content from a number of other state institutions. These cover all of Latin America, with specific emphasis on Mexico. They pertain to many disciplines including: Archaeology, Ethnology, Architecture, Art, History, Political Science and Sociology. UNM’s Latin American visual materials span the continent and touch on themes like graphic art, political mobilization, women's and indigenous rights, public health, and environmentalism.

The Mexican Popular Graphics collection includes multiple formats with over 400 works by José Guadalupe Posada and a substantial archive of the *Taller de Gráfica Popular*. Recent

acquisitions of *ASARO Asamblea de Artistas Revolucionarios de Oaxaca* prints and digitally-born materials enhance these collections. The Brazilian Small Press collection documents vital elements of Brazilian literary and cultural life, with over 3,500 volumes of *cordel* literature.

Table 5-2: Institutional Support for Library Staffing			
<i>Employee Name</i>	<i>Title</i>	<i>Salary</i>	<i>% Time Allocated</i>
Suzanne M. Schadl	Assistant Professor, Hispanic Latin American Collections Curator; Coordinator Inter-American Studies	\$61,800	55%
Todd Hollister	Library Information Specialist III: Cataloging & Discovery Services	\$45,799	100%
Wendy Pedersen	Spanish Language Selector & Resources Specialist: Cataloging & Discovery Services	\$44,162	100%
Claire-Lise Benaud	Associate Professor, Director Pictorial Collections, Center for Southwest Research	\$95,186	25%
Nancy Brown-Martinez	Archivist, Center for Southwest Research	\$51,522	25%
Samuel Sisneros	Archivist Assistant, Center for Southwest Research	\$43,430	25%
Student Employees	Graduate Fellows	\$10,000	100%
Total (based on % dedicated)		\$181,484	

Financial Support: UNM allocates \$310,000 annually to Latin American materials. In addition to acquisitions funds, \$182,000 is spent on salaries, not inclusive of benefits, of faculty and staff formally assigned to Latin American collections. However, these salaries do not take into account the many additional employees who dedicate *de facto* time to the collections. Along with the Latin American curator, 1 other faculty, 4 staff members and 2 students are assigned to the Latin American collections (Table 5-2).

Access to Materials: Through reciprocal partnerships and memberships, UNM both provides access to outside materials and opens its resources to non-UNM students and faculty. Through its membership in the Online Computer Library Center, UNM's interlibrary loan service facilitates and tracks over 27,000 requests annually for books and articles not owned by UNM. Over 5,000 graduate students and 6,000 undergraduate students are registered as borrowers in this system. Virtual reference software offers library users additional resources,

including subscription databases as well as open-access electronic archives and catalogs located at multiple institutions in the U.S. and Latin America.

UNM membership in the Center for Research Libraries (CRL) and their Latin American Microforms Project (LAMP) provides patrons additional access to over 2 million scarce and rare research collections. CRL and LAMP members, in turn, gain access to UNM's special collections. UNM is also a sponsoring member of the Seminar on the Acquisition of Latin American Library Materials and a member of its regional subgroup, the Midwest Organization of Libraries for Latin American Studies.

UNM contributes to the Latin Americanist Research Resources Project. This distributed resources agreement helps solidify cross-institutional coverage of resources produced in Latin America. Within this group, UNM maintains responsibility for Latin American Art and Art History while reaping the rewards of access to the collection strengths at 34 other libraries. Our membership of the LIBROS consortium within New Mexico and the Greater Western Library Alliance enables UNM to participate in and provide resources for state and regional consortia. Membership in the Association of College Research Libraries extends UNM's professional access to other academic libraries as well.

Collaborative initiatives also enhance our Special Collections. The New Mexico Digital Archive, hosted by UNM, pulls together digitized materials from institutions throughout New Mexico, focusing on the history and culture of the southwest and Mexico. The Rocky Mountain Online Archive is managed by UNM and offers on-line finding aids for archival collections in Colorado, Wyoming and New Mexico.

UNM is a major repository for Latin American collections and extends access to our collections to national and international researchers through the collaborative agreements

outlined above and through open access to our physical and digital collections. Each year we host 3 Richard E. Greenleaf Visiting Library Scholars, who work as short-term visiting researchers within our collections. We also provide online and in-person assistance to visitors accessing our Latin American collections in electronic and physical formats.

6. Quality of Staff Resources

Qualifications of Faculty and Staff: A core faculty of 102 devote at least 25 percent of their teaching to languages and area studies. Qualifications of teaching faculty are described in Sections 3 and 4 and Appendix 2. LAII staffing is adequate for the current and proposed center activities and training program. Regular planning sessions and adherence to evaluation plans ensure effective administration and timely reporting of initiatives.

Susan Tiano is Director of the LAII and Professor of Sociology. With a PhD from Brown University, and MA and BA from Colorado State University, Tiano's research focuses on women in Latin America, the Mexican *maquila* industry, the gendered impacts of globalization, and the surge of human trafficking in the Americas. She has served as AD of Academic Programs at the LAII, Acting Director of Women Studies, Associate Dean of the College of Arts & Sciences, and Chair of the Department of Sociology. Tiano has received the Regents' Lecturer and President's Lecturer awards as well as the Alumni Association's Faculty Award and she currently serves on the Inter-American Foundation's Advisory Council.

Other key staff support the Director. Matías Fontenla, AD for Academic Programs and Associate Professor of Economics, oversees the LAS degree programs. He holds a PhD from the University of Texas, Austin. His research areas include public infrastructure and economic growth, housing issues, and effects of business cycles on health outcomes. In 2012 he was the recipient of UNM's Outstanding Teacher of the Year award. Amanda Wolfe, AD for Program

Development, holds a BA in Foreign Service and an MA in Political Science. She has more than 16 years of experience in managing academic programs, directing outreach, developing research and training programs, and collaborating with other NRCs. From 2011 – 2013 she served as President of the Consortium of Latin American Studies Programs (CLASP). Vickie Nelson, AD for Business Operations, holds a BA in bilingual secondary education with concentrations in Spanish and pre-colonial Latin American history. She has 31 years of experience at the LAII in the areas of fiscal management, human resources, program development, and project compliance. Keira Philipp-Schnurer, Supervisor of Community Education, coordinates the LAII's K-12, post-secondary, community, business and media outreach. She holds a BA in Spanish and English and will complete a dual degree in MALAS/MCRP in August 2014. Robyn Côté, Program Manager, coordinates international agreements between UNM and institutions in Latin America, assists in the development of initiatives with those institutions, and works with faculty-led study abroad programs. She holds a BA and MA in Art History, with a focus on Mesoamerica. Nelmy Jerez, International Marketing Specialist, assists with international student recruitment, program development with Latin American partners, and alumni relations. She holds a BA and MBA in Marketing. The LAII also has 3 full-time and 2 part-time staff members who support the LAII and its various outreach, study abroad, academic and research initiatives.

Faculty and Staff Development: The LAII promotes professional development opportunities among faculty by offering funds to present research at professional meetings and to facilitate visiting speakers and other programs. LAII resources are also used to provide graduate student assistance for faculty research, to revise or develop LAS-related courses, to assist in course development and grant proposal preparation, to pursue academic linkages with Latin American institutions, and to support faculty-led study abroad programs. Affiliated faculty and

students have had notable success with recently received awards from NEH, NIH, NSF, USAID, and the Ford, Tinker, McCune, and Wenner-Gren foundations. Faculty members (6 recipients in 2012-2013) are eligible for field research grants funded by the LAII's budget, which are leveraged with matching funds from the University Resource Allocation Committee. The LAII actively supports professional development opportunities for staff, including international travel, training, and participation in conferences. Wolfe and Philipp-Schnurer regularly attend CLASP and Latin American Studies Association (LASA) meetings. Tiano, Nelson, Wolfe, and Côté have recently traveled to Ecuador, Mexico, and Cuba for professional conferences, academic program development, and community-led trips.

Time Commitment to Teaching, Supervision and Advising of Students: Appendix 2

demonstrates the amount of time affiliated faculty devote to teaching and graduate committee supervision. In addition to their home department advisees, over 40 affiliated faculty are currently serving on the committees of and providing intensive advisement to MALAS students. Additional information on student advising is presented in Section 2. Director Tiano spends .75 FTE administering the LAII and .25 FTE on teaching and service in Sociology. AD Fontenla spends .5 FTE on student advisement and LAS academic program oversight and devotes .5 FTE to teaching in Economics. AD Wolfe devotes .30 FTE to student advisement in addition to serving as the advisor to the Student Organization for Latin American Studies (SOLAS). Tiano, Wolfe, Fontenla, Nelson, and Philipp-Schnurer also each supervise from 1 – 4 graduate assistants engaged in various LAII initiatives.

Program Oversight: Affiliated-faculty participate in the governance of the LAII. The Latin Americanist Faculty Concilium elects the Executive Committee (EC), which consults with and advises the LAII director regarding the mission, strategy, and priorities of the institute. The

EC also generates ideas for interdisciplinary research and outreach initiatives, and assists in making decisions on major policy questions. The LAII EC consists of 3 officers—President, Vice President, and Secretary—6 faculty representatives, and 1 student representative appointed by SOLAS. The EC also appoints members of the Operations Committee (OC), comprised of 6 or more faculty distributed across disciplines and 1 student representative. The OC awards funds for sponsored programs and events, library purchases and LAII publications, and selects the Greenleaf Visiting Scholars. The Grants & Awards Committee (G&A), which includes a student representative as well as faculty members appointed by the chairs of departments and professional schools with Latin American concentrations, awards field research grants, PhD fellowships, and FLAS fellowships. The Interdisciplinary Committee on Latin American Studies (ICLAS), whose members are appointed jointly by the LAII Director and Dean of Arts & Sciences and is chaired by the AD for Academic Programs, oversees the LAII's academic programs. The EC, OC, G&A, and ICLAS currently have representation from the library and 20 departments, 7 of which reside in professional schools including Architecture, Business, Education, Health Sciences, and Law.

The LAII has the necessary staff to implement its current and proposed activities. In addition to the Director and 3 ADs, 5 other staff members hold permanent, full-time positions, including the Supervisor for Community Education (see Section 7) who coordinates outreach programming. The LAII pools and maximizes resources by integrating electronic outreach services, partnering with other campus and community units for outreach-related activities, and actively sharing administrative and other staff services as appropriate.

Commitment to Underrepresented Groups: UNM is an accredited HSI and a member of the Hispanic Association of Colleges and Universities (HACU). UNM in general and the LAII in

particular benefit from a demographically and culturally diverse environment. Nearly 1/4 of the UNM faculty constitute underrepresented ethnic minorities, and 48 percent of the faculty are women. The LAII director is female, as was her predecessor. Of the permanent and part-time LAII staff members and directors, 8 are women, 2 are senior, and 5 are Hispanic.

UNM policy and state and federal law and regulations forbid unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual orientation, gender identity, ancestry, medical condition, or spousal affiliation in recruiting, hiring, training, promotion, and all other terms and conditions of employment. UNM has established procedures that assure equal treatment and access to all programs, facilities, and services. The University Office of Equal Opportunity provides guidance and assistance to UNM departments in the development of recruitment strategies to assist with affirmative action efforts. To maintain its strong representation of women and minority faculty, faculty searches specifically invite applications from members of underrepresented groups, and all recruitment pools undergo careful review by offices responsible for equal opportunity programs.

7. Outreach Activities

Outreach is a critical component of the LAII's overall mandate. In a state in which Spanish is an official second language and a significant portion of the population has roots in Latin America, Latin America area and language studies are of great interest to diverse sectors of the population. Through its community education programs, the LAII serves as the sole coordinator or co-sponsor of numerous outreach events targeted to K-16 educators and students, business leaders, media representatives, and the general public.

Through thematic design and collaborative partnerships, 60 percent of our post-secondary outreach activities, 83 percent of our K-12 outreach activities, and 100 percent of our community outreach activities are targeted towards minority populations. Outreach programming is overseen by the LAII’s Supervisor for Community Education Programs, Keira Philipp-Schnurer, AD Wolfe, and AD Nelson, and is supported also by 5 graduate assistants. Director Tiano

Table 7-1: Outreach Activities, 2012-2013*		
Audience	Number of Events	Number of Attendees
K-12	41	1,426
Post-Secondary	64	3,186
Business, Media, Public	5	220
Total:	110	4,832
*Some events have overlapping audiences. Events are categorized once based upon predominant audience base. These numbers do not include attendance figures for the Chilean exhibition at the National Hispanic Cultural Center (approximately 9,000).		

also devotes considerable time to the design and implementation of outreach activities. Table 7.1 summarizes 2012-2013 activities, which were attended by 4,832 people.

K-12: The LAII maintains successful partnerships with statewide public and private schools, the National Hispanic Cultural Center (NHCC), the Spanish Resource Center of Albuquerque (SRC), Instituto Cervantes (IC), and the Mexican Consulate to offer K-12 teachers’ workshops that attract teachers. In addition, the UNM College of Education (COE) is involved in the LAII’s K-12 programs through various mechanisms, including: workshops featuring COE faculty; COE faculty and administrators participating in advisory meetings regarding LAII K-12 programs; and COE doctoral students employed by the LAII as K-12 Outreach Project Assistants. To further ensure that LAII K-12 programs meet current classroom instructional needs, the LAII regularly convenes an advisory committee composed of current teachers.

LAII workshops offer curriculum materials and professional development credit. In 2012-13, the LAII held 41 K-12 related events. Thirty-five of those were professional development events in which 560 teachers learned about relevant area and language studies

topics and received curriculum materials for the classroom. Assuming each teacher works with 30 students, these events reached over 16,800 students. Teachers also acquire knowledge through the LAII's K-12-focused blog, as well as through dozens of curriculum materials available on the LAII website. The LAII also has a culture box program which provides physical and digital resources to teachers locally and nationally. Table 7-2 provides an overview of recently developed K-12 curriculum materials.

The LAII also works directly with K-12 students. Among its most popular events are the *Poesía eres tú* contest, in which 1st through 5th grade students write and recite poetry in Spanish (300

participated in 2013) and the *Modelo de Naciones Unidas Versión en Español*, a high school Model UN conference conducted in Spanish and focused solely on Latin American and Iberian countries (60 participated in 2013).

Postsecondary: Each term the LAII coordinates a Lecture Series featuring presentations by scholars, community organizers/leaders, and government officials. While the lectures are

Table 7-2: Curriculum Materials Developed, 2010-2013		
Type	Subject/Title	Number of Associated Materials*
<i>Lesson Plans</i>	Mexican Revolution	17
	Día de los Muertos	20
	In the Wake of Juárez	12
	Chilean Arpilleras	6
	Mexico Borders	3
	Maskmaking, Art & Culture	18
	Rethinking Columbus	28
<i>Educator Guides</i>	Vamos a Leer Novel Guides	25
<i>Culture Boxes</i>	Cuba	26
	Colombia	3
	Guatemala	3
	Nicaragua	3
	Paraguay	3
	Peru	3
	<i>Blog</i>	Vamos a Leer
Teaching About the Mexico Border		1
Total	16	149
* Associated materials for lesson plans include background overview and multiple curriculum units; materials for educator guides include curriculum for 25 different novels; and materials for culture boxes include country overview, inventory descriptions, and curriculum units. The blogs, developed in the traditional manner, provide an online space for continued dialogue and resource-sharing. All materials span grade levels and subject areas so as to easily address diverse instructional needs.		

open to the public, they are primarily attended by faculty, students, and staff from UNM and other New Mexico postsecondary institutions. The LAII and SOLAS coordinate to hold an interdisciplinary monthly lecture series that features UNM student research. The LAII also sponsors or co-sponsors other lectures, symposia, and conferences during the year. Sixty-four events were held in 2012-2013 (see Table 7-1). Beginning in 2012, the LAII committed to sponsoring a minimum of 2 symposia yearly. Recent topics have included *Latin American Cinema & Gender in a Global Context*, *Authority & Identity in Colonial Ibero-America*, and *Ecologies of Ethnicity, Race, and Memory in Human Rights Discourse*. The LAII makes a concerted effort to ensure that diverse perspectives and viewpoints are represented across its postsecondary outreach programming.

The LADB is the LAII's electronic weekly news analysis service with a searchable archive. Created in the mid-1980s, the LADB employs 1 full-time-on-site journalist and 12 part-time contracted journalists residing in Latin America. The journalists draw on local resources to produce original dispassionate analysis (in English) of news in the region. Each week, 3 news bulletins (*NotiCen*, *NotiSur*, *SourceMex*) are published. The LADB has more than 200 subscribers, including universities from across the U.S. and Canada, as well as organizations such as the United Nations and the Inter-America Dialogue.

The LAII sponsors an average of 3 visiting scholars each year who, through a competitive process, receive LAII funding to conduct research at UNM's library for periods that range from 2 weeks to a semester. In 2012-2013, we hosted scholars from the University of Arizona, the University of North Carolina, and Boston University. We also host but do not fund an average of 3 additional visiting scholars each year.

In 2012, the LAII provided support to the 18th International Symposium on Electronic Art Latin American Forum day, which drew over 100 people for 23 artists' presentations. The LAII also provides local support for the annual conference of the Rocky Mountain Council for Latin American Studies (RMCLAS) when it takes place in Santa Fe (approximately every 3 years). In 2013, the conference featured 70 panels in which 350 scholars participated.

The LAII is very active in CLASP, whose membership is comprised of 62 LAS-focused centers/institutes from universities across the country. The organization provides a unique venue for institutes to collaborate on programming and share best practices. Nascent programs frequently contact CLASP for assistance with program development.

Media and Public: In 2012-2013, 5 events specifically targeted the general public and/or media. Since 2005 LAII and SOLAS have collaborated to host an annual, academic-focused film festival featuring original and independent productions. In 2013, the LAII also partnered with IC to host a comprehensive film festival with more diverse genres and statewide marketing. Both festivals included films focused on Latin American and Iberian themes, with the majority of filmmakers from Latin America. The festivals are held off-campus to more easily attract the general public; in 2013, 159 attended the SOLAS event and 300 attended the IC event. In addition, the LAII works with the NHCC, IC, and the Mexican Consulate to offer lectures, art exhibits, and cultural performances for the public throughout the year.

Multiple events focused on topics of interest to media, including lectures on *Threatening Democracies: Political Subjectivity in Venezuela, Participatory Journalism in Argentina*, and *Francis I: First Latin American Pope*. In addition, the LAII's book-signing and symposium, *Borderline Slavery: Contemporary Issues in Border Security and the Human Trade*, attracted journalists covering human rights issues. Overall, 220 attended the events which targeted media.

The LADB serves a critical role in outreach to media. Subscribers to the news service have included *Newsweek*, *Time*, Lexis Nexis, Pro Quest, and the Gale Group. The LAII enhances LADB coverage by sending LADB's lead editor and writer, Carlos Navarro, to Florida International University's *Journalists and Editors Workshop on Latin America*.

Faculty and Professional School Involvement: Faculty from traditional disciplines and from the Health Sciences, Education, Architecture, Business, and Law play key roles in all aspects of LAII outreach. They participate in K-12 workshops and provide expertise to the Supervisor of Community Education. In 2012-2013, approximately 30 percent of our post-secondary outreach activities featured our own faculty. LAII programming for media would be impossible without the active participation of faculty from Communication & Journalism.

8. Program Planning and Budget

The LAII requests funding to support activities in line with clearly stated goals and objectives (see Abstract and Section 9). Sixty-one percent of the budget lines address NRC Absolute and Competitive Preference Priorities (CPP) 1 and 2. These include initiatives with Central New Mexico Community College (CNM) and UNM's COE as well as intra-campus course development, study abroad, and outreach that target minority students within our HSI-designated university. One hundred percent of FLAS budget lines address FLAS CPP 1 and 2.

Quality and Purpose of Activities: To strengthen our linkages with **MSIs/HSIs and community colleges**, we request funds to work with CNM, an HSI. CNM will launch a new 2-year LAS degree in Fall 2014 which has been designed to complement UNM's 4-year LAS degree. CNM faculty, in consultation with UNM faculty, will develop an *Introduction to LAS* course as well as 3 other thematic courses. UNM and CNM will formalize a course transfer agreement to ensure the majority of the LAS courses taught at CNM will be easily transferred to

UNM and applied to UNM's LAS major. Funds will be used to compensate UNM ABDs to teach 1 course per year at CNM. CNM faculty will attend a study abroad professional development conference and then work with the LAII to design a study abroad program for CNM students. Funds will also support CNM faculty to attend professional meetings such as LASA, RMCLAS, and regional language association conferences. All LAII outreach activities will be broadly publicized amongst CNM faculty and students, and AD Wolfe will provide tandem advisement to CNM students to build a pipeline of students to the LAS major at UNM.

To strengthen **K-12 outreach** and linkages with **Colleges/Programs of Education**, we will expand our offerings of K-12 workshops by developing in-class presentations for undergraduate and graduate UNM COE students, both for campus classes and online courses; the latter will enable us to reach lesser-served communities across the state. In 2012 we piloted in-class professional development events and found them to be excellent means of engaging with COE students. Upcoming presentations will focus on resources that were developed and well-received over the last 4 years. Examples include: *The Mexican Revolution*, *Cultural Literacy of Día de los Muertos*, and *Rethinking Columbus*. (See Table 7.2 for the range of subjects to be covered.) Presentations will be delivered by LAII staff, faculty and K-12 teachers who have attended previous LAII workshops and used workshop curriculum materials in their own classrooms. The process will draw upon the expertise of LAII PA Katrina Dillon, whose position as a COE doctoral student, MALAS alum, and former K-12 teacher, uniquely qualifies her to tailor Latin American content to diverse COE audiences. In addition, UNM COE faculty in the Department of Teacher Education, Educational Leadership and Policy (TEELP) will develop or revise existing courses to include Latin America content. TEELP faculty will also assist in advertising all LAII K-12 workshops and offer incentives to students who attend.

In Spring 2015, the LAII will hold a symposium on "Rethinking Schools: Latin America in the Curriculum" in order to promote Latin American curriculum in the classroom and connect educators across campus and in the local school system. The symposium will include breakout sessions, panel presentations, and keynote lectures with selective representatives from among Rethinking Schools' staff and COE faculty.

To strengthen the relevance of the LAII's outreach to COE students, the LAII will convene a "Master Teacher" committee composed of in-service educators who oversee COE pre-service students' practicum and teaching experiences. By developing a committee of Master Teachers, the LAII ensures that COE students not only receive exposure to Latin America curriculum, but also are encouraged and supported when using the curriculum in their classrooms. To ensure that LAII K-12 programs meet current classroom instructional needs, the LAII also regularly convenes an advisory committee composed of current public- and private-school teachers from Albuquerque and Santa Fe. This committee complements the Master Teacher committee by advising on community-wide initiatives with practicing K-12 educators.

We will continue to hold professional development workshops for both pre-service and in-service teachers. Topics will be tailored to appeal particularly to the former, and will rely upon faculty expertise in UNM COE. We will build upon a model that proved effective and popular over the last 4 years: cross-disciplinary, joint presentations. By featuring COE faculty alongside Latin Americanist faculty from disciplines across campus, we will be able to address new topics with broad appeal to students throughout COE. Examples include *Race in Latin America*, *Cultural Resistance through Art, Identity and Multicultural Literature*, and *Linguistic Heritages of the Americas*. Workshops will be held in Albuquerque, Santa Fe, and Las Cruces –

the former in partnership with local organizations such as the SRC, the latter in partnership with New Mexico State University (NMSU), a designated HSI.

In addition, we are partnering with CNM's Alternative Licensure Program and Multicultural Education programs. The former grants teaching licenses to students who already hold 4-year degrees. The latter grants the associate degree in education. Similar presentations mentioned above will be delivered in appropriate courses by both LAII staff and practicing K-12 teachers. To better meet the needs of Multicultural Education students, funds will be used to translate several existing curriculum resources into Spanish for use in bilingual classrooms. Finally, CNM will not only direct students to attend LAII's K-12 professional development workshops but will also host LAII workshops on its campus to encourage CNM attendance.

The LAII will collaborate with other NRCs to support the Américas Award, which recognizes US literary works that authentically portray Latin America. The LAII utilizes winning works in K-12 curriculum, book groups, and blogs so as to encourage teachers and librarians to select the books for their classrooms. In addition, the Supervisor of Community Education Programs will finish a 3-year term serving on the national review committee in 2015.

Finally, funds are being requested to support outreach booths at local and regional K-12 conferences as well as youth-focused outreach activities including *Modelo de Naciones Unidas Versión en Español* and the *Cuentista* and *Poesía eres tú* writing and speaking contests, all of which enjoy majority attendance and participation by underrepresented youth.

To strengthen **language and area studies**, including those activities that address our sustainability and indigeneity foci, we request funds to offer 4 courses each of Quechua and K'iche' Maya per year (with the exception of Year 1 in which 6 courses of K'iche' and 2 courses of Quechua will be offered in line with FLAS Fellows' needs). We fully expect K'iche' and

Quechua to regularly enroll students in the third and fourth semesters. The existing K'iche' Maya instruction at UNM is strengthened by the LAII's partnership with Vanderbilt University, Tulane University, and the University of Texas in the annual Mayan Language Summer Institute held in Guatemala. While Tulane's tuition system gives it the unique ability to "capture" tuition to directly support summer programs, giving it a much needed administrative advantage, all partners are intimately involved in program planning, administration, and recruitment. UNM's K'iche' instructor will teach intermediate and advanced levels at the institute.

Funds will be used to support the LAII's participation in the 2 LCTL workshops organized by Indiana University and supported by 6 other prospective NRCs. As a cross-NRC collaborative activity, the workshops are designed to address long-term and short-term issues related to the teaching, programming, and future sustainability of LCTLs. Specific topics include virtual instruction, strategies to boost enrollments, and development of proficiency standards. The workshops will culminate with a strategy paper that will be circulated via CLASP, ensuring access by both NRCs and non-NRCs. The LAII will also collaborate with the University of Florida on its electronic *Portuguese Language Journal*, which promotes and disseminates information about the teaching of Portuguese as a foreign language to K-16 audiences.

To strengthen UNM's capacity for language assessment, funds are requested to provide additional ACTFL training in Year 1 for a faculty member in S&P. She will spearhead a sequential introduction of new ACTFL-based standards and assessments starting with the piloting of ACTFL's Can-Do Statements in 100-, 200-, and 300-level courses. In Year 2, funds will be used to purchase the ACTFL Assessment of Performance toward Proficiency in Languages (AAPL) video assessment tool for a pilot of selected students from SPAN 202 and 211. Funds will also be used to revise SPAN 541 (*Research on Teaching Spanish*—see

description in Appendix 1) to include ACTFL-based curriculum. 541 is required of all S&P graduate students as well as any student outside of S&P who serves as a TA in the department. Assuming the AAPL pilot is deemed effective, funds will be used in Year 3 to purchase the tool for a larger pool of students. In Year 4, the LAII will bring a certified ACTFL-OPI trainer to work with both faculty and TAs. While the majority of our assessment activities will target 100-, 200-, and 300-level courses, all of the initiatives will be conducted with the intention of eventually incorporating the standards and assessments into 400- and 500-level courses.

Funds are requested to support summer and intersession study abroad programs that focus on issues of sustainability and/or indigeneity. Two new programs will be offered each year and will include themes such as *Conservation in Mexican Arid Lands: A Field Experience*, *Sustainable Finance in Cuba*, *Sustainable Planning and Architecture in Indigenous Ecuador*, and *Bio-Cultural Diversity and Social Justice in Ecuador*.

Three new semester courses will be developed each year. Preference will be given to those that are either developed by faculty within COE or by faculty who will focus on sustainability and/or indigeneity. Only those courses for which deans and department chairs will ensure institutionalization in the regular rotation of offerings will be funded. Recipients will be selected on a competitive basis. Selection criteria will include capacity to enroll significant number of students, ability to fill existing gaps or build upon current strengths in the study of Latin America at UNM, potential to attract students from various disciplines, and long-term impact. For example, in the last 4 years NRC funds have helped develop 8 new courses that focus on indigeneity. Those courses coupled with new ones slated for development have resulted in a new concentration in Indigenous Studies which will be available to MALAS students in Fall 2015, ensuring indelible curriculum impact. UNM will also launch a new PhD in Indigenous

Planning in 2015. Some of our indigenous-related courses will support that program, and it is expected that some of our MALAS graduates will matriculate into the new doctoral program.

Funds will seed a new tenure-track line for a Latin Americanist in the School of Architecture's Community & Regional Planning (CRP) program. Through an agreement with the Provost, NRC funds will offset search costs in Year 1 and then provide .50 of salary in Year 2 and .25 of salary in Year 3. By Year 4, UNM will fully absorb the cost of the line. CRP has agreed to prioritize candidates whose research focuses on sustainability and/or indigeneity. The faculty member will offer courses relevant to students in the CRP program as well as MALAS students pursuing the MALAS/MCRP dual degree and/or concentrations in Indigenous Studies and Urbanism and Community Development.

Post-secondary and public outreach will be enhanced by holding 2 symposia, *Sustainable Finance in Cuba* and *Trans-Border Indigenous Studies* (with NMSU), in which UNM faculty and graduate students have expertise. In addition, in 2014 the LAII will also support the 9th International Conference of the American Portuguese Studies Association. The LAII OC will identify other university and community initiatives to support.

The LAII will collaborate with the NHCC, IC, Mexican Consulate, and El Museo Cultural de Santa Fe to strengthen community programming by developing a series highlighting the physical, cultural and linguistic diversity of Latin America. Funds will support guest speakers and events. We will also collaborate with the NHCC and IC on community programming related to current events in Latin America.

NRC funds will support **outreach to business** by providing support to the Anderson School of Business to invite speakers involved in Social Entrepreneur Corps, a Latin-American

based entrepreneurial network that signed an agreement with UNM in 2013 as part of an effort to promote international management experiences for UNM business students.

Outreach to media will include supporting a media professional to attend Florida International University's annual Journalists & Editor's workshop, which convenes journalists and scholars in one venue to discuss issues of critical importance in Latin America that warrant accurate and more widespread media coverage.

Library development will be enhanced through funding for our curator of Latin American collections to acquire resources that focus on indigenuity.

Professional development of faculty and staff will be enhanced by allocating funds to faculty to present research findings at conferences, supporting LAII professional staff attendance at annual CLASP meetings, and sending LAII professional staff to NRC Directors' meetings.

The LAII requests **FLAS** funds to support student proficiency in K'iche' Maya, Quechua, and Portuguese (of which the latter two meet the FLAS CPP 2). The LAII will give preference to applicants who demonstrate financial need (FLAS CPP 1). See Sections 10 and 11.

We request funds to support .5 FTE of our Supervisor for Community Education and to offset a small percentage of time for the Senior Web Designer (.25 FTE) for the effort he devotes to website development and management that supports virtually all NRC activities. Funds will also support a PA, a doctoral student in COE, who will assist with our K-12 related outreach and academic initiatives. Finally, we request funds to compensate an external evaluator. Forty-one of the 67 budget requests itemized in our NRC budget narrative conform to NRC priorities.

Fourteen items meet the Absolute Priority; 24 items meet NRC CPP 1; and 8 items meet NRC CPP 2. Some priorities overlap. See Sections 10 and 11 regarding FLAS budget conformity to priorities.

Program Planning and Timeline: The LAII has a long history of successful delivery of programs and activities. Its seasoned and well-qualified staff ensures that NRC activities will be managed effectively and efficiently. Activities have been scheduled while taking into account the various stages of development, implementation, and consolidation.

Cost Effectiveness: Few of the activities listed above will rely solely on NRC funds. In most instances, NRC funds will supplement existing LAII and UNM funding. As a result, the LAII will not only maintain previous levels of activity but also significantly increase its ability to strengthen language and area studies, professional development, and outreach programming. The limited request for administrative/salary support attests to the LAII's commitment to utilize NRC funds in the best way possible. The highest level of funding is requested in Year 2, in which NRC monies will seed a faculty hire in the School of Architecture. By Year 4, the university will absorb 100 percent of the line.

Long-term Impact: The proposed activities are designed to build upon areas in which we exhibit strengths but have been somewhat limited due to budget constraints. All of our proposed activities have been designed to garner the longest impact possible. Studies have demonstrated that study abroad opportunities shorten graduation rates and have a profound impact on language proficiency. Courses developed with NRC funds must be institutionalized and offered on a regular rotation. K-12 activities are primarily designed around the use of curriculum resources (which include more than 1,500 pages that have been developed with current NRC funds), providing resources teachers can use on an ongoing basis. K-12 youth-oriented activities are limited to those that have a deep impact on students' analytical and language skill development.

UNM is already regarded as a premier institution for Latin American Studies. It is poised to become an institution of excellence in multidisciplinary indigenous studies, and its faculty

interests in development, sustainability, and education offer additional promise for long-term contributions. Many of the proposed activities also deepen our ties to the professional schools, providing students with a rare opportunity to combine their knowledge of Latin America with professional training. Through our partnership with CNM, we are also positioned to make a significant impact on HSI community college students by enhancing their exposure to Latin American language and area studies while pursuing their 2-year degree. More significantly, our collaborative activities and tandem advisement will result in significant recruitment of those students to UNM to pursue a 4-year degree focused on Latin American Studies. Section 9 elaborates upon the measurable impacts we will achieve.

9. Impact and Evaluation

Impact: The LAII has made significant and long-lasting impacts by fulfilling its educational and outreach missions and by ensuring the successful occupational placement of its students. Table 9-1 summarizes recent trends in the impacts of Latin American language and area studies training at UNM. These trends generally show stable or increasing impacts over time. The decline in area studies course offerings and enrollments likely reflects the tendency for departments facing enrollment pressures to assign faculty to core courses in their disciplines rather than the area studies electives they were accustomed to teaching, though the numbers were so high originally that they suggest continuing impacts even in the face of this trend. The drop in attendance at LAII events in 2012 reflects the LAII's strategic decision to increase long-term impacts by offering the same high number of events but crafting them for smaller audiences to allow for greater interaction and dialogue among participants. UNM offers intermediate and advanced levels in its K'iche' Maya and Portuguese (see Section 4 and Appendix 1) and has seen an increase in enrollments between 2011 and 2012 (see Table 9-1). With the re-introduction of

Table 9-1: Impact through Language and Area Studies Training and Outreach, 2010-13					
Activity	Impact	Indices	2010-11	2011-12	2012-13
Area Studies Training	Increase national pool of U.S. citizens with critical knowledge of Latin America	Area studies courses	485	500	425
		Students enrolled in area studies courses	6,420	6,583	5,466
		LAS MA and PhD students	45 MA 2 PhD	48 MA 1 PhD	30 MA 1 PhD
		LAS BA students	45	44	49
		International Studies students with LAS concentrations	9	23	28
		Students studying abroad	196	235	241
Language Training	Increase national pool of U.S. citizens with critical language skills pertinent to security, business, and cultural exchanges with Latin America	Spanish courses	259	268	275
		Students enrolled in Spanish courses	4,576	4,945	5,311
		Portuguese courses	31	26	35
		Students enrolled in Portuguese classes	402	305	388
		K'iche' Maya courses	4	5	4
		Students enrolled in K'iche' courses	28	10	22
K-12 Outreach	Enhance knowledge among K-12 teachers and students by increasing Latin American content in curriculum	K-12 Teacher workshops	42	37	41
		Teachers in workshops	755	888	606
		Students instructed by teachers attending workshops*	22,650	26,640	18,180
		K-12 students attending LAII events	408	412	549
Outreach to post-secondary schools, business, media and general public	Increase knowledge of Latin America in colleges and universities; encourage reporting on Latin America; enhance business between U.S. and Latin America; improve public awareness of Latin America	Number of outreach events	61	56	69
		Number of attendees	5,913	6,199	3,406**
		Visiting scholars whose research was enhanced at UNM	5	9	5
		Institutional subscribers to LADB	48	48	49
		Non-institutional subscribers to LADB	156	160	165
		Panels at RMCLAS	65	N/A	70
		Participants at RMCLAS	260	N/A	350
*Assuming each teacher works with 30 students; **does not include attendance figures for Chilean exhibition at National Hispanic Cultural Center (approximately 9,000 attendees).					

Quechua, overall LCTL enrollments will increase and we will be offering intermediate level by Year 2 (NRC GPRA 2 and 3). To increase enrollments in the LAS graduate program, we will

develop more effective recruitment strategies guided by feedback from LAS alumni, adding innovative concentrations such as Indigenous Studies, and establishing more international partnerships such as one with Mexico's leading university, UNAM, which will result in students receiving double degrees from UNM and UNAM. We expect undergraduate enrollments to continue to increase (NRC GPRA 4).

Placement of students is an important indicator of impact. Table 9.2 demonstrates the successful placement of LAS graduate and undergraduate students as well as the recipients of FLAS and LAII PhD Fellowships. Students most frequently place in graduate studies, private industry, K-16 education, and federal government, respectively. The LAII has tracked the job placement of its LAS graduates since the program was established in the early 1930s, and we recently verified their status through a survey distributed to all LAS alumni. The survey provided useful data on career placement, internships, and networking opportunities that will enable us to fine tune our career placement advisement and tracking abilities.

Equal Access: As an HSI, UNM has a high percentage of students from under-represented groups, including 39 percent Hispanic and 6 percent Native American. Enrollment in the LAII's academic programs mirrors these percentages, with 39 percent minority student enrollment in the LAS BA, MA, and PhD degrees. During the next 4 years the LAII's collaborations with two partner HSIs, NMSU and CNM, are designed to recruit minority students from these institutions to UNM's LAS program. LAII committees that make decisions about admissions and awards for students across campus make concerted efforts to include students from underrepresented groups (see Section 10 regarding FLAS); these students accounted for 53 percent of PhD fellowships, 80 percent of FLAS fellowships, and 60 percent of FRG recipients between 2010 and 2013. Similarly, almost all (95 percent) of faculty FRGs were

Table 9-2: Placement of LAS Students and Recipients of LAII PhD and FLAS Fellowships, 2010-2014					
Professional Area	BA LAS	MA LAS	PhD Fellowship	FLAS Fellowship	Total
Higher Education		4	10	4	18
Elementary/Secondary Education	1	4		4	9
Federal Government	1	3	1	2	7
State and Local Government		3		1	4
Graduate Study	6	9		22	37
Continued Undergraduate Study				4	4
Private Industry	7	13	1	6	27
International Organization	1	2		3	6
Other	19	5	2	4	30

awarded to minority or women faculty. We also comply with the letter and spirit of the Americans with Disabilities Act. UNM's Office of Equity and Inclusion is charged with target-of-opportunity hires, ensuring strong minority representation among faculty. At present, 81 percent of LAII's affiliated faculty are from underrepresented groups (including racial/ethnic minorities, women, elderly, and persons with disabilities.)

Evaluation Plan: In addition to continued evaluation of the impacts and indices included in Table 9-1 (NRC GPRA 2, 3, 4), the LAII will pursue 4 project goals designed to increase the national pool of qualified Latin American language and area studies specialists. As Appendix 3 demonstrates, the LAII will collaborate closely with CNM to strengthen its newly launched LAS Associates program, and to create a pipeline of students into UNM's LAS program. We will build upon our already strong connections with UNM's COE by promoting a Latin America-focused curriculum for pre-service teachers to prepare them to educate more effectively the multicultural and bilingual students they encounter in the course of their teaching careers. We will build upon our progress from the previous 4-year cycle to continue developing K-12 and post-secondary curriculum on indigeneity in Latin America, and to create a new concentration in Indigenous Studies in the UNM LAS program. We will develop a new interdisciplinary curriculum focusing on cultural and environmental sustainability in Latin America designed to increase knowledge and awareness of the environmental challenges confronting the region and

the rest of the world. All of these objectives respond to pressing U.S. and global needs for a qualified and effectively educated workforce for the mid- 21st century.

We will assess progress toward meeting project goals through an evaluation plan that will triangulate qualitative and quantitative data and will involve regular input from community members, faculty, teachers, and others with the relevant expertise to help focus and direct the initiatives. Summative assessments that measure overall success in meeting objectives at the project's end will be combined with ongoing formative assessments throughout the project to assess its progress and suggest modifications for strengthening it. Each performance measure represents objective, readily quantifiable outputs, and each activity pertains to a specific program input. Our assessments of the amount of change expected from each intervention are realistic and founded upon baseline data that currently exist in our databases or can be easily collected at the project's onset. Progress toward meeting target objectives will be assessed at predetermined intervals and the results of these assessments will be used to fine tune the project. Baseline, benchmark, and target data will include both quantitative and qualitative indicators. Examples of the former include the numbers of: existing and new courses developed, course enrollments, K-12 workshops held and teachers in attendance, outreach events and attendees, and new study abroad programs and their participants. Such objective measures will triangulate with qualitative data derived through open-ended surveys completed by course, program, workshop, and event participants; assessments of language proficiency and other learning outcomes; and focus groups and other collective dialogues with relevant representatives. Formative evaluations will occur each semester to permit adjustments during the grant period.

The evaluation will be performed by external evaluator, Richard Howell, Associate Professor in UNM's College of Education, with the input of Director Tiano and AD's Fontenla,

Nelson, and Wolfe. Data collection and analysis will be ongoing throughout the grant cycle, allowing the evaluator and LAII administrators to meet every semester to review the data, assess implications for project performance, and make project modification on the basis of Howell's feedback. These formative evaluation processes and subsequent project modifications will themselves become part of the database for the summative evaluation, which will occur in the final semester of the project period and assess the efficacy of project components.

Professor Howell brings an extraordinary level of expertise to the evaluation process. His own research includes rubric development for student assessments, and for increasing access and instructional capacity in the areas of health, literacy, mathematics and science for predominantly minority students. His skills as an evaluator have been recognized at the state level, where he serves on the NM Secretary of Education's Assessment and Accountability Advisory Council. Since 1988, he has reviewed proposals for the U.S. Department of Education's Office of Special Education. He has served as an evaluator or advisor for numerous grant-funded projects across the nation and has been the PI for more than 25 grants.

Recent Evaluations: In addition to standard formal assessments (classroom surveys, annual staff and faculty performance reviews, yearly evaluations of LAS student portfolios), the LAII has cultivated a culture of on-going informal evaluation and feedback to ensure constant refinement of its programs. The senior LAII staff has met every 1 to 2 weeks throughout the last 4 years to assess the quality and utility of our outreach initiatives within the context of our overall academic mission. Many innovations, such as the decision to maximize long-range impacts of event programming by encouraging interaction and dialogue among small audiences, emerged from these group assessment sessions. Also, ADs Wolfe and Fontenla have met regularly with LAS students, both individually and in groups, to solicit their evaluations of the

program. Their feedback led us to revamp the Human Rights curriculum, to develop innovative new concentrations such as Brazilian Studies and Indigenous Studies, and to identify the pressing need for a faculty line in CRP, one of the most popular LAS concentrations. The LAII collaborated with S&P to organize an ACTFL-OPI training session for faculty and student instructors, and to develop a departmental evaluation plan for language learning and assessment which is currently on-going and forms the foundation for the proposed language assessment activities during the next 4 years. Periodic evaluations on the part of the LAII K-12 Teachers Advisory Committee have enabled us to adjust the contents of teacher workshops, culture boxes, and other kinds of K-12 outreach programming to meet teachers' needs more effectively. Regular assessments by the LAII Deans Advisory Council and the LAII EC have led to the implementation of such communication and marketing strategies as the *LAII Weekly Digest* and the more effective use of the LAII web site and social media to increase local and national recognition for the LAII and the LADB. For the last 4 years, assessments each semester by Howell have been used to strengthen our academic and outreach efforts.

Improved Supply of Specialists: A considerable number of UNM students in departments across the university receive training in Latin American language and area studies courses (Tables 2-1, 4-1). Additionally, in the last 4 years, 35 LAS minors/majors, 43 LAS MA students (including those with dual degrees), and 14 recipients of LAII PhD fellowships have earned degrees that have prepared them for jobs that meet national priorities. Our ability to enrich UNM students' understanding of Latin America with 3 LCTLs (K'iche' Maya, Quechua, and Portuguese) adds significantly to the value of their education. Table 9-2 demonstrates our ability to fill critical needs through the placement of PhD and FLAS fellows and LAS degree recipients.

National Needs, Information Dissemination, and Placement: The LAII's academic and outreach emphasis on relevant high-quality instruction for UNM students is designed to meet the nation's growing needs for security, environmental sustainability, and beneficial relationships with countries in the hemisphere. The LAS curriculum provides relevant instruction by offering concentrations that help students bridge disciplinary boundaries and explore vital aspects of human welfare in the region. All 5 of the LAS dual degree programs are designed to enhance knowledge of Latin America to inform graduates' performance in the education, legal, medical, business, and planning professions. UNM's curriculum is infused with LAS-related courses, including a 2-course Latin American history sequence in the core curriculum, which ensures that an overwhelming number of majors at the university are exposed to Latin American area and language studies courses. The number of students who concentrate in LAS-related courses (including the International Studies graduates with LAS concentrations) combined with those who receive LAS degrees produces an exceptional cadre of graduates with a clear understanding of the region. These students pursue careers in federal government, state government, K-12 education, post-secondary education, corporations, non-profit organizations, legal firms, and health-related organizations, enabling them to impart their knowledge of the region to colleagues and clients to make significant, long-lasting impacts. Courses at UNM present a range of viewpoints for understanding the region, and LAII outreach programming reinforces diverse perspectives. As a result, our students receive a greater appreciation for diversity and dialogue.

FLAS Fellowships, National Needs, and Placement: FLAS programming at UNM includes 2 LCTLs that appear on the list of critical languages, thus playing an important role in meeting national needs. As Table 9.2 demonstrates, while many recent FLAS Fellows are still

furthering their studies, others are currently meeting national needs through jobs in government, education, private industry, and national and international organizations.

The career placements of LAS graduates presented in Table 9.2 suggest that their educations are preparing them to meet national workforce needs. A sample of placements for LAS graduates and FLAS Fellows in the last few years include: U.S. Agency for International Development, U.S. Congressional Research Service, U.S. Occupational Safety and Health Administration, private Portuguese translation business, K-12 schools (several of which serve minority populations), immigrant health care facilities, and immigration law firms. The LAII has placement information on all but 4 of the last 48 FLAS Fellows. Of the 18 Fellows who were required to participate in DOE's last tracking survey, only 2 did not participate. We will continue to maintain close relationships with our FLAS recipients to provide quality and accurate placement data (FLAS GPRA 1).

10. FLAS Awardee Selection Procedures

FLAS-eligible languages at UNM are K'iche' Maya, Portuguese, and Quechua. Undergraduate and graduate students in any discipline may apply for a FLAS award. Due to low tuition costs and high demand from quality students, the LAII is able to stretch its awards to benefit students. For example, while we received 9 academic year (AY) fellowships and 4 summer fellowships from DOE in 2013-2014, we were able to award 11 AY and 6 summer fellowships through tuition savings. The FLAS coordinator is AD Wolfe.

Advertisement: The LAII advertises availability of FLAS awards through various avenues. Information is included in the university catalog, OGS's page dedicated to Latin American Studies at UNM, and our listing with *Peterson's Annual Guide to Graduate Study*. The LAII and LAS websites include pages that are dedicated to funding opportunities for students

and include detailed information on both AY and Summer FLAS awards, along with deadlines and pertinent application materials. Eight to 10 weeks before AY and Summer application deadlines, a concentrated advertisement blitz takes place. During this time, paid advertisements are placed in the *Daily Lobo*, the university's independent newspaper, and the *Alibi*, a non-university publication widely read by UNM students. The FLAS competition is featured in the LAII's Weekly News Digest which is received by students and faculty in no fewer than 30 departments and units on campus. SOLAS posts information on its exclusive website and list serv. OGS circulates an announcement on its list serv which is received by every graduate program on campus. Finally, the LAII Director sends memos to faculty, chairs, and deans.

Selection Timeline: Two parallel and overlapping competitions are held for the AY and Summer awards. General publicity for both competitions commences in late September/early October of each year. The committee that selects recipients (see below) is formed in early September. Concentrated advertisement begins in early December, with applications for both competitions due February 15th. Members of the selection committee begin reading files in late February. The committee convenes in early March, and recipients are notified by March 7th.

Conformity to Priorities: The LAII requests 9 AY awards. These awards are linked to 3 LCTLs (K'iche' Maya, Quechua, and Portuguese) at UNM. Two of the 3 LCTLs are included in DOE's priority list. The LAII pledges to ensure that the selection committee awards at least 25 percent of its fellowships to applicants who will focus on Quechua and Portuguese. Based upon previous student demand, we will likely award at least 60 percent to priority languages (FLAS CPP 2). Four Summer FLAS awards are being requested.

As an HSI, UNM has a high number of students with financial need. The LAII will require all applicants to disclose financial need (FLAS CPP1) by working with UNM's Office of

Financial Aid (OFA). OFA has agreed to generate a report, verifying need based upon FAFSA calculations, for all applicants. The evaluation rubric used by the LAII's selection committee will include additional points for demonstrated need. All things being equal, those applicants with need will be prioritized over those without demonstrated need.

Application Procedures: Students may be self- or department-nominated. Either form of nomination is weighed equally, but applicants are responsible for generating their own application materials. AY and Summer applicants must submit to the LAII a statement of goals, transcripts, 3 letters of recommendation, and GRE/GMAT/LSAT scores.

Selection Committee: FLAS recipients are selected by the LAII's Grants and Awards Committee, which has 10 faculty members nominated by departments and professional schools with active ties to the LAII. SOLAS elects a student representative to the committee as well.

Selection Criteria: Selection criteria include 1) how the applicant plans to integrate LCTL study into his/her studies; 2) the degree to which the FLAS award furthers the fellow's career goals and intersects with U.S. national needs; 3) overall academic merit (i.e. GPA, relevant honors, awards, etc.); 4) the extent to which the award increases participation of underrepresented groups; and 5) the degree to which the applicant demonstrates financial need.

11. Competitive Priorities

As the narrative has clearly demonstrated, the LAII will meet NRC CPP 1 and 2 by engaging in various initiatives with CNM and UNM's COE, as well as by developing curriculum and outreach events that target UNM minority students (see Section 8). In addition, we will meet FLAS CPP 1 and 2 by dedicating no less than 25 percent of our awards to Portuguese and/or Quechua and by privileging applicants with demonstrated financial need in the selection process (see Section 10).

International and Foreign Language Education
U.S. Department of Education
1990 K. Street, NW
Washington, DC 20006

June 7, 2014

Dear Members of Staff and NRC Review Team,

On behalf of the University of New Mexico (UNM), I am writing to offer my wholehearted support of the Latin American and Iberian Institute's (LAI) TVI National Resource Center and Foreign Language and Area Studies grant application. The LAI has been a longstanding unit of excellence at UNM and with support from the U.S. Department of Education; it will expand its programming and increase its campus, state, and national reach.

As one of the few units that reports directly to the Office of Academic Affairs, the LAI is clearly charged with having a cross-campus impact. It works closely with the Colleges of Arts and Sciences, Education, and Fine Arts, and the Schools of Architecture and Planning, Law, Management, and Health Sciences. The LAI has affiliated faculty from all of these colleges and schools who teach relevant area and language studies courses. Through various funding sources, the LAI distributes resources not only to affiliated faculty but also to the students they mentor. As such, the LAI enhances the study of Latin America well beyond the confines of the undergraduate and graduate Latin American Studies program that it administers.

UNM strives to work with the general community and K-12 educators to expand our reach and create meaningful linkages within our state. The LAI is a particularly unique unit in this regard since public outreach is one of its primary missions. It works with area schools, museums, community organizations, and business groups to increase awareness about Latin America. In New Mexico, where nearly half the population is Hispanic, these efforts are particularly important as they enhance cultural understandings, business opportunities, and language development.

As a Hispanic-Serving Institution (HSI), UNM is deeply committed to working with and serving minority populations. I am heartened to see that an overwhelming number of the LAI's proposed activities reach out particularly to minorities. I am also pleased that the LAI will engage in a set of initiatives with Central New Mexico Community College (also an HSI), which will increase the pipeline of students from CNM to UNM.

In addition to cross-campus course development, study abroad programming, and lecture/symposia offerings, the LAI proposes to use NRC funds to seed a tenure-track faculty line within the School of Architecture's Community and Regional Planning (CRP) program. Through discussions I have had with the Dean of Architecture and Director of CRP, I am committed to absorbing the full cost of this line by year four of the grant. NRC funds will pay for some costs associated with the search and provide partial salary support in years two and three. UNM will pay for 100 percent of the line at the conclusion of year three.

UNM's strategic plan includes a strong commitment to the internationalization of our curriculum. The LAII is at the forefront of that commitment. I assure you that your positive consideration of the LAII's NRC/FLAS proposal will yield cost-effective, long-term results that meet the U.S. Department of Education's priorities.

Sincerely,

A handwritten signature in cursive script, reading "Chaouki Abdallah".

Chaouki Abdallah
Provost & Executive Vice President for Academic Affairs



Central New Mexico Community College

International and Foreign Language Education
U.S. Department of Education
1990 K. Street, NW
Washington, DC 20006

Dear Members of Staff and NRC Review Team,

I am writing this letter to express my support for the Title VI NRC grant proposal UNM's Latin American & Iberian Institute is submitting. As the Dean for the School of Communication, Humanities & Social Sciences at Central New Mexico Community College (CNM), I am very excited about the potential this grant has to enhance our partnership with UNM, increase the pipeline of students seeking and graduating from our new Associate of Arts in Latin American Studies, develop new courses to be offered within this degree program, and enhance the professional development of faculty teaching in this degree program.

CNM is one of the largest post-secondary institutions in New Mexico, serving approximately 40,000 students annually. We serve a diverse student population with minority students representing 60.9% of our total student enrollment, and Hispanic students representing 46% of our total student enrollment. It is this diversity that positions CNM as an ideal institution to develop and expand a pipeline for students pursuing degrees in Latin American Studies. We have a large number of students who have personal backgrounds that provide a solid foundation for understanding the political, economic, social, cultural, and linguistic contexts of Latin America.

CNM is launching its new Associate of Arts in Latin American Studies this fall. We anticipate a minimum of 100 declared majors within the 2014-2015 academic year. The Title VI grant funds would help support increased collaboration between UNM and CNM to ensure quality curriculum and teaching and seamless student transfer supported by cross-campus advising. We are also excited about the opportunity this grant presents for us to explore the implementation of a study abroad program as an option for students in our Latin American Studies and Business degree programs.

Effective collaboration between UNM and CNM is critical to the success of our students, and our recent experience with UNM's Latin American and Iberian Institute has set a new standard for the ways in which such collaboration can benefit both institutions. We welcome the opportunity to further this collaboration through the activities outline in UNM's Title VI NRC grant proposal.

Sincerely,

Dr. Erica Volkens
Dean, School of Communication, Humanities & Social Sciences
Central New Mexico Community College
525 Buena Vista Dr. SE
Albuquerque, NM 8716
(505) 224-3699



International and Foreign Language Education
U.S. Department of Education
1990 K. Street, NW
Washington, DC 20006

June 9, 2014

Dear Members of IFLE/DoE Staff and NRC Review Team,

I am submitting this letter of support for the University of New Mexico's (UNM) Latin American and Iberian Institute's (LAI) Title VI National Resource Center and Foreign Language and Area Studies grant application. In my capacity as Special Advisor to the Provost for UNM's College of Education, I would like to speak specifically to the initiatives the LAI has proposed that pertain to that College.

The LAI will enhance K-12 area studies education by working with College of Education students and pre-service teachers to ensure they have an adequate understanding of Latin America and its associated languages before they earn their UNM degrees and enter the K-12 classroom. To do this, the LAI will expand its reach within the College by working with the Department of Language, Literacy and Sociocultural Studies (LLSS) and the Department of Teacher Education, Educational Leadership and Policy (TEELP). Numerous LLSS courses already contain Latin America-related content, but with NRC funds the LAI will help TEELP greatly expand its list of courses with Latin America content. This is particularly important since TEELP instructs a large number of future K-12 teachers. By the end of the grant's cycle, at least four new courses offered by TEELP will have Latin America content.

In addition to the four new courses, numerous existing courses within TEELP will benefit from an infusion of Latin America content. TEELP faculty members have agreed to incorporate presentations focused on Latin America-related curriculum resources into their courses. Students will receive hands-on instruction with lesson plans and curriculum units that have been created by LAI staff and piloted in K-12 classrooms in the greater Albuquerque area.

Finally, TEELP faculty will encourage their students to attend K-12 workshops offered by the LAI. The workshops will provide more intensive exposure to relevant classroom resources as well as innovative themes to incorporate into the K-12 curriculum. These workshops will also provide invaluable professional development by allowing College of Education students to work alongside practicing K-12 teachers who can offer advice and guidance on their experience with teaching about Latin America and Latin American languages. Many of these workshops

will feature presentations that have been jointly developed by College faculty and faculty in traditional Latin America related disciplines. As a result, this particular initiative will further deepen the LAII's impact on area studies training of College of Education faculty.

By issuing a competitive priority that encourages meaningful interactions between National Resource Centers and Colleges of Education, the U.S. Department of Education has certainly incentivized area studies programs to think more creatively and broadly about how they approach the long-standing NRC absolute priority for K-12 outreach. I applaud such efforts, but I do want to point out that the LAII has a long-standing relationship with UNM's College of Education. Seven faculty members within the College have been affiliates of the LAII for many years, teaching Latin America related courses, mentoring students with interests in Latin America, and serving on LAII-related committees. I have no doubt that this continued relationship along with the abovementioned new initiatives will make the LAII a national example for how NRCs can cultivate partnerships with Colleges of Education.

Finally, allow me to note that my role as strategic advisor to the Provost has primarily involved spearheading a year long project to re-imagine and re-design our College of Education. I am confident that this effort has invigorated the College, which is now primed to thrive under Dean Hector Ochoa, who has recently been hired out of the University of Texas system and brings his own extensive ties and interests vis-à-vis Latin America.

For all these reasons, I think UNM is enormously well situated to powerfully engage K-12 educators, institutions, and students and thus contribute to long-term understanding of Latin America within American society.

Sincerely,



Dr. Richard L. Wood
Special Advisor for Strategic Initiatives
Office of the Provost
Chair-Elect, Department of Sociology
University of New Mexico



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

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

Name of Institution/Organization

The Regents of the University of New Mexico

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	105,151	137,905	122,690	109,008		474,754
2. Fringe Benefits	28,524	39,099	34,756	30,801		133,180
3. Travel	40,600	16,400	25,100	20,400		102,500
4. Equipment	0	0	0	0		0
5. Supplies	2,400	3,400	4,900	2,400		13,100
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	41,450	27,450	24,950	44,200		138,050
9. Total Direct Costs (lines 1-8)	218,125	224,254	212,396	206,809		861,584
10. Indirect Costs*	17,450	17,940	16,992	16,545		68,927
11. Training Stipends	273,000	273,000	273,000	273,000		1,092,000
12. Total Costs (lines 9-11)	508,575	515,194	502,388	496,354		2,022,511

***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: 07 / 30 / 2013 To: 06 / 30 / 2017 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): U.S. Dept of Health & Human Services The Indirect Cost Rate is %
- 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 Not Applicable

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

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

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

SECTION C – BUDGET NARRATIVE (see instructions)

Instructions for ED 524

General Instructions

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

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

Section A - Budget Summary

U.S. Department of Education Funds

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

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

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

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

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

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

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

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

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

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

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

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

Section B - Budget Summary Non-Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

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

Budget Narrative

University of New Mexico Latin American & Iberian Institute						
Page	Priority	1. PERSONNEL	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018
		Central New Mexico Community College (CNM)				
32	CPP1	Course preparation by UNM doctoral candidates for CNM LAS course instruction	600.00	600.00	600.00	600.00
32	CPP1	Course instruction, 1 per year, in CNM LAS program by UNM doctoral candidates	2,400.00	2,400.00	2,400.00	2,400.00
		College of Education (COE)				
32	CPP2	Development of 1 COE course per year to enhance Latin American content in COE curriculum	2,500.00	2,500.00	2,500.00	2,500.00
38	CPP2	COE doctoral candidate to serve as project assistant for COE and K-12 initiatives, \$20 per hour, 20 hours per week, 39 weeks	15,600.00	15,990.00	16,390.00	16,800.00
		Indiginity				
34	CPP1	Instructor for Quechua, \$4,000 per course offered	8,000.00	16,000.00	16,000.00	16,000.00
34	CPP1	Instructor for K'iche' Maya, \$4,000 per course offered	24,000.00	16,000.00	16,000.00	16,000.00
35		Mayan Language Summer Institute instructor salary	3,000.00	3,000.00	3,000.00	3,000.00
36	CPP1	Development of 1 indigenous-related course per year in various disciplines	2,500.00	2,500.00	2,500.00	2,500.00
36	CPP1	Course instruction for 1 indigenous-related study abroad program per year	4,000.00	4,000.00	4,000.00	4,000.00
		Sustainability				
37		Tenure-track hire in Community & Regional Planning (School of Architecture) to support NRC activities, .50 FTE in Year 2 and .25 FTE in Year 3		30,000.00	15,000.00	
36	CPP1	Development of 1 sustainability-related course per year in various disciplines	2,500.00	2,500.00	2,500.00	2,500.00
36	CPP1	Course instruction for 1 sustainability-related study abroad program per year	4,000.00	4,000.00	4,000.00	4,000.00
		Language Assessment				
35		Revision of Spanish pedagogy course to include ACTL-based curriculum		1,500.00		
		Outreach and K-12 Professional Development				
38		Supervisor for Community Education Programs, .50 FTE dedicated to NRC activity	22,801.00	23,371.00	23,955.00	24,554.00
		Evaluation				

Budget Narrative

University of New Mexico Latin American & Iberian Institute		Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018
38	External Evaluator stipend	1,500.00	1,500.00	1,500.00	1,500.00
	Website/IT Support				
38	Website administrator (TBA) at .25 FTE to support NRC activities	11,750.00	12,044.00	12,345.00	12,654.00
	Total Personnel	105,151.00	137,905.00	122,690.00	109,008.00
	2. FRINGE BENEFITS				
	Part-time faculty 22.6% of \$38,000; Regular faculty 30.2% of \$17,000; Staff 36.5% of \$34,551; Graduate student 1% of \$15,600 plus \$2,035 insurance	28,524.00			
	Part-time faculty 22.9% of \$38,000; Regular faculty 30.7% of \$48,500; Staff 37.3% of \$35,415; Graduate student 1% of \$15,990 plus \$2,137 insurance		39,099.00		
	Part-time faculty 22.9% of \$38,000; Regular faculty 30.9% of \$32,000; Staff 37.9% of \$36,300; Graduate student 1% of \$16,390 plus \$2,244 insurance			34,756.00	
	Part-time faculty 22.9% of \$38,000; Regular faculty 31.1% of \$17,000; Staff 38.4% of \$37,208; Graduate student 1% of \$16,800 plus \$2,356 insurance				30,801.00
	Total Fringe Benefits	28,524.00	39,099.00	34,756.00	30,801.00
	3. TRAVEL				
	Indiginity				
36	Faculty-led study abroad course on indiginity-related theme; includes airfare and per diem (international)	3,500.00	3,500.00	3,500.00	3,500.00
35	Mayan Language Institute meeting to plan next four years of programming for two UNM attendees; includes airfare and per diem	2,400.00			
38	Curator travel to acquire indiginity-related materials for library; includes airfare and per diem (international)				2,500.00
	Sustainability				

Budget Narrative

University of New Mexico Latin American & Iberian Institute		Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018
36	CPP1 Faculty-led study abroad course on sustainability-related theme; includes airfare and per diem (international)	3,500.00	3,500.00	3,500.00	3,500.00
36	CPP1 Exploratory trip to establish faculty-led program in Cuba for 2 faculty; includes airfare and per diem (international)	5,000.00			
37	Search for tenure-track hire in Community & Regional Planning for 3 invitees; includes airfare and per diem	3,600.00			
	Language Assessment				
35	Indiana University LCTL strategy workshop for 1 attendee; includes airfare and per diem	1,200.00		1,200.00	
35	ACTFL training workshop attendance for 1 faculty; includes registration, airfare, and per diem	3,000.00		3,000.00	
36	Visit by ACTFL-OPI specialist for UNM faculty training; includes airfare and per diem				1,500.00
	Outreach and K-16 Professional Development				
38	Faculty travel to attend conferences for presentations and/or establish linkages with Latin American institutions, \$400 each (domestic and international)	4,000.00	4,000.00	4,000.00	4,000.00
38	Attendance at LASA and CLASP annual meetings for 2 staff; includes airfare and per diem	3,000.00	3,000.00	3,000.00	3,000.00
38	Travel for LAIL journalist to attend FIU's Journalists and Editors Workshop; includes airfare and per diem	1,200.00	1,200.00	1,200.00	1,200.00
34	Attendance at Americas Award annual ceremony and participation in related K-12 workshops in Washington, DC for 1 staff member; includes airfare and per diem	1,200.00	1,200.00	1,200.00	1,200.00
	NRC-Related Meetings				
38	NRC Grantee Meeting for 3 staff; includes airfare and per diem	4,500.00			
38	CNRC Directors' Meeting for 3 staff; includes airfare and per diem	4,500.00		4,500.00	
	Total Travel	40,600.00	16,400.00	25,100.00	20,400.00
	4. EQUIPMENT -- None requested				

Budget Narrative

University of New Mexico Latin American & Iberian Institute		Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018
	5. SUPPLIES				
	Language Assessment				
35	ACTFL AAPL video student assessment software to pilot with 50 students in Year 2 and implement more broadly in Year 3		1,000.00	2,500.00	
	General				
	Communications, office supplies, materials, and copy costs	2,400.00	2,400.00	2,400.00	2,400.00
	Total Supplies	2,400.00	3,400.00	4,900.00	2,400.00
	6. CONTRACTUAL--None requested				
	7. CONSTRUCTION--None requested				
	8. OTHER				
	Central New Mexico Community College (CNM)				
31	Development of 1 course per year by CNM faculty to support Latin American Studies degree program	2,500.00	2,500.00	2,500.00	2,500.00
32	Development of 1 study abroad course by CNM faculty		2,500.00		
32	Faculty-led study abroad program for 2 CNM faculty to take CNM students; includes travel and per diem (international)				7,000.00
32	CNM faculty travel to attend conferences such as LASA, STARTALK, and RMCLAS for professional development	2,500.00	2,500.00	2,500.00	2,500.00
32	CNM faculty travel to attend study abroad professional development conference; includes airfare and per diem	2,500.00			
34	Materials for in-class presentations for students in CNM's Alternative Licensure education program	50.00	50.00	50.00	50.00
34	1 workshop for students in CNM's Bilingual Education program	500.00	500.00	500.00	500.00

Budget Narrative

University of New Mexico Latin American & Iberian Institute		Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018
34	CPP1,2 2 workshops for students in CNM's Alternative Licensure education program	1,000.00	1,000.00	1,000.00	1,000.00
34	CPP1,2 1 workshop on Dia de Los Muertos for CNM students in both Bilingual Education and Alternative Licensure programs	250.00	250.00	250.00	250.00
	College of Education (COE)				
32	CPP1,2 Materials for in-class presentations for students in COE	150.00	150.00	150.00	150.00
33	CPP1,2 Educational conference led by staff of Rethinking Schools for COE faculty and students and statewide K-12 teachers	2,000.00			
	Indiginity				
37	CPP1 Trans-border Indigenous Studies Symposium with New Mexico State University				4,000.00
38	Library acquisitions on indiginity-related themes				2,500.00
	Sustainability				
37	CPP1 Symposia on Sustainable Finance in Cuba	10,000.00			
	Language Assessment				
36	Consulting fee, materials, and tester certifications associated with UNM faculty training by ACTFL-OPI specialist				5,750.00
	K-12 Outreach and Professional Development				
33	AP K-12 Professional Development initiatives conducted with local museums, National Hispanic Cultural Center, Spanish Resource Center, Instituto Cervantes, and Mexican Consulate. Associated costs include presenter fees, instructional resources, and refreshments.				
33	AP **Traditional and Contemporary Arts in Latin America workshop, 1 per year	2,000.00	2,000.00	2,000.00	2,000.00
33	AP **Dia de los Muertos workshop and display, 1 per year	1,750.00	1,750.00	1,750.00	1,750.00
33	AP **Mexican Revolution workshop, 1 per year	500.00	500.00	500.00	500.00
33	AP **Language and the Literary Arts workshop, 2 per year	500.00	500.00	500.00	500.00

Budget Narrative

University of New Mexico Latin American & Iberian Institute		Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018
33	AP	1,000.00	1,000.00	1,000.00	1,000.00
33	AP	1,000.00	1,000.00	1,000.00	1,000.00
33	AP	500.00	500.00	500.00	500.00
33	AP	1,250.00	1,250.00	1,250.00	1,250.00
33	AP	1,250.00	1,250.00	1,250.00	1,250.00
34		500.00	500.00	500.00	500.00
34		500.00	500.00	500.00	500.00
34	AP	500.00	500.00	500.00	500.00
34	AP	500.00	500.00	500.00	500.00
	AP	500.00	500.00	500.00	500.00
37		2,000.00			
35		250.00	250.00	250.00	250.00
37		1,500.00	1,500.00	1,500.00	1,500.00
37	CPP1	4,000.00	4,000.00	4,000.00	4,000.00
		41,450.00	27,450.00	24,950.00	44,200.00
		218,125.00	224,254.00	212,396.00	206,809.00
		17,450.00	17,940.00	16,992.00	16,545.00

Budget Narrative

University of New Mexico Latin American & Iberian Institute		Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018
	TOTAL NRC	235,575.00	242,194.00	229,388.00	223,354.00
	11. TRAINING STIPENDS (FLAS)				
	Graduate Academic Year FLAS (K'iche' Maya, Portugese, Quechua)				
49	FLAS1,2 Institutional Payment, 6 at \$18,000	108,000.00	108,000.00	108,000.00	108,000.00
49	FLAS1,2 Subsistence Allowance, 6 at \$15,000	90,000.00	90,000.00	90,000.00	90,000.00
	Undergraduate Academic Year FLAS (K'iche' Maya, Portugese, Quechua)				
49	FLAS1,2 Institutional Payment, 3 at \$10,000	30,000.00	30,000.00	30,000.00	30,000.00
49	FLAS1,2 Subsistence Allowance, 3 at \$5,000	15,000.00	15,000.00	15,000.00	15,000.00
	Graduate Summer FLAS				
49	FLAS1,2 Institutional Payment, 2 at \$5,000	10,000.00	10,000.00	10,000.00	10,000.00
49	FLAS1,2 Subsistence allowance, 2 at \$2,500	5,000.00	5,000.00	5,000.00	5,000.00
	Undergraduate Summer FLAS				
49	FLAS1,2 Institutional Payment, 2 at \$5,000	10,000.00	10,000.00	10,000.00	10,000.00
49	FLAS1,2 Subsistence allowance, 2 at \$2,500	5,000.00	5,000.00	5,000.00	5,000.00
	TOTAL FLAS	273,000.00	273,000.00	273,000.00	273,000.00
	TOTAL NRC and FLAS	508,575.00	515,194.00	502,388.00	496,354.00

**Appendix 1: Course List
UNM LATIN AMERICAN AND IBERIAN INSTITUTE**

Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
* = NRC supported course									
Africana Studies									
AFST 386 People and Culture of Circum-Caribbean <i>Outlines the sociocultural transformation of the region since 1492. Emphasis upon cultural legacies of, and resistance, to colonialism, the Afro-Caribbean and Hispanic heritages, and the contemporary trans-nationalization of island identities.</i>	B. Wallace	100%	Fall	3	LTAM 400; ENGL 315; COMP 330	16	0	✓	✓
AFST 388 Blacks in Latin America <i>Analyzes the plight of black people in Latin America as compared with their experiences in North America, from the 15th to 19th century.</i>	N. Howard	100%	Spring	3	AMST 350; LTAM 400	8	0	✓	✓
AFST 397 Race & Cultural Relations <i>Explores comparative and structural analyses of intergroup relations Latin America and US.</i>	A. Ramirez de Arellano	50%	Spring	3	POLS 300; SOC 398; WMST 325; AMST 350	2	0	✓	✓
AFST 397 Race & Cultural Relations <i>Explores comparative and structural analyses of intergroup relations Latin America and US.</i>	N. Lopez	50%	Spring	3	NATV 450; CHMS 393; SOC 420	23	4	✓	✓
AFST 397 Race & Cultural Relations <i>Explores comparative and structural analyses of intergroup relations Latin America and US.</i>	N. Lopez	50%	Fall	3	NATV 450; CHMS 393; SOC 420	2	0	✓	✓
AFST 397 Race and Globalization <i>Examines the inter-section of race and dynamics of globalization including cases related to Latin America.</i>	N. Howard	50%	Fall	3		21	0		✓

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American Studies		Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
AMST 200	Intro Chicano/Hispano/Mexicano Studies <i>Surveys Mexican American experience in the United States, with special reference to New Mexico's history (including pre-U.S. occupation).</i>	C. Samora	40%	Fall	3	CHMS 201; NATV 255	5	0	✓	✓	
AMST 310	History & Culture of Indio/MesoAmerica <i>Reviews history, culture, and influences in the Meso-American region with particular emphasis on indigenous populations.</i>	T. Simms	75%	Fall	3		23	0		✓	
AMST 350	Blacks in Latin America <i>Analyzes the plight of black people in Latin America as compared with their experiences in North America, from the 15th to 19th century.</i>	N. Howard	100%	Spring	3	AFST 388; LTAM 400	4	0	✓	✓	
AMST 350	Introduction to Human Rights <i>Surveys competing theories about the content of human rights; the history, politics and economics of human rights situations. Emphasizes the interplay among power, difference, "culture" and human rights abuses. Special attention in this course is paid to human rights throughout Latin America.</i>	S. Cargas	50%	Fall	3	PCST 340; LTAM 400; SOC 398			✓		
AMST 350	Borderland Roles of Women <i>Examines Mexico and NAFTA and how NAFTA has impacted the roles of women in the contemporary moment, and in relation to the current migrations of indigenous women from South America and southern Mexico to northern Mexico to work in factories along the border.</i>	T. Cordova	100%	Spring	3	CCS 398; LTAM 400			✓	✓	

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Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
AMST 510 Race, Culture, and Cinema <i>Looks at dynamics that lie at the heart of the interface between race, culture and film spectatorship by investigating how racialization and spectacle came to typify ethnographic, pseudo-scientific and technological experimentation at the dawn of early film. Latin American films viewed and discussed.</i>	A. Melendez	40%	Fall	3		0	6	✓	
AMST 510 Colonialism and Decolonization <i>Examines interdisciplinary and comparative histories, practices, and consequences of modern colonialism and the variety of indigenous responses to these conditions. Latin American colonial legacies given attention.</i>	A. Goldstein	40%	Fall	3		0	11		✓
AMST 510 Cultural Politics of Neoliberalism <i>Questions the dimensions of neoliberal formation and crisis including politics of race, gender, and sexuality with focus on Latin America.</i>	A. Goldstein	60%	Fall	3				✓	
Anthropology									
ANTH 130 Cultures of the World <i>Looks at basic concepts and methods of cultural anthropology as applied to selected cultures, including those in Latin America.</i>	R. Brulotte	35%	Fall	3		73	0	✓	✓
ANTH 130 Cultures of the World <i>Looks at basic concepts and methods of cultural anthropology as applied to selected cultures, including those in Latin America.</i>	L. Field	35%	Summer	3		12	0		✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ANTH 220	World Archaeology <i>Surveys the archeological evidence for the development of human culture from the first stone tools in Africa to the rise of civilizations in both the Old and New Worlds. This section emphasized Latin America.</i>	B. Drake	25%	Fall	3		59	0	✓	
ANTH 230	Ancient New Mexico <i>Reviews the archaeology of New Mexico, including its period of Spanish and Mexican occupations.</i>	D. Stuart	40%	Fall	3	ANTH 394	5	0	✓	✓
ANTH 230	Ancient New Mexico <i>Reviews the archaeology of New Mexico, including its period of Spanish and Mexican occupations.</i>	D. Stuart	40%	Fall	3	ANTH 394	5	0	✓	✓
ANTH 310	Language & Culture <i>Examines of the interrelations of language and speech with other selected aspects of culture and cognition. Attention is paid to Latin American languages and cultures.</i>	E. Debenport	25%	Fall	3	CJ 319; LING 359; LING 559; ANTH 511	31	0	✓	✓
ANTH 310	Language & Culture <i>Examines of the interrelations of language and speech with other selected aspects of culture and cognition. Attention is paid to Latin American languages and cultures.</i>	E. Debenport	25%	Spring	3	CJ 319; LING 359; LING 559	20	0	✓	✓
ANTH 322	Mesoamerican Prehistory <i>Surveys the prehistory of Mexico, Guatemala, and Belize from the origins of village farming to the Spanish conquest.</i>	V. Aquino; A. Thompson	100%	Spring	3		55	0		✓
ANTH 330	Principles of Cultural Anthropology <i>Focuses on ideas and theories in sociocultural anthropology. Covers topics such as integration of human societies, sources of change in economic and cultural systems. This section placed emphasis on Latin America.</i>	C. Valencia	25%	Spring	3		47	0	✓	✓

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Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ANTH 330 Principles of Cultural Anthropology <i>Focuses on ideas and theories in sociocultural anthropology. Covers topics such as integration of human societies, sources of change in economic and cultural systems. This section placed emphasis on Latin America.</i>	C. Peery	25%	Spring	3		21	0	✓	✓
ANTH 330 Principles of Cultural Anthropology <i>Focuses on ideas and theories in sociocultural anthropology. Covers topics such as integration of human societies, sources of change in economic and cultural systems. This section placed emphasis on Latin America.</i>	L. Field	25%	Fall	3		63	0	✓	✓
ANTH 339 Human Rights in Anthropology <i>Looks at competing theories about the content of human rights, including the history, politics and economics of human rights situations. Emphasis on the interplay among power, difference, "culture" and human rights abuses. This section placed emphasis on Latin America.</i>	S. Cargas	50%	Fall	3	SOC 398; WMST 379; POLS 300; RELG 347; ANTH 539	15	0	✓	✓
ANTH 340 Non-violent Alternatives to Conflict: Nicaragua <i>Studies the dynamics of violence and nonviolence at the interpersonal, institutional, cultural, and global level from a variety of disciplinary perspectives. Particular emphasis placed on Nicaragua.</i>	R. Wolters	100%	Fall	3	SOC 307; PCST 307	6	0	✓	

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ANTH 340	Indigenous Mexico <i>Using historical and ethnographic approaches, this course examines culture, politics and religion of indigenous groups in Mexico from pre-conquest to today.</i>	R. Brulotte	100%	Spring	3	ANTH 530	34	0		✓
ANTH 340	Non-violent Alternatives to Conflict <i>Studies the dynamics of violence and nonviolence at the interpersonal, institutional, cultural, and global level from a variety of disciplinary perspectives with specific focus on Nicaragua.</i>	R. Wolters	75%	Spring	3	PCST 307; SOC 307	4	0	✓	
ANTH 340	Curandero: Mexican Folk Healing <i>Surveys the history of Curanderismo (the art of Mexican Folk Healing) in Mexico.</i>	E. Torres	100%	Summer	3	LISS 593; LTAM 400; WMST 379; SPAN 301; ANTH 540	34	0	✓	✓
ANTH 340	Colombia Indigena <i>Examines the relationship between Colombia's indigenous population and the social violence pervasive throughout Colombia in the late 20th century.</i>	L. Field	100%	Fall	3	ANTH 530			✓	
ANTH 340	Shamanism & Politics of Cosmology <i>Examines South American Shamanism and its role in environmentalism, commodification of culture, and political struggles.</i>	S. Oakdale	100%	Spring	3	ANTH 540			✓	
ANTH 340	Culture & Society of Brazil <i>Focuses on various complexities that influence culture and society in contemporary Brazil.</i>	S. Oakdale	100%	Spring	3	ANTH 540			✓	

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ANTH 343	Latin American Culture & Society <i>Looks at cultural and social institutions common throughout Latin America and their historical antecedents, including contemporary social movements and their prognosis for the immediate future.</i>	C. Valencia	100%	Spring	3	ANTH 543			✓	
ANTH 371	Ancient Mexico <i>Surveys the cultures of ancient Mexico from earliest inhabitants to the period of the Spanish conquest. This course explores environmental, social and political aspects of the rise and fall of societies across Mexico.</i>	K. Prufer	100%	Fall	3	ANTH 570			✓	✓
ANTH 376	Maya Prehistory & Archaeology <i>Surveys the development of the Maya civilizations in Mesoamerica from the origins of agriculture through the Spanish Conquest.</i>	K. Prufer	100%	Spring	3	ANTH 570	40	0	✓	✓
ANTH 444	Anthropology of World Beat <i>Studies musical globalization, concentrating on the 100 year background of indigenous and ethnic sound recordings that led to the creation of the "World Music" genre in the late 20th Century. Attention is paid to music from Latin America.</i>	S. Feld	50%	Fall	3	ANTH 530			✓	
ANTH 486	Practicum: Museum Methods <i>Practicum in museum methods and management. Special attention paid to Latin American collections.</i>	K. Klein	50%	Fall	3	ARTH 586; MSST 486; MSST 586; ANTH 586			✓	✓
ANTH 497	Individual Study <i>Individual research with a Latin Americanist faculty member.</i>	K. Prufer	100%	Fall	3		1	0	✓	✓
ANTH 497	Individual Study <i>Individual research with a Latin Americanist faculty member.</i>	R. Brulotte	100%	Fall	3		1	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Individual Study <i>Individual research with a Latin Americanist faculty member.</i>	C. Valenica	100%	Fall	2		1	0		✓
ANTH 497	Individual Study <i>Individual research with a Latin Americanist faculty member.</i>	L. Smith	100%	Spring	3				✓	
ANTH 497	Individual Study <i>Individual research with a Latin Americanist faculty member.</i>	L. Field	100%	Fall	2				✓	✓
ANTH 510	Pro-Seminar Linguistic Anthropology <i>Examines ethnosemantics and ethnography of communication with special focus on Latin America.</i>	E. Debenport	50%	Spring	3		0	9	✓	
ANTH 511	Language & Culture <i>Examines the interrelations of language and speech with selected aspects of culture and cognition. Attention is paid to Latin America.</i>	E. Debenport	25%	Fall	3	CJ 319; LING 359; LING 559; ANTH 310	0	4	✓	✓
ANTH 530	Anthropology of Social Movements & Critical Democracy <i>Provides an in-depth exploration of recent anthropological engagements with social movements and subsequent debates regarding democracy with an emphasis on Venezuela.</i>	C. Valencia	75%	Fall	3		0	12		✓
ANTH 530	Indigenous Mexico <i>Using historical and ethnographic approaches, this course examines culture, politics and religion of indigenous groups in Mexico from pre-conquest to today.</i>	R. Brulotte	100%	Spring	3	ANTH 340	0	3		✓
ANTH 530	Colombia Indigena <i>Examines the relationship between Colombia's indigenous population and the social violence pervasive throughout Colombia in the late 20th century.</i>	L. Field	100%	Fall	3	ANTH 340	0	3	✓	

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ANTH 530	Anthropology of World Beat <i>Studies musical globalization, concentrating on the 100 year background of indigenous and ethnic sound recordings that led to the creation of the "World Music" genre in the late 20th Century. Attention is paid to music from Latin America.</i>	S. Feld.	50%	Fall	3	ANTH 444	0	3	✓	
ANTH 539	Human Rights in Anthropology <i>Looks at competing theories about the content of human rights, including the history, politics and economics of human rights situations. Emphasis on the interplay among power, difference, "culture" and human rights abuses. This section placed emphasis on Latin America.</i>	S. Cargas	50%	Fall	3	SOC 398; WMST 379; POLS 300; RELG 347; ANTH 339	0	5	✓	✓
ANTH 540	Curandero: Mexican Folk Healing <i>Surveys the history of Curanderismo (the art of Mexican Folk Healing) in Mexico.</i>	E. Torres	100%	Summer	3	LLSS 593; LTAM 400; WMST 379; SPAN 301; ANTH 340	0	9	✓	✓
ANTH 540	Genomics and Society <i>Examines the role of genetics and DNA mapping in cultural contexts, including documentation of human rights abuses in Southern Cone.</i>	L. Smith; J. Long	25%	Fall	3	ANTH 340	0	1	✓	
ANTH 540	Shamanism & Politics of Cosmology <i>Examines South American Shamanism and its role in environmentalism, commodification of culture, and political struggles.</i>	S. Oakdale	100%	Spring	3	ANTH 340			✓	
ANTH 540	Culture & Society of Brazil <i>Focuses on various complexities that influence culture and society in contemporary Brazil.</i>	S. Oakdale	100%	Spring	3	ANTH 340			✓	

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Latin American Culture & Society <i>Looks at cultural and social institutions common throughout Latin America and their historical antecedents, including contemporary social movements and their prognosis for the immediate future.</i>	C. Valencia	100%	Spring	3	ANTH 343			✓	
ANTH 543										
ANTH 570	Maya Prehistory & Archaeology <i>Surveys the development of the Maya civilizations in Mesoamerica from the origins of agriculture through the Spanish Conquest.</i>	K. Pruffer	100%	Spring	3	ANTH 376	0	1	✓	✓
ANTH 570	Advanced Topics: Precolonial Mexico <i>Examines archaeological history and settlements of indigenous communities prior to conquest.</i>	K. Pruffer	100%	Fall	3				✓	
ANTH 570	Southwestern Archeology <i>Surveys archaeological history of areas that now constitute Mexico and the southwestern US.</i>	P. Crown	25%	S	3				✓	
ANTH 586	Practicum: Museum Methods <i>Practicum in museum methods and management. Special attention paid to Latin American collections</i>	K. Klein	50%	Fall	3	ANTH 486; MSST 486; MSST 586; ARTH 586			✓	✓
ANTH 597	Problems <i>Individual research with a Latin Americanist faculty member.</i>	E. Debenport	100%	Spring	3		0	1	✓	✓
ANTH 597	Problems <i>Individual research with a Latin Americanist faculty member.</i>	K. Pruffer	100%	Spring	3		0	1	✓	✓
ANTH 597	Problems <i>Individual research with a Latin Americanist faculty member.</i>	R. Brulotte	100%	Spring	3				✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ANTH 597	Problems <i>Individual research with a Latin Americanist faculty member.</i>	C. Valencia	100%	Spring	6				✓	✓
ANTH 597	Problems <i>Individual research with a Latin Americanist faculty member.</i>	L. Smith	100%	Spring	3				✓	✓
ANTH 598	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	E. Debenport	100%	Fall	3		0	1	✓	✓
ANTH 598	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	L. Field	100%	Fall	3		0	1	✓	✓
ANTH 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	E. Debenport	100%	Fall	4		0	1	✓	✓
ANTH 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	L. Field	100%	Fall	6				✓	✓
ANTH 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	H. Kaplan	50%	Spring	3		0	1	✓	✓
ANTH 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	R. Brulotte	100%	Spring	6		0	1	✓	✓
ANTH 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	L. Field	100%	Spring	6				✓	✓
ANTH 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	L. Smith	100%	Spring	3		0	1	✓	✓
ANTH 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	L. Field	100%	Summer	1		0	1		
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	E. Debenport	100%	Fall	3		0	2	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	L. Field	100%	Fall	1		0	1	✓	✓
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	K. Pruffer	100%	Fall	2				✓	✓
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	C. Valencia	100%	Fall	4		0	2	✓	✓
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	L. Smith	100%	Fall	2				✓	✓
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	R. Brulotte	100%	Fall	1		0	1	✓	✓
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	H. Kaplan	50%	Fall	9				✓	
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	S. Oakdale	100%	Fall	3				✓	✓
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	E. Debenport	100%	Spring	2		0	2	✓	✓
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	F. Hayashida	100%	Spring	2		0	2	✓	✓
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	R. Brulotte	100%	Spring	2		0	1	✓	✓
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	C. Valencia	100%	Spring	2		0	2	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	H. Kaplan	50%	Spring	6				✓	
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	K. Prufer	100%	Spring	3				✓	✓
ANTH 697	Problems <i>Individual research with a Latin Americanist faculty member.</i>	L. Smith	100%	Spring	1				✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	E. Debenport	100%	Fall	3		0	1	✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	F. Hayashida	100%	Fall	3		0	1	✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	R. Brulotte	100%	Fall	3		0	1	✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	C. Valenica	100%	Fall	3		0	1	✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	L. Field	100%	Fall	3		0	1	✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	S. Oakdale	100%	Fall	3		0	2	✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	K. Prufer	100%	Fall	3		0	1	✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	H. Kaplan	50%	Fall	3		0	3	✓	✓

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ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	L. Smith	100%	Fall	3				✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	E. Debenport	100%	Spring	3				✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	H. Kaplan	50%	Spring	3				✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	S. Oakdale	100%	Spring	3				✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	L. Field	100%	Spring	3		0	4	✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	K. Pruffer	100%	Spring	3		0	2	✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	L. Smith	100%	Spring	3		0	1	✓	✓
ANTH 698	Advanced Research <i>Individual research with a Latin Americanist faculty member.</i>	L. Field	100%	Summer	3		0	1		
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	L. Field	100%	Summer	9		0	1	✓	✓
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	F. Hayashida	100%	Spring	3		0	1	✓	✓
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	L. Field	100%	Spring	8		0	5	✓	✓

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ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. Brulotte	100%	Spring	9		0	4	✓	✓
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	H. Kaplan	50%	Spring	9		0	1	✓	
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	K. Prufer	100%	Spring	9		0	1	✓	✓
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. Brulotte	100%	Fall	9		0	1	✓	✓
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	L. Field	100%	Fall	8		0	4	✓	✓
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	S. Oakdale	100%	Fall	8		0	4	✓	✓
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	K. Prufer	100%	Fall	9		0	1	✓	✓
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	H. Kaplan	50%	Fall	9		0	1	✓	✓
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	E. Debenport	100%		6		0	2	✓	✓
ANTH 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	F. Hayashida	100%		6		0	1	✓	✓

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Art History										
ARTH 340	Baroque Art Course <i>Examines 17th and 18th century Baroque art including architecture, painting, sculpture, and prints in Europe and the Americas, primarily New Spain and Peru.</i>	R. Hernandez-Duran	75%	Fall	3				✓	
ARTH 411	Pre-Columbian Art: Mesoamerica <i>Introduces the major artistic traditions of ancient Mesoamerica and the issues that surround their discovery and interpretation with emphasis on Aztec, Maya, Olmec and others.</i>	M. Jackson	100%	Fall	3	ARTH 511	24	0	✓	✓
ARTH 412	Pre-Columbian Art of South America <i>Examines arts of the Andean region prior to the 16th century.</i>	M. Jackson	100%	Spring	3	ARTH 512	26	0	✓	✓
ARTH 429	Non-Religious Colonial Art <i>Focuses on the non-religious visual and material cultures of the Ibero-American colonial period primarily in the viceroyalty of New Spain. It examines viceregal society as one that embraced, produced, and was defined, in large part, by non-religious imagery and practices.</i>	R. Hernandez	75%	Spring	3	ARTH 529	10	0		✓
ARTH 429	Narrative Pre-Columbian Art <i>Examines definitions of narrative, notation and visual literacy to address pictorial imagery from cultures like Aztec, Mixtec, Moche and others.</i>	M. Jackson	100%	Spring	3	ARTH 529	2	0		✓
ARTH 429	Pre-Columbian Art History <i>Surveys the trends and traditions of Latin American art prior to discovery.</i>	M. Jackson	100%	Spring	3				✓	
ARTH 429	Central American Art <i>Examines art of the Central American region with particular emphasis on those of indigenous traditions.</i>	M. Jackson	100%	Fall	3		18	0		✓

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ARTH 429	Art of 20th Century Mexico <i>Surveys artistic movements in 20th century Mexico from early modernismo and post-revolutionary art up to current practice.</i>	H. Barnet-Sanchez	100%	Spring	3	ARTH 529			✓	
ARTH 490	Muralism in the Americas 1920-present <i>Looks at the history of muralism in the Americas beginning in Mesoamerica and the pre-conquest empires with primary focus on murals painted in the Americas from the 19th century to present.</i>	H. Barnet-Sanchez	100%	Spring	3	ARTH 590			✓	
ARTH 493	Art of Latin America: 1820-1945 <i>Surveys Central and South American art from independence to the end of World War II.</i>	G. Larach	100%	Fall	3		19	0	✓	✓
ARTH 496	Undergraduate Tutorial <i>Individual research with a Latin Americanist faculty member.</i>	R. Hernandez-Duran	100%	Fall	3		1	0	✓	✓
ARTH 496	Undergraduate Tutorial <i>Individual research with a Latin Americanist faculty member.</i>	M. Jackson	100%	Fall	3		1	0	✓	✓
ARTH 496	Undergraduate Tutorial <i>Individual research with a Latin Americanist faculty member.</i>	R. Hernandez-Duran	100%	Spring	3		1	0	✓	✓
ARTH 499	Honors Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	R. Hernandez-Duran	100%	Spring	3				✓	
ARTH 507	Museum Practices <i>Studies the techniques and problems of administration, education, collection, and exhibition. Includes examples derived from Latin America-focused museums at UNM.</i>	J. Szabo	40%	Fall	3				✓	✓

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ARTH 511	Pre-Columbian Art: Mesamerica <i>Introduces to the major artistic traditions of ancient Mesamerica and the issues that surround their discovery and interpretation with emphasis on Aztec, Maya, Olmec and others.</i>	M. Jackson	100%	Fall	3	ARTH 411	0	2	✓	✓
ARTH 512	Pre-Columbian Art of South America <i>Examines arts of the Andean region prior to the 16th century.</i>	M. Jackson	100%	Spring	3	ARTH 412	0	4	✓	✓
ARTH 529	Non-Religious Colonial Art <i>Focuses on the non-religious visual and material cultures of the Ibero-American colonial period primarily in the viceroyalty of New Spain. It examines viceregal society as one that embraced, produced, and was defined, in large part, by non-religious imagery and practices.</i>	R. Hernandez-Duran	100%	Spring	3	ARTH 429	0	4		✓
ARTH 529	Art of 20th Century Mexico <i>Surveys artistic movements in 20th century Mexico from early modernismo and post-revolutionary art up to current practice.</i>	H. Barnet-Sanchez	100%	Spring	3	ARTH 429			✓	
ARTH 551	Problems in Art History <i>Individual research with a Latin Americanist faculty member.</i>	R. Hernandez-Duran	100%	Fall	3		0	2	✓	✓
ARTH 551	Problems in Art History <i>Individual research with a Latin Americanist faculty member.</i>	M. Jackson	100%	Fall	3		0	1	✓	✓
ARTH 551	Problems in Art History <i>Individual research with a Latin Americanist faculty member.</i>	R. Hernandez-Duran	100%	Spring	3		0	1	✓	✓

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ARTH 583 Seminar: Modern & Contemporary Honduran Art <i>Examines artistic production in Honduras from the 1920's until the present.</i>	G. Larach	100%	Fall	3				✓	
ARTH 590 Muralism in the Americas 1920-present Looks at the history of muralism in the Americas beginning in Mesoamerica and the pre-conquest empires with primary focus on murals painted in the Americas from the 19th century to present.	H. Barnet-Sanchez	100%	Spring	3	ARTH 490			✓	
ARTH 599 Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	R. Hernandez-Duran	100%	Spring	6		0	1	✓	✓
ARTH 699 Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. Hernandez-Duran	100%	Spring	6		0	2	✓	✓
ARTH 699 Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. Hernandez-Duran	100%	Fall	3		0	1	✓	✓
ARTH 580 Spanish Colonial Art of New Mexico <i>Traces the tradition and history of art in New Mexico from the period of Spanish Settlement, Mexican occupation, to today.</i>	D. Fry	50%	Fall	3				✓	
ARTH 583 Modern-Contemporary Latin American Art History <i>Focuses on the "Pacific Standard Time: Art in L.A. 1945-1980" exhibit held at the Getty from 2011-2012 to create a cartography of art and social practice in the L.A. basin.</i>	H. Barnet-Sanchez	100%	Fall	3				✓	
Biology									

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	*BIOL 402 Sustainability and Conservation in Latin America: Biological, Social and Cultural Implications <i>Looks at different models for approaching conservation in Latin America with an emphasis on how science interplays with culture. Course will include a field component in Mexico.</i>	E. Carson	100%	Spring		BIOL 502				✓
	BIOL 461L Introduction to Tropical Biology <i>Focuses on marine and terrestrial tropical environments, primarily in the Caribbean. Topics stressed may include organisms, communities, geology, history, politics, and ecology. Course includes week-long field study in the Caribbean.</i>	J. Cook & J. Dunning	75%	Spring	4	BIOL 561			✓	
	*BIOL 502 Sustainability and Conservation in Latin America: Biological, Social and Cultural Implications <i>Looks at different models for approaching conservation in Latin America with an emphasis on how science interplays with culture. Course will include a field component in Mexico.</i>	E. Carson	100%	Spring	3	BIOL 402				✓
	BIOL 561 Introduction to Tropical Biology <i>Focuses on marine and terrestrial tropical environments, primarily in the Caribbean. Topics stressed may include organisms, communities, geology, history, politics, and ecology. Course includes week-long field study in the Caribbean.</i>	J. Cook & J. Dunning	75%	Spring	4	BIOL 461L			✓	

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Chicana & Chicano Studies									
CHMS 201 Intro Chicano/Hispano/Mexicano Studies <i>Surveys the Mexican American experience in the United States, with special reference to New Mexico's history, emphasizing pre-U.S. occupation.</i>	C. Samora	50%	Fall	3	AMST 200; NATV 255	5	0	✓	✓
CCS 332 Feminismo Hispanoamericano <i>Focuses on the poetry and stories of key female Hispanic writers of the modern and contemporary epochs, discussing the female body, violence, social roles, etc.</i>	C. Casas	50%	Fall	3	SPAN 301			✓	
CHMS 393 Iconic Women <i>Examines females who have had a significant impact on Mexican culture and female identity from the country's founding to the 21st century</i>	P. Rosas Lopategui	100%	Fall	3	MA 330; SPAN 301			✓	✓
CHMS 393 Race & Cultural Relations <i>Explores comparative and structural analyses of intergroup relations Latin America and US.</i>	N. Lopez	50%	Fall	3	NATV 450; AFST 397; SOC 420	17	4	✓	✓
CHMS 393 Race & Cultural Relations <i>Explores comparative and structural analyses of intergroup relations Latin America and US.</i>	N. Lopez	50%	Spring	3	NATV 450; AFST 397; SOC 420	23	4	✓	✓
CHMS 393 Cine Chicano y Latino <i>Examines issues of politics, race, gender, and immigration in recent Latin American and Chicano films.</i>	P. Rosas Lopategui	50%	Spring	3	SPAN 301; MA 330	12	0		✓

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CHMS 393	Mujeres Transgresoras-Mexicanas <i>Focuses on select women (Sor Juana Inés de la Cruz, Frida Kahlo, Guadalupe Amor, and Rosario Castellanos) who have been highly relevant in Mexican culture.</i>	P. Rosas Lopatagui	100%	Summer	3	SPAN 439; SPAN 639; WMST 379	9	0	✓	✓
CCS 393	Latin American Thought <i>Examines Latin American appropriation of European philosophical trends such as utilitarianism, positivism, phenomenology, existentialism, and liberation theology.</i>	M. Candelaria	100%	Spring	3	SOC 398; PHIL 390; RELG 347			✓	
CCS 393	Early Mexican Americans <i>Examines the historical development of early Spanish-speaking communities of the Southwest to explore the socioeconomic, demographic, and political forces that have shaped these communities, by focusing on issues and events of significance in Spain, Mexico and the United States.</i>	B. Reyes	75%	Spring	3	HIST 563; HIST 363			✓	
CCS 398	Borderland Roles of Women <i>Examines Mexico and NAFTA and how NAFTA has impacted the roles of women in the contemporary moment, and in relation to the current migrations of indigenous women from South America and southern Mexico to northern Mexico to work in factories along the border.</i>	T. Cordova	100%	Spring	3	AMST 350; LTAM 400			✓	✓
Comm. & Journalism										

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CJ 115	Communication Across Cultures <i>Introduces communication among people from different cultural backgrounds, emphasizing intercultural relations. This section placed an emphasis on Latin America.</i>	P. Covarrubia	40%	Fall	3		21	0	✓	✓.
CJ 314	Intercultural Communication <i>Examines cultural influences in communication across ethnic and national boundaries. This section placed an emphasis on Latin America.</i>	T. Milstein	40%	Fall	3		24	0	✓	✓
CJ 314	Intercultural Communication <i>Examines cultural influences in communication across ethnic and national boundaries. This section placed an emphasis on Latin America.</i>	S. Martinez-Guillem	40%	Spring	3		29	0	✓	✓
CJ 314	Intercultural Communication <i>Examines cultural influences in communication across ethnic and national boundaries. This section placed an emphasis on Latin America.</i>	P. Covarrubia	40%	Summer	3		9	0	✓	✓
CJ 319	Language & Culture <i>Examines the interrelations of language and speech with other selected aspects of culture and cognition.</i>	E. Debenport	25%	Fall	3	LING 359; LING 559; ANTH 310; ANTH 511	3	0	✓	✓
CJ 319	Language & Culture <i>Examines the interrelations of language and speech with other selected aspects of culture and cognition.</i>	E. Debenport	25%	Spring	3	LING 359; LING 559; ANTH 310	7	0	✓	✓
CJ 490	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	P. Covarrubia	100%	Spring	3		1	0	✓	✓
CJ 490	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	M. Gandert	40%	Spring	3		1	0	✓	✓

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CJ 490	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	R. Schaefer	50%	Spring	3				✓	✓
CJ 490	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	R. Schaefer	50%	Fall	3		3	0	✓	✓
CJ 490	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	P. Covarrubia	100%	Fall	3				✓	✓
CJ 490	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	M. Gandert	40%	Fall	3				✓	✓
CJ 490	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	I. Rodriguez-Navarro	40%	Fall	3				✓	✓
CJ 506	Critical and Cultural Studies <i>Introduces contemporary critical and cultural studies. Provides analysis and criticism of cultural practices, including discourse, allocation of resources, political interests, and the structural organization of society, including Latin America.</i>	S. Martinez-Guillem	40%	Fall	3				✓	✓
CJ 518	Culture, Sustainability & Change <i>Addresses processes of both maintenance and positive transformation within culture, environment and society. Includes a significant component on Latin America.</i>	T. Milstein	40%	Spring	3		0	14		✓
CJ 550	Health Communication <i>Intensive study of theory and research in one area of health communication chosen by the instructor. This section focused on Latin America.</i>	T. Ginossar	40%	Spring	3				✓	

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CJ 555	Culture, Disparities, Health Communication <i>Covers the influence of culture on health beliefs, values, and health care practices, including how beliefs and values impact communication in health care settings. The course includes a significant component on Latin America.</i>	T. Ginossar	40%	Fall	3		0	7		✓
CJ 593	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	P. Covarrubia	100%	Fall	3		0	1	✓	✓
CJ 593	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	M. Gandert	40%	Summer	3		0	1		
CJ 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	I. Rodriguez Navarro	40%	Summer	3		0	1		
CJ 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	P. Covarrubia	100%	Spring	4		0	2	✓	✓
CJ 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	I. Rodriguez-Navarro	40%	Spring	6		0	1	✓	✓
CJ 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	P. Covarrubia	100%	Fall	9		0	1	✓	✓
CJ 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	I. Rodriguez-Navarro	40%	Fall	4		0	4	✓	✓
CJ 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	P. Covarrubia	100%	Spring	9		0	1	✓	✓
CJ 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	I. Rodriguez-Navarro	40%	Spring	6		0	4	✓	✓

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Comparative Literature										
COMP 330	People and Culture of Circum-Caribbean <i>Outlines the sociocultural transformation of the region since 1492. Emphasis upon cultural legacies of, and resistance, to colonialism, the Afro-Caribbean and Hispanic heritages, and the contemporary trans-nationalization of island identities.</i>	B. Wallace	100%	Fall	3	AFST 386; LTAM 400; ENGL 315	3	0	✓	✓
Community & Regional Planning										
CRP 376	Human Settlements <i>Addresses the social and built forms of human settlements in an historical context by exploring the cultural assumptions embedded in a selected survey of historical developments, designs, and cities, to understand how these were made manifest in regional and urban form. Includes a special component on Mesamerica.</i>	T. Jojola	40%	Spring	3		30	0	✓	✓
CRP 376	Human Settlements <i>Addresses the social and built forms of human settlements in an historical context by exploring the cultural assumptions embedded in a selected survey of historical developments, designs, and cities, to understand how these were made manifest in regional and urban form. Includes a special component on Mesamerica.</i>	R. Gonzales	40%	Summer	3		8	0		

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CRP 403	Community-Based Practice <i>Explores practical skills for creating and implementing community based programs and plans with community partners. Includes a significant component on Latin America.</i>	C. Isaac	50%	Fall	3	CRP 503	4	0	✓	✓
CRP 427	Watershed Management <i>Examines watersheds as integrated planning units, land use impacts on water quality, hydrology and water budget concepts, biodiversity, experimental watershed research, grazing impacts, economic appraisal of watershed conservation, riparian impact evaluation, and stakeholder involvement. Includes a significant component on Latin America.</i>	W. Fleming	40%	Spring	3	CRP 527	25	0	✓	✓
CRP 431	Foundations of Community Development <i>Explores the foundations of community development by examining development meanings, processes, needs, and relevant structural factors. Includes a special emphasis on Latin America.</i>	L. Harjo	40%	Spring	3	CRP 531	6	0	✓	✓
CRP 437	Urban Systems <i>Studies city systems, form, and development with emphasis on social, economic, political, and physical aspects of cities as partial and total systems. Significant time dedicated to Latin American urban systems.</i>	R. Gonzales	35%	Fall	3	CRP 537			✓	
CRP 467	Regional Planning Process & Theory <i>Surveys basic theories and practices of regional planning and development, including those of Latin America. Examines problems of uneven development and implications on economic and cultural welfare.</i>	A. Sylvester	25%	Fall	3	CRP 567	16	0	✓	✓

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CRP 470	Seminar: Community Participatory Methods <i>Examines community participatory methods for the engagement, empowerment, and emancipation of marginalized rural and urban communities with special emphasis on indigenous communities in the Americas.</i>	L. Harjo	40%	Spring	3	CRP 570	1	0	✓	
CRP 470	Seminar: Contemporary Indigenous Architecture <i>Examines architectural practices and structures among indigenous communities in the Americas.</i>	L. Paxson	75%	Spring	3	CRP 570; ARCH 462; ARCH 662; ARTH 429	18	0		✓
CRP 470	Seminar: Indo-Hispanic Planning & Design <i>Focuses on planning and design methods that influence indigenous and Hispanic communities.</i>	R. Gonzales	50%	Summer	3	CRP 570	1	0		✓
*CRP 472	Transnational Indigenous Planning <i>Examines relationship of indigenous planning to other approaches in terms of advocacy, equity, sovereignty, and culture. Compares indigenous communities in Latin America and U.S.</i>	T. Jojola	50%	Spring	3					✓
CRP 486	Planning Issues in Chicano Communities <i>Applies planning concepts and techniques to development issues facing Chicanos in New Mexico and borderlands region.</i>	F. Uvina	25%	Fall	3	CRP 586			✓	

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CRP 500	<p>Planning Theory & Process <i>Provides an overview of planning theory and history, with a focus on current planning paradigms as they apply in practice. Introduces students to the roles professional planners play in practice and the strategies they employ and dilemmas they encounter. Includes a special component on Latin America.</i></p>	C. Isaac	40%	Fall	4		0	23	✓	✓
CRP 503	<p>Community-Based Practice <i>Explores practical skills for creating and implementing community based programs and plans with community partners. Includes a significant component on Latin America.</i></p>	C. Isaac	50%	Fall	3	CRP 403	0	7	✓	✓
CRP 527	<p>Watershed Management <i>Examines watersheds as integrated planning units, land use impacts on water quality, hydrology and water budget concepts, biodiversity, experimental watershed research, grazing impacts, economic appraisal of watershed conservation, riparian impact evaluation, and stakeholder involvement. Includes a significant component on Latin America.</i></p>	W. Fleming	40%	Spring	3	CRP 427	0	4	✓	✓
CRP 531	<p>Foundations of Community Development <i>Explores the foundations of community development by examining development meanings, processes, needs, and relevant structural factors. Includes a special emphasis on Latin America.</i></p>	L. Harjo	40%	Spring	3	CRP 431	0	9	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Foundations of Natural Resources <i>Covers broad range of interdisciplinary environmental planning topics, course components include geology, soils, water, geomorphology, vegetation, wildlife, and human influences on the environment. Human influences are recognized as integral parts of the natural environment and an adaptive ecosystem approach to natural resources planning is a guiding concept. Includes a component on Latin America.</i>	W.Fleming	35%	Spring	3		0	7	✓	✓
CRP 532	Urban Systems <i>Studies city systems, form, and development with emphasis on social, economic, political, and physical aspects of cities as partial and total systems. Significant time devoted to Latin American urban systems.</i>	R. Gonzales	35%		3	CRP 437			✓	
CRP 537	Regional Planning Process & Theory <i>Surveys basic theories and practices of regional planning and development, including those of Latin America. Examines problems of uneven development and implications on economic and cultural welfare.</i>	A. Sylvester	25%	Fall	3	CRP 467	0	6	✓	✓
CRP 567	Rural Community Development <i>Presents principles and practice of rural area development with an emphasis on rural issues of the Southwest. Includes field studies and analysis of theory.</i>	J. Rivera	25%	Fall	3				✓	
CRP 569										

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
CRP 570	Seminar: Community Participatory Methods <i>Examines community participatory methods for the engagement, empowerment, and emancipation of marginalized rural and urban communities with special emphasis on indigenous communities in the Americas.</i>	L. Harjo	40%	Spring	3	CRP 470	0	5	✓	
CRP 570	Seminar: Indo-Hispanic Planning & Design <i>Focuses on planning and design methods that influence indigenous and Hispanic communities.</i>	R. Gonzales	50%	Summer	3	CRP 470	0	8		✓
CRP 574	Cultural Aspects of Community Development <i>Introduces planners, social scientists, development practitioners and researchers to community analysis and to cross-cultural aspects of planning to understand how cultural values, including those of Latin America, affect community development.</i>	L. Harjo	25%	Fall	3				✓	
CRP 576	Human Settlements <i>Addresses the social and built forms of human settlements in an historical context by exploring the cultural assumptions embedded in a selected survey of historical developments, designs, and cities, to understand how these were made manifest in regional and urban form. Includes a special component on Mesoamerica.</i>	R. Gonzales	40%	Fall	3		0	3		✓
CRP 578	Latin America Development & Planning <i>Covers the historical roots of development planning in Latin America and develops a theoretical background to evaluate current policy options of Latin American countries at the local and regional scale.</i>	C. Isaac	100%	Fall	3		0	9		✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ECON 395	Seminar: Study abroad in Nicaragua <i>Focuses on the three main aspects of economic development: income, education, and health. Also explores the social, economic and political variables that underpin poverty and deep social inequalities in the country; and most importantly, explores solutions to these problems.</i>	M. Fontenla	100%	Spring	3		12	0	✓	
ECON 423	Latin American Development <i>Provides an analysis of economic development and its relation to poverty, schooling, the informal sector, agrarian issues and sustainable development using case studies from Latin America.</i>	M. Binder	100%	Fall	3		11	5		✓
ECON 429	International Finance <i>Examines foreign exchange markets and the international financial system, and issues of exchange rate determination, balance of payments adjustment and the effectiveness of government policies in the open economy. Includes discussion of Latin American markets.</i>	C. Sauer	25%	Spring	3				✓	
ECON 442	Environment & Natural Resource <i>Focuses on public policy and regulation. Specialized issues such as development and management of water, mineral, energy, air quality, forest and fishery resources, resource scarcity, sustainability, non-stationary pollution, water quality and global resource distribution. Includes a component on Latin America.</i>	D. Brookshire	25%	Spring	3		14	2	✓	✓
ECON 451	Independent Study <i>Individual research with a Latin Americanist faculty member.</i>	M. Fontenla	100%	Spring	3		1	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ECON 451	Independent Study <i>Individual research with a Latin Americanist faculty member.</i>	M. Binder	50%	Spring	3		1	0	✓	✓
ECON 451	Independent Study <i>Individual research with a Latin Americanist faculty member.</i>	M. Fontenla	100%	Fall	2		1	0	✓	✓
ECON 478	Seminar: Study abroad in Nicaragua <i>Focuses on the three main aspects of economic development: income, education, and health. Also explores the social, economic and political variables that underpin poverty and deep social inequalities in the country; and most importantly, explores solutions to these problems.</i>	M. Fontenla	100%	Spring	1		13	0	✓	
ECON 499	Senior Honors Thesis <i>Individual research with a Latin Americanist faculty member.</i>	M. Fontenla	100%	Fall	4		1	0		
ECON 520	Labor Economics <i>Examines optimal wage and employment, issues of demand and supply of labor, wage theory, education, migration, unions, labor market discrimination and full employment policies, including those in Latin America.</i>	M. Binder	40%	Fall	3				✓	
ECON 551	Independent Study <i>Individual research with a Latin Americanist faculty member.</i>	M. Binder	40%	Spring	3		0	2	✓	✓
ECON 551	Independent Study <i>Individual research with a Latin Americanist faculty member.</i>	M. Fontenla	100%	Spring	3		0	1	✓	✓
ECON 552	Independent Study <i>Individual research with a Latin Americanist faculty member.</i>	M. Binder	40%	Spring	3		0	1	✓	✓

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Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
ECON 583 Development Economics <i>Examines economic growth and development, poverty and inequality, population growth and the role of government in development. Looks at urbanization and rural-urban migration. This section includes studies of Latin American economic development, poverty and inequality.</i>	M. Fontenla	75%	Fall	3		0	10		✓
ECON 699 Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	M. Binder	40%	Spring	6		0	3	✓	✓
English									
ENGL 315 People and Culture of Circum-Caribbean <i>Outlines the sociocultural transformation of the region since 1492. Emphasis upon cultural legacies of, and resistance, to colonialism, the Afro-Caribbean and Hispanic heritages, and the contemporary trans-nationalization of island identities.</i>	B. Wallace	100%	Fall	3	LTAM 400; AFST 386; COMP 330	16	0	✓	✓
ENGL 315 People and Culture of Circum-Caribbean <i>Outlines the sociocultural transformation of the region since 1492. Emphasis upon cultural legacies of, and resistance, to colonialism, the Afro-Caribbean and Hispanic heritages, and the contemporary trans-nationalization of island identities.</i>	B. Wallace	100%	Spring	3	LTAM 400; AFST 386; COMP 330	0	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Seminar: Global English Issues <i>Considers the impacts and implications of the spread of English globally, as experienced in a diversity of countries and cultures. Particular emphasis placed on teaching English as a foreign language as "services" provided to "developing" countries by U.S. and British aid and cultural agencies; the Peace Corps, and even international religious "ministries."</i> <i>Includes significant focus on Latin America.</i>	L. Meyer	50%	Spring	3	LLSS 593; LING 590; SPAN 549	0	1		✓
ENGL 511										
Geography										
	Food & Natural Resources Using case studies from Latin America, course examines the impact of humans on the Earth's ecosystems. Explores how daily food choices have profound ecological effects for the Earth's natural environments. This course examines both why we eat what we eat, and how our food choices affect other people and places around the world.	C. Duvall	75%	Fall	3	GEOG 564	31	0	✓	✓
GEOG 464										
	Problems <i>Individual research with a Latin Americanist faculty member.</i>	C. Duvall	100%	Fall	3		2	0	✓	✓
GEOG 491										
	Problems <i>Individual research with a Latin Americanist faculty member.</i>	C. Duvall	100%	Spring	3				✓	✓
GEOG 491										
	Cultural & Political Ecology in Afro-Brazil <i>Examines the theoretical approaches of cultural and political ecology, focusing topically on the African Diaspora in Central and South America.</i>	C. Duvall	100%	Spring	3		0	7	✓	
GEOG 515										

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GEOG 516 Seminar: Globalization <i>Explores the ways that the dynamics of neoliberalism and post-colonialism have developed, and their relations to discourses and practices of globalization. Includes a significant component on Latin America.</i>	J. Carr	40%	Fall	3		0	10		✓
GEOG 564 Food & Natural Resources <i>Using case studies from Latin America, course examines the impact of humans on the Earth's ecosystems. Explores how daily food choices have profound ecological effects for the Earth's natural environments. This course examines both why we eat what we eat, and how our food choices affect other people and places around the world.</i>	C. Duvall	75%	Fall	3	GEOG 464	0	7	✓	✓
GEOG 591 Problems <i>Individual research with a Latin Americanist faculty member.</i>	C. Duvall	100%	Fall	3		0	2	✓	✓
GEOG 599 Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	C. Duvall	100%	Fall	2		0	4	✓	✓
GEOG 599 Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	C. Duvall	100%	Spring	2		0	3	✓	✓
History									
HIST 181 Early Latin America <i>Provides an introduction to indigenous, African and Iberian backgrounds. Examines colonial societies through social, economic and political institutions with attention to the contributions of Indians, Africans and Europeans to the creation of Latin America's diverse societies.</i>	J. Bieber	100%	Fall	3		98	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
HIST 182	Modern Latin America <i>Surveys the nations of Latin America from their independence until the present. Emphasizes the process of nation-building, governance, socioeconomic integration and coping with modernization. Special attention given to great leaders of Latin America.</i>	S. Austin	100%	Fall	3		43	0	✓	✓
HIST 182	Modern Latin America <i>Surveys the nations of Latin America from their independence until the present. Emphasizes the process of nation-building, governance, socioeconomic integration and coping with modernization. Special attention given to great leaders of Latin America.</i>	E. Hutchison	100%	Spring	3		19	0	✓	✓
HIST 260	History of New Mexico <i>Provides an introduction to New Mexico history from earliest human settlement to Mexico occupation to the present day.</i>	B. Reyes	40%	Fall	3		111	0	✓	✓
HIST 300	Latin America Through Film <i>Provides an introduction to the history of Latin American societies through contemporary Latin American film, from documentaries through feature-length films. Students will study conquest, race, gender and rebellion in both early and modern Latin America, with a particular focus on indigenous peoples.</i>	K. Gauderman	100%	Summer	3	LTAM 400	12	0		✓
HIST 300	Human Rights in 20th Century Latin America <i>Offers a historical perspective on the violation, defense, and institutionalization of human rights norms in Latin America in the twentieth century.</i>	E. Hutchison	100%	Spring	3	HIST 500			✓	

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
HIST 300	Slavery and Race Relations in the Americas <i>Addresses the topic of slavery and race relations in both North and South America. This includes British, French, Spanish, and Portuguese approaches to slavery in the Americas.</i>	J. Bieber	100%	Fall	3	HIST 500			✓	
HIST 363	Early Mexican Americans <i>Examines the historical development of early Spanish-speaking communities of the Southwest to explore the socioeconomic, demographic, and political forces that have shaped these communities, by focusing on issues and events of significance in Spain, Mexico and the United States.</i>	B. Reyes	40%	Spring	3	HIST 563; CCS 393			✓	
HIST 371	History of Early Mexico <i>Examines historical literature and primary accounts written by Mexican men and women during the colonial period to understand the History of Early Mexico, or New Spain and interactions between colonial Mexico's native, European, and African populations.</i>	K. Gauderman	100%	Fall	3	HIST 571			✓	
HIST 373	Mexican Revolution <i>Studies the political background and the economic and social structures of Mexico which led to the Mexican Revolution of 1910-1920; the major events, personalities, and factional struggles of the Mexican Revolution.</i>	L. Hall	100%	Fall	3	HIST 573	89	0		✓

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	Colonial Brazil <i>Examines the intertwining of European, African and indigenous social, economic and cultural contributions in Brazil's history. This includes topics such as African and Amerindian slavery, women and the family, the Church and Inquisition, Brazil's Golden Age, the Pombaline reforms, and independence.</i>	J. Bieber	100%	Fall	3	HIST 576			✓	
HIST 376	Modern Brazil <i>Examines Brazilian history from independence in 1822 to now through economic, political, social, intellectual, and cultural historical perspectives.</i>	J. Bieber	100%	Spring	3				✓	
HIST 377	Beauty, Body & Power <i>Using materials from the histories of the U.S. and of Latin America, covers social constructions vs. biological notions of beauty; intersection of ideas of beauty and gender roles; beauty and business; history of plastic surgery; historical case studies of famous beauties in Latin America in which issues of beauty, body and power, political and otherwise, intersect.</i>	L. Hall	75%	Spring	3	HIST 629; WMST 379	146	0	✓	✓
HIST 429	Hispanic Frontiers <i>Examines the exploration and settlement on the northern frontiers of New Spain, moves through three hundred years of exchange and conflict between native peoples and Spanish colonists, and ends with the period between the rise of independent Mexico and the U.S.-Mexican War.</i>	S. Truett	40%	Fall	3	HIST 643	41	0		✓

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HIST 464	US Mexico Borderlands <i>Explores the histories of the American Southwest and Mexican North from a transnational perspective.</i>	S. Truett	50%	Spring	3	HIST 644	25	0	✓	✓
HIST 470	Latin American Labor and Working Class History <i>Traces the evolution of Latin American labor systems to understand the impact of industrialization, the export economy, and state formation on the working-class experience.</i>	E. Hutchison	100%	Fall	3	HIST 650			✓	
HIST 478	Latin American Film <i>Examines issues of state and society, human rights and state oppression, gender; and religion in Latin American films.</i>	L. Hall	100%	Fall	3	HIST 678			✓	
HIST 494	Senior Thesis <i>Individual research with a Latin Americanist faculty member.</i>	S. Truett	40%	Fall	3		1	0	✓	✓
HIST 496	Undergraduate Readings in History <i>Individual research with a Latin Americanist faculty member.</i>	K. Gauderman	100%	Fall	3		1	0	✓	✓
HIST 500	Human Rights in 20th Century Latin America <i>Offers a historical perspective on the violation, defense, and institutionalization of human rights norms in Latin America in the twentieth century.</i>	E. Hutchison	100%	Spring	3	HIST 300			✓	
HIST 500	Slavery and Race Relations in the Americas <i>Addresses the topic of slavery and race relations in both North and South America. This includes British, French, Spanish, and Portuguese approaches to slavery in the Americas.</i>	J. Bieber	100%	Fall	3	HIST 300			✓	

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Early Mexican Americans <i>Examines the historical development of early Spanish-speaking communities of the Southwest to explore the socioeconomic, demographic, and political forces that have shaped these communities, by focusing on issues and events of significance in Spain, Mexico and the United States.</i>	B. Reyes	40%	Spring	3	HIST 363; CCS 393			✓	
HIST 563										
	History of Early Mexico <i>Examines historical literature and primary accounts written by Mexican men and women during the colonial period. This class seeks a deeper understanding of the History of Early Mexico, or New Spain and interactions between colonial Mexico's native, European, and African populations.</i>	K. Gaudernan	100%	Fall	3	HIST 371			✓	
HIST 571										
	Mexican Revolution <i>Studies the political background and the economic and social structures of Mexico which led to the Mexican Revolution of 1910-1920; the major events, personalities, and factional struggles of the Mexican Revolution.</i>	L. Hall	100%	Fall	3	HIST 373	0	6		✓
HIST 573										
	Colonial Brazil <i>Examines the intertwining of European, African and indigenous social, economic and cultural contributions in Brazil's history. Includes topics such as African and Amerindian slavery, women and the family, the Church and Inquisition, Brazil's Golden Age, the Pombaline reforms, and independence.</i>	J. Bieber	100%	Fall	3	HIST 376			✓	
HIST 576										

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HIST 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	L. Hall	100%	Fall	3		0	1	✓	✓
HIST 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	J. Bieber	100%	Fall	3		0	1	✓	✓
HIST 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	S. Truett	40%	Fall	3		0	1	✓	✓
HIST 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	L. Hall	100%	Spring	3		0	2	✓	✓
HIST 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	J. Bieber	100%	Spring	3		0	1	✓	✓
HIST 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	S. Truett	40%	Spring	3		0	1	✓	✓
HIST 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	J. Bieber	100%	Summer	3		0	1		
HIST 629	Beauty, Body & Power <i>Using materials from the histories of the U.S. and of Latin America, covers social constructions vs. biological notions of beauty; intersection of ideas of beauty and gender roles; beauty and business; history of plastic surgery; historical case studies of famous beauties in Latin America in which issues of beauty, body and power, political and otherwise, intersect.</i>	L. Hall	100%	Spring	3	HIST 429; WMST 379	0	4	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
HIST 643	Hispanic Frontiers <i>Examines the exploration and settlement on the northern frontiers of New Spain, moves through three hundred years of exchange and conflict between native peoples and Spanish colonists, and ends with the period between the rise of independent Mexico and the U.S.-Mexican War.</i>	S. Truett	40%	Fall	3	HIST 463	0	5		✓
HIST 644	US Mexico Borderlands <i>Explores the histories of the American Southwest and Mexican North from a transnational perspective.</i>	S. Truett	50%	Spring	3	HIST 464	0	3	✓	✓
HIST 650	Latin American Labor and Working Class History <i>Traces the evolution of Latin American labor systems to understand the impact of industrialization, the export economy, and state formation on the working-class experience.</i>	E. Hutchison	100%	Fall	3	HIST 470			✓	
HIST 666	Atlantic World <i>Examines the development of an increasingly integrated world system defined by the Atlantic Ocean from the 15th through 19th century including developments in immigration and economic exchange between Europe, Africa, and the Americas.</i>	J. Bieber	50%	Spring	3				✓	
HIST 685	Seminar: Comparative Borderlands <i>Looks at the origins of the field at the crossroads of North American history and Latin America history. Examines a newer generation of scholarship regarding the colonial, national, and indigenous borderlands of the Americas.</i>	S. Truett	50%	Fall	3		0	14		✓

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HIST 678	Latin American Film <i>Examines issues of state and society, human rights and state oppression, gender, and religion in Latin American films.</i>	L. Hall	100%	Fall	3	HIST 478			✓	
HIST 686	Gender & Sexuality in Early Latin America <i>Examines the theoretical approaches, methodologies, and sources that shape the history of women in early Latin America. The readings represent ethnic, racial, and class-based distinctions among women in Latin America, and emphasize the importance of using diverse approaches to reconstructing women's history and culture, particularly for indigenous and African women.</i>	K. Gauderman	100%	Spring	3				✓	
HIST 687	Seminar: Inter-American Relations <i>Examines the course of relations between the United States, Canada, and Latin America, focusing on the post-World War II period. Topics include the Cold War, immigration, the trafficking of illegal drugs, covert action, and direct intervention.</i>	L. Hall	100%	Fall	3		0	16		✓
HIST 687	Seminar: Indigenous Peoples <i>Explores how indigenous identities have been historically constructed and deployed by groups from colonial to contemporary times. This section pays particular attention to indigenous groups of Latin America.</i>	K. Gauderman	100%	Spring	3		0	7		✓

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HIST 688	Seminar: Modern Brazil <i>Focuses on recent historiography of modern Brazil, emphasizing the themes of race and regionalism with a special focus on recent literature about the Brazilian Northeast.</i>	J. Bieber	100%	Spring	3		0	8		✓
HIST 687	Modern Mexico <i>Examines Mexico in the early and modern periods. Topics include: religion, gender, social movements, revolution, and state-building</i>	L. Hall	100%	Fall	3				✓	
HIST 690	Historiography of Modern Latin America <i>Exposes students to scholarship on Latin America and the Caribbean in the national period focusing attention on the major issues, theoretical concerns, and themes that have shaped this field of historical inquiry. Course readings, discussions, and assignments will directly support students' preparation for graduate research and/or examinations in the field of modern Latin American History.</i>	E. Hutchison	100%	Fall	3				✓	
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	M. Garcia Y Griego	40%	Spring	3		0	1	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	L. Hall	100%	Spring	7		0	5	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	E. Hutchison	100%	Spring	5		0	4	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	K. Gauderman	100%	Spring	9		0	2	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	S. Truett	40%	Spring	9		0	4	✓	✓

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HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	L. Hall	100%	Fall	8		0	6	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	S. Truett	40%	Fall	6		0	5	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	K. Gauderman	100%	Fall	9		0	2	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	E. Hutchison	100%	Fall	9		0	4	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	M. Garcia y Griego	40%	Fall	3		0	1	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	L. Hall	100%	Summer	5		0	1	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	K. Gauderman	100%	Summer	6		0	1	✓	✓
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	S. Truett	40%	Summer	9		0	1		
HIST 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	E. Hutchison	100%	Summer	6		0	1	✓	✓
Interdisc. Film and Digital Media										

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Historia Natural y Cultura del Ecuador <i>Study abroad course that examines sustainable indigenous ecotourism by looking at natural history and cultural history. The focus on ecotourism is studied in an applied manner through field sites include Cuenca, Quito, La Isla de La Plata, Incapirca, and other locales in Ecuador.</i>	M. Gandert	100%	Summer	3	SPAN 301; SPAN 504	12	0	✓	
	IFDM 491									
Landscape Architecture										
	LA 512 <i>Seminar: Landscapes of Latin America Examines the context of social, cultural, environmental and evolutionary influences on the Latin American landscape, giving students a foundational understanding of how politics, culture, the environment and ourselves shape and interact with the landscapes around us.</i>	B. Morrow	100%	Fall	3		0	7		✓
Law										
	LAW 505 <i>International Law Introduces students to sources of international law, international dispute settlement, jurisdiction, human rights, international humanitarian law, and the use of force. This course uses case studies from Latin America.</i>	J. Moore	40%	Spring	3		0	33	✓	✓

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Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
LAW 541 <i>Human Rights Law Examines different legal mechanisms for the enforcement of international human rights norms. Particular attention is devoted to the Organization of American States. The course explores the extent to which the culture, history, and character of political oppression are reflected in the various legal frameworks that have evolved.</i>	J. Moore	40%	Spring	4		0	11	✓	✓
LAW 577 <i>Spanish for Lawyers I Teaches the basic legal terminology that is used in our judicial system in a variety of practice settings. The course gives the practitioner a basic understanding of the legal framework of Latin American countries with civil system traditions.</i>	P. Torrez	100%	Fall	3		0	8	✓	✓
LAW 593 <i>Comparative Human Rights Law Examines international and human rights law and policy from an international and a regional perspective with emphasis on Mexico. The course explores several important cases involving state accountability for human rights abuses. Course takes place in Guanajuato, Mexico.</i>	C. Zuni Cruz & J. Moore	75%	Summer	3	LAW 663	0	5	✓	✓
LAW 593 <i>Indigenous People: International Law Covers the basic international law frameworks, instruments, and emerging norms that apply to indigenous peoples in the Americas and other regions.</i>	G. Valencia-Weber	50%	Spring	3				✓	
LAW 593 <i>Transitional Justice: Human Rights Examines recent cases, including some in Latin America, of reparations and decisions made in critical cases.</i>	J. Moore & K. Powers	40%	S	3	POLS 541			✓	

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	International Criminal Law <i>Explores the rationale for ICL, the bases for jurisdiction, the procedures used to obtain persons from abroad, the offenses prosecuted as violations of ICL (including war crimes, crimes against humanity, and genocide), and potential defenses to those charges. Students design country-specific projects, including Latin American countries.</i>	E. Rapaport	40%	Spring	3		0	10		✓
LAW 626										
LAW 628	Law of Indigenous People <i>Provides a historical and a contemporary perspective on the internal law of Indigenous peoples, domestically and internationally (with focus on Latin America).</i>	C. Zumi Cruz	50%	Fall	3		0	18	✓	✓
LAW 636	NAFTA <i>Introduces students to the substantive legal, procedural and institutional aspects of NAFTA. Course is part of Guanajuato Summer Law Program.</i>	C. Zumi Cruz & J. Moore	75%	Summer	3	LAW 663	0	3	✓	✓
LAW 663	Overview of Mexican Law <i>Provides a general overview of the historical and contemporary state of legal institutions in Mexico. Course is part of Guanajuato Summer Law Program.</i>	W. MacPherson	100%	Summer	3		0	6	✓	✓
LAW 663	Free Trade Americas <i>Examines evolution and legal implications of free trade agreements and organizations throughout the Americas. This course is part of Guanajuato Summer Law Program and involves an immersion learning component.</i>	A. Sedillo & J. Moore	75%	Summer	3		0	4	✓	✓

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LAW 663 Mexican Legal Systems <i>Introduces the important basic law and legal institutions of modern Mexican law, including the organization of the Mexican state, a comparative discussion of the Mexican Constitution, the concept of Human Rights, and the Constitutional Social Rights of Mexico. Course is part of Guanajuato Summer Law Program and involves an immersion learning component.</i>	A. Sedillo & J. Moore	100%	Summer	3		0	2	✓	✓
LAW 663 Mexican Externship Program <i>Students participating in the Guanajuato Summer Law Program are placed with Mexican firms/organizations in order to get experience and gain understanding of firms/organizations. This course involves an immersion learning component.</i>	W. MacPherson	100%	Summer	2		0	4	✓	✓
LAW 667 Immigration Law <i>Examines the multitude of issues involving immigrants and the law. Focuses on family based, employer sponsored, asylum, naturalization, exclusion, and deportation regulations. Includes emphasis on immigration issues associated with migrants from Latin America.</i>	R. Kitson-Shreve	40%	Fall	3		0	11	✓	✓
Linguistics									
LING 359 Language & Culture <i>Examines the interrelations of language and speech with other selected aspects of culture and cognition.</i>	E. Debenport	25%	Fall	3	ANTH 310; CJ 319; LING 559; ANTH 511	6	0	✓	✓

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LING 359	Language & Culture <i>Examines the interrelations of language and speech with other selected aspects of culture and cognition.</i>	E. Debenport	25%	Spring	3	ANTH 310; CJ 319; LING 559	20	0	✓	✓
*LING 401	K'iche' Maya I <i>First semester instruction of K'iche' Maya.</i>	J. Mondloch	100%	Fall	3		9	4	✓	✓
LING 401	K'iche' Maya II <i>Second semester instruction of K'iche' Maya.</i>	J. Mondloch	100%	Fall	3		0	1		
*LING 401	K'iche' Maya II <i>Second semester instruction of K'iche' Maya.</i>	J. Mondloch	100%	Spring	3		4	3	✓	✓
*LING 401	Quechua I <i>First semester instruction of Quechua.</i>	Y. Kenfield	100%	Fall	3					✓
*LING 401	Quechua II <i>Second semester instruction of Quechua.</i>	Y. Kenfield	100%	Spring	3					✓
*LING 402	K'iche' Maya III <i>Third semester instruction of K'iche' Maya.</i>	J. Mondloch	100%	Fall	3		0	1	✓	✓
*LING 402	K'iche' Maya IV <i>Fourth semester instruction of K'iche' Maya.</i>	J. Mondloch	100%	Spring	3				✓	✓
LING 402	Quechua III <i>Third semester instruction of Quechua.</i>	Y. Kenfield	100%	Fall	3					
LING 402	Quechua IV <i>Fourth semester instruction of Quechua.</i>	Y. Kenfield	100%	Spring	3					
LING 490	Research Methods <i>Examines ten of the most important skills needed for achieving excellence in language research. Emphasis is placed on research in a Latin American context.</i>	H. Jacobson	40%	Fall	3	LING 590			✓	

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LING 495	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	M. Axelrod	40%	Fall	2		2	0	✓	✓
LING 559	Language & Culture <i>Examines the interrelations of language and speech with other selected aspects of culture and cognition. This section paid special attention to language and culture contexts within Latin America.</i>	E. Debenport	25%	Fall	3	ANTH 310; ANTH 511; CJ 319; LING 359	0	2	✓	✓
LING 590	Childhood Bilingualism <i>Examines various aspects of bilingual language acquisition, including phonology, morphology, and syntax. Several prominent theoretical, methodological and implication questions are explored. Focus is on native Spanish speaking children.</i>	N. Shin	75%	Fall	3	SPAN 549			✓	
LING 595	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	M. Axelrod	40%	Spring	3		0	3	✓	✓
LING 595	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	N. Shin	75%	Spring	6		0	1	✓	✓
LING 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	M. Axelrod	40%	Spring	3				✓	✓
LING 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	M. Axelrod	40%	Fall	7		0	9	✓	✓
LING 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	N. Shin	75%	Fall	3				✓	✓
LING 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	M. Axelrod	75%	Spring	6		0	11	✓	✓

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LING 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	N. Shin	75%	Spring	6		0	1	✓	✓
Language, Literacy & Sociocultural Studies										
LSS 456	First Second Language Development in Cultural Context <i>Addresses language development as life-long processes within cultural contexts, with greater emphasis on second language development in children than adults. Attention is paid to Spanish speakers learning English with Mexican case studies.</i>	R. Blum-Martinez	50%	Spring	3	LSS 556	25	0	✓	✓
LSS 458	Literacy Across Cultures <i>Looks at theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Attention is given to Spanish-speaking students from Mexico and Central America.</i>	C. Leiva Lopez	50%	Spring	3	LSS 558	17	0	✓	
LSS 458	Literacy Across Cultures <i>Looks at theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Attention is given to Spanish-speaking students from Mexico and Central America.</i>	C. Leiva Lopez	50%	Fall	3	LSS 558	13	0		✓

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LLSS 503	Research in Bilingual Classrooms and Communities <i>Examines current research conducted in bilingual schools and communities. Specific attention is paid to Spanish-bilingualism.</i>	R. Blum-Martinez	50%	Fall	3		0	19	✓	
LLSS 513	Globalization and Education <i>Examines the arguments of various globalization discourses, focusing on how each represents the relationship between globalization processes and educational phenomena. Problematises the impact of globalization(s) on the worldwide struggle for equitable education for all with particular emphasis on Latin America.</i>	R. Galvan Trindad	50%	Fall	3		0	11		✓
LLSS 556	First Second Language Development in Cultural Context <i>Addresses language development as life-long processes within cultural contexts, with greater emphasis on second language development in children than adults. Attention is paid to Spanish speakers learning English with Mexican case studies.</i>	L. Meyer	50%	Fall	3	LLSS 456	0	11	✓	✓
LLSS 556	First Second Language Development in Cultural Context <i>Addresses language development as life-long processes within cultural contexts, with greater emphasis on second language development in children than adults. Attention is paid to Spanish speakers learning English with Mexican case studies.</i>	R. Blum-Martinez	50%	Spring	3	LLSS 456	0	14	✓	✓

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LSSS 558	Literacy Across Cultures <i>Looks at theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Attention is given to Spanish-speaking students from Mexico and Central America.</i>	C. Leiva Lopez	50%	Fall	3	LSSS 458	0	12		✓
LSSS 558	Literacy Across Cultures <i>Looks at theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Attention is given to Spanish-speaking students from Mexico and Central America.</i>	C. Leiva Lopez	50%	Spring	3	LSSS 458	0	12	✓	
LSSS 566	Issues in Hispanic Education <i>Assists educators to more fully understand historical and contemporary issues in Latin America that are related to the education of Hispanic students in New Mexico, the Southwest and across the country.</i>	R. Galvan Trindad	50%	Spring	3		0	7	✓	✓
LSSS 580	Seminar: Education & Bilingual Students <i>Provides an overview of issues including the research, theory, and practice in bilingual education. Incorporates case studies from Latin America.</i>	S. Celedon-Pattichis	40%	Fall	3		0	16	✓	
LSSS 582	Curriculum Development in Multicultural Education <i>Focuses on the foundations of curriculum development for diverse populations, including the theory and practice of curriculum development in multicultural settings in the U.S. and abroad.</i>	L. Meyer	25%	Fall	3				✓	

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LLSS 583	Education Across Cultures in the Southwest <i>Focuses on issues, policies and school practices related to diversity and the education of native cultures of the Southwest as well as more recently arrived linguistic and cultural groups. This section pays special attention to Spanish speakers.</i>	E. Valenzuela	40%	Fall	3		0	14	✓	✓
LLSS 588	Feminist Epistemologies <i>Engages feminist epistemologies from a (her)historical, theoretical, methodological and literary standpoint. Through questioning the basis of knowledge, and what counts as valid knowledge the class tackles various claims to understand theories of epistemology, research and pedagogy. The course mainly utilizes Latina/Chicana and Third World feminist literature.</i>	R. Trinidad	35%	Fall	3	WMST 579			✓	
LLSS 591	Problems <i>Individual research with a Latin Americanist faculty member.</i>	R. Blum-Martinez	50%	Fall	2		0	2	✓	✓
LLSS 591	Problems <i>Individual research with a Latin Americanist faculty member.</i>	R. Galvan Trinidad	50%	Fall	3		0	1	✓	✓
LLSS 591	Problems <i>Individual research with a Latin Americanist faculty member.</i>	C. Lopez-Leiva	50%	Fall	3				✓	✓
LLSS 591	Problems <i>Individual research with a Latin Americanist faculty member.</i>	R. Blum-Martinez	50%	Spring	3		0	1	✓	✓
LLSS 591	Problems <i>Individual research with a Latin Americanist faculty member.</i>	R. Galvan Trinidad	50%	Spring	3		0	1	✓	✓

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	Global English Issues <i>Considers the impacts and implications of the spread of English globally, as experienced in a diversity of countries and cultures. Particular emphasis placed on teaching English as a foreign language as "services" provided to "developing" countries by U.S. and British aid and cultural agencies. Includes significant focus on Latin America.</i>	R. Blum Martinez	40%	Fall	3		0	11		✓
LSSS 593										
LSSS 598	Directed Reading <i>Individual research with a Latin Americanist faculty member.</i>	R. Galvan Trinidad	50%	Spring	3		0	1	✓	✓
LSSS 598	Directed Reading <i>Individual research with a Latin Americanist faculty member.</i>	L. Meyer	50%	Spring	3		0	1	✓	✓
LSSS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. Blum Martinez	50%	Fall	6		0	3	✓	✓
LSSS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. Galvan Trinidad	50%	Fall	6		0	3	✓	✓
LSSS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	L. Meyer	50%	Fall	4		0	3	✓	✓
LSSS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	S. Celedon- Patichis	50%	Fall	3				✓	✓
LSSS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. Blum Martinez	50%	Spring	5		0	4	✓	✓
LSSS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	L. Meyer	50%	Spring	6		0	3	✓	✓

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LLSS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. Galvan Trinidad	50%	Spring	6		0	1	✓	✓
Latin American Studies										
LTAM 354	Latin American Society I <i>Places Latin American societies in their historical and social scientific contexts by examining colonialism, agrarian transformation, urbanization, race and ethnicity, clientelism and corruption, democratic transitions, authoritarianism, populism, liberalism, poverty, contemporary violence, and popular protest.</i>	A. Schrank	100%	Spring	3	SOC 354; POLS 354	8	0	✓	✓
LTAM 355	Introduction to Latin American Society II <i>Examines Latin American studies from a blended humanities perspective. Integrates analyses of major moments in Latin American history, society and culture through critical studies of music, art, history, literature and philosophy.</i>	S. Schadt	100%	Fall	3				✓	
LTAM 400	Blacks in Latin America <i>Analyzes the plight of black people in Latin America as compared with their experiences in North America, from the 15th to 19th century.</i>	N. Howard	100%	Spring	3	AFST 388; AMST 350	2	0	✓	✓

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LTAM 400	Borderland: Roles of Women <i>Examines Mexico and NAFTA and how NAFTA has impacted the roles of women in the contemporary moment, and in relation to the current migrations of indigenous women from South America and southern Mexico to northern Mexico to work in factories along the border.</i>	T. Cordova	100%	Spring	3	AMST 350; CHMS 393	3	0	✓	✓
LTAM 400	People and Culture of Circum-Caribbean <i>Outlines the sociocultural transformation of the region since 1492. Emphasis upon cultural legacies of, and resistance, to colonialism, the Afro-Caribbean and Hispanic heritages, and the contemporary trans-nationalization of island identities.</i>	B. Wallace	100%	Fall	3	AFST 386; ENGL 315; COMP 330	5	0	✓	✓
LTAM 400	Curandero: Mexican Folk Healing <i>Surveys the history of Curanderismo (the art of Mexican Folk Healing) in Mexico.</i>	E. Torres	100%	Summer	3	ILSS 593; WMST 379; SPAN 301; ANTH 340; ANTH 540	3	0	✓	✓
LTAM 400	Introduction to Human Rights <i>Analyzes competing theories about the content of human rights; the history, politics and economics of human rights situations. Emphasis on the interplay among power, difference, "culture" and human rights abuses. This section pays particular attention to human rights abuses that have occurred in Latin America.</i>	S. Cargas	50%	Fall	3	PCST 340; SOC 398; AMST 350			✓	

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LTAM 500	Pro-Seminar in Latin American Studies <i>Introduces students to the graduate-level study of Latin America. Emphasizes study of Latin America's contemporary culture, society, and politics, but embeds this focus in learning about the history of the region.</i>	R. Wood	100%	Fall	3	SOC 595; SPAN 639	0	9	✓	✓
LTAM 500	Human Rights in Latin American Film <i>Surveys the intersections between human rights and the humanities, specifically how film serves as a space of contestation and an arena to expand understandings and applications of human rights at global, local and personal levels.</i>	J. Lehnen	100%	Fall	3	SPAN 639; PORT 514	0	1		✓
LTAM 500	Pro-Seminar: Latin American Studies <i>Introduces students to the graduate level study of Latin America. The course emphasizes study of Latin America's contemporary culture, society, and politics, but embeds this focus in learning about the history of the region. Students acquire a shared body of knowledge of Latin American Studies, drawing on both humanities based and social science based approaches.</i>	L. Lehnen	100%	Fall	3	SPAN 639; PORT 570			✓	✓
LTAM 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	J. Lehnen	100%	Summer	1		0	1		
LTAM 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	S. Cargas	100%	Spring	1				✓	
LTAM 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	J. Colon	100%	Spring	1					
LTAM 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	L. Smith	100%	Spring	3		0	1		✓

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LTAM 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	J. Bieber	100%	Spring	6		0	1		
LTAM 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	N. Lopez	100%	Spring	9		0	1	✓	
LTAM 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	N. Lopez	100%	Fall	9		0	1	✓	
LTAM 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	N. Lopez	100%	Summer	1		0	1	✓	
Media Arts										
MA 310	Latin American Film <i>Surveys key moments in Latin American cinema including Mexico's influential "Golden Age" of the 1940s and various "new cinemas" of the '60s and '70s.</i>	S. Becker	100%	Spring	3	MA 410	22	2		✓
MA 330	Cine Chicano y Latino <i>Examines issues of politics, race, gender, and immigration in recent Latin American and Chicano films.</i>	P. Rosas Lopategui	50%	Spring	3	SPAN 301; CHMS 393	3	0		✓
MA 330	Chicano-Mexican Film <i>Examines the intersections between cinema and cinematic prose from and about Mexico and the US Latino Southwest. The class focuses on Mexican film.</i>	S. Becker	75%	Fall	3	MA 430	15	4	✓	
MA 330	Brazilian Cinema <i>Focuses on the development of Brazilian cinema during the later half of the 20th century. Posits cinematic production in the context of Brazilian socio-historical development and addresses topics such as race, gender, and urban space.</i>	J. Lehnen	100%	Spring	3	MA 430; PORT 416; PORT 516	9	0		✓

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MA 410 Latin American Film <i>Surveys key moments in Latin American cinema including Mexico's influential "Golden Age" of the 1940s and various "new cinemas" of the '60s and '70s.</i>	S. Becker	100%	Spring	3	MA 310	22	2		✓
MA 430 Chicano-Mexican Film <i>Examines the intersections between cinema and cinematic prose from and about Mexico and the US Latino Southwest. This class focuses on Mexican film.</i>	S. Becker	75%	Fall	3	MA 330	15	4	✓	
MA 430 Brazilian Cinema <i>Focuses on the development of Brazilian cinema during the later half of the 20th century. Posits cinematic production in the context of Brazilian socio-historical development and addresses topics such as race, gender, and urban space.</i>	J. Lehnen	100%	Spring	3	MA 330; PORT 416; PORT 516	9	0		✓
Management									
MGMT 328 International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Fall	3		62	0	✓	✓
MGMT 328 International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Fall	3		60	0	✓	✓

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	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	D. Thomas	25%	Fall	3		60	0	✓	✓
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	D. DiGregorio	25%	Fall	3		48	0	✓	✓
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Towle	25%	Fall	3		61	0	✓	✓
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	D. Thomas	25%	Fall	3		13	0	✓	

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MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Fall	3		9	0		✓
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America. This section taught in Spanish.</i>	M. Towle	25%	Spring	3	SPAN 301	2	0	✓	✓
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	D. Thomas	25%	Spring	3		60	0	✓	✓
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Towle	25%	Spring	3		54	0	✓	✓

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	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Spring	3		27	0	✓	✓
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	D. Thomas	25%	Spring	3		60	0	✓	✓
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Spring	3		58	0		
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Spring	3		4	0		✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Spring	3		3	0		
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Spring	3		3	0		
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Spring	3		1	0		
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Spring	3		1	0		

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	Course Title/Description	Instructor	IAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	M. Montoya	25%	Spring	3		1	0		
MGMT 328	International Management <i>Provides an understanding of international operations and institutions in the private, not-for-profit and public sectors. Analyzes the structure, functions and decision-making of international organizations, including those of Latin America.</i>	D. Thomas	25%	Summer	3		57	0		✓
MGMT 420	Management in Latin America <i>Analyzes Latin American environments as they offer opportunities and pose constraints in the performance of managerial responsibilities. Special emphasis is given to the Mexican environment and its relationship to the world.</i>	D. Thomas	100%	Fall	3	MGMT 595	25	0	✓	✓
MGMT 421	International Entrepreneurship <i>Teaches the practical science and craft of international business operations, such as exports. The international business strategies of firms are analyzed through fundamental analysis and technical analysis using real cases, including those of Latin America.</i>	D. DiGregorio	50%	Fall	3		54	5	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
MGMT 422	Mexican Economy & Markets <i>Examines the business environment in Mexico, with an emphasis on issues relevant to managers. Particular focus on current activities within specific industries and specific firms in Mexico.</i>	D. DiGregorio	100%	Spring	3	MGMT 524	20	0	✓	✓
MGMT 451	Problems <i>Individual research with a Latin Americanist faculty member.</i>	D. DiGregorio	75%	Summer	3		1	0		
MGMT 452	Problems <i>Individual research with a Latin Americanist faculty member.</i>	D. DiGregorio	75%	Spring	3		2	0	✓	✓
MGMT 452	Problems <i>Individual research with a Latin Americanist faculty member.</i>	M. Montoya	50%	Spring	3		1	0	✓	✓
MGMT 474	International Financial Management <i>Applies concepts of managerial finance in the international setting. Reviews and develops as background the financing of international trade and balance of payments problems, including currency hedging in the money and foreign exchange markets, including those in Latin America.</i>	E. Morales-Comargo	25%	Spring	3		38	0	✓	✓
MGMT 490	International Strategy in Mexico <i>Conducted at the León campus of the Tec de Monterrey (ITESM), course examines Mexican economy and business environment to provide students with a grounded understanding of the forces shaping the Mexican business sector.</i>	D. Thomas	100%	Summer	3	MGMT 597	9	0		✓
MGMT 490	Social Entrepreneurship <i>Looks at micro-finance and other bottom-up approaches to business building with emphasis on Latin America.</i>	D. DiGregorio	50%		3	MGMT 594	2	0		✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
MGMT 490	Green Economic Innovation <i>Examines energy-efficient and environmentally-aware innovations with emphasis on Latin America.</i>	R. Gouvea	50%		3	MGMT 594	9	0	✓	
MGMT 524	Mexican Economy & Markets <i>Examines the business environment in Mexico, with an emphasis on issues relevant to managers. Particular focus on current activities within specific industries and specific firms in Mexico.</i>	D. DiGregorio	100%	Spring	3	MGMT 422	0	4	✓	✓
MGMT 552	Problems <i>Individual research with a Latin Americanist faculty member.</i>	D. DiGregorio	75%	Spring	3		0	1	✓	✓
MGMT 594	Social Entrepreneurship <i>Looks at micro-finance and other bottom-up approaches to business building with emphasis on Latin America.</i>	D. DiGregorio	50%		3	MGMT 490	0	10		✓
MGMT 594	Green Economic Innovation <i>Examines energy-efficient and environmentally-aware innovations with emphasis on Latin America.</i>	R. Gouvea	50%		3	MGMT 490	0	11	✓	
MGMT 595	Management in Latin America <i>Analyzes Latin American environments as they offer opportunities and pose constraints in the performance of managerial responsibilities. Special emphasis is given to the Mexican environment and its relationship to the world.</i>	D. Thomas	100%	Fall	3	MGMT 420	0	8	✓	

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
MGMT 595	Management in Latin America <i>Analyzes Latin American environments as they offer opportunities and pose constraints in the performance of managerial responsibilities. Special emphasis is given to the Mexican environment and its relationship to the world.</i>	R. Gouvea	100%	Spring	3		0	6		✓
MGMT 596	International Entrepreneurship <i>Teaches the practical science and craft of international business operations, such as exports. The international business strategies of firms are analyzed through fundamental analysis and technical analysis using real cases, including those of Latin America.</i>	D. DiGregorio	40%	Spring	3		0	11	✓	
MGMT 597	International Strategy in Mexico <i>Conducted at the León campus of the Tec de Monterrey (ITESM), course examines Mexican economy and business environment to provide students with a grounded understanding of the forces shaping the Mexican business sector.</i>	D. Thomas	100%	Summer	3	MGMT 490	0	5		✓
MGMT 728	Global Business Environment <i>Looks at strategies for entering new international markets and managing international operations. Discussion of cultural differences, regional economic integration, and emerging markets, with special emphasis on implications for New Mexico's economy and the border with Mexico.</i>	D. DiGregorio	50%	Fall	3		0	46	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Global Business Environment <i>Looks at strategies for entering new international markets and managing international operations. Discussion of cultural differences, regional economic integration, and emerging markets, with special emphasis on implications for New Mexico's economy and the border with Mexico.</i>	D. DiGregorio	50%	Summer	2		0	45	✓	✓
MGMT 728										
	Entrepreneurship <i>Examines entrepreneurial strategies and growing opportunities in Mexico.</i>	D. DiGregorio	100%	Summer	2		0	28	✓	✓
MGMT 794										
	Entrepreneurship <i>Examines entrepreneurial strategies and growing opportunities in Mexico.</i>	D. DiGregorio	100%	Spring	3		0	24		✓
MGMT 794										
	Strategic Management <i>Looks at the application of strategic management concepts, principles and techniques through case analyses, particularly of Mexico. Draws upon professional experience and concepts learned in other functional areas to develop a general management perspective and the ability to impact organizational direction and performance.</i>	D. Thomas	50%	Summer	3		0	44	✓	
MGMT 798										
Museum Studies										
	Practicum: Museum Methods <i>Practicum in museum methods and management. Special attention paid to Latin American Collections.</i>	K. Klein	50%	Fall	3	MSSST 586; ARTH 586; ANTH 486; ANTH 586	1		✓	✓
MSSST 486										

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MSST 586 Practicum: Museum Methods <i>Practicum in museum methods and management. Special attention paid to Latin American collections</i>	K. Klein	50%	Fall	3	MSST 486; ARTH 586; ANTH 486; ANTH 586	0	1	✓	✓

Native American Studies									
Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
NATV 255 Intro Chicano/Hispano/Mexicano Studies <i>Survey of the Mexican American experience in the United States, with special reference to New Mexico's history (including pre-U.S. occupation).</i>	C. Samora	40%	Fall	3	CHMS 201; AMST 200	5	0	✓	✓
NATV 450 Race & Cultural Relations <i>Explores comparative and structural analyses of intergroup relations Latin America and US.</i>	N. Lopez	50%	Fall	3	AFST 397; SOC 420; CHMS 393	2	0	✓	✓
NATV 450 Race & Cultural Relations <i>Explores comparative and structural analyses of intergroup relations Latin America and US.</i>	N. Lopez	50%	Spring	3	AFST 397; SOC 420; CHMS 393	23	4	✓	✓
Music									
MUS 437 Music & Latin American Identity <i>Surveys the diversity of the music of Latin America and its impact in the development and transformation of its people and the making of their National identity. Origins, history and social significance mainly of the concert music of Mexico, Brazil, Argentina and Cuba including relevant composers and works are covered.</i>	J. Hurtado	100%	Fall	3	MUS 537	5	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Music & Latin American Identity <i>Surveys the diversity of the music of Latin America and its impact in the development and transformation of its people and the making of their National identity. Origins, history and social significance mainly of the concert music of Mexico, Brazil, Argentina and Cuba including relevant composers and works are covered.</i>	J. Hurtado	100%	Fall	3	MUS 437	0	10	✓	✓
MUS 537										
MUS 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	J. Hurtado	100%	Fall	3		0	1		
Occupational Therapy										
OCTH 499	Independent Study <i>Individual research conducted as part of Oaxacan field school.</i>	T. Crowe	100%	Summer	2		7	0		✓
OCTH 594	Graduate Seminar: Oaxaca <i>Examines traditional health practices amongst indigenous communities in Oaxaca.</i>	T. Crowe	100%	Summer	2		0	2		✓
OCTH 690	Independent Study <i>Individual research conducted as part of Oaxacan field school.</i>	T. Crowe	100%	Summer	2		0	8		✓
OCTH 690	Independent Study <i>Individual research conducted as part of Nicaraguan field school.</i>	H. Sanders	100%	Summer	2		0	4		
Peace Studies										

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PCST 307	Non-violent Alternatives to Conflict: Nicaragua <i>Studies the dynamics of violence and nonviolence at the interpersonal, institutional, cultural, and global level from a variety of disciplinary perspectives. This class is largely focused on Nicaragua as a case study for non-violent alternatives.</i>	R. Wolters	100%	Fall	3	ANTH 340; SOC 307	13	0	✓	
PCST 307	Non-violent Alternatives to Conflict: Nicaragua <i>Studies the dynamics of violence and nonviolence at the interpersonal, institutional, cultural, and global level from a variety of disciplinary perspectives. This class is largely focused on Nicaragua as a case study for non-violent alternatives.</i>	R. Wolters	100%	Spring	3	ANTH 340; SOC 307	23	0		✓
PCST 340	Introduction to Human Rights <i>Analyzes competing theories about the content of human rights; the history, politics and economics of human rights situations. Emphasis on the interplay among power, difference, "culture" and human rights abuses. This section pays particular attention to human rights abuses that have occurred in Latin America.</i>	S. Cargas	50%	Fall	3	LTAM 400; SOC 398; AMST 350			✓	
Public Health										
PH 507	Health Care Systems <i>Provides an overview of how health care is delivered and a variety of payment methods are examined. In addition, the U.S. health care delivery systems will be compared to other systems with emphasis given to Cuba.</i>	C. Iriart	40%	Spring	3		0	8	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
Philosophy										
PHIL 390	Latin American Thought <i>Examines Latin American appropriation of European philosophical trends such as utilitarianism, positivism, phenomenology, existentialism, and liberation theology.</i>	M. Candelaria	100%	Spring	3	SOC 398; RELG 347; CCS 393	11	0	✓	
Political Science										
POLS 220	Comparative Politics <i>Evaluates political regimes by focusing on the political history, socioeconomic structure and contemporary political institutions and behavior. Includes consideration of Latin American systems.</i>	M. Htun	25%	Spring	3		30	0	✓	✓
POLS 220	Comparative Politics <i>Evaluates political regimes by focusing on the political history, socioeconomic structure and contemporary political institutions and behavior. Includes consideration of Latin American systems.</i>	M. Htun	25%	Spring	3		30	0	✓	✓
POLS 220	Comparative Politics <i>Evaluates political regimes by focusing on the political history, socioeconomic structure and contemporary political institutions and behavior. Includes consideration of Latin American systems.</i>	M. Htun	25%	Spring	3		13	0	✓	✓
POLS 220	Comparative Politics <i>Evaluates political regimes by focusing on the political history, socioeconomic structure and contemporary political institutions and behavior. Includes consideration of Latin American systems.</i>	M. Htun	25%	Spring	3		22	0	✓	✓

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POLS 220 Comparative Politics <i>Evaluates political regimes by focusing on the political history, socioeconomic structure and contemporary political institutions and behavior. Includes consideration of Latin American systems.</i>	M. Htun	25%	Fall	3		25	0	✓	✓
POLS 220 Comparative Politics <i>Evaluates political regimes by focusing on the political history, socioeconomic structure and contemporary political institutions and behavior. Includes consideration of Latin American systems.</i>	M. Htun	25%	Fall	3		23	0	✓	✓
POLS 220 Comparative Politics <i>Evaluates political regimes by focusing on the political history, socioeconomic structure and contemporary political institutions and behavior. Includes consideration of Latin American systems.</i>	M. Htun	25%	Fall	3		8	0	✓	✓
POLS 220 Comparative Politics <i>Evaluates political regimes by focusing on the political history, socioeconomic structure and contemporary political institutions and behavior. Includes consideration of Latin American systems.</i>	M. Htun	25%	Fall	3		13	0	✓	✓
POLS 220 Comparative Politics <i>Evaluates political regimes by focusing on the political history, socioeconomic structure and contemporary political institutions and behavior. Includes consideration of Latin American systems.</i>	G. Burrier	25%	Fall	3		29	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Comparative Politics <i>Evaluates political regimes by focusing on the political history, socioeconomic structure and contemporary political institutions and behavior. Includes consideration of Latin American systems.</i>	J. Hellwege	25%	Summer	3		12	0	✓	✓
POLS 220	International Politics <i>Analyzes significant factors in world politics, including nationalism, "national interest," ideology, international conflict and collaboration, balance of power, deterrence, international law and international organization. Includes Latin American cases.</i>	P. Hultquist	25%	Summer	3		12	0	✓	✓
POLS 240	International Politics <i>Analyzes significant factors in world politics, including nationalism, "national interest," ideology, international conflict and collaboration, balance of power, deterrence, international law and international organization. Includes Latin American cases.</i>	K. Powers	25%	Fall	3		64	0	✓	✓
POLS 240	International Politics <i>Analyzes significant factors in world politics, including nationalism, "national interest," ideology, international conflict and collaboration, balance of power, deterrence, international law and international organization. Includes Latin American cases.</i>	Y. Bosin	25%	Fall	3		57	0	✓	✓
POLS 240	International Politics <i>Analyzes significant factors in world politics, including nationalism, "national interest," ideology, international conflict and collaboration, balance of power, deterrence, international law and international organization. Includes Latin American cases.</i>	C. Butler	25%	Fall	3		72	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
POLS 240	International Politics <i>Analyzes significant factors in world politics, including nationalism, "national interest," ideology, international conflict and collaboration, balance of power, deterrence, international law and international organization. Includes Latin American cases.</i>	G. Burrier	25%	Spring	3		58	0	✓	✓
POLS 240	International Politics <i>Analyzes significant factors in world politics, including nationalism, "national interest," ideology, international conflict and collaboration, balance of power, deterrence, international law and international organization. Includes Latin American cases.</i>	Y. Bosin	25%	Spring	3		58	0	✓	✓
POLS 240	International Politics <i>Analyzes significant factors in world politics, including nationalism, "national interest," ideology, international conflict and collaboration, balance of power, deterrence, international law and international organization. Includes Latin American cases.</i>	M. Peceny	25%	Spring	3		17	0	✓	✓
POLS 300	Latin American Society I <i>Places Latin American societies in their historical and social scientific contexts by examining colonialism, agrarian transformation, urbanization, race and ethnicity, clientelism and corruption, democratic transitions, authoritarianism, populism, liberalism, poverty, contemporary violence, and popular protest.</i>	A. Schrank	100%	Spring	3	LTAM 354; SOC 354	18	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Human Rights <i>Looks at competing theories about the content of human rights, including the history, politics and economics of human rights situations. Emphasis on the interplay among power, difference, "culture" and human rights abuses. This section placed emphasis on Latin America.</i>	S. Cargas	50%	Fall	3	SOC 398; WMST 379; ANTH 339; RELG 347	5	0	✓	✓
POLS 300	Comparative Political Economy <i>Examines intersection of production, trade, and economic systems with government. Compares cases across the world to understand the inner workings of different political economies. Includes case studies from Latin America.</i>	A. Schrank	25%	Fall	3		19	0	✓	
POLS 300	Tribunals and Truth Commissions <i>Examines political causes and consequences of war crimes tribunals and truth commissions, their creation, design changes and termination. Through its analysis, the course will bring together politics, memory, economics, healing and society to discuss the efficacy of these programs. The course pays special attention to war tribunals and truth commissions in Latin America.</i>	K. Powers	25%	Fall	3				✓	
POLS 320	Comparative Political Economy <i>Examines intersection of production, trade, and economic systems with government. Includes case studies from Latin America.</i>	K. Koivu	25%	Spring	3		37	0	✓	✓

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POLS 320	Introduction to Mexican Politics <i>Provides an historical overview of Mexican politics, including post-independence and post-revolution. Caudillism, clientelism, corporatism, and impact of agrarian reform are emphasized.</i>	G. Burrier	100%	Summer	3		9	0	✓	✓
POLS 320	Introduction to Brazilian Politics & Culture <i>Looks at evolution of political systems in Brazilian, including impact of culture on systems and authoritarian period.</i>	G. Burrier	100%	Spring	3				✓	
POLS 340	International Organizations <i>Examines role that international organizations have in global relations, international norms, and peace negotiations. Includes Organization of American States.</i>	K. Powers	25%	Fall	3		49	0	✓	✓
POLS 354	Latin American Society I <i>Places Latin American societies in their historical and social scientific contexts by examining colonialism, agrarian transformation, urbanization, race and ethnicity, clientelism and corruption, democratic transitions, authoritarianism, populism, liberalism, poverty, contemporary violence, and popular protest.</i>	A. Schrank	100%	Spring	3	SOC 354; LTAM 354	8	0	✓	✓
POLS 356	Political Development in Latin America <i>Provides an introduction to Latin American politics combining both historical and contemporary perspectives. Focuses on the different political regimes and the patterns of political change inherent to the Latin American countries during the 20th century.</i>	J. Micozzi	100%	Fall	3		34	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
POLS 356	Political Development in Latin America <i>Provides an introduction to Latin American politics combining both historical and contemporary perspectives. Focuses on the different political regimes and the patterns of political change inherent to the Latin American countries during the 20th century.</i>	J. Micozzi	100%	Spring	3		41	0	✓	✓
POLS 442	International Peacekeeping <i>Examines the increasingly important role of multilateral peacekeeping operations in the post-Cold War world. Emphasis placed on Central America.</i>	W. Stanley	50%	Spring	3		45	0		✓
POLS 496	Seminar: Civil Wars & Peacekeeping <i>Provides an overview of causes of civil war, role of state in creation and dissolution of war, and impact of international organizations in resolving civil war. Emphasis placed upon Central America.</i>	W. Stanley	50%	Fall	3	POLS 541	2	0	✓	
POLS 496	Seminar: Pro-Sen in Latin American Politics <i>Reviews primary theoretical premises of understanding Latin American politics.</i>	J. Micozzi	100%	Fall	3	POLS 525	6	0		✓
POLS 496	Seminar: Gender Politics: State, Economy & Family <i>Examines reciprocal relationship between gender and the state, including the welfare state. Particular emphasis placed on Latin America.</i>	M. Hahn	50%	Fall	3	WMST 379; WMST 579; POLS 512	1	0		✓
POLS 496	Seminar: International Environmental Politics <i>Examines role of international organizations and states as they pertain to the norms and negotiations surrounding environmental issues.</i>	W. Stanley	50%	Fall	3	POLS 541	1	0	✓	

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POLS 496	Seminar: Pro-Sem in Comparative Politics <i>Questions current issues such as theories of state formation, regime types and transitions, and varieties of capitalism.</i>	A. Schrank	40%	Spring	3	POLS 520			✓	
POLS 497	Senior Thesis <i>Individual research with a Latin Americanist faculty member.</i>	M. Htun	50%	Spring	3		2	0		
POLS 497	Senior Thesis <i>Individual research with a Latin Americanist faculty member.</i>	J. Micozzi	100%	Spring	3		1	0		
POLS 497	Senior Thesis <i>Individual research with a Latin Americanist faculty member.</i>	W. Stanley	50%	Spring	3		1	0	✓	✓
POLS 512	Seminar: Gender Politics: State, Economy & Family <i>Examines reciprocal relationship between gender and the state, including the welfare state. Particular emphasis placed on Latin America.</i>	M. Htun	50%	Fall	3	WMST 379; WMST 579; POLS 496	0	9		✓
POLS 520	Pro-Seminar: Comparative Politics <i>Covers the key theoretical and methodological concepts in the comparative study of political systems. Special emphasis on Latin America.</i>	M. Htun	50%	Spring	3		0	7	✓	
POLS 521	Seminar: Comparative Political Institutions <i>Examines concepts of political institutions, institutional designs and their effects. Analyzes systems of government, electoral systems, political parties, gender and ethnic representation, and empirical approaches to democracy.</i>	J. Micozzi	50%	Spring	3		0	9		

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	Seminar: Politics of Race & Ethnicity in the Americas <i>Examines the issue of race in the Americas through systems of the Spanish and Portuguese empires, racial segregation, national ideologies about race and race mixture, the rise of indigenous movements, the politics of national censuses, and affirmative action.</i>	M. Htum	50%	Spring	3		0	15	✓	
POLS 521										
	Seminar: Pro-Sem in Latin American Politics <i>Reviews primary theoretical premises of understanding Latin American politics.</i>	J. Micozzi	100%	Fall	3	POLS 496	0	13		✓
POLS 525										
	Pro-Seminar: International Relations <i>Provides an overview of the conceptual, theoretical, and methodological tools used to examine global and international politics. Includes Latin American case studies.</i>	C. Butler	25%	Spring	3		0	3	✓	✓
POLS 540										
	Seminar: Civil Wars & Peacekeeping <i>Provides an overview of causes of civil war, role of state in creation and dissolution of war, and impact of international organizations in resolving civil war. Emphasis placed upon Central America.</i>	W. Stanley	50%	Fall	3	POLS 496	0	10	✓	
POLS 541										
	Seminar: International Environmental Politics <i>Examines role of international organizations and states as they pertain to the norms and negotiations surrounding environmental issues.</i>	W. Stanley	50%	Fall	3	POLS 496	0	5	✓	
POLS 541										
	Transitional Justice: Human Rights <i>Examines recent cases, including some in Latin America, of reparations and decisions made in critical cases.</i>	J. Moore & K. Powers	40%	Spring	3	LAW 593			✓	
POLS 541										

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
POLS 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	M. Htun	50%	Fall	3		0	2	✓	
POLS 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	J. Micozzi	100%	Fall	3		0	2		
POLS 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	A. Schrank	50%	Fall	3		0	1	✓	
POLS 552	Problems <i>Individual research with a Latin Americanist faculty member.</i>	M. Htun	50%	Spring	3		0	4	✓	
POLS 552	Problems <i>Individual research with a Latin Americanist faculty member.</i>	A. Schrank	50%	Spring	3				✓	
POLS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	W. Stanley	50%	Spring	9		0	4	✓	✓
POLS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	M. Htun	50%	Spring	3				✓	✓
POLS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	M. Peceny	25%	Spring	3				✓	✓
POLS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	W. Stanley	50%	Fall	9		0	4	✓	✓
POLS 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	W. Stanley	50%	Summer	3		0	1	✓	✓
Portuguese										
PORT 101	Elementary Portuguese I <i>First semester of Portuguese instruction.</i>	C. Cavalcanti	100%	Fall	3		17	3	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
PORT 101	Elementary Portuguese I <i>First semester of Portuguese instruction.</i>	C. Cavalcanti	100%	Fall	3		19	2	✓	✓
PORT 101	Elementary Portuguese I <i>First semester of Portuguese instruction.</i>	L. Lewis	100%	Spring	3		17	1	✓	✓
PORT 102	Elementary Portuguese II <i>Second semester of Portuguese instruction.</i>	M. Todeschini	100%	Fall	3		12	1	✓	✓
PORT 102	Elementary Portuguese II <i>Second semester of Portuguese instruction.</i>	L. Lewis	100%	Spring	3		15	1	✓	✓
PORT 275	Intensive Beginning Portuguese <i>Intensive one-semester introductory multimedia course using authentic models of introductory communication in Portuguese.</i>	V. Faria	100%	Fall	6		19	2	✓	✓
PORT 275	Intensive Beginning Portuguese <i>Intensive one-semester introductory multimedia course using authentic models of introductory communication in Portuguese.</i>	V. Faria	100%	Spring	6		15	3	✓	✓
PORT 276	Intensive Intermediate Portuguese <i>Intensive one-semester intermediate multimedia course using authentic models of introductory communication in Portuguese.</i>	J. Luiz Nogueira	100%	Fall	6		17	3	✓	✓
PORT 276	Intensive Intermediate Portuguese <i>Intensive one-semester intermediate multimedia course using authentic models of introductory communication in Portuguese.</i>	J. Luiz Nogueira	100%	Spring	6		13	4	✓	✓
PORT 277	Intensive Portuguese for Spanish Speakers <i>Accelerated multimedia class designed for natives or advanced level Spanish speakers that uses authentic models of communication in Portuguese.</i>	I. Teixeira	100%	Fall	6		18	3	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
PORT 277	Intensive Portuguese for Spanish Speakers <i>Accelerated multimedia class designed for natives or advanced level Spanish speakers that uses authentic models of communication in Portuguese.</i>	I. Teixeira	100%	Spring	6		16	3	✓	✓
PORT 301	Conversation and Pronunciation <i>Practice of spoken Portuguese with an introduction to the phonetic systems and with comparisons to Spanish pronunciation.</i>	M. Milleret	100%	Fall	3		12	2	✓	✓
PORT 301	Conversation and Pronunciation <i>Practice of spoken Portuguese with an introduction to the phonetic systems and with comparisons to Spanish pronunciation.</i>	M. Milleret	100%	Spring	3		11	4	✓	✓
PORT 311	Culture and Composition <i>Focuses on vocabulary development and improvement of writing skills through the study of readings, films and music from the Portuguese-speaking world and through practice writing compositions.</i>	J. Lehnen	100%	Fall	3	PORT 511	18	0	✓	✓
PORT 312	Culture and Conversation <i>Focuses on improvement in oral communication, including pronunciation and intonation, through the study and performance of dramatic scenes, and the filming and editing of those scenes.</i>	J. Lehnen	100%	Spring	3	PORT 512	10	0	✓	✓
PORT 414	Brazil and Dictatorship <i>Examines the last fifty years of Brazilian history by looking at the events of the dictatorship (1964-1985) and its aftermath (1985-present). Focuses on repression of political and artistic expression, economic development and disparity, environmental politics, and race relations.</i>	L. Lehnen	100%	Fall	3	PORT 514	13	0		

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
PORT 414	Jogo Bonito <i>Presents an overview of the history of Brazilian soccer. from the beginnings of the sport to the present as Brazil prepares to host the 2014 World Cup to examine issues of culture and national identity.</i>	L. Lehnen	100%	Fall	3	PORT 514	16	0	✓	
PORT 416	Portuguese for Graduate Reading <i>Assists graduate students with intermediate skills to prepare for reading and understanding scholarly works produced in Portuguese.</i>	M. Milleret	100%	Spring	3		0	19		
PORT 417	Popular Brazilian Music <i>Provides a survey of Brazilian popular music and popular culture from the 1950s into the 21st century and their relationship to the country's social, political and historical contexts. Students engage with music through listening, reading, film and a final project.</i>	L. Lehnen	100%	Spring	3	PORT 517			✓	
PORT 457	Encounters New World I <i>Studies the artistic representation of national identity and nation in the relationships between Europeans, Indians and Africans in the new land of Brazil. The three periods that will be studied are: Colonial, the founding of the nation, and the first steps into the modern world.</i>	M. Milleret	100%	Fall	3	PORT 557	14	0	✓	✓
PORT 458	Encounters New World II <i>Examines the artistic representation of national identity and nation in Brazil from the standpoint of marginal voices, including indigenous peoples, women, immigrants and Afro-Brazilians.</i>	M. Milleret	100%	Spring	3	PORT 558	12	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
PORT 511	Culture and Composition <i>Focuses on vocabulary development and improvement of writing skills through the study of readings, films and music from the Portuguese-speaking world and through practice writing compositions.</i>	J. Lehnen	100%	Fall	3	PORT 311	0	3	✓	✓
PORT 512	Culture and Conversation <i>Focuses on improvement in oral communication, including pronunciation and intonation, through the study and performance of dramatic scenes, and the filming and editing of those scenes.</i>	J. Lehnen	100%	Spring	3	PORT 312	0	3	✓	✓
PORT 514	Brazil and Dictatorship <i>Examines the last fifty years of Brazilian history by looking at the events of the dictatorship (1964-1985) and its aftermath (1985-present). Focuses on repression of political and artistic expression, economic development and disparity, environmental politics, and race relations.</i>	L. Lehnen	100%	Fall	3	PORT 414	0	4		
PORT 514	Jogo Bonito <i>Presents an overview of the history of Brazilian soccer, from the beginnings of the sport to the present as Brazil prepares to host the 2014 World Cup to examine issues of culture and national identity.</i>	L. Lehnen	100%		3	PORT 414	0	7	✓	
PORT 516	Brazilian Cinema <i>Focuses on the development of Brazilian cinema during the later half of the 20th century. Posits cinematic production in the context of Brazilian socio-historical development and addresses topics such as race, gender, and urban space.</i>	J. Lehnen	100%	Spring	3	MA 330; MA 430	0	8		✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
PORT 517	Popular Brazilian Music <i>Provides a survey of Brazilian popular music and popular culture from the 1950s into the 21st century and their relationship to the country's social, political and historical contexts.</i>	L. Lehnen	100%	Spring	3	PORT 417			✓	
PORT 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	M. Milleret	100%	Spring	3		0	1	✓	✓
PORT 557	Encounters New World I <i>Studies the artistic representation of national identity and nation in the relationships between Europeans, Indians and Africans in the new land of Brazil. The three periods that will be studied are: Colonial, the founding of the nation, and the first steps into the modern world.</i>	M. Milleret	100%	Fall	3	PORT 457	0	6	✓	✓
PORT 558	Encounters New World II <i>Examines the artistic representation of national identity and nation in Brazil from the standpoint of marginal voices, including indigenous peoples, women, immigrants and Afro-Brazilians.</i>	M. Milleret	100%	Spring	3	PORT 458	0	7	✓	✓
PORT 570	Seminar: Criollismo Colonial <i>Examines the literature and related documentation of the development of American identities in the Ibero-American colonies from the seventeenth through eighteenth centuries. 60% of readings in Spanish; 40% in Portuguese.</i>	K. McKnight	100%	Spring	3	SPAN 639	0	6		

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Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
PORT 570 Pro-Seminar: Latin American Studies <i>Introduces students to the graduate level study of Latin America. The course emphasizes study of Latin America's contemporary culture, society, and politics, but embeds this focus in learning about the history of the region. Students acquire a shared body of knowledge of Latin American Studies, drawing on both humanities based and social science based approaches.</i>	L. Lehnen	100%	Fall	3	LTAM 500; SPAN 639	0	2	✓	✓
PORT 570 Human Rights & Authoritarianism in Latin American Literature <i>Examines the intersection between authoritarianism, human rights and literary and cultural production in contemporary Latin America to explore how cultural narratives contribute to human rights discourse.</i>	L. Lehnen	100%	Spring	3	SPAN 639			✓	
PORT 599 Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	L. Lehnen	100%	Fall	3		0	1	✓	✓
PORT 599 Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	M. Milleret	100%	Fall	3		0	1	✓	✓
PORT 599 Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	L. Lehnen	100%	Spring	3		0	1	✓	✓
PORT 599 Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	J. Lehnen	100%	Spring	3		0	1	✓	✓
PORT 599 Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	M. Milleret	100%	Spring	3		0	2	✓	✓

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Physical Therapy										
PT 511	Clinical Internship: Antigua <i>Hands-on physical therapy clinic in Guatemala accompanied with Spanish instruction.</i>	B. Gurney	75%	Summer	5		0	30	✓	✓
PT 653	Clinical Internship: Antigua <i>Hands-on physical therapy clinic in Guatemala accompanied with Spanish instruction.</i>	B. Gurney	75%	Summer	3		0	26	✓	✓
Religion										
RELG 107	Living World Religions <i>Introduces major living world religions and the regions in which they are practiced. Includes religions in Latin America.</i>	D. Wolne	25%	Fall	3		140	0	✓	✓
RELG 107	Living World Religions <i>Introduces major living world religions and the regions in which they are practiced. Includes religions in Latin America.</i>	M. Candelaria	25%	Fall	3		40	0	✓	✓
RELG 107	Living World Religions <i>Introduces major living world religions and the regions in which they are practiced. Includes religions in Latin America.</i>	M. Candelaria	25%	Spring	3		40	0	✓	✓
RELG 347	Human Rights <i>Looks at competing theories about the content of human rights, including the history, politics and economics of human rights situations. Emphasis on the interplay among power, difference, "culture" and human rights abuses. This section placed emphasis on Latin America.</i>	S. Cargas	50%	Fall	3	SOC 398; WMST 379; ANTH 339; POLS 300	5	0	✓	✓

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RELG 347 Latin American Thought <i>Examines Latin American appropriation of European philosophical trends such as utilitarianism, positivism, phenomenology, existentialism, and liberation theology.</i>	M. Candelaria	100%	Spring	3	SOC 398; PHIL 390; CCS 393	11	0	✓	
RELG 347 Christ and Culture <i>Examines cultural representations of Christ from various cultures across the world and throughout time. Includes a focus on Latino conceptions of Christ.</i>	M. Candelaria	25%	Fall	3	SOC 398	9	0	✓	
Sociology									
SOC 307 Non-violent Alternatives to Conflict: Nicaragua <i>Studies the dynamics of violence and nonviolence at the interpersonal, institutional, cultural, and global level from a variety of disciplinary perspectives. This class is largely focused on Nicaragua as a case study for non-violent alternatives.</i>	R. Wolters	100%	Fall	3	ANTH 340; PCST 307	7	0	✓	
SOC 307 Non-violent Alternatives to Conflict: Nicaragua <i>Studies the dynamics of violence and nonviolence at the interpersonal, institutional, cultural, and global level from a variety of disciplinary perspectives. This class is largely focused on Nicaragua as a case study for non-violent alternatives.</i>	R. Wolters	100%	Spring	3	ANTH 340; PCST 307	5	0		✓
SOC 331 Social Movements <i>Studies riots, disturbances, social movements and other forms of contentious collective behavior. Strategies of conflict and conflict resolution are considered. Latin American cases included.</i>	M. Fitzpatrick	25%	Spring	3		50	0	✓	✓

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	Latin American Society I <i>Places Latin American societies in their historical and social scientific contexts by examining colonialism, agrarian transformation, urbanization, race and ethnicity, clientelism and corruption, democratic transitions, authoritarianism, populism, liberalism, poverty, contemporary violence, and popular protest.</i>	A. Schrank	100%	Spring	3	LTAM 354; POLIS 354	6	0	✓	✓
SOC 354										
	Human Rights <i>Looks at competing theories about the content of human rights, including the history, politics and economics of human rights situations. Emphasis on the interplay among power, difference, "culture" and human rights abuses. This section placed emphasis on Latin America.</i>	S. Cargas	50%	Fall	3	RELG 347; WMST 379; ANTH 339; POLIS 300	5	0	✓	✓
SOC 398										
	Introduction to Human Rights <i>Analyzes competing theories about the content of human rights: the history, politics and economics of human rights situations. Emphasis on the interplay among power, difference, "culture" and human rights abuses. This section pays particular attention to human rights abuses that have occurred in Latin America.</i>	S. Cargas	50%	Fall	3	PCST 340; LTAM 400; AMST 350			✓	
SOC 398										
	Latin American Thought <i>Examines Latin American appropriation of European philosophical trends such as utilitarianism, positivism, phenomenology, existentialism, and liberation theology. This will draw on authors such as Andres Bello, Francisco Romero, Francisco Miró Quesada, Arturo Roig, Leopoldo Zea</i>	M. Candelaria	100%	Spring	3	PHIL 390; RELG 347; CCS 393			✓	
SOC 398										

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SOC 398	Christ and Culture <i>Examines cultural representations Christ from various cultures across the world and throughout time. Includes a focus on Latino conceptions of Christ.</i>	M. Candelaria	25%	Fall	3	RELG 347	9	0	✓	
SOC 420	Race & Cultural Relations <i>Explores comparative and structural analyses of intergroup relations Latin America and US.</i>	N. Lopez	50%	Fall	3	NATV 450; AFST 397; CHMS 393	17	4	✓	✓
SOC 420	Race & Cultural Relations <i>Explores comparative and structural analyses of intergroup relations Latin America and US.</i>	N. Lopez	50%	Spring	3	NATV 450; AFST 397; CHMS 393	23	4	✓	✓
SOC 422	Sociology of Religions <i>Studies the belief, commitment, and practice within religious and spiritual traditions and institutions, with a focus on contemporary United States, Latin America.</i>	R. Wood	40%	Fall	3				✓	
SOC 428	Sociology of Mexican Americans <i>Provides an historical, comparative and contemporary study of race and ethnic relations theories.</i>	P. Gonzales	40%	Spring	3	SOC 528	17	0		✓
SOC 461	Global Change <i>Examines economic, political and social trends worldwide, including Latin America. Implications of global change for individuals, organizations and societies.</i>	K. Edwards	25%	Spring	3		14	0	✓	✓
SOC 461	Global Change <i>Examines economic, political and social trends worldwide, including Latin America. Implications of global change for individuals, organizations and societies.</i>	L. Stone	25%	Fall	3		7	0	✓	✓

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SOC 507	Politics, Culture & Democratic Theory <i>Focuses on cultural and institutional underpinnings of democratic life, including recent studies of how culture shapes political dynamics, movements, and outcomes in modern societies. Course will balance an emphasis on understanding various theoretical approaches to political culture and an emphasis on empirical case studies of the United States and Latin America.</i>	R. Wood	40%	Fall	3				✓	
SOC 520	Race & Cultural Relations <i>Explores comparative and structural analyses of intergroup relations Latin America and US.</i>	P. Gonzales	40%	Fall	3		0	8	✓	
SOC 520	Race & Ethnic Relations <i>Offers a historical and comparative analysis of race and ethnic relations in the U.S., with comparative reference to Western Europe and Latin America. Origins and maintenance of slavery, minority community development; causes and consequences of prejudice.</i>	P. Gonzales	25%	Fall	3				✓	✓
SOC 528	Sociology of Mexican Americans <i>Provides an historical, comparative and contemporary study of race and ethnic relations theories</i>	P. Gonzales	40%	Spring	3	SOC 428; AMST 350	0	3		✓
SOC 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	S. Tiano	50%	Spring	3		0	5	✓	
SOC 551	Problems <i>Individual research with a Latin Americanist faculty member</i>	N. Lopez	50%	Spring	3		0	1	✓	
SOC 551	Problems <i>Individual research with a Latin Americanist faculty member</i>	R. Wood	50%	Spring	3				✓	✓
SOC 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	A. Schrank	50%	Spring	3				✓	

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SOC 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	P. Gonzales	50%	Spring	3				✓	✓
SOC 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	N. Lopez	50%	Fall	3		0	1	✓	✓
SOC 551	Problems <i>Individual research with a Latin Americanist faculty member.</i>	S. Tiano	50%	Fall	3					✓
SOC 595	Pro-Seminar in Latin American Studies <i>Introduces students to the graduate-level study of Latin America. Emphasizes study of Latin America's contemporary culture, society, and politics, but embeds this focus in learning about the history of the region.</i>	R. Wood	100%	Fall	3	LTAM 500; SPAN 639	0	2		
SOC 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	N. Lopez	50%	Spring	6		0	1	✓	✓
SOC 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	A. Schrank	100%	Fall	3		0	3	✓	
SOC 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	R. Wood	50%	Fall	3				✓	✓
SOC 599	Masters Thesis <i>Thesis research with a Latin Americanist faculty member.</i>	N. Lopez	50%	Fall	3				✓	✓
SOC 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	S. Tiano	50%	Fall	6		0	2	✓	✓
SOC 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	N. Lopez	50%	Fall	6		0	2	✓	✓

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SOC 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. Wood	50%	Fall	6		0	3	✓	✓
SOC 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	N. Lopez	50%	Spring	6		0	1	✓	✓
SOC 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. Wood	50%	Spring	6		0	2	✓	✓
SOC 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	S. Tiano	50%	Spring	6		0	1	✓	✓
Spanish										
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Benitez Flores	100%	Fall	3		22	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. File-Muriel	100%	Fall	3		24	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	B. Campbell	100%	Fall	3		27	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	P. Torres	100%	Fall	3		24	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	G. Cano	100%	Fall	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	A. Sabogal	100%	Fall	3		25	1	✓	✓

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SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	C. Moynihan-Hart	100%	Fall	3		25	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Haverkamp	100%	Fall	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	L. Lewis	100%	Fall	3		25	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	D. Acevedo-Paez	100%	Fall	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Corral	100%	Fall	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Pimentel-Asencio	100%	Fall	3		25	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	R. Salido	100%	Fall	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	E. Luna	100%	Fall	3		24	2	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	L. Lewis	100%	Fall	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	G. Cano	100%	Fall	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Haverkamp	100%	Fall	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	D. Acevedo-Paez	100%	Fall	3		27	0	✓	✓

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SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	E. Luna	100%	Fall	3		24	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Carrell	100%	Fall	3		23	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	A. Roberts	100%	Fall	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Benitez Flores	100%	Fall	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	E. Aviles	100%	Fall	3		22	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Clark	100%	Fall	3		27	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	N. Smith	100%	Fall	3		24	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	N. Smith	100%	Fall	3		24	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Elizo Galdez	100%	Fall	3		24	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	D. Castillo	100%	Fall	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. File-Murriel	100%	Fall	3		24	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	A. Sabogal	100%	Fall	3		23	0	✓	✓

**Appendix 1: Course List
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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Corral	100%	Fall	3		24	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	A. Sabogal	100%	Fall	3		27	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Elizso Geraldéz	100%	Fall	3		17	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Clark	100%	Fall	3		24	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	R. Salido	100%	Fall	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	A. Roberts	100%	Fall	3		23	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Sousa	100%	Fall	3		8	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	P. Torres	100%	Fall	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	D. Castillo	100%	Fall	3		23	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	N. Smith	100%	Spring	3		23	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	N. Smith	100%	Spring	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	D. Castillo	100%	Spring	3		24	2	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	D. Castillo	100%	Spring	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	D. Paez-Acevedo	100%	Spring	3		24	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	D. Paez-Acevedo	100%	Spring	3		25	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	A. Roberts	100%	Spring	3		27	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	A. Roberts	100%	Spring	3		26	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	G. Cano	100%	Spring	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	G. Cano	100%	Spring	3		22	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Eiland	100%	Spring	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Eiland	100%	Spring	3		23	2	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	C. Cavalcanti	100%	Spring	3		25	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	C. Cavalcanti	100%	Spring	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	C. Lopez	100%	Spring	3		24	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	C. Lopez	100%	Spring	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Haverkamp	100%	Spring	3		26	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Haverkamp	100%	Spring	3		25	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Haverkamp	100%	Spring	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Carrell	100%	Spring	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Carrell	100%	Spring	3		22	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Flores Benitez	100%	Spring	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Flores Benitez	100%	Spring	3		24	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	P. Torres	100%	Spring	3		23	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	P. Torres	100%	Spring	3		24	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Giraldez Elizo	100%	Spring	3		25	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	M. Giraldez Elizo	100%	Spring	3		25	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Clark	100%	Spring	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Sousa	100%	Spring	3		3	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Clark	100%	Spring	3		25	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	A. Bellurn	100%	Spring	3		24	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	A. Sabogal	100%	Spring	3		18	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	A. Sabogal	100%	Spring	3		25	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	F. Rubial	100%	Summer	3		20	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	D. Castillo	100%	Summer	3		21	0	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Clark	100%	Summer	3		19	1	✓	✓
SPAN 101	Elementary Spanish I <i>Beginning Spanish for students with no previous exposure to Spanish.</i>	J. Sousa	100%	Summer	3		9	0	✓	✓
SPAN 102	Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	D. Jones	100%	Fall	3		21	1	✓	✓
SPAN 102	Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	M. Eiland	100%	Fall	3		17	0	✓	✓

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Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	A. Belmont	100%	Fall	3			26	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	A. Belmont	100%	Fall	3			25	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	M. Eiland	100%	Fall	3			26	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	A. Zazueta	100%	Fall	3			25	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	D. Jones	100%	Fall	3			24	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	M. Carrell	100%	Fall	3			20	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	A. Zazueta	100%	Fall	3			21	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	A. Belmont	100%	Spring	3			25	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	D. Jones	100%	Spring	3			18	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	A. Zazueta	100%	Spring	3			8	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	M. Ascencio-Pimental	100%	Spring	3			17	✓	✓
SPAN 102 Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	D. Jones	100%	Spring	3			25	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 102	Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	A. Belmont	100%	Spring	3		20	1	✓	✓
SPAN 102	Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	M. Ascencio-Pimental	100%	Spring	3		16	0	✓	✓
SPAN 102	Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	A. Belmont	100%	Spring	3		15	0	✓	✓
SPAN 102	Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	M. Corral	100%	Spring	3		24	0	✓	✓
SPAN 102	Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	M. Corral	100%	Spring	3		12	0	✓	✓
SPAN 102	Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	C. Hart-Moynihan	100%	Spring	3		15	1	✓	✓
SPAN 102	Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	D. Jones	100%	Spring	3		23	1	✓	✓
SPAN 102	Elementary Spanish II <i>Beginning Spanish for students who have completed 101 or equivalent.</i>	A. Roberts	100%	Summer	3		14	0	✓	✓
SPAN 102	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	C. Cobo	100%	Fall	3		25	0	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	R. Jacquez-Jordan	100%	Fall	3		25	1	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	R. Jaquez-Jordan	100%	Fall	3		25	0	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	F. Ruibal	100%	Fall	3		26	1	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	F. Ruibal	100%	Fall	3		23	0	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	M. Graham	100%	Fall	3		25	0	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	M. Graham	100%	Fall	3		23	0	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	C. Duneman	100%	Fall	3		22	1	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	C. Cobo	100%	Fall	3		24	0	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	M. Woods	100%	Spring	3		26	0	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	M. Graham	100%	Spring	3		27	0	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	F. Ruibal	100%	Spring	3		24	0	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	F. Ruibal	100%	Spring	3		26	0	✓	✓
SPAN 111	Elementary Spanish Heritage I <i>Beginning Spanish for students who grew up in a Spanish-speaking environment, building upon the language base which the students already possess.</i>	M. Graham	100%	Spring	3		26	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 112	Elementary Spanish Heritage II <i>Beginning Spanish for heritage language students who have completed III or equivalent.</i>	L. Trevizo	100%	Fall	3		23	1	✓	✓
SPAN 112	Elementary Spanish Heritage II <i>Beginning Spanish for heritage language students who have completed III or equivalent.</i>	L. Trevizo	100%	Fall	3		24	0	✓	✓
SPAN 112	Elementary Spanish Heritage II <i>Beginning Spanish for heritage language students who have completed III or equivalent.</i>	C. Scorcio	100%	Fall	3		24	0	✓	✓
SPAN 112	Elementary Spanish Heritage II <i>Beginning Spanish for heritage language students who have completed III or equivalent.</i>	C. Scorcio	100%	Fall	3		17	0	✓	✓
SPAN 112	Elementary Spanish Heritage II <i>Beginning Spanish for heritage language students who have completed III or equivalent.</i>	L. Gonzalez	100%	Fall	3		18	0	✓	✓
SPAN 112	Elementary Spanish Heritage II <i>Beginning Spanish for heritage language students who have completed III or equivalent.</i>	C. Scorcio	100%	Spring	3		25	0	✓	✓
SPAN 112	Elementary Spanish Heritage II <i>Beginning Spanish for heritage language students who have completed III or equivalent.</i>	C. Scorcio	100%	Spring	3		20	2	✓	✓
SPAN 112	Elementary Spanish Heritage II <i>Beginning Spanish for heritage language students who have completed III or equivalent.</i>	C. Duneman	100%	Spring	3		17	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 112	Elementary Spanish Heritage II <i>Beginning Spanish for heritage language students who have completed 111 or equivalent.</i>	C. Duneman	100%	Spring	3		22	0	✓	✓
SPAN 112	Elementary Spanish Heritage II <i>Beginning Spanish for heritage language students who have completed 111 or equivalent.</i>	E. Aviles	100%	Spring	3		12	0	✓	✓
SPAN 200	Intermediate Spanish Abroad <i>Intensive language study with emphasis on culture in an immersion situation.</i>	C. Holguin-Chaparro	100%	Summer	3		6	0	✓	✓
SPAN 200	Intermediate Spanish Abroad <i>Intensive language study with emphasis on culture in an immersion situation.</i>	E. LaMadrid	100%	Summer	3		2	0	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	A. Johnson	100%	Fall	3		16	1	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	A. Johnson	100%	Fall	3		22	0	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	F. Sanchez	100%	Fall	3		24	0	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	F. Sanchez	100%	Fall	3		23	1	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	C. Lopez	100%	Fall	3		21	1	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	C. Lopez	100%	Fall	3		26	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	J. Redekopp	100%	Fall	3		25	0	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	J. Redekopp	100%	Fall	3		18	0	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	F. Sanchez	100%	Spring	3		17	1	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	R. Salido	100%	Spring	3		13	0	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	A. Zazueta	100%	Spring	3		13	0	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	E. Luna	100%	Spring	3		16	1	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	F. Sanchez	100%	Spring	3		16	0	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	R. Salido	100%	Spring	3		18	2	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	E. Luna	100%	Spring	3		16	1	✓	✓
SPAN 201	Intermediate Spanish I <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	M. Woods	100%	Summer	3		10	1	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 102 or equivalent.</i>	J. Mee	100%	Fall	3		23	1	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	J. Mee	100%	Fall	3		24	0	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	B. Campbell	100%	Fall	3		21	2	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	B. Campbell	100%	Fall	3		24	0	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	A. Bellum	100%	Fall	3		25	0	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	M. Huges-Henderson	100%	Fall	3		17	2	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	K. McKnight	100%	Fall	3		1	0	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	M. Huges-Henderson	100%	Spring	3		19	0	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	K. Arellanos Murillo	100%	Spring	3		17	2	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	K. Arellanos Murillo	100%	Spring	3		25	1	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	B. Campbell	100%	Spring	3		23	0	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	B. Campbell	100%	Spring	3		18	0	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	J. Mee	100%	Spring	3		9	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	J. Mee	100%	Spring	3		21	3	✓	✓
SPAN 202	Intermediate Spanish II <i>Intermediate Spanish for students who have completed 201 or equivalent.</i>	M. Carrell	100%	Summer	3		6	0	✓	✓
SPAN 203	Spanish Conversation <i>For non-native speakers who have completed or are currently enrolled in Spanish 201, 202 or 276. Small classes designed to increase skills in speaking Spanish.</i>	C. Holguin-Chaparro	100%	Summer	3		3	0	✓	✓
SPAN 211	Intermediate Spanish Heritage I <i>Intermediate Spanish for heritage language students who have completed 102 or equivalent.</i>	M. Johnston	100%	Fall	3		17	1	✓	✓
SPAN 211	Intermediate Spanish Heritage I <i>Intermediate Spanish for heritage language students who have completed 102 or equivalent.</i>	L. Gonzalez	100%	Fall	3		19	0	✓	✓
SPAN 211	Intermediate Spanish Heritage I <i>Intermediate Spanish for heritage language students who have completed 102 or equivalent.</i>	M. Woods	100%	Fall	3		25	1	✓	✓
SPAN 211	Intermediate Spanish Heritage I <i>Intermediate Spanish for heritage language students who have completed 102 or equivalent.</i>	M. Johnston	100%	Fall	3		12	1	✓	✓
SPAN 211	Intermediate Spanish Heritage I <i>Intermediate Spanish for heritage language students who have completed 102 or equivalent.</i>	L. Trevizo	100%	Spring	3		7	0	✓	✓
SPAN 211	Intermediate Spanish Heritage I <i>Intermediate Spanish for heritage language students who have completed 102 or equivalent.</i>	L. Trevizo	100%	Spring	3		16	1	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 211	Intermediate Spanish Heritage I <i>Intermediate Spanish for heritage language students who have completed 102 or equivalent.</i>	L. Gonzalez	100%	Spring	3		10	0	✓	✓
SPAN 211	Intermediate Spanish Heritage I <i>Intermediate Spanish for heritage language students who have completed 102 or equivalent.</i>	L. Gonzalez	100%	Spring	3		12	1	✓	✓
SPAN 212	Intermediate Spanish Heritage II <i>Intermediate Spanish for heritage language students who have completed 201 or equivalent.</i>	A. Hernandez-Gonzalez	100%	Fall	3		22	1	✓	✓
SPAN 212	Intermediate Spanish Heritage II <i>Intermediate Spanish for heritage language students who have completed 201 or equivalent.</i>	A. Hernandez-Gonzalez	100%	Fall	3		25	0	✓	✓
SPAN 212	Intermediate Spanish Heritage II <i>Intermediate Spanish for heritage language students who have completed 201 or equivalent.</i>	C. Cobo	100%	Spring	3		14	2	✓	✓
SPAN 212	Intermediate Spanish Heritage II <i>Intermediate Spanish for heritage language students who have completed 201 or equivalent.</i>	C. Cobo	100%	Spring	3		13	2	✓	✓
SPAN 212	Intermediate Spanish Heritage II <i>Intermediate Spanish for heritage language students who have completed 201 or equivalent.</i>	A. Hernandez-Gonzalez	100%	Spring	3		18	1	✓	✓
SPAN 212	Intermediate Spanish Heritage II <i>Intermediate Spanish for heritage language students who have completed 201 or equivalent.</i>	A. Hernandez-Gonzalez	100%	Spring	3		21	0	✓	✓
SPAN 301	Del Corrido al Narcocorrido <i>Focuses on the complexity and multiple influences that contribute to the expressive corrido counter culture. Explores the corrido as a social text in the U.S.-México borderlands from the 1840s to the present.</i>	C. Melendez	100%	Fall	3		26	1	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 301	Genero & Politica-Cine-Teatro <i>Examines cultural aspects of Latin America such as gender, race, politics and immigration through the lens of films from Mexico, Chile, Peru, Cuba, Bolivia and other Latin American countries</i>	P. Rosas Lopategui	100%	Fall	3		26	0	✓	✓
SPAN 301	Medical Spanish <i>Provides an interdisciplinary introduction to the study of Medical Spanish. Focuses on development of language proficiency to reduce linguistic and cultural barriers as a way to decrease health disparities .</i>	K. McKnight	100%	Fall	3		1	0	✓	✓
SPAN 301	Iconic Women <i>Examines females who have had a significant impact on Mexican culture and female identity from the country's founding to the 21st century.</i>	P. Rosas Lopategui	100%	Fall	3	MA 330, CHMS 393	14	0	✓	✓
SPAN 301	Latin America Through Film <i>Examines the social and cultural development in Latin America as depicted through film.</i>	F. Trujillo Burgos	100%	Fall	3		22	1	✓	✓
SPAN 301	Gender in the Hispanic World <i>Through literature, course examines what it meant to be a man or woman in Spain and Latin America during the age of exploration and colonization.</i>	J. Redekopp	100%	Spring	3		26	0	✓	✓
SPAN 301	Gender in the Hispanic World <i>Through literature, course examines what it meant to be a man or woman in Spain and Latin America during the age of exploration and colonization.</i>	J. Redekopp	100%	Spring	3		27	0	✓	✓
SPAN 301	Movimientos Sociales en Mexico <i>Explores the surge of social movements in Mexico in the second half of the 20th century in order to understand their historical, political and economic roots and what social movements can achieve in the future.</i>	V. Valdivia- Ruiz	100%	Spring	3		25	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 301	El Texto Policiaco <i>Explores the various Latin American cultural representations found in detective novels.</i>	C. Melendrez	100%	Spring	3		25	0	✓	✓
SPAN 301	Medical Spanish <i>Provides an interdisciplinary introduction to the study of Medical Spanish. Focuses on development of language proficiency to reduce linguistic and cultural barriers as a way to decrease health disparities.</i>	V. Plaza	100%	Spring	3		24	5	✓	✓
SPAN 301	International Management <i>Analyzes the key elements that affect international business, and what managers need to understand from the changing environment and its implications. Offered in Spanish to ensure students develop appropriate Spanish vocabulary and cultural interactions for business environment.</i>	M. Towle	100%	Spring	3	MGMT 328	17	0	✓	✓
SPAN 301	Latin America Through Film <i>Examines the social and cultural development in Latin America as depicted through films. Films studied come from a wide range of Latin American countries and genres.</i>	F. Trujillo Burgos	100%	Spring	3		21	0	✓	✓
SPAN 301	Medical Spanish <i>Provides an interdisciplinary introduction to the study of Medical Spanish. Focuses on development of language proficiency to reduce linguistic and cultural barriers as a way to decrease health disparities.</i>	V. Plaza	100%	Spring	3		23	7	✓	✓
SPAN 301	Cine Chicano y Latino <i>Examines issues of politics, race, gender, and immigration in recent Latin American and Chicano films. This course focuses on Mexican and Latin American films.</i>	P. Rosas Lopategui	100%	Spring	3	SPAN 301; MA 330; CHMS 393	5	0	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 301	Latin America Through Film <i>Examines the social and cultural development in Latin America as depicted through film.</i>	F. Burgos Trujillo	100%	Summer	3		8	0	✓	✓
SPAN 301	Cultura Latinoamerica <i>Introduces the various ways culture is expressed in Latin America.</i>	N. Valenzuela	100%	Summer	3		13	0	✓	✓
SPAN 301	Curandero: Mexican Folk Healing <i>Surveys the history of Curanderismo (the art of Mexican Folk Healing) in Mexico.</i>	E. Torres	100%	Summer	3	LLSS 593; LTAM 400; WMST 379; ANTH 340;	8	0	✓	✓
SPAN 301	Historia Natural y Cultura del Ecuador <i>Study abroad course that examines sustainable indigenous ecotourism by looking at natural history and cultural history. The focus on ecotourism is studied in an applied manner through field sites include Cuenca, Quito, La Isla de La Plata, Incapirca, and other locales in Ecuador.</i>	E. LaMadrid	100%	Summer	3	IFDM 491; SPAN 504	3	0	✓	✓
SPAN 301	Feminismo Hispanoamericano <i>Focuses on the poetry and stories of key female Hispanic writers of the modern and contemporary epochs. Through the works of these women writers, the course explores social, cultural and political moments that are represented differently than in the works of their male counterparts. This exploration leads students into discussions of the female body, violence, social roles and more.</i>	C. Casas	100%	Fall	3	CCS 332			✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Ecuador Pais Secreto <i>Studies the reasons for Ecuador's nickname as the 'Secret Country'. The class tours the history of Ecuador through its music, film and literature, in order to uncover its secrets. The analysis of the country and its nickname are understood through the marks of colonialism and dependency that have prevented the development of this area which is diverse and rich in natural and human resources.</i>	J. Gonzales-Granja	100%	Fall	3				✓	✓
	Hechiceria, Imagen Moderna: De la colonia a la modernidad <i>Studies the cultural representations of witchcraft in Latin America and its evolution from colonial time to the present. Students will understand this transgressive figure through literature, historical documents and oral</i>	A. Hernandez-Gonzalez	100%	Fall	3				✓	✓
SPAN 301	Hechiceria, Imagen Moderna: De la Colonia a la Modernidad <i>Studies the cultural representations of witchcraft in Latin America and its evolution from colonial time to the present. Students will understand this transgressive figure through literature, historical documents and oral</i>	A. Hernandez-Gonzalez	100%	Spring	3				✓	✓
	Intimate Encounters with the Past <i>Surveys pre-conquest Mexico and Inca peoples in order to grasp how indigenous peoples fought and lived with Iberians and Africans in the New World.</i>	R. Spaulding	100%	Spring	3				✓	✓
SPAN 301	Intimate Encounters with the Past <i>Surveys pre-conquest Mexico and Inca peoples in order to grasp how indigenous peoples fought and lived with Iberians and Africans in the New World.</i>	J. Redekopp	100%	Spring	3				✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 301	Identidades Imaginadas <i>Examines the imperial Spanish project during the colonial era to explore the cultural and discursive foundations for the imperial project.</i>	J. Redekopp	100%	Spring	3				✓	✓
SPAN 301	Ideologías Lingüísticas <i>Analyzes linguistic ideologies that speakers have in relation to how the Spanish language is to be spoken and understood.</i>	R. Martinez-Gomez	100%	Spring	3				✓	✓
SPAN 301	Religiosidad del Niveo Mundo <i>Explores the variety of religious conceptualizations that exist from Mesoamerica, to missionaries from Spain and Portugal, and African slave religions.</i>	R. Spaulding	100%	Summer	3				✓	✓
SPAN 301	Mujeres Transgresoras-Mexicanas <i>Focuses on select women (Sor Juana Inés de la Cruz, Frida Kahlo, Guadalupe Amor, and Rosario Castellanos) who have been highly relevant in Mexican culture .</i>	P. Rosas Lopategui	100%	Summer	3				✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression.</i>	H. Lopez-Contreras	100%	Fall	3		19	1	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression.</i>	T. Walker	100%	Fall	3		24	0	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression.</i>	T. Walker	100%	Fall	3		20	2	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression.</i>	V. Valdivia Ruiz	100%	Fall	3		21	3	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression.</i>	E. Aviles	100%	Fall	3		21	1	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression</i>	R. Spaulding	100%	Fall	3		16	2	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression</i>	R. Spaulding	100%	Fall	3		17	1	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression</i>	T. Walker	100%	Spring	3		24	2	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression</i>	R. Spaulding	100%	Spring	3		22	2	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression</i>	C. Melendrez	100%	Spring	3		25	2	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression</i>	C. Melendrez	100%	Spring	3		22	0	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression</i>	R. Spaulding	100%	Spring	3		15	1	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression</i>	S. Rivera	100%	Spring	3		19	1	✓	✓
SPAN 302	Developing Spanish Writing Skills <i>Emphasizes developing Spanish written expression</i>	C. Melendrez	100%	Summer	3		11	1	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents</i>	C. Holguin-Chaparro	100%	Fall	3		25	2	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents</i>	C. Holguin-Chaparro	100%	Fall	3		24	1	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents</i>	C. Holguin-Chaparro	100%	Fall	3		25	1	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents.</i>	C. Melendrez	100%	Fall	3		25	0	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents.</i>	C. Casas	100%	Fall	3		23	1	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents.</i>	S. Rivera	100%	Fall	3		25	1	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents.</i>	D. Briggs	100%	Spring	3		25	2	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents.</i>	K. Lopez	100%	Spring	3		13	1	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents.</i>	T. Walker	100%	Spring	3		22	0	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents.</i>	C. Casas	100%	Spring	3		23	2	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents.</i>	C. Holguin-Chaparro	100%	Spring	3		18	0	✓	✓
SPAN 307	Intro to Hispanic Literature <i>Examines selected Spanish and Spanish-American literary texts representing old and new literary currents.</i>	E. Aviles	100%	Summer	3				✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 350	Spanish Phonetics <i>Examines the Spanish sound system and an identification of the pronunciation problems of non-native speakers.</i>	J. Garcia-Macias	100%	Fall	3		15	1	✓	✓
SPAN 350	Spanish Phonetics <i>Examines the Spanish sound system and an identification of the pronunciation problems of non-native speakers.</i>	J. Garcia-Macias	100%	Fall	3		23	1	✓	✓
SPAN 350	Spanish Phonetics <i>Examines the Spanish sound system and an identification of the pronunciation problems of non-native speakers.</i>	R. File-Muriel	100%	Fall	3		21	5	✓	✓
SPAN 350	Spanish Phonetics <i>Examines the Spanish sound system and an identification of the pronunciation problems of non-native speakers.</i>	J. Garcia-Macias	100%	Spring	3		25	1	✓	✓
SPAN 350	Spanish Phonetics <i>Examines the Spanish sound system and an identification of the pronunciation problems of non-native speakers.</i>	J. Garcia-Macias	100%	Spring	3		24	1	✓	✓
SPAN 350	Spanish Phonetics <i>Examines the Spanish sound system and an identification of the pronunciation problems of non-native speakers.</i>	J. Garcia-Macias	100%	Spring	3		22	2	✓	✓
SPAN 351	Introduction to Spanish Linguistics <i>Introduces the phonology, morphology, syntax and dialectology of the Spanish language.</i>	F. Burgos Trujillo	100%	Fall	3		24	1	✓	✓
SPAN 351	Introduction to Spanish Linguistics <i>Introduces the phonology, morphology, syntax and dialectology of the Spanish language.</i>	F. Burgos Trujillo	100%	Fall	3		20	2	✓	✓
SPAN 351	Introduction to Spanish Linguistics <i>Introduces the phonology, morphology, syntax and dialectology of the Spanish language.</i>	R. Vallejos Yopan	100%	Fall	3		20	4	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 351	Introduction to Spanish Linguistics <i>Introduces the phonology, morphology, syntax and dialectology of the Spanish language.</i>	F. Burgos Trujillo	100%	Spring	3		16	1	✓	✓
SPAN 351	Introduction to Spanish Linguistics <i>Introduces the phonology, morphology, syntax and dialectology of the Spanish language.</i>	F. Burgos Trujillo	100%	Spring	3		22	2	✓	✓
SPAN 351	Introduction to Spanish Linguistics <i>Introduces the phonology, morphology, syntax and dialectology of the Spanish language.</i>	J. Sykes	100%	Summer	3	SPAN 549			✓	
SPAN 352	Advanced Grammar <i>Analyzes morphological and syntactic structure.</i>	V. Valdivia Ruiz	100%	Fall	3		21	3	✓	✓
SPAN 352	Advanced Grammar <i>Analyzes morphological and syntactic structure.</i>	V. Valdivia Ruiz	100%	Fall	3		26	2	✓	✓
SPAN 352	Advanced Grammar <i>Analyzes morphological and syntactic structure.</i>	V. Valdivia Ruiz	100%	Spring	3		23	2	✓	✓
SPAN 352	Advanced Grammar <i>Analyzes morphological and syntactic structure.</i>	N. Shin	100%	Spring	3		18	4	✓	✓
SPAN 352	Advanced Grammar <i>Analyzes morphological and syntactic structure.</i>	V. Valdivia Ruiz	100%	Spring	3		25	1	✓	✓
SPAN 352	Advanced Grammar <i>Analyzes morphological and syntactic structure.</i>	V. Valdivia Ruiz	100%	Summer	3		15	1	✓	✓
SPAN 431	Spanish American Lit Survey I <i>Surveys the literary canon in Spanish America from Colonial times through 19th-century Romanticism.</i>	K. McKnight	100%	Fall	3		25	3	✓	✓
SPAN 432	Spanish American Lit Survey II <i>Surveys the literary canon in Spanish American from Modernismo through contemporary times.</i>	P. Rosas Lopategui	100%	Spring	3		26	3	✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Modern Spanish American Poetry <i>Focuses on the evolution of Spanish American poetry in the 20th century through the work of the poets who best represent artistic innovations and social aspirations in the literature of the continent.</i>	E. Santiago-Diaz	100%	Fall	3				✓	
SPAN 433										
	Mexican Literature: Novela y cine de la revolucion <i>Studies various representations of the Mexican Revolution through canonical texts as well as movies. Texts ranging from Carlos Fuente to Rosario Castellano are analyzed in their social, political, cultural and historical context in order to give students a better understanding of the lived experiences of the Revolution.</i>	M. Lopez	100%	Fall	3				✓	
SPAN 438										
	Caribbean Lit & Arts <i>Focuses on Spanish Caribbean literature to explore its dialogues with other artistic expressions such as music, painting, film and other visual arts.</i>	E. Santiago-Diaz	100%	Fall	3		22	2	✓	✓
SPAN 439										
	Al Borde de la Escritura <i>Examines the rich ground for self-expression and critique provided by creative writing. The class studies the works of Spanish writers who can serve as a model for inspiration in the creative writing process. The works studied focus on gender, social justice, inequality and self-expression.</i>	C. Holguin-Chaparro	100%	Fall	3		13	2		
SPAN 439										
	Medical Spanish II <i>Provides an interdisciplinary introduction to the study of Medical Spanish. Focuses on development of language proficiency to reduce linguistic and cultural barriers as a way to decrease health disparities.</i>	V. Plaza	100%	Fall	3		20	6	✓	✓
SPAN 439										

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 439	La Dictadura en el Arte <i>Seeks to understand artistic representations of dictatorships in Latin America through film, painting, literature, and music.</i>	C. Holguin-Chaparro	100%	Spring	3		24	1		✓
SPAN 439	Mitos Originarios Mexicanos <i>Focuses on the presence of certain mythical and religious figures in Mexican literature.</i>	C. Casas	100%	Spring	3		24	2	✓	
SPAN 439	Mujeres Transgresoras-Mexicanas <i>Focuses on select women (Sor Juana Inés de la Cruz, Frida Kahlo, Guadalupe Amor, and Rosario Castellanos) who have been highly relevant in Mexican culture.</i>	P. Rosas Lopategui	100%	Summer	3	CHMS 393; WMST 379; SPAN 639	9	0	✓	✓
SPAN 439	Historia Natural y Cultura del Ecuador <i>Study abroad course that examines sustainable indigenous ecotourism by looking at natural history and cultural history. Field sites include Cuenca, Quito, La Isla de La Plata, Incapirca, and other locales in Ecuador.</i>	E. LaMadrid	100%	Summer	3	SPAN 200; SPAN 301; SPAN 504	5	0	✓	
SPAN 439	Made in Chihuahua: Literature <i>Examines the literary traditions of Chihuahua and the borderland region through authors such as Jesús Gardea, Carlos Montemayor, Victor Hugo Rascón Banda, Rosario San Miguel, Nellie Campobello.</i>	C. Holguin-Chaparro	100%	Spring	3				✓	
SPAN 439	Latin American Literature & Cinema <i>Reviews rich history of cinema throughout region along with complementary literature.</i>	M. Lopez	100%	Spring	3				✓	
SPAN 439	Medicina & Cine <i>Examines Spanish movies that illustrate the patient's perspective in the health-illness process, the influence of the social determinants of health and different health care systems.</i>	V. Plaza	100%	Spring	3				✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 439	Medical Spanish II <i>Provides an interdisciplinary introduction to the study of Medical Spanish. Focuses on development of language proficiency to reduce linguistic and cultural barriers as a way to decrease health disparities.</i>	V. Plaza	100%	Spring	3				✓	✓
SPAN 439	Teatro y Lengua <i>Surveys 10 plays by Elena Garro in order to understand the impact of her work on representing the cruelty of gender, social injustice, racism, discrimination, authoritarianism and other prevalent themes in 20th Century Latin America</i>	P. Rosas Lopategui	100%	Fall	3				✓	
SPAN 449	Spanish Morphosyntax <i>Examines several major issues in Spanish morphosyntax from a functional-typological perspective.</i>	R. Vallejos Yopan	100%	Spring	3	SPAN 549	17	0	✓	✓
SPAN 479	US Latino Caribbean Literature <i>Surveys Latino-Caribbean literature produced by Puerto Rican, Cuban, and Dominican authors in the United States.</i>	E. Santiago-Diaz	50%	Spring	3	SPAN 578	18	0	✓	
SPAN 497	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	E. LaMadrid	100%	Fall	3		1	0	✓	✓
SPAN 497	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	N. Shin	100%	Fall	3		2	0	✓	✓
SPAN 497	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	V. Plaza	100%	Fall	3				✓	✓
SPAN 497	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	K. Lopez	100%	Fall	3				✓	✓
SPAN 497	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	P. Rosas Lopategui	100%	Fall	3				✓	✓

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	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 497	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	E. LaMadrid	100%	Spring	3		1	0	✓	✓
SPAN 497	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	C. Holguin-Chaparro	100%	Spring	3		1	0	✓	✓
SPAN 497	Undergraduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	D. Wilson	100%	Spring	3				✓	✓
SPAN 502	Pro-Seminar: Research and Critical Methodology <i>Introduces the fundamentals of conducting research in literary criticism. Topics covered include how to define a research question, how to gain access to resources, how to organize a research paper, and how to cite bibliographic data according to MLA guidelines. Class conducted in Spanish as well as research papers being written in Spanish.</i>	K. Lopez	100%	Fall	3				✓	
SPAN 504	Seminar: Historia Natural y Cultura del Ecuador <i>Study abroad course that examines sustainable indigenous ecotourism by looking at natural history and cultural history. Field sites include Cuenca, Quito, La Isla de La Plata, Incapirca, and other locales in Ecuador.</i>	E. LaMadrid	100%	Summer	3	IFDM 491; SPAN 301	0	4	✓	
SPAN 541	Research on Teaching Spanish <i>Examines latest research in first and second language acquisition, specifically focusing on Spanish as a second language. Focus is placed on the practical application of its results to the teaching of Spanish.</i>	J. Sykes	100%	Fall	3	SPAN 549	0	27	✓	✓

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SPAN 545	Spanish Phonology <i>Examines current issues in laboratory approaches to Spanish phonology. Reviews the International Phonetic Alphabet (IPA) and looks at a number of phonological processes that are prevalent in different varieties of Spanish. The course employs laboratory approaches to Spanish Phonology, including instrumental analysis of phonetic variables and Sociophonetics.</i>	R. File-Muriel	100%	Fall	3				✓	
SPAN 546	Introduccion a la Sociolingüística Hispanica <i>Introduces the theoretical and practical foundations of sociolinguistic variation in Spanish-speaking communities. Students are introduced to theoretical and methodological concepts of sociolinguistic research, linguistic analysis, and to the sociolinguistic variation of Spanish features.</i>	D. Wilson	100%	Fall	3		0	13		✓
SPAN 549	Seminar: Spanish Morphosyntax <i>Examines several major issues in Spanish morphosyntax from a functional-typological perspective</i>	R. Vallejos Yopan	100%	Spring	3	SPAN 449	0	7	✓	✓
SPAN 549	Seminar: Interlanguage Pragmatic Development <i>Studies the learning and teaching of pragmatics by exploring both theoretical and empirical inquiry to examine L1/L2 pragmatic behaviors, intercultural communication, and the teaching and learning of Spanish pragmatics.</i>	J. Sykes	100%	Spring	3		0	12		✓
SPAN 549	Seminar: Discourse Analysis <i>Provides students with the opportunity to develop expertise in linguistic analysis, specifically discourse analysis and semantics.</i>	H. Jacobson	100%	Spring	3		0	1	✓	

**Appendix 1: Course List
UNM LATIN AMERICAN AND IBERIAN INSTITUTE**

	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 549	Seminar: Global English Issues <i>Considers the impacts and implications of the spread of English globally, as experienced in a diversity of countries and cultures. Particular emphasis placed on teaching English as a foreign language. Includes significant focus on Latin America.</i>	L. Meyer	50%	Spring	3	LLSS 593; LING 590; ENGL 511	0	1		✓
SPAN 549	Seminar: Spanish Linguistics <i>Examines the phonology, morphology, syntax and dialectology of the Spanish language.</i>	J. Skyes	100%	Summer	3	SPAN 351			✓	
SPAN 549	Childhood Bilingualism <i>Examines various aspects of bilingual language acquisition, including phonology, morphology, and syntax. Several prominent theoretical, methodological and implication questions are explored. Focus is on native Spanish speaking children.</i>	N. Shin	75%	Fall	3	LING 590			✓	
SPAN 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	K. McKnight	100%	Fall	3		0	2	✓	✓
SPAN 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	E. Santiago-Diaz	100%	Fall	3		0	2	✓	✓
SPAN 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	E. LaMadrid	100%	Fall	3				✓	✓
SPAN 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	R. File-Murriel	100%	Fall	3				✓	✓
SPAN 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	S. Vaquera-Vasquez	100%	Fall	3				✓	✓
SPAN 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	K. Lopez	100%	Spring	3		0	1	✓	✓

**Appendix 1: Course List
UNM LATIN AMERICAN AND IBERIAN INSTITUTE**

	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	E. Santiago-Diaz	100%	Spring	3		0	1	✓	✓
SPAN 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	K. McKnight	100%	Spring	3		0	1	✓	✓
SPAN 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	D. Wilson	100%	Spring	3				✓	✓
SPAN 551	Graduate Problems <i>Individual research with a Latin Americanist faculty member.</i>	E. LaMadrid	100%	Spring	3				✓	✓
SPAN 578	Critical Borderlands Literature: 1885 - 2012 <i>Examines literature written in and about the borderlands. Focuses on the dynamic changes in politics and crisis of identity in Latin America during the territorial period.</i>	A. Nogar	100%	Fall	3		0	11		✓
SPAN 578	US Latino Caribbean Literature <i>Surveys Latino-Caribbean literature produced by Puerto Rican, Cuban, and Dominican authors in the United States.</i>	E. Santiago-Diaz	100%	Spring	3	SPAN 479	0	4	✓	
SPAN 579	US-Mexico Borderland Cultural Production <i>Examines the different "imaginative geographies" that have been created to talk about the US/Mexico borderlands.</i>	S. Vaquera-Vasquez	50%	Spring	3		0	13		✓
SPAN 579	Del romance al corrido <i>Analyzes the Mexican corrido tracing its roots to work of medieval poets and studying its cultural, social, political and economic context.</i>	E. LaMadrid	100%	Fall	3		0	12		✓

**Appendix 1: Course List
UNM LATIN AMERICAN AND IBERIAN INSTITUTE**

	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 639	Seminar: Human Rights in Latin American Film <i>Explores questions related to the intersections of human rights and the humanities by debating definitions of human rights in contemporary society. Looks at film, fiction, and literary autobiography that posit questions of human rights abuses, particularly focusing on the later half of the twentieth century.</i>	J. Lehnen	100%	Fall	3	LTAM 500; PORT 514	0	6		✓
SPAN 639	Seminar: Caribbean Identity & Discourse <i>Explores the literary production of Spanish Caribbean authors in the 20th and 21st centuries. Centers on texts that articulate cultural dialogues and debates underscoring the intersectionality of discourses on class, gender, race and nationality.</i>	E. Santiago-Diaz	100%	Spring	3		0	11		✓
SPAN 639	Seminar: Criollismo Colonial <i>Examines the literature and related documentation of the development of American identities in the Ibero-American colonies from the seventeenth through eighteenth centuries. 60% of readings in Spanish; 40% in</i>	K. McKnight	100%	Spring	3	PORT 570	0	6		
SPAN 639	Seminar: Mujeres Transgresoras-Mexicanas <i>Focuses on select women (Sor Juana Inés de la Cruz, Frida Kahlo, Guadalupe Amor, and Rosario Castellanos) who have been highly relevant in Mexican culture.</i>	P. Rosas Lopategui	100%	Summer	3	CHMS 393; WMST 379; SPAN 439	0	1	✓	✓
SPAN 639	Mexican Social Revolutions <i>Traces the changes in the novelistic genre in Mexico in the twentieth century through the examination of a series of canonical novels and films. The approach to the novel will be based on cultural studies and literary criticism.</i>	M. Lopez	100%	Fall	3				✓	

**Appendix 1: Course List
UNM LATIN AMERICAN AND IBERIAN INSTITUTE**

	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Pro-Seminar: Latin American Studies <i>Introduces students to the graduate level study of Latin America. The course emphasizes study of Latin America's contemporary culture, society, and politics, but embeds this focus in learning about the history of the region. Students acquire a shared body of knowledge of Latin American Studies, drawing on both humanities based and social science based approaches.</i>	L. Lehnen	100%	Fall	3	LTAM 500; PORT 570			✓	
SPAN 639	Human Rights & Authoritarianism in Latin American Literature <i>Examines the intersection between authoritarianism, human rights and literary and cultural production in contemporary Latin America to explore how cultural narratives contribute to human rights discourse.</i>	L. Lehnen	100%	Spring	3	PORT 570			✓	
SPAN 639	Seminar: From Colony to Nation <i>Questions the narration and representation of violence in Latin American literature from the Colonial to contemporary period.</i>	M. Lopez	100%	Spring	3				✓	
SPAN 639	Seminar: Spanish American Poetry since 1950 <i>Concentrates on some of the most influential contemporary Latin American poets, including Paz, Neruda, Mir, Parra, Cardenal, Castellanos, Guillén, Pacheco and Morejón</i>	E. Santiago-Diaz	100%	Spring	3				✓	
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	E. Santiago-Diaz	100%	Fall	6		0	2	✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	K. McKnight	100%	Fall	6		0	1	✓	✓

**Appendix 1: Course List
UNM LATIN AMERICAN AND IBERIAN INSTITUTE**

	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	K. Lopez	100%	Fall	6		0	4	✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	M. Lopez	100%	Fall	3		0	1	✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	E. LaMadrid	100%	Fall	3				✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	E. Santiago-Diaz	100%	Spring	6		0	2	✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	K. McKnight	100%	Spring	3		0	1	✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	K. Lopez	100%	Spring	6		0	3	✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. File-Muriel	100%	Spring	6		0	1	✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	M. Lopez	100%	Spring	3		0	1	✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	D. Wilson	100%	Spring	3				✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	E. LaMadrid	100%	Spring	3				✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	R. File-Muriel	100%	Summer	3		0	1	✓	✓
SPAN 699	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	E. Santiago-Diaz	100%	Summer	3		0	1	✓	✓

**Appendix 1: Course List
UNM LATIN AMERICAN AND IBERIAN INSTITUTE**

	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
	Dissertation <i>Dissertation research with a Latin Americanist faculty member.</i>	K. McKnight	100%	Summer	3		0	1	✓	✓
Teacher Education, Educational Leadership and Policy										
	Teaching of Reading <i>Studies reading process for emergent and intermediate readers focusing on community contexts, language and culture. This section will include significant incorporation of Latin America-related readings for various K-12 levels as well as emphasis on influence of Latin American languages and cultures.</i>	K. Crawford	40%	Spring	3	EDUC 530				✓
	Teaching of Reading <i>Studies reading process for emergent and intermediate readers focusing on community contexts, language and culture. This section will include significant incorporation of Latin America-related readings for various K-12 levels as well as emphasis on influence of Latin American languages and cultures.</i>	K. Crawford	40%	Spring	3	EDUC 330				✓
University Honors										
UHON 222	Seminar: Globalization & Human Rights <i>Looks at the intersections of increased globalization and human rights abuses, including studies from Latin America.</i>	S. Cargas	25%	Spring	3		13	0		✓

**Appendix 1: Course List
UNM LATIN AMERICAN AND IBERIAN INSTITUTE**

Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
UHON 222 Seminar: Drums & Dreams <i>Uses musical elements and lyrics as primary sources of analysis to understand cultural influences in Latin American music, as well as its diversity and legacies. Centers on concepts such as those of ethnicity and identity, nation and evolution.</i>	C. Lopez-Chavez	100%	Spring	3		18	0		✓
UHON 301 Seminar: Dia de los Muertos <i>Studies the formation of Mestizo culture and explores Pre-Columbian history as these pertain to attitudes about death, ancestors, art and cultural celebrations. Focuses on celebrations throughout Central and South America.</i>	R. Corritere	100%	Fall	3		10	0		✓
UHON 401 Seminar: Solutions for Human Rights Problems <i>Explores various mechanisms (i.e. international organizations, tribunals, norms) for resolving human rights abuses in the world with examples from Latin America.</i>	S. Cargas	25%	Fall	3		14	0		
Women's Studies									
WMST 379 Human Rights <i>Analyzes competing theories about the content of human rights; the history, politics and economics of human rights situations. Emphasis on the interplay among power, difference, "culture" and human rights abuses. This section placed emphasis on Latin America.</i>	S. Cargas	50%	Fall	3	SOC 398; ANTH 339; POLS 300; RELG 347	5	0	✓	✓

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UNM LATIN AMERICAN AND IBERIAN INSTITUTE**

	Course Title/Description	Instructor	LAS Content	Semester	Hours	Cross-Listed	12-13 UG	12-13 G	13-14 Offered	14-15 Planned
WMST 379	Seminar: Gender Politics: State, Economy & Family <i>Examines reciprocal relationship between gender and the state, including the welfare state. Particular emphasis placed on Latin America</i>	M. Htum	50%	Fall	3	POLS 496; WMST 579; POLS 512	1	0		✓
WMST 379	Curandero: Mexican Folk Healing <i>Surveys the history of Curanderismo (the art of Mexican Folk Healing) in Mexico.</i>	E. Torres	100%	Summer	3	LLSS 593; LTAM 400; SPAN 301; ANTH 340.	2	0	✓	✓
	Beauty, Body & Power <i>Using materials from the histories of the U.S. and of Latin America, covers social constructions vs. biological notions of beauty; intersection of ideas of beauty and gender roles; beauty and business; history of plastic surgery; historical case studies of famous beauties in Latin America in which issues of beauty, body and power, political and otherwise, intersect.</i>	L. Hall	75%	Spring	3	HIST 429; HIST 629	20	0	✓	✓
WMST 379	Feminist Epistemologies <i>Engages feminist epistemologies from a (her)stical, theoretical, methodological and literary standpoint. Through questioning the basis of knowledge, and what counts as valid knowledge the class tackles various claims to knowledge as it functions to explain and understand theories of epistemology; research and pedagogy. The course mainly utilizes Latina/Chicana and Third World feminist literature.</i>	R. Trinidad	35%	Fall	3	LLSS 588			✓	
WMST 579	Seminar: Gender Politics: State, Economy & Family <i>Examines reciprocal relationship between gender and the state, including the welfare state. Particular emphasis placed on Latin America.</i>	M. Htum	50%	Fall	3	WMST 379; POLS 496; POLS 512	1	0		✓

APPENDIX 2: PROJECT PERSONNEL

LATIN AMERICAN AND IBERIAN INSTITUTE

NRC Programmatic Staff

Tiano, Susan, Director	A2:1
Cote, Robyn, Senior Program Manager	A2:1
Fontenla, Matías, Associate Director For Academic Programs	A2:2
Jerez, Nelmy, International Marketing Specialist	A2:2
Nelson, Vickie, Associate Director For Business Operations	A2:3
Philipp-Schnurer, Keira, Supervisor Of Community Education Programs.....	A2:3
Wolfe, Amanda, Associate Director For Program Development.....	A2:4

COLLEGE OF ARTS AND SCIENCES

African American Studies

Wallace, Belinda.....	A2:4
-----------------------	------

American Studies

Melendez, A. Gabriel	A2:5
Schreiber, Rebecca	A2:5

Anthropology

Brulotte, Ronda.....	A2:6
Debenport, Erin	A2:6
Field, Les	A2:7
Hayashida, Frances.....	A2:7
Kaplan, Hillard	A2:8
Oakdale, Suzanne	A2:8
Prufer, Keith	A2:9
Smith, Lindsay.....	A2:9
Traxler, Loa	A2:10
Valencia, Cristóbal	A2:10

Biology

Snell, Howard.....	A2:11
Witt, Christopher	A2:11

Communication and Journalism

Covarrubias, PatriciaA2:12
Gandert, Miguel.....A2:12
Rodriguez, IliaA2:13
Schaefer, RichardA2:13

Economics

Binder, Melissa.....A2:14
Fontenla, MatíasA2:14

English Language and Literature

Kells Hall, Michelle.....A2:15

Geography

Duvall, Chris.....A2:15

History

Bieber, Judith.....A2:16
Garcia y Griego, ManuelA2:16
Gauderman, KimberlyA2:17
Hall, LindaA2:17
Hutchison, Elizabeth.....A2:18
Reyes, Barbara.....A2:18
Truett, SamuelA2:19

Linguistics

Axelrod, Melissa.....A2:19
Jacobson, HollyA2:20
Kenfield Gamarra, YulianaA2:20
Mondloch, JamesA2:21
Vallejos Yopan, RosaA2:21

Political Science

Htun, Mala.....A2:22
Peceny, Mark.....A2:22
Schrank, AndrewA2:23
Stanley, William.....A2:23

Sociology

Gonzales, Phillip.....	A2:24
Kay, Tamara	A2:24
López, Nancy.....	A2:25
Tiano, Susan	A2:25
Toro-Tulla, Harold	A2:26
Wood, Richard.....	A2:26

Spanish and Portuguese

Chaparro-Holguin, Carmen Julia.....	A2:27
File-Muriel, Richard.....	A2:27
Lamadrid, Enrique	A2:28
Lehnen, Jeremy.....	A2:28
Lehnen, Leila	A2:29
López, Kimberle	A2:29
López, Miguel.....	A2:30
Mcknight, Kathryn	A2:30
Milleret, Margo.....	A2:31
Nogar, Anna	A2:31
Plaza, Veronica.....	A2:32
Rosas-Lopategui, Patricia.....	A2:32
Santiago-Diaz, Eleuterio.....	A2:33
Shin, Naomi	A2:33
Vallejos Yopan, Rosa	A2:34
Vaquera-Vasquez, Santiago	A2:34
Walker, Theodore	A2:35

COLLEGE OF EDUCATION

Teacher Education, Educational Leadership and Policy

Borden, Allison.....	A2:35
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Language, Literacy and Sociocultural Studies

Blum-Martinez, Rebecca	A2:36
Celedon Pattichis, Sylvia.....	A2:36

Lopez Leiva, Carlos	A2:37
Meyer, Lois.....	A2:37
Torres, Eliseo.....	A2:38
Trinidad Galvan, Ruth	A2:38

COLLEGE OF FINE ARTS

Art and Art History

Barnet-Sanchez, Holly.....	A2:39
Hernandez-Durán, Ray	A2:39
Jackson, Margaret A.....	A2:40

Music

Hurtado, Jose Luis	A2:40
Pérez-Gomez, Jorge.....	A2:41
Santos, Carmelo De Los	A2:41

Theater and Dance

Encinias-Sandoval, Eva.....	A2:42
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SCHOOL OF ARCHITECTURE AND PLANNING

Architecture

Castillo, Tim	A2:42
Colon, Jorge.....	A2:43
Pride, Michael.....	A2:43

Community and Regional Planning

Harjo, Laura.....	A2:44
Isaac, Claudia	A2:44
Fleming, William.....	A2:45
Gonzales, Moises.....	A2:45
Jojola, Theodore	A2:46
Richardson, James	A2:46
Rivera, Jose A.....	A2:47

SCHOOL OF LAW

Bach, George	A2:47
Cruz, Christine Zuni	A2:48
López, Antoinette Sedillo.....	A2:48

Moore, Jennifer.....A2:49

SCHOOL OF MANAGEMENT

De Gouvea, RaulA2:49

Di Gregorio, DanteA2:50

Montoya, ManuelA2:50

Vidal, Natalia.....A2:51

SCHOOL OF MEDICINE

Family and Community Medicine/Public Health

Handal, AlexisA2:51

Iriart, Celia.....A2:52

Plaza, Veronica.....A2:52

Wallerstein, NinaA2:53

Occupational Therapy

Crowe, Terry.....A2:53

Sanders, Heidi.....A2:54

UNIVERSITY HONORS

Cargas, Sarita.....A2:54

Lopez-Chavez, CeliaA2:55

Thomas, MichaelA2:55

UNIVERSITY LIBRARIES

Schadl, Suzanne.....A2:56

TIANO, SUSAN Latin American and Iberian Institute & Sociology

Appointed/Rank/Tenure: 1981, Professor, Tenured faculty; 2009; Director, Latin American and Iberian Institute

Education: Ph.D., Brown University, Sociology, 1979

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Ecuador; Cuba; Mexico

Relevant Courses Taught: SOC 509: Gender and International Development; SOC 213: Deviant Behavior; SOC 471: Contemporary Sociological Theory; SOC 101: Introduction to Sociology; SOC 507: Women in International Development; SOC 221: Rich and Poor Nations

Research and Teaching Specialization: gender and development; sociology of Latin America; comparative political economy/globalization; political sociology; sociology of knowledge; sociology of work

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 6

Distinctions: Advisory Council, Inter-America Foundation; Faculty Award, Alumni Association, University of New Mexico; Regents' Lecturer Award, University of New Mexico; Former Chair, Department of Sociology, University of New Mexico; Field Research Grant Funding, Tinker Foundation; National Resource Center/Foreign Language and Area Studies funding, U.S. Department of Education Title VI.; Group project abroad, Fulbright-Hayes; Grant recipient, Mellon Inter-American Field Research; Evaluator; NIH-funded program, Initiative for Minority Student Development, University of New Mexico.

Recent Publications:

- 2012 *Border-line Slavery: Mexico, the United States, and the Human Trade*, Ed. with Moira Murphy-Aguilar. Ashgate Press.
- 2011 "¿A dónde se fueron las mujeres? Tendencias en el empleo y el género en la industria de la maquiladora en Ciudad Juárez" in Luis A. Payan (Coord.) *De Soldaderas a Activistas: La Mujer Chihuahuense en los Albores del Siglo XXI*. Editoriales Eón, S.A. (with Moira Murphy-Aguilar).
- 2009 "Gender Matters in Maquila Employment Trends: The Case of Cd. Juárez", *Journal of Latino-Latin American Studies*, Volume 3, Number 3 (Spring) (with Moira Murphy-Aguilar).
- 2008 "Human Trafficking on the U.S.-Mexico Border: Is there a Nexus with Immigration Policies?," in UNICRI (ed.) *Freedom From Fear*, Turin, Italy (October) (with Billy Ulibarri and Carolina Ramos).
- 2006 "The Changing Gender Composition of the Maquiladora Work Force along the U.S.-Mexico Border" in Doreen J. Mattingly and Ellen R. Hansen (eds.) *Women and Change at the U.S.-Mexico Border: Mobility, Labor, and Activism*, Tucson: University of Arizona Press.
- 2005 "Women, Work, and Politics" in Richard S. Hillman (ed.) *Understanding Contemporary Latin America*, 3rd Edition. Boulder: Lynn Reinner; revised for 4th edition and 5th editions.
-

COTE, ROBYN Latin American and Iberian Institute

Appointed/Rank/Tenure: 1996, professional staff, Non-tenure eligible

Education: M.A., University of New Mexico, Pre-Columbian Art History, 1989; B.A., University of New Mexico, Anthropology, 1982.

Language Proficiency: Spanish (4), Portuguese (3), French (3)

Percentage of Time Dedicated to Area/International Studies: 100%

Overseas Experience: Mexico; Nicaragua; Costa Rica; Colombia; Venezuela; Ecuador; Peru; Bolivia; Chile; Argentina; Brazil; Cuba

Academic Experience: 2008-present, University of New Mexico, Program Manager, Latin American and Iberian Institute; 2000-2008, University of New Mexico, Program Coordinator, Latin American and Iberian Institute; 1996-2000, University of New Mexico, Program Specialist, Latin American and Iberian Institute; 1993-1996, University of New Mexico, Administrative Assistant, Biology; 1983-1986, University of New Mexico, Contract Archeology.

Distinctions: Member, New Mexico Translators and Interpreters Association; Member, Health and Safety Committee, University of New Mexico; Member, Provost's Study Abroad Allocation Committee, University of New Mexico; Former member, NAFSA and AIEA; Recipient, International Excellence Award, International Programs and Studies, University of New Mexico.

FONTENLA, MATÍAS Latin American and Iberian Institute & Economics

Appointed/Rank/Tenure: 2005, Associate Professor, Tenured faculty; Associate Director, Latin American and Iberian Institute

Education: Ph.D., University of Texas Austin, Economics, 2003

Language Proficiency: Spanish (5); Portuguese (2)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Mexico; Brazil; Colombia; Chile; Nicaragua; Argentina

Relevant Courses Taught: ECON 395/478: Study abroad in Nicaragua; ECON 514: Macroeconomics II; ECON 105: Introductory Macroeconomics; ECON 497: Reading for Honors

Research and Teaching Specialization: macroeconomics; Latin American economics; development economics; financial intermediation; economic growth and development

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 7

Distinctions: Outstanding Teacher of the Year, University of New Mexico; Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy; Nominee, Faculty of Color Award, Office of Graduate Studies, University of New Mexico; Research Fellow, Sistema Nacional de Investigadores, Mexico; Leader, Nicaragua Study Abroad, University of New Mexico; Recipient, Faculty Field Research Grant, Latin American and Iberian Institute, University of New Mexico

Recent Publications:

- In Progress "Do Referees Affect the Final Score in Soccer? The Case of Argentina." (with Germán M. Izón).
In Progress "Capital Flows, Growth and the Financial System." (with Fidel Gonzalez).
2012 "A City-Level Analysis of Mortality and the Business Cycle across Racial and Ethnic Groups," *Economics Bulletin*, Vol. 23 No. 3 (with Fidel Gonzalez and Troy Quast).
2012 "Price Convergence in an Online Virtual World," *Empirical Economics*, March (with Michael Morrison).
2011 "Are Recessions Good for Everyone's Health?" *Applied Economics Letters*, 1466-4291, Vol. 18, Issue 3 (with Fidel Gonzales and Troy Quast).
2010 "Microfinance Repayment Rates: Evidence from Grameen Argentina", in A. Lopez Feldman and R. Vallejo (eds.) *Perspectives Sobre la Economía del Desarrollo*, Colección Economía y Finanzas, Universidad de Guanajuato (with Raul Bianciotti and Shaun Haines).
2009 "Housing Demand in Mexico." *Journal of Housing Economics*, Vol. 18, Issue 1, March (with Fidel Gonzalez).

JEREZ, NELMY Latin American and Iberian Institute

Appointed/Rank/Tenure: 2011, professional staff, Non-tenure eligible

Education: M.B.A., University of New Mexico, Marketing Management, 2005; B.A., Universidad Privada Boliviana, Marketing, 2000

Language Proficiency: Spanish (5); Portuguese (2)

Percentage of Time Dedicated to Area/International Studies: 100%

Overseas Experience: Bolivia; Mexico; Brazil; Ecuador; Colombia; Spain

Academic Experience: 2011-present, University of New Mexico, International Marketing Specialist, Latin American and Iberian Institute; 2006-2011, University of New Mexico, International Marketing Specialist, Ibero-American Science & Technology Education Consortium

Distinctions: Graduated Summa Cum Laude, Universidad Privada Boliviana; Graduated with Honors, University of New Mexico.

NELSON, VICKIE Latin American and Iberian Institute

Appointed Rank/Tenure: 1981, professional staff, Non-tenure eligible

Education: B.A., University of New Mexico, Bilingual Secondary Education (History and Spanish), 1979; Certification, Academia de Bellas Artes, 1974

Language Proficiency: Spanish (5); Portuguese (2)

Percentage of Time Dedicated to Area/International Studies: 100%

Overseas Experience: Mexico; Cuba

Academic Experience: 2009-present, University of New Mexico, Associate Director for Business and Operations, Latin American and Iberian Institute; 2000-2009, University of New Mexico, Sr. Program Manager, Latin American and Iberian Institute; 1981-2000, Program Coordinator, University of New Mexico, Latin American and Iberian Institute; 1980-1981, Teacher, Bilingual Reading Program, Washington Middle School, Albuquerque

Distinctions: Member, Albuquerque Hispano Chamber of Commerce; Member, National Institute of Flamenco

PHILIPP-SCHNURER, KEIRA Latin American and Iberian Institute

Appointed/Rank/Tenure: 2010, professional staff, non-tenure eligible

Education: MALAS/MCRP, University of New Mexico, expected 2015; B.A., Ohio Wesleyan University, English-Spanish, 2007.

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Area/International Studies: 100%

Overseas Experience: Argentina; Spain; Costa Rica

Academic Experience: 2010-present, University of New Mexico, Supervisor of Community Education Programs, Latin American and Iberian Institute; 2008-2010, University of New Mexico, Graduate Assistant, Latin American and Iberian Institute; 2005-2008, Wright State University, Research Associate and Web Editor, Substance Abuse Resources and Disability Issues Program; 2005-2007, Ohio Wesleyan University, Editorial Assistant, ESTRENO: Cuadernos del teatro español contemporáneo

Distinctions: Outreach Committee Chair Elect, Consortium of Latin American Studies Programs (CLASP); Secretary, Board of Advisors, Albuquerque Council for International Visitors (ACIV); Review Committee, Américas Award; Member, Latin American Studies Association (LASA); Member, Advisory Committee on Outreach for LAII/Instituto Cervantes/National Hispanic Cultural Center-Education Division/Spanish Resource Center; Member, Advisory Committee Member, New Mexico Model United Nations (in Spanish); Certification in Facilitation and Mediation, University of New Mexico; Tau Sigma Delta, University of New Mexico; Recipient, LAII/Tinker Field Research Grant, University of New Mexico; Summa cum laude, Phi Beta Kappa, Sigma Tau Delta, Phi Sigma Iota, Ohio Wesleyan University.

WOLFE, AMANDA Latin American and Iberian Institute

Appointed/Rank/Tenure: 2005, professional staff, Non-tenure eligible

Education: M.A., University of Florida, Political Science, 1994; B.A., Baylor University, Foreign Service, 1991.

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Area/International Studies: 100%

Overseas Experience: Brazil; Costa Rica; Cuba; Dominican Republic; El Salvador; Guatemala; Mexico

Academic Experience: 2009-present, University of New Mexico, Associate Director for Program Development, Latin American and Iberian Institute; 2007-2009, University of New Mexico, Academic Program Manager, Latin American and Iberian Institute; 2005-2007, University of New Mexico, Coordinator of Program Advisement, Latin American and Iberian Institute; 2000-2005, University of Florida, Associate Director, Center for Latin American Studies; 1998-2000, University of Florida, Assistant Director, Center for Latin American Studies; 1998, University of Florida, Coordinator of Outreach and Special Events, Center for Latin American Studies

Distinctions: President, Consortium of Latin American Studies Programs (CLASP); Vice-President/President-Elect, CLASP; Grant Evaluator, US Department of Education UISFL; Placement Exam Evaluator, AP Comparative Politics, University of New Mexico; Grant Evaluator, Fulbright Hayes Seminars Abroad, US Department of Education; Outreach Committee Chair, CLASP; Recipient, Tinker Field Research Grant

WALLACE, BELINDA African American Studies

Appointed/Rank/Tenure: 2007, Visiting Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of Maryland, Comparative Literature, 2006

Language Proficiency: Spanish (3); French (1)

Percentage of Time Dedicated to Latin American Studies: 40%

Overseas Experience: Martinique; Nicaragua; Saint Martin

Relevant Courses Taught: AFST 397: Caribbean Women's Literature; AFST 386: Peoples and Cultures of the Circum-Caribbean; AFST 103: Foundations; AFST 388: Blacks in Latin America; ENGL 297: Latin American Literature; ENGL 315: The Postcolonial Short Story

Research and Teaching Specialization: the Caribbean: women's literature, people and cultures, feminist thought, cinema; women's literature; Caribbean peoples and cultures; Caribbean feminist thought

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Recipient, African American Student Services Certificate of Recognition, University New Mexico; Recipient, Minority Faculty Research Grant, University New Mexico

Recent Publications:

- 2014 "The Morality of Orality: Lady Saw, Performativity, and the Queer Rhetoric of Slackness." *Islands in the Mainstream: Interdisciplinary Perspectives on Caribbean Rhetoric*. Ed. Kevin Browne.
- 2014 "Dionne Brand." *Blackwell Encyclopedia of Postcolonial Studies*.
- 2013 "I Will Pay for This Fearlessness": Post-Colonial Rebels and Revolutionary Lyricism in the Works of Dionne Brand." *Riding the Waves of Resistance* [Special Issue], *ProudFlesh: New Afrikan Journal of Culture, Politics, and Consciousness*, Vol. 8, pp. 91-101.
- 2012 "Unsustainable Transnationalism: Esi Edugyan's and Claude McKay's Failed Black Diasporic Communities," *Crossing Borders/Creating Worlds*

MELLENDEZ, A. GABRIEL American Studies

Appointed/Rank/Tenure: 1994, Professor, Tenured Faculty

Education: Ph.D., University of New Mexico, Latin American Literature, 1984

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Mexico; Spain

Relevant Courses Taught: AMST 563: Chicano/Latino Film; AMST 364/564: Chicano Visual and Narrative Aesthetics; AMST 560: Chicano / Mexican Biography; AMST 558: The Latino Subject in Film; AMST 550: Seminar on Race, Culture, Cinema, Press in America; AMST 560: Critical Discourses on the Southwest; AMST 364: Chicano Visual and Narrative Aesthetics; AMST 301: Chicano/ Latino Cinema.

Research and Teaching Specialization: ethnic life writing; Latino/a and Chicano/a film; critical regionalism; politics of identity in the Southwest

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 18

Distinctions: Rockefeller Humanities Fellow, University of New Mexico; Recipient, State Historian's Award for Excellence in New Mexico Heritage Scholarship, New Mexico Department of Cultural Affairs

Recent Publications:

- 2013 *Hidden Chicano Cinema: Film Dramas in the Borderlands*. Rutgers UP, pp. 274.
2010 "Américo Paredes and Angélico Chávez: *Sangre, Sotanas and Guitarras* on the Camino Real to Aztlán." *Nuevas reflexiones en torno a la literatura y cultura chicana*, Alacalá: Instituto Franklin de Estudios Norteamericanos, pp. 131-41.
2005 *Spanish-Language Newspapers in New Mexico, 1834-1958*. Tucson, Arizona: University Press.
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SCHREIBER, REBECCA American Studies

Appointed/Rank/Tenure: 2003, Associate Professor, Tenure Eligible Faculty

Education: Ph.D., Yale University, American Studies, 2000

Language Proficiency: Spanish (3)

Overseas Experience: Mexico

Percentage of Time Dedicated to Latin American Studies: 25%

Relevant Courses Taught: AMST 285: American Life and Thought: Work in America; AMST 310: The Making of American Culture; AMST 485: Senior Seminar in U.S. Culture; AMST 510: Race, Class and Gender in the Culture Industry; AMST 517: The Politics of Visual Culture; AMST 519: Migration/Immigration

Research and Teaching Specialization: migration between the U.S. and Mexico; identity; visual culture; transnational American Studies

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 10

Distinctions: Nominee, Regent's Lectureship, University of New Mexico; Award for Teaching Excellence, University of New Mexico; Nominee for Teacher of the Year Award, University of New Mexico; Dissertation Fellowship, Yale University

Recent Publications:

- Forthcoming "Visible Frictions: Documentary and Self-Representation in the U.S.-Mexico Borderlands" in Katherine Morrissey and John-Michael Warner, eds., *US/Mexico Border Spaces: Arts, Built Environments, and Landscapes*. (University of Arizona Press).
Manuscript *Migrant Lives and the Promise of Documentation*.
2012 "Confronting Regimes of Legality in 'Sanctuary City/Ciudad Santuario, 1989-2009,'" *Radical History Review*, Issue 113.
2008 *Cold War Exiles in Mexico: U.S. Dissidents and the Culture of Critical Resistance* (University of Minnesota Press).
2007 "Dislocations of Cold War Cultures: Exile, Transnationalism, and the Politics of Form," in Sandhya Shukla and Heidi Tinsman, eds., *Imagining Our Americas: Toward a Transnational Frame* (Duke University Press).
2006 "Resort to Exile: Willard Motely's Writings on Postwar U.S. Tourism in Mexico," in Nicholas Bloom, ed., *Adventures into Mexico: American Tourism Beyond the Border* (Rowman and Littlefield Press).

BRULOTTE, RONDA Anthropology

Appointed/Rank/Tenure: 2007, Assistant Professor, Tenure earning faculty

Education: Ph.D., University of Texas Austin, Anthropology, 2006

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 75%

Overseas Experience: Mexico

Relevant Courses Taught: ANTH 130: Cultures of the World; ANTH 340: Indigenous Mexico; ANTH 381/581/420/561: Anthropology of Heritage; ANTH 547: Theory in Ethnology II; ANTH 530: Cultural Theory and Popular Culture; UHON 222: Mexico: Culture and Society

Research and Teaching Specialization: Mexico; cultural anthropology; contemporary social issues; art and material culture; expressive culture; tourism; food studies; race and ethnicity

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 3

Distinctions: Faculty Research Grant, Latin American and Iberian Institute, University of New Mexico; Outstanding Faculty Recognition, American Indian Student Services, University of New Mexico; Nominated for New Faculty Teacher of the Year, University of New Mexico; Faculty Enrichment Grant, University of Oklahoma; Fulbright-Hays Doctoral Dissertation Fellowship; Friends of Latin American Studies Fellowship, Institute of Latin American Studies, University of Texas-Austin.

Recent Publications:

- Forthcoming "Archeological Replica Vendors and an Alternative History of a Mexican Heritage Site: The Case of Monte Albán." In *World Heritage Sites and Tourism: Global and Local Relations*, Maria Gravari-Barbas, Laurent Bourdeau, and Mike Robinson, eds. Routledge: UK.
- Forthcoming "Claiming Pre-Hispanic Cuisine as Cultural Property: Caldo de Piedra of Oaxaca, Mexico." In *Edible Identities: Exploring Food as Cultural Heritage* (ed. with Michael Di Giovine). Surrey, UK: Ashgate Publishing.
- 2012 *Between Art and Artifact: Archeological Replicas and Cultural Production in Oaxaca, Mexico*. Austin: University of Texas Press.
- 2011 "Monte Albán as World Heritage: Archaeological Replicas and the Struggle over Mexico's Ancient Past," *World Heritage and Tourism: Managing for the Global and the Local*. Quebec City: University of Laval Press (published conference proceeding).
- 2009 "Yo soy nativo de aquí: The Ambiguities of Race and Indigeneity in Oaxacan Craft Tourism," *Journal of Latin American and Caribbean Anthropology* 14(2): 457-482.
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DEBENPORT, ERIN Anthropology

Appointed/Rank/Tenure: 2010, Associate Professor, Tenured Faculty

Education: Ph.D., University of Chicago, Linguistics, 2009

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 85%

Overseas Experience: Mexico; Guatemala; Honduras

Relevant Courses Taught: ANTH 540: Secrecy, Privacy, and Publicity; ANTH 510: Pro Seminar in Linguistic Anthropology; ANTH 530: Anthropology of the Southwest; ANTH 340/540: Indigeneity; ANTH 310: Language and Culture; ANTH 330: Principles of Cultural Anthropology

Research and Teaching Specialization: secrecy; privacy; property; literacy; language ideologies; research ethics; indignity; Native Southwest; Tanoan and Mayan languages

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: Recipient, Christopher Smeall Fellowship in Anthropological Linguistics; Recipient, National Science Foundation/National Endowment for the Humanities Documenting Indigenous Languages Fellowship; Nominee, UNM New Faculty Teaching Award.

Recent Publications:

- 2012 "Continuous Perfectibility: Pueblo Propriety and the Consequences of Literacy." *Journal of Linguistic Anthropology*, Vol. 22, No.3.
- 2011 "As the Rez Turns: Anomalies Within and Beyond the Boundaries of a Pueblo Community." *American Indian Culture and Research Journal*, Vol. 35, No. 2.

FIELD, LES Anthropology

Appointed/Rank/Tenure: 1994, Professor, Tenured Faculty

Education: Ph.D., Duke University, Cultural Anthropology, 1987

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Colombia; Nicaragua

Relevant Courses Taught: ANTH 530: Post-Colonial Theory; ANTH 530: Marxism, Anthropology, and Marxist Anthropology; ANTH 343: Latin American Societies and Cultures; ANTH 387: Peoples and Cultures of the Caribbean; ANTH 340: Colombia Indígena.

Research and Teaching Specialization: Colombia: indigenous peoples, agricultural policy and development; cultural and museum policy; Nicaragua: indigenous peoples; Ecuador: agricultural policy and development.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 15

Distinctions: Fulbright Research/Lecturing Fellowship, Snead-Wertheim Endowed Lectureship in Anthropology and History, Outstanding Teacher of the Year, OSET-UNM

Recent Publications:

- 2012 "El sistema del oro: exploraciones sobre el destino (emergente) de los objetos de oro precolombino en Colombia," *Antipoda: Revista de Antropología y Arqueología*, Vol. 14, pp. 67-93.
- 2011 "Collaborative Anthropologies in Latin America." *Collaborative Anthropologies*, Vol. 4. (with Joanne Rappaport).
- 2008 *Abalone Tales: Collaborative Expressions of California Indian Sovereignty and Identity*. Durham: Duke UP.
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HAYASHIDA, FRANCES Anthropology

Appointed/Rank/Tenure: 2008, Associate Professor, Tenured Faculty

Education: Ph.D., University of Michigan, Anthropology, 1995

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Peru

Relevant Courses Taught: ANTH 499: Field Research; ANTH 220: World Archaeology; ANTH 120: Archaeological Method and Theory

Research and Teaching Specialization: Peru; Andean archaeology

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 9

Distinctions: Doctoral Dissertation Research Abroad Fellowship, Fulbright-Hays; International Research Fellowship, National Science Foundation; Archeology grant, National Science Foundation

Recent Publications:

- 2009 *The Pampa de Chaparrí: Sicán agriculture and transformations under Chimú and Inka rule*, included in *Sicán Culture* by the Peruvian Congress Press.
- 2009 "Chicha histories: prehispanic chicha production in the Andes and the use of ethnographic and historical analogues," *Drink, Power, and Society in the Andes*, Florida UP.
- 2008 "Ancient beer and modern brewers: ethnoarchaeological observations of maize beer (chicha) production in two regions of the north coast of Peru," *Journal of Anthropological Archaeology*, Vol. 27, No.2, pp. 161-174.
- 2006 "The Pampa de Chaparrí: water, land, and politics on the north coast of Peru," *Latin American Antiquity*, Vol. 17, No. 3, pp. 243-264.
- 2005 "Archaeology, ecological history, and conservation," *The Annual Review of Anthropology*, Vol. 34, pp. 43-65.

KAPLAN, HILLARD Anthropology

Appointed/Rank/Tenure: 1997, Professor, Tenured Faculty.

Education: Ph.D., University of Utah, Anthropology, 1983

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

Percentage of Time Dedicated to Latin American Studies: 35%

Overseas Experience: Bolivia; Peru

Relevant Courses Taught: ANTH 562: Human Life Course; ANTH 360: Human Behavioral Ecology; ANTH 160: Human Life Course

Research and Teaching Specialization: Peru; Bolivia; Paraguay

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: Mellon Fellow in Anthropological Demography; NIH Postdoctoral Fellow; NSF Postdoctoral Fellow.

Recent Publications:

- 2008 "Lifetime Inflammation in Two Epidemiological Worlds: the Tismane of Bolivia and the United States." *Journal of Gerontology Biological Sciences* Vol. 63, No. 2, pp 196-199. With Gurven, M., Crimmins, E., Finch, C., Winking, J.
- 2008 "Multiple dimensions of male social statuses in an Amazonian society." *Evolution and Human Behavior* 29(6): 402-415. With von Rueden, C., Gurven, M.
-

OAKDALE, SUZANNE Anthropology

Appointed/Rank/Tenure: 1998, Associate Professor, Tenured Faculty

Education: Ph.D., University of Chicago, Anthropology, 1996

Percentage of Time Dedicated to Latin American Studies: 100%

Language Proficiency: Portuguese (4); Spanish (2); Kayabi (2); Kagwahiy (1)

Overseas Experience: Brazil; Chile

Relevant Courses Taught: ANTH 332/532: Indigenous Peoples of South America; ANTH/RELIG 333/530: Ritual and Symbolic Behavior; ANTH 340/540: Topics in Cultural Anthropology, South American Indigenous Peoples: National and International Perspectives; ANTH 536: Theory of Symbolic Action

Research and Teaching Specialization: Brazil; lowland indigenous peoples; ritual

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 5

Distinctions: Dean's Research Semester Award, University of New Mexico; Snead-Wertheim Lecture Award Recipient, University of New Mexico; Member, Sigma Xi Scientific Research Society

Recent Publications:

- Forthcoming "Fluent Selves." (with Magnus Course), University of Nebraska Press.
- 2009 "Ritual and the Circulation of Experience," *Ritual Communication*, E. Basso and G. Senft, eds. New York: Berg.
- 2009 "'Alterity,' History, and Subjectivity." *Tipiti: Journal of the Society for the Anthropology of Lowland South America*. Special Edition on Life Histories.
- 2008 "The Animals' Revenge;" *Revenge*, Stephen Beckerman and Paul Valentine, eds. Gainesville: University Press of Florida.
- 2008 "The Commensality of 'Contact,' 'Pacification' and Inter-Ethnic Relations in the Amazon: Kayabi Autobiographical Perspectives." *Journal of the Royal Anthropological Institute* 14:4.

PRUFER, KEITH Anthropology

Appointed/Rank/Tenure: 2007, Associate Professor, Tenured Faculty

Education: Ph.D., Southern Illinois University, Anthropology, 2002

Language Proficiency: Spanish (4); Maya (3)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Belize; Guatemala

Relevant Courses Taught: ANTH 570: Human Behavioral Responses to Climate Change; ANTH 570: Graduate Seminar: Maya Collapse; ANTH 522/322: Mesoamerican Archaeology; ANTH 376: Maya Archaeology and Prehistory; ANTH 371: Pre-Columbian Cultures of Ancient Mexico; ANTH 340: Ethnology and Archaeology of Community

Research and Teaching Specialization: Belize; Guatemala; Mexico; Honduras; Costa Rica

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Graduate Research Fellowship, National Science Foundation; Residency, Dumbarton Oaks Pre-Colombian Library

Recent Publications:

- 2010 "Assessing the Applicability of Portable X-ray Fluorescence Spectrometry for Obsidian Provenance Research in the Maya Lowlands." *Journal of Archaeological Science*, Vol. 37, No. 4, pp. 885-95. (With Nazaroff, Adam J., Brandon L. Drake).
- 2009 "A Shaman's Burial from an Early Classic Cave in Maya Mountains." *World Archaeology*, Vol. 41, No. 2. (with Peter S. Dunham).
- 2009 "Political Organization and Interaction in Southern Belize." *Research Reports in Belizean Archaeology*, Vol. 6, pp. 43-55. (with Geoffrey Braswell).
- 2009 "The Archaeology of Kayuko Naj Tunich Cave." *Research Reports in Belizean Archaeology*, Vol. 6, pp. 191-99. (with Moyes, Holly).
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SMITH, LINDSAY Anthropology

Appointed/Rank/Tenure: 2012, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., Harvard University, Anthropology, 2008

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

Percentage of Time Dedicated to Latin American Studies: 80%

Overseas Experience: Guatemala; Argentina

Relevant Courses Taught: ANTH 340/530: Introduction to Medical Anthropology; ANTH 399: Introduction to Field & Laboratory Research; ANTH 499: Field Research; ANTH 530: Anthropology of Biopolitics

Research and Teaching Specialization: Argentina; Peru; Guatemala

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 3

Distinctions: Research Fellowship, University of California Humanities Research Institute; Diversity Program for Innovative Courses in Undergraduate Education Award, University of California Los Angeles; Jacob K. Javits Fellowship, United States Department of Education.

Recent Publications:

- Manuscript Subversive Genes: Making DNA and Human Rights in Argentina. To be submitted to Duke University Press.
- In Progress "DNA and the Archive: Secrecy, Innovation, and the Making of Democratic Argentina. *Anthropology Quarterly*.
- 2013 "Genetics is a Study in Faith: Forensic DNA, kinship analysis, and the ethics of care in post-conflict Latin America," *The Scholar and the Feminist*, 11/3
- 2010 "Emotional Engagements: Acknowledgement, Advocacy, and Direct Action," in Emotions in the Field, edited by Davies, J. and Spencer D. Palo Alto, Stanford University Press (with Arthur Kleinman).
- 2007 "DNA Identification: Checking Expectations of Truth and Justice." *Anthropology News*, 48/5 (with Sarah Wagner).

TRAXLER, LOA Anthropology & Maxwell Museum of Anthropology

Appointed/Rank/Tenure: 2013, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of Pennsylvania, Anthropology, 2004

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

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Guatemala; Honduras; Spain

Relevant Courses Taught: MSST 476/576: Museum Collection Management

Research and Teaching Specialization: Ancient Maya; spectral imaging in Archeology; ceremony; burial; museum methods and exhibitions

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Director of Museum Studies, Maxwell Museum of Anthropology, University of New Mexico; Silver Medal, Interactive Kiosks, Penn Museum for *MAYA 2012*, American Alliance of Museums; Implementation Grant for *MAYA 2012*, National Endowment for the Humanities; Grant, Museo Ixchel del Traje Indígena, Program for Libraries and Archives, David Rockefeller Center for Latin American Studies; Harvard University; Grant, Penn Museum Collection Sharing Program, Program for Museums and Art Conservation, The Andrew W. Mellon Foundation; Fellow, American Academy of Arts and Sciences; Board of Directors, Copan Maya Foundation

Recent Publications:

In press *The Origins of Maya States*. Ed. with R. Sharer. University of Pennsylvania Museum, Philadelphia, PA.

In press "Copan and Quirigua: Shifting Destinies in the Southeastern Lowlands" in *Maya Political Relations and Strategies*. Ed. J. Zalka, Proceedings of the 14th European Maya Conference. (with R. Sharer).

In preparation *Early Classic Acropolis Reports Volume II: The Early Northern Platforms*. University of Pennsylvania Museum, Philadelphia, PA.

2012 "Time Beyond Kings." *Expedition* 54 (1).

2010 "Kings and commoners at Copan: Isotopic evidence for origins and movement in the Classic Maya Period" *Journal of Anthropological Archaeology* 29(1) (with T.D. Price, J.H. Burton, R.J. Sharer, J.E. Buikstra, L.E. Wright and K.A. Miller).

2008 "Micro-Attenuated Total Reflection Spectral Imaging in Archaeology: Application to Maya Paint and Plaster Wall Decorations" *Journal of Applied Spectroscopy* 62(1) (with R.A. Goodall, J.Hall, R.J. Sharer, L. Rintoul, and P. M. Fredericks).

2006 *The Ancient Maya, Sixth Edition*. Ed. with R. Sharer, Stanford University Press, Stanford, CA.

VALENCIA, CRISTOBAL Anthropology

Appointed/Rank/Tenure: 2012, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of Illinois Chicago, Anthropology, 2011

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Venezuela

Relevant Courses Taught: ANTH 530: Anthropology of Social Movements and Critical Democracy; ANTH 500: Readings in the Anthropology of Neoliberalism; ANTH 530/340: Culture and Power in the Americas; ANTH 330: Principles of Cultural Anthropology

Research and Teaching Specialization: Venezuela: state, social movements and democracy; grassroots activism and political participation; race; space; political economy and political ecology of natural gas and oil.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 1

Distinctions: Recipient, Ford Foundation Dissertation Completion Fellowship; Recipient, National Science Foundation Social Behavioral Economic Research Improvement Fellowship.

Recent Publications:

2012 "Bolívar, Ya no es Blanco: La Importancia de Procesos de Identidad." *Nuestra América Negra: Territorios y voces de la interculturalidad*. Centro de Estudios Sociales y Culturales Universidad Bolivariana de Venezuela, pp. 169-196.

SNELL, HOWARD Biology

Appointed/Rank/Tenure: 2002, Professor, Tenured Faculty

Education: Ph.D., Colorado State University, Zoology and Evolutionary Ecology, 1984

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 30%

Overseas Experience: Ecuador

Relevant Courses Taught: BIOL 651: Advanced Field Biology; BIOL 402/502: Conservation Biology; BIOL 402/502: Herpetology Collection; BIOL 386: General Vertebrate Zoology

Research and Teaching Specialization: conservation biology of the Galapagos Islands; evolutionary ecology; herpetology

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: Recipient, Premio Fundación BBVA a las Actuaciones en Conservación De La Biodiversidad en América Latina; Recipient, Citizen's Merit Medal, Community Recognition for Contributions of Scientific Research, Municipal Government of Santa Cruz, Isla Santa Cruz, Galápagos, Ecuador; Fulbright Research Fellow

Recent Publications:

- 2012 "Current status of alien vertebrates in the Galapagos Islands: invasion history, distribution, and potential impacts." *Biological Invasions*, Vol. 14, (with Phillips, R.B., and D.A. Wiedenfeld).
- 2012 "Eradication of rock pigeons, *Columba livia*, from the Galápagos Islands." *Biological Conservation*, Vol. 147 (with Phillips, R.B., B.D. Cooke, and V. Carrión).
- 2011 "Conservation of Galápagos land iguanas: genetic monitoring predictions of a long-term program on the island of Santa Cruz." *Animal Conservation*, Vol. 14 (with Fabiani, A., Trucchi, E., Rosa S., Marquez, C., Tapia, W. and Gentile, G.).
- 2010 "Growth, activity, and survivorship from three sympatric parthenogenic whiptails (Family Teiidae)." *Journal of Herpetology*, Vol. 44, No. 2 (with Bateman, H.L., A. Chung-MacCoubrey and D.M. Finch).
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WITT, CHRISTOPHER Biology

Appointed/Rank/Tenure: 2007, Associate Professor, Tenured faculty

Education: Ph.D., Louisiana State University, Biological Sciences, 2004

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 40%

Overseas Experience: Peru; Colombia; Mexico; Chile; Bolivia; Trinidad & Tobago

Relevant Courses Taught: BIOL 509: Avian Specific Specimen Preparation; BIOL 517: Basic Graduate Evolution; BIOL 386: General Vertebrate Zoology; BIOL 502: Museum Curatorial Methods; BIOL 509: Ornithological Field Expedition to Peru; BIOL 486: Ornithology.

Research and Teaching Specialization: Avian systematics; biogeography of the Neotropics; Hummingbird evolution; integrative ornithology; ornithology of Latin America and the U.S. Southwest

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 7

Distinctions: Funded over \$1.6 million USD in grants & contracts; Curator of Birds, Museum of Southwestern Biology, University of New Mexico; Doctoral Dissertation Grant, National Science Foundation

Recent Publications:

- Under Review Differential adaptation to high altitude and limited gene flow in elevational replacement species of Andean tit-tyrants. *Molecular Ecology*.
- Under Review Biogeography of an Andean radiation: strong differentiation in cloud-forest and treeline clades of metal-tail hummingbirds. *Journal of Biogeography* (with Benham, P.M., Cuervo, A.M. & McGuire, J.A.).
- In Press Stygian Owl (*Asio stygius*) is widely distributed in the Peruvian Andes. *Bulletin of the Peruvian Ornithologists' Union*. (with Schmitt, C.J. and Valqui, T.).
- 2011 Satellite imagery reveals new critical habitat for endangered bird species in the high Andes of Peru. *Endangered Species Research*, 13 (2): 145-157. (with Benham, P.M., Beckman, E.J., DuBay, S.G., Flores, M., Johnson, A.B., Lelevier, M.J., Schmitt, C.J. & Wright, N.A.).
- 2009 Avifaunal survey of the Rio Chipaota Valley in the Cordillera Azul region, San Martín, Perú. *Ornitología Neotropical* 20 (4): 535-552. (with Merkord, C.L., Mark, T., Susanibar, D. & Johnson, A.B.).
- 2007 Why are diversity and endemism linked on islands? *Ecography* 30: 331-333. (with S. Maliakal-Witt).

COVARRUBIAS, PATRICIA Communication and Journalism

Appointed, Rank, Tenure: 2005, Associate Professor, Tenured faculty

Education: Ph.D., University of Washington, Communication, 1999

Language Proficiency: Spanish (5); French (4); Latin (2)

Percentage of Time Dedicated to Latin American Studies: 35%

Overseas Experience: Mexico

Relevant Courses Taught: CJ 314: Intercultural Communication; CJ 393: Metaphors to Live and Die For-Global Perspectives; CJ 512: Cultural Codes in Communication; CJ 604: Qualitative Methods I; CJ 605: Qualitative Methods II

Research and Teaching Specialization: Mexico; interpersonal relations; intercultural competence; speech codes; ethnography of communication

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Faculty Fellow, Graduate Resource Center, University of New Mexico; Who's Who in Social Sciences Higher Education (WSSHE) Academic Keys; Nominee, Faculty of Color Awards, Peer Mentors for Graduate Students of Color, University of New Mexico

Recent Publications:

- In preparation "Please Vote for Me" and Threshold Pivots: Cultural Shifts in Face Enactments in Contemporary Chinese Social Life. To be submitted to *Journal of International and Intercultural Communication* (with Quingjing Xu).
- In preparation Contemporary Buffalo: An American Indian definition of "academic success". To be submitted to *Research on Language and Social Interaction*.
- 2009 Silences in Stewardship: Some American Indian College Students Examples. *The Howard Journal of Communications*, 20, 4, 1-20 (with S. Windchief).
- 2008 Masked Silence Sequences: Hearing Discrimination in the College Classroom. *Communication, Culture and Critique*, 1, 2, 227-252.
- 2007 (Un)biased in Western theory: Generative silence in American Indian communication. *Communication Monographs*, 74, 2, 265-271.
- 2005/2002 *Culture, communication, and cooperation: Interpersonal relations and pronominal address in a Mexican organization*, Rowman and Littlefield Publishers, Boulder, CO. (Soft cover edition 2005)
- 2005 Homemade talk: Language, identity, and other Mexican legacies for a son's intercultural competence. In Wendy Leeds-Hurwitz (Ed.), *From generation to generation: Maintaining cultural identity over time*. Cresskill, NJ: Hampton Press.
-

GANDERT, MIGUEL Communication and Journalism

Appointed/Rank/Tenure: 1990, Distinguished Professor, Tenured faculty

Education: M.A., University of New Mexico, Photography, 1983

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 35%

Overseas Experience: Venezuela; Mexico; Bolivia; Ecuador

Relevant Courses Taught: CJ 413: Acequia Culture-Fieldwork; IFDM 491 & ARTS 429/529: Borderzones-Environment, Politics, Personal; CJ 567: Seminar Digital Media; IFDM 491: Emerging World Cinema; CJ 519: Culture, Borderlands and Change

Research and Teaching Specialization: Bolivia; Mexico; rituals; photography; film; borderlands

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Director, Interdisciplinary Film and Digital Media Program, University of New Mexico; Alumni Teaching Award, University of New Mexico; Recipient of Rockefeller Foundation Grant; Nominated for Best Documentary, Rocky Mountain Emmy Association

Recent Publications:

- 2013 (Photographs) in Hotel Mariachi: Urban Space and Cultural Heritage in Los Angeles. Ed. Catherine Kurland, Enrique LaMadrid, University of New Mexico Press.
- 2012 In the Country of Empty Crosses: The Story of a Hispano Protestant Family in Catholic New Mexico. San Antonio: Trinity University Press (with Arturo Madrid-Barela).
- 2003 Hermanitos Comanchitos: Indo-Hispano Rituals of Captivity and Redemption. University of New Mexico Press (with Enrique LaMadrid)

RODRIGUEZ, ILIA Communication and Journalism

Appointed/Rank/Tenure: 2000, Associate Professor, Tenured Faculty

Education: Ph.D., University of Minnesota, Journalism and Mass Communication, 1999

Language Proficiency: Spanish (5); Portuguese (2)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Mexico; Peru

Relevant Courses Taught: CJ 491: Internship in Communication Education; CJ 509/510: Internship in Communication Education I/II; CJ 478: Media Theory and Research; CJ 365: History of Media

Research and Teaching Specialization: International communication; Latino publications

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 11

Distinctions: Recipient, Professor of the Year Award, Communication & Journalism Graduate and Professional Association, University of New Mexico; Recipient, Student Advocate Award, Communication & Journalism Graduate and Professional Association, University of New Mexico

Recent Publications:

- 2009 “‘Diversity writing’ and the Liberal Discourse on Multiculturalism in U.S. Mainstream Newspapers.” *Howard Journal of Communications*, Vol. 20, No. 2, pp. 167-88.
- 2009 “Desde las fronteras de dos casas letradas: Habla Piri Thomas.” *Revista Iberoamericana*, Vol. 75, No. 229. (With Santiago-Díaz, E).
-

SCHAEFER, RICHARD Communication and Journalism

Appointed/Rank/Tenure: 1996, Associate Professor, Tenured faculty

Education: Ph.D., University of Utah, Communication, 1992

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 35%

Overseas Experience: Mexico; Guatemala

Relevant Courses Taught: CJ 171: Writing for the Media; CJ 501: Fundamentals of Communication Research; CJ 393/593: Cross-Border Issues- Immigration; CJ 578: Media Structures

Research and Teaching Specialization: Mexico; Guatemala; El Salvador; Nicaragua; Honduras; immigration and journalism

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 5

Distinctions: Best radio program award (New Mexico) and 2nd place national (USA); Awardee, Dow Jones Multimedia Journalism Training Workshop, Dow Jones; Scholar in action award, Project for New Mexico Graduates of Color and the Office of Equity and Inclusion; University of New Mexico; Founder, Cross-Border Issues Group.

Recent Publications:

- 2013 *Writing for the Media. 2nd Ed.* Dubuque, IA (digital textbook) (with Lillian Kelly).
- 2013 “Immigration reform and macroeconomic forecasting.” UNM ConnectedED, a special supplement to New Mexico Business Weekly.
- 2012 “Human Trafficking Through Mexico and the Southwest Border: Accounts from Hidalgo and Cochise Counties.” In *Borderline Slavery: Mexico, United States, and the Human Trade*, Eds. Susan Tiano and Moira Murphy. Farnham, Surrey, England: Ashgate Publishing Ltd.
- 2010 *Introduction to Media Writing.* Kendall Hunt, Dubuque, IA (digital textbook).
- 2009 “Trends in network news editing strategies from 1969 through 2005.” *Journal of Broadcasting & Electronic Media*, 53:3.

BINDER, MELISSA Economics

Appointed/Rank/Tenure: 1995, Associate Professor, Tenured faculty

Education: Ph.D., Columbia University, Economics, 1995

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 35%

Overseas Experience: Paraguay; Mexico; Argentina

Relevant Courses Taught: ECON 410: Health and Poverty in Latin America; ECON 423: Topics in Latin American Development; ECON 521: Comparative Labor Economics

Research and Teaching Specialization: Mexico; education and economic development; health

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: Gunter Starkey Award for Teaching Excellence, University of New Mexico; World Bank Research Observer; Undergraduate Director, Department of Economics, University of New Mexico

Recent Publications:

- Forthcoming "Hispanic Origin and Obesity: Different Risk Factors, Different Responds." In Mora, Marie and Davila, Alberto eds. *The Economic Status of the Hispanic Population*. Charlotte, NC: Information Age Publishing (with Salinas, Veronica and Jillian Medeiros).
- 2009 "Why Are Some Low Income Countries Better at Providing Secondary Education?" *Comparative Education Review* 53(4)
- 2007 "The Cost of Providing Universal Secondary Education in Developing Countries." In Cohen, Joel E., David E. Bloom, and Martin Malin eds. *Educating All Children: A Global Challenge*. (Cambridge, MA: The MIT Press).

FONTENLA, MATÍAS Latin American and Iberian Institute & Economics

Appointed/Rank/Tenure: 2005, Associate Professor, Tenured faculty; 2014, Associate Director, Latin American and Iberian Institute

Education: Ph.D., University of Texas Austin, Economics, 2003

Language Proficiency: Spanish (5); Portuguese (2)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Mexico; Brazil; Colombia; Chile; Nicaragua; Argentina

Relevant Courses Taught: ECON 395/478: Study abroad in Nicaragua; ECON 514: Macroeconomics II; ECON 105: Introductory Macroeconomics; ECON 497: Reading for Honors

Research and Teaching Specialization: macroeconomics; Latin American economics; development economics; financial intermediation; economic growth and development

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 7

Distinctions: Outstanding Teacher of the Year, University of New Mexico; Senior Fellow, Robert Wood Johnson Foundation Center for Health Policy; Nominee, Faculty of Color Award, Office of Graduate Studies, University of New Mexico; Research Fellow, Sistema Nacional de Investigadores, Mexico; Leader, Nicaragua Study Abroad, University of New Mexico; Recipient, Faculty Field Research Grant, Latin American and Iberian Institute, University of New Mexico

Recent Publications:

- In Progress "Do Referees Affect the Final Score in Soccer? The Case of Argentina." (with Germán M. Izón).
- In Progress "Capital Flows, Growth and the Financial System." (with Fidel Gonzalez).
- 2012 "A City-Level Analysis of Mortality and the Business Cycle across Racial and Ethnic Groups," *Economics Bulletin*, Vol. 23 No. 3 (with Fidel Gonzalez and Troy Quast).
- 2012 "Price Convergence in an Online Virtual World," *Empirical Economics*, March (with Michael Morrison).
- 2011 "Are Recessions Good for Everyone's Health?" *Applied Economics Letters*, 1466-4291, Vol. 18, Issue 3 (with Fidel Gonzales and Troy Quast).
- 2010 "Microfinance Repayment Rates: Evidence from Grameen Argentina", in A. Lopez Feldman and R. Vallejo (eds.) *Perspectives Sobre la Economía del Desarrollo*, Colección Economía y Finanzas, Universidad de Guanajuato (with Raul Bianciotti and Shaun Haines).
- 2009 "Housing Demand in Mexico." *Journal of Housing Economics*, Vol. 18, Issue 1, March (with Fidel Gonzalez).

KELLS HALL, MICHELLE, English Language and Literature

Appointed/Rank/Tenure: 2004, Associate Professor, Tenured Faculty

Education: Ph.D., Texas A&M University College Station, English, 2002

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Mexico; Spain

Relevant Courses Taught: ENGL 543: Contemporary Rhetoric; ENGL 440/540: Language & Diversity; ENGL 440/540: Chicano Ecology & the Rhetoric of Environmental Justice; ENGL 420/520: Intercultural Rhetoric and Professional Writing

Research and Teaching Specialization: rhetoric; civil rights discourses; sociolinguistics, ethnolinguistics

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 8

Distinctions: Outstanding Book Award, Conference of College Composition and Communication; International Fellow, L.T. Jordan Institute, *Archivo General de Indias*, Stanley Cresswell Award for Excellence in Teaching, Department of English, Texas A&M University

Recent Publications:

- Forthcoming "Vicente Ximenes and LBJ's Great Society: The Rhetorical Imagination of the American GI Forum." Ed. Anthony Quiroz *Leaders of the Mexican American Generation: Biographical Sketches*. University of Colorado Press.
- 2012 "What's Writing Got to Do with It? Citizen Wisdom, Civil Rights Activism and 21st Century Community Literacy." *Community Literacy Journal* 7:1 (Fall): 89-110.
- 2007 Foreword. *Teaching Writing with Latino/a Students: Lessons Learned at Hispanic Serving Institutions*. Eds. Cristina Kirklighter, Diana Cárdenas, and Susan Wolff Murphy. State University of New York Press.
- 2006 *Héctor P. García: Everyday Rhetoric and Mexican American Civil Rights*. Southern Illinois University Press.
-

DUVALL, CHRIS Geography

Appointed/Rank/Tenure: 2008, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of Wisconsin Madison, Geography, 2006

Language Proficiency: French (3); Spanish (2); Portuguese (2)

Percentage of Time Dedicated to Latin American Studies: 55%

Overseas Experience: Chile

Relevant Courses Taught: GEOG 515: Cultural and Political Ecology of Afro-Brazil; GEOG 471: Applied Geography Seminar; GEOG 464/564: Food and Natural Resources

Research and Teaching Specialization: biogeography; culture and historical ecology; African diaspora; food geography

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 7

Distinctions: First Place Poster Presentation, 73rd Annual Meeting of the Rural Sociological Society; J. Warren Nystrom Dissertation Award, Association of American Geographers

Recent Publications:

- 2014 *Cannabis*. Botanical Series, Reaktion Press, London.
- 2012 *Learning Physical Geography in the Southwest: Exercises for Introductory Physical Geography*. Second edition, Raleigh: Contemporary Publishing Co., pp. 272.
- 2009 "A Maroon Legacy? Sketching African contributions to live fencing practices in early Spanish America." *Singapore Journal of Tropical Geography*, Vol. 30, No. 2, pp. 232-247.

BIEBER, JUDITH History

Appointed/Rank/Tenure: 1994, Associate Professor, Tenured Faculty

Education: Ph.D., Johns Hopkins University, History, 1994

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

Percentage of Time Dedicated to Latin American Studies: 75%

Overseas Experience: Brazil; Mexico

Relevant Courses Taught: HIST 281: Colonial Latin America; HIST 282: Modern Latin America; HIST 468/648: Society and Development in Latin America; HIST 472/652: Women in Modern Latin America; HIST 474/654: Slavery and Race Relations in the Americas; HIST 376/576: Colonial Brazil; HIST 377/577: Modern Brazil; HIST 664: Advanced Historiography; HIST 687: Modern Latin American History; HIST 688: Modern Brazilian History

Research and Teaching Specialization: Brazil: 19th C., Imperial period, race & ethnicity, regional politics; comparative slavery and race relations; state formation and economic development; frontiers and borderlands

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 6

Distinctions: Honorable Mention, Warren Dean Prize; Research Stipend, National Endowment for the Humanities; Recipient, Fulbright Dissertation Research Fellowship

Recent Publications:

- 2010 *La Sociedad: Guardians of Hispanic Culture along the Río Grande.* UNM Press
- 2010 "The Baum-Brazil Connection: Possible Influences on Baum's Novel *The Fate of a Crown*." *The Baum Bugle*, Vol 54, No. 1.
- 2010 "The Fate of a Crown: The Serialization and Promotion of Baum's First Pseudonymous Novel." *The Baum Bugle*, Vol. 54, No. 1.
- 2006 "Of Cannibals and Frenchmen: the production of ethnographic knowledge in early nineteenth Century Brazil" *Interletras: Revista Transdisciplinar de letras, educação e cultura*, Vol. 1, No. 5.
- 2002 "O sertão mineiro como espaço político (1831-1850)." *Estudos Humanidades: Revista da Universidade Católica de Goiás*, Vol. 29.
-

GARCIA Y GRIEGO, MANUEL History

Appointed/Rank/Tenure: 2006, Associate Professor, Tenured Faculty

Education: Ph.D., University of California Los Angeles, History, 1988

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Mexico

Relevant Courses Taught: HIST 431/631: Political History of the US; HIST 300/500: New Mexico since 1848; HIST 320: Immigration and Assimilation; CCS 490: Advanced Seminar in Chicana/Chicano Studies

Research and Teaching Specialization: Mexican foreign policy; Mexican-U.S. relations; border security; Mexican emigration policy; Mexican immigration

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Director, Southwest Hispanic Research Institute, University of New Mexico; Founding Director, Land Grant Studies Program, University of New Mexico

Recent Publications:

- 2008 Persistence and Disintegration: New Mexico's Community Land Grants in Historical Perspective. *Natural Resources Journal*, 48: 847.
- 2008 "La Política Exterior de México y la Emigración a Estados Unidos: Intereses y resultados," in Ana Covarrubias (ed.) *Temas de Política Exterior*, Mexico City: El Colegio de México.
- 2007 *Researching Migration: Stories from the field* (Ed. with Louis DeSipio and Sheri Kossoudji), New York: SSRC Books.
- 2007 "Beating Around the Bush: Symbolism and Substance in Contemporary Immigration Policy," in Jose E. Cruz (ed.), *Latino Immigration Policy: Context, issues, alternatives*, New York: New York Latino Research and Resources Network.
- 2006 "Dos Tesis Sobre Seis Decadas: La emigración a Estados Unidos y la política exterior mexicana," in Jorge A. Schiavon, Daniela Spenser and Maria Vazquez Olivera (eds.) *En Busca de una Nación Soberana: Relaciones internacionales de México, siglos XIX y XX*, Mexico City: CIDE and SRE, 2006.

GAUDERMAN, KIMBERLY History

Appointed/Rank/Tenure: 2005, Associate Professor, Tenured faculty

Education: Ph.D., University of California Los Angeles, Latin American History, 1998

Language Proficiency: French (3); Spanish (5); Nahuatl (2)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Ecuador

Relevant Courses Taught: HIST 370/570: Spanish South America to 1824; HIST 371/571: The History of Early Mexico; HIST 375: Rebellion and Revolution in Modern Andean Nations; HIST 471/651: Women in Early Latin America; HIST 473/653: Indigenous Peoples of Latin America; HIST 686: Culture, Authority & Power in the Spanish New World, 1500-1800; HIST 686: Colonial Latin American History.

Research and Teaching Specialization: Latin American history; ethnohistory; indigenous peoples; Andean Republic; history of women

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: Teaching Enhancement Grant, University of New Mexico; Fulbright Grant, University of California Los Angeles; Dissertation Research Grant, Social Sciences Research Council, University of California Los Angeles

Recent Publications:

- 2003 Women's Lives in Colonial Quito: Gender, Law, and Economy in Spanish America, Texas UP
2003 "A Loom of Her Own: Women and Textiles in Seventeenth-Century Quito," *Colonial Latin American Review*, December.
-

HALL, LINDA History

Appointed/Rank/Tenure: 1986, Distinguished Professor, Tenured faculty

Education: Ph.D., Columbia University, Latin American History, 1976

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

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Peru; Mexico

Relevant Courses Taught: HIST 478/678: Latin American Film; HIST 300/500: Beauty, Body and Power; HIST 372/572: Mexico since 1821; HIST 373/573: Mexican Revolution; HIST 469/649: Inter-American Relations; HIST 471/472/651/652: Women in Modern Latin America; HIST 687: Modern Mexico

Research and Teaching Specialization: Mexico

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 5

Distinctions: Regents Professor (permanent title), University of New Mexico; University Research Lecturer, University of New Mexico; Sneed-Wertheim Lecturer, Departments of History and Anthropology, University of New Mexico

Recent Publications:

- Under Revision Tangled Destinies: Latin America and the United States. with Don M. Coever and Blair Woodard, UNM Press.
2015 Projected Modern Latin American History Text (with José Moya and Michael Stanfield), under contract to McGraw-Hill.
2013 Dolores del Río: Icon of Beauty in Two Cultures. Stanford University Press.
2009 "The Virgin Mary and Migration: Images from the Mid-16th and the Late 20th Centuries," in Religion as Art: Guadalupe, Orishas, Sufi, edited by Steve Loza, UNM Press.
2009 "México y Estados Unidos en la lucha por el petróleo. Una revisión de los Tratados de Bucareli." *Memoria de los revoluciones en México*, #2.
2009 "Guadalupe Devotion in Mexico: A Historiographical Consideration." *History Compass*, 7/1, 95-106.
2006 "Evita Perón: Beauty, Resonance, and Heroism," in Heroes and Hero Cults in Latin America, edited by Samuel Brunk and Ben Fallow, University of Texas Press.

HUTCHISON, ELIZABETH History

Appointed/Rank/Tenure: 1998, Associate Professor, Tenured faculty

Education: Ph.D., University of California Berkeley, History, 1995

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

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Chile

Relevant Courses Taught: A&S 199: Latin American Voices; HIST 282: Modern Latin American History; HIST 320: History of Latin American Religions; HIST 419: Women in Modern Latin America; HIST 470/650 Latin American Labor and Working-Class History; HIST 486: Chile and Argentina since 1820; HIST 582: Women's Rights in Latin America; HIST 582: Gender and Sexuality in Latin American History; HIST 582: Military and Society in Latin America

Research and Teaching Specialization: Chile: history, modern period; Southern Cone: history, modern period; Latin America: religions, modern period, gender and sexuality, modern period, labor

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 13

Distinctions: Fulbright Scholar; Senior Lectureship Award, University of New Mexico

Recent Publications:

- 2009 "Shifting Solidarities: The Politics of Household Workers in Chile, 1967-1988," *Hispanic American Historical Review*, 91:1.
- 2006 Labores propias de su sexo: género y trabajo en Chile urbano, 1900-1930, trans. Jacqueline Garreaud, LOM Ediciones, Santiago, Chile, pp. 319.
- 2001 Labors Appropriate to Their Sex: Gender, Labor, and Politics in Urban Chile, 1900-1930, Duke UP, pp. 342
- 2001 "From La mujer esclava to la mujer limón: Anarchism and the Politics of Sexuality in Chile, 1901-1926," *Hispanic American Historical Review*, Vol. 81, pp. 519-54.
- 2001 "Support for Women's Rights and Gender Equity in the Andes Region and Southern Cone Office of the Ford Foundation: A Consultancy Report," *Ford Foundation*, Chile, pp. 41.
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REYES, BARBARA History

Appointed/Rank/Tenure: 2000, Associate Professor, Tenured Faculty

Education: Ph.D., University of California San Diego, History, 2000

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 75%

Overseas Experience: Mexico

Relevant Courses Taught: HIST 363/563: Early Mexican Americans; HIST 463/643: Hispanic Frontiers in North America; HIST 465/645: History of Mexican Immigration; HIST 464/644: US-Mexico Borderlands; HIST 684 & WMST 579: Chicana History

Research and Teaching Specialization: borderlands history; history of Baja California; Mexican Revolution; immigration history; Hispanic frontier history

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Recipient, Ford Foundation Post-Doctoral Fellowship; Recipient, Susan Geiger Award, Feminist Research Institute

Recent Publications:

- Forthcoming "El Norte Mexicano y el Suroeste Americano: La periferia de dos naciones y su estudio transnacional, A New Approach on the Mexico/U.S. Borderlands" (with Lucila del Carmen Leon Velazco).
- Forthcoming "Latina Leadership in Mainstream Politics: Civil Right or Civic Duty."
- 2009 *Private Women, Public Lives; Gender and the Missions of the Californias*, University of Texas Press.
- 2010 "Detengan a esa mujer!: Etnia, raza y genero en las Californias de la epoca colonial." *Revista Meyibo*, 2.
- 2008 "From Mythologizing the Tragedy to Parodying the Myth: Two Representations of the Mexican Revolution." *CRITICA: A Journal of Critical Essays* (Spring).

TRUETT, SAMUEL History

Appointed/Rank/Tenure: 1998, Associate Professor, Tenured faculty

Education: Ph.D., Yale University, American History (minor field: Mexican History), 1997

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Mexico; Argentina

Relevant Courses Taught: HIST 260: History of New Mexico; HIST 464/644: US-Mexico Borderlands; HIST 685: Seminar Comparative Borderlands

Research and Teaching Specialization: Mexico; environmental history; comparative borderlands; borderlands history and global frontiers

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 7

Distinctions: Recipient Distinguished Speakers Program, Western history Association; Grant, National Endowment for the Humanities; Lloyd Lewis Fellowship in American History, The Newberry Library; Top Young Historian, History News Network; Shoemaker Endowed Fellowship, University of New Mexico.

Recent Publications:

- Forthcoming "The Borderlands and Lost Worlds of Early American," in *Contested Spaces of Early America*, ed. Edward Countryman and Juliana Barr (Philadelphia: University of Pennsylvania Press).
- 2012 "Teaching Borderlands History for a New Generation," *The Western History Association Newsletter: Teaching the West, A Special Edition* (Spring), 18-19.
- 2011 "On Borderlands," *Journal of American History* 92:2, 338-361 (with Pekka Hämäläinen).
- 2011 "Passages into the Arizona-Sonora Borderlands," in *Major Problems in the History of North American Borderlands*, ed. Pekka Hämäläinen and Benjamin Johnson (Cengage Learning), 337-347.
- 2006/2008 *Fugitive Landscapes: The Forgotten History of the U.S.-Mexico Borderlands*; Lamar Series in Western History (New Haven: Yale University Press).
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AXELROD, MELISSA Linguistics

Appointed/Rank/Tenure: 1995, Professor, Tenured faculty

Education: Ph.D., University of Colorado Boulder, Linguistics, 1990

Language Proficiency: Spanish (3); French (3); Ixil Maya (2); O'odham (1)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Guatemala; Costa Rica; Spain; Mexico

Relevant Courses Taught: LING 322/522 & ANTH 318: Grammatical Analysis; LING 429/529 & SPAN 529: Discourse Analysis; LING 413/513: Linguistics Field Methods; LING 415/515: Native American Languages; LING 523: Functional Syntactic Theories; LING 425/525: Semantic Analysis; LING 490/590: Pragmatics

Research and Teaching Specialization: Guatemala; linguistic research on Ixil Maya

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 8

Distinctions: Principal Investigator, National Science Foundation, Language Revitalization Project; Co-Principal Investigator, National Science Foundation, collaborative research on multimedia database of Ixil Mayan narratives; Regent's Lecturer, University of New Mexico; Nominated for Distinguished Professor, University of New Mexico; Nominated for Carnegie Foundation Professor of the Year, University of New Mexico; Field Research Grant, Latin American and Iberian Institute, University of New Mexico

Recent Publications:

- Forthcoming Ixil Maya dictionary.
- Forthcoming "Linguistics for Language Programs: A Linguistics Handbook." (with E. Ashworth, S. Buescher, T. Cameron, M. Chee, H. Cowan, J. García, G. Goertz, B. Kubacki, L. Pacheco, K. Pieri, A. Pitts, S. Snyder, L. Stavely, H. Tran, S. Valadares.)
- 2010 Sociopragmatic influences on the development and use of the discourse marker *Vet* in Ixil Maya. In Andrea L. Berez, Daisy Rosenblum & Jean Mulder (eds.). *Fieldwork and linguistic analysis in Indigenous languages of the Americas. Language Documentation & Conservation Special Publication No. 2* (with Gomez de Garcia, J., and J. Lachler).
- 2005 "The Construction of Collectivity in Historical Narratives of Ixil Mayan Women." *Proceedings of the Second Conference on Indigenous Languages of Latin America*.

JACOBSON, HOLLY Linguistics

Appointed/Rank/Tenure: 2010, Associate Professor, Tenured Faculty

Education: Ph.D., University of Arizona, Sociolinguistics and Psycholinguistics, 2002

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Mexico; Spain

Relevant Courses Taught: LING 529/429: Discourse Analysis; LING 590/490: Research Methods

Research and Teaching Specialization: Intercultural communication; interactional sociolinguistics; discourse analysis; second language acquisition; applied linguistics in healthcare; health disparities

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 5

Distinctions: Scholar, National Institute of Health

Recent Publications:

- In Press "Health Literacy Level of Hispanic College Students." *Southern Medical Journal*. (With Soto Mas F, Dong Y.).
- 2012 "Communicating H1N1 risk to university students: a regional cross-sectional survey study." *Journal of Homeland Security and Emergency Medicine*. , Vol. 9, No. 1, Article 28, 1547-7355.
- 2011 "La influencia de las tabaqueras en la prevalencia de tabaquismo entre los jóvenes españoles." *Adicciones*, Vol. 23, No. 4.
- 2009 "Moving beyond words in assessing mediated interaction: measuring interactional competence in healthcare settings." *Testing and Assessment in Translation and Interpreting*. American Translators Association Scholarly Monograph Series XIV. Ed. (with Angelelli, C.).
-

KENFIELD GAMARRA, YULIANA Linguistics

Appointed/Rank/Tenure: 2014, Instructor, Non-tenure eligible faculty

Education: M.A., Antonio de Nebrija University, Applied Linguistics, 2008

Language Proficiency: Spanish (5); Quechua (3.5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Peru; Bolivia; Ecuador; Spain

Relevant Courses Taught: SPAN 101: Elementary Spanish; SPAN 201: Intermediate Spanish; LING 401/402: Quechua I & II

Research and Teaching Specialization: Quechua; language revitalization; language interference; bilingual education; cross-cultural influence in language learning; Machiguenga; Wachipaire

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: New Mexico Translators and Interpreters Association; Poetas del Sur Andino del Centro Bartolome de las Casas; National Association for Bilingual Education, Colegio de Licenciados en Turismo del Cusco

Recent Publications:

- 2008 *Errores en el uso de las perífrasis verbales de infinitivo/gerundio por estudiantes angloamericanos de E/LE*. Universidad Antonio de Nebrija.
- 2007 *Detenidas pero no olvidadas*. Women Among Words, Seattle.
- 2007 *Día de los muertos*. Women Among Words, Seattle.
- 2005 *Alma Diversa*. ICPNA: American-Peruvian Cultural Institution of Cusco.
- 2003 *Plan de Oferta Turística Alternativa en Machupicchu pueblo*. Universidad San Antonio Abad del Cusco, Peru.
- 2002 *Poetry Anthology of Espiritu en Barro, Bartolomé de las casas*. Andean Studies Center.

Name: MONDLOCH, JAMES (Adjunct Professor, Latin American and Iberian Institute)

Tenure: Non-tenured faculty

Education: PhD, SUNY Albany, Linguistics, 1981; MA, University of Rochester, Anthropology, 1978; BA, Carroll College, Chemistry & Math, 1959

Academic Experience: 1994-2009, University of New Mexico, Adjunct Professor, Latin American and Iberian Institute; 1991-2007, University of New Mexico, Valencia, Adjunct Professor; 1985, New Mexico State University, Adjunct Professor, Sociology

Overseas Experience: 2009, Guatemala, translation of Quiche Manuscript; 2008, Guatemala, translation of Titulo K'oyoy (Quiche); 2006, Guatemala, Translation of Titulo Yax (Quiche); 2002, Guatemala, Search for Original Quiche manuscripts; 1983, Guatemala, Translation of Titulo de Totonicapan (Quiche); 1979- 1981, Guatemala, health care, established maternal/child health clinics in rural Quiche and Cakchiquel areas; 1976-1979, Guatemala, Linguistic field work in Quiche area; 1965-1975, Guatemala, missionary work, learned quiche language and culture

Language Proficiency (Novice, Intermediate, Advanced, Superior): Quiche-Maya, superior; Spanish, advanced; Cakchiquel-Maya, intermediate

% Time Dedicated to Area/International Studies Courses: 100%

Area/International Studies Courses Taught: LING 401 Quiche-Maya 1; LING 402 Quiche-Maya 2; LING 403 Quiche-Maya 3; LING 404 Quiche-Maya 4

Research and Teaching Specialization: Guatemala, quiche language and culture

Recent Publications: Titulo K'oyoy (translation and commentary), at press; Titulo de Totonicapan (retranslation), 2007; Review of Memorial de Solola by Simon Otzoy, 2005.

Dissertations and Theses Supervised in Past 5 Years: 1

Distinctions: 1981, Honors Convocation Award for Academic Excellence

VALLEJOS YOPAN, ROSA Linguistics & Spanish and Portuguese

Appointed/Rank/Tenure: 2012, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of Oregon, Linguistics, 2010

Language Proficiency: Spanish (5); Kokama (3); Portuguese (3); French (3); Secoya (1)

Percentage of Time Dedicated to Latin American Studies: 80%

Overseas Experience: Mexico; Peru; Colombia

Relevant Courses Taught: LING 301: Introduction to Linguistic Analysis; SPAN 351: Introducción a la Lingüística Hispánica; LING 415/515: Survey of Native American Languages; LING 490/590: Language Contact; SPAN 449/559: Spanish morphosyntax

Research and Teaching Specialization: Documentary and comparative linguistics; Amazonian indigenous languages; functional syntax and the syntax-discourse interface.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Mary Haas Book Award, Society for the Studies of Indigenous Languages of the Americas; three National Science Foundation Research Grants; FORD Foundation Fellowship; Director, Interamerican University Studies Institute, Queretaro Program, University of Oregon

Recent Publications:

Forthcoming Reference constraints and information-structure management in Kokoma purpose clauses: A typological novelty? *International Journal of American Linguistics*.

Forthcoming Integrating language documentation, language preservation, and linguistic research: Working with the Kokamas from the Peruvian Amazon. *Language Documentation & Conservation*.

Under Review Amazonian Spanish: Uncovering Variation and deconstructing Stereotypes.

2010 Is there a Ditransitive Construction in Kokama-Kokamilla? *Studies in Language*, 34.1:75-107.

2009 The focus function(s) of =pura in Kokama-Kokamilla discourse. *International Journal of American Linguistics*, 75.3:399-432.

2007 Fonología de la varied cocamilla del río Huallaga. Volume: *Fonologías*, Programa de Formación de Maestros Bilingües de la Amazonía Peruana, Perú.

HTUN, MALA Political Science

Appointed/Rank/Tenure: 2011, Associate Professor, Tenured Faculty

Education: Ph.D., Harvard University, Political Science, 2000

Language Proficiency: Spanish (5); Portuguese (4)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Costa Rica; Colombia; Argentina; Brazil

Relevant Courses Taught: POLS 220: Comparative Politics; POLS 496: Gender Politics: State, Economy & Family; POLS 520: Seminar in Comparative Politics; POLS 521: Race and Ethnicity in Latin America

Research and Teaching Specialization: Brazil; Argentina; Andean Countries; race; gender

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 5

Distinctions: Heinz Eulau Award from the American Political Science Association for the best article in *Perspectives in Politics*; Best Dissertation on Women and Politics, Women and Politics Research Section, American Political Science Association; National Science Foundation Graduate Fellow; Certificate of Distinction in Teaching, Harvard University; Firestone Award for Excellence in Undergraduate Research, Stanford University

Recent Publications:

- Under Contract **Politics of Inclusion: Gender Quotas and Ethnic Reservations in Latin America.** Cambridge University Press.
Forthcoming "Political Inclusion and Representation of Afrodescendant Women in Latin America," in Representation: The Case of Women, edited by Maria Escobar-Lemmon and Michelle Taylor-Robinson.
- 2013 "Political Inclusion of Marginalized Groups: Gender Parity and Indigenous Reservations in Bolivia." *Politics, Groups, and Identities*, 1/1, 4-25 (with Juan Pablo Ossa).
- 2013 "Does Women's Presence Change Legislative Behavior? Evidence from Argentina," *Journal of Politics in Latin America*, 2/1, 95-125 (with Marina Lacalle and Juan Pablo Micozzi).
- 2009 "Life, Liberty, and Family Values: Church and State in the Struggle Over Abortion in Latin America," in Contemporary Catholicism, Religious Pluralism, and Democracy in Latin America, edited by Frances Hagopian, University of Notre Dame Press.
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PECENY, MARK Political Science

Appointed/Rank/Tenure: 1992, Professor, Tenured faculty; Dean, College of Arts and Sciences

Education: Ph.D., Stanford University, Political Science, 1993

Language Proficiency: Spanish (1)

Percentage of Time Dedicated to Latin American Studies: 35%

Overseas Experience: El Salvador; Cost Rica; Nicaragua

Relevant Courses Taught: UH 321: Globalization Sucks! Or Does It?; POLS 342: American Foreign Policy; POLS 345: Inter-American Relations; POLS 400: US Military Interventions; POLS 400: Democracy and the International System; POLS 441: Civil Wars; POLS 540: Graduate Pro-Seminar in International Relations; POLS 541: Graduate Research Seminar in Civil Wars

Research and Teaching Specialization: U.S. foreign policy toward Latin America; inter-American relations; international relations; military intervention; democracy promotion, civil war and conflict resolution; Colombia

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 5

Distinctions: Dean, College of Arts and Sciences, University of New Mexico; Regent's Lecturer, College of Arts and Sciences, University of New Mexico; Gunter Starkey Teaching Award, College of Arts and Sciences, University of New Mexico; Outstanding Teacher of the Year, University of New Mexico; Eugene Gallegos Regents Lectureship, University of New Mexico.

Recent Publications:

- 2011 "Winning with Warlords in Afghanistan," *Small Wars and Insurgencies*, Vol. 22, No. 4, 603-618 (with Yury Bosin).
- 2010 "Counterinsurgency in El Salvador," *Politics and Society*, Vol. 14, No. 3, pp. 207-231 (with William Stanley).
- 2007 "Venezuela and the Collective Defense of Democracy Regime in the Americas", *Democratization*, Vol. 14, No. 3, pp. 207-231 (with Randall Parish and Justin Delacour).
- 2006 "The FARC's Best Friend: United States Anti-Drug Policies and the Deepening of Colombia's Civil War in the 1990s," *Latin American Politics and Society*, Vol. 48, No. 2, pp. 95-116 (with Michael Durnan).

SCHRANK, ANDREW Political Science

Appointed/Rank/Tenure: 2005, Professor, Tenured Faculty

Education: Ph.D., University of Wisconsin Madison, Sociology, 2000

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 65%

Overseas Experience: Chile; Cuba; Spain; Brazil; Costa Rica

Relevant Courses Taught: POLS 496/521: Seminar Comparative Political Economy; POLS 519/496: Pro-Seminar in Comparative Politics; POLS 485: Introduction to empirical research; POLS 300: Intro Latin American Society; SOC 580: Research Methods

Research and Teaching Specialization: Dominican Republic: export diversification, administrative reform and politics, labor; Central America: corruption, administrative reform and politics, labor; Mexico: export diversification, labor

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 6

Distinctions: Grant, Latin American Studies Special Projects Initiative, Ford Foundation; Eugene V. Gallegos Lectureship, Political Science, University of New Mexico; Nominated, Outstanding Teacher of the Year, University of New Mexico; Dissertation Fellowship, Fulbright, Institute of International Education.

Recent Publications:

- In Press *When Networks Fail: Understanding Hidden Weaknesses in the Global Economy*. New Jersey: Princeton UP. (with Josh Whitford).
- 2013 "From Disguised Protectionism to Rewarding Regulation: The Impact of Trade-related Labor Standards in the Dominican Republic." *Regulation & Governance*, Vol. 7, No. 3.
- 2013 "Quantitative Cross-National Sociology and the Methodological Abyss: Comment on Alcacer and Ingram." *American Journal of Sociology*, Vol. 118, No. 4.
- 2008 Ed. *The Global Governance of Food*. New York: Routledge. (with Abigail Cooke).
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STANLEY, WILLIAM Political Science

Appointed/Rank/Tenure: 1990, Professor, Tenured faculty

Education: Ph.D., Massachusetts Institute of Technology, Political Science, 1991

Percentage of Time Dedicated to Latin American Studies: 75%

Overseas Experience: Guatemala; Brazil; El Salvador; Nicaragua; Mexico; Costa Rica

Language Proficiency: Spanish (4); Portuguese (2)

Relevant Courses Taught: POLS 541: Seminar on Climate Change Politics; POLS 541: Seminar on Civil War and Peacekeeping; POLS 442/512: International Peacekeeping; POLS 521: Human Rights in Latin America; POLS 355: Central American Politics; POLS 356: Latin American Politics; POLS 400/512: Law and Justice in Latin America; POLS 512: Central America Research Seminar; POLS 512: Central American Politics

Research and Teaching Specialization: El Salvador; Guatemala; Costa Rica; Honduras; Nicaragua; institutional reform; civil war; conflict resolution; political violence; civil-military relations

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 7

Distinctions: Regents' Lecturer, University of New Mexico; Chair, Department of Political Science, University of New Mexico; Consultant, United Nations Truth Commission for El Salvador

Recent Publications:

- 2013 *Enabling Peace in Guatemala: the Story of MINUGUA*. Bould and London: Lynn Reinner Press.
- 2010 "Counterinsurgency in El Salvador," *Politics and Society*, 38 (10) (with Mark Peceny).
- 2007 "Multiple Transitions and Interim Governance El Salvador and Guatemala," for *Interim Governments: Institutional Bridges to Peace and Democracy?*, Karen Gutierrez and Jessica Piombo, eds., Washington, D.C.: United States Institute of Peace Press.
- 2007 "Business as Usual? Justice and Policing Reform in Postwar Guatemala," in *Constructing Justice and Security After War*, Charles T. Call, ed., Washington, D.C.: United States Institute of Peace Press.
- 2006 "El Salvador: State-Building Before and After Democratisation, 1980-1995," *Third World Quarterly*, 27(1).
- 2003/2008 "Military and Police Reform after Civil Wars," in *Contemporary Peacemaking: Conflict, Violence and Peace Processes*, John Darby and Roger MacGinty, eds., (with Charles Call) Houndsmill, Basingstoke, Hampshire and New York: Palgrave MacMillan.

GONZALES, PHILLIP Sociology

Appointed/Rank/Tenure: 1987, Professor, Tenured faculty

Education: Ph.D., University of California Berkeley, Sociology, 1985

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 35%

Overseas Experience: Mexico; Spain

Relevant Courses Taught: SOC 331: Collective Behavior; SOC 420: Race and Cultural Relations; SOC 510: Social and Political Movements; SOC 520: Racial and Ethnic Relations

Research and Teaching Specialization: Sociology of race and ethnicity; collective behavior and social movements; Latinos in the U.S.; Nuevomexicanos.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: Member, Alpha Kappa Delta International Sociological Honors Society

Recent Publications:

- Forthcoming *La Poesía del Pueblo: The Popular Political, Cultural and Social Poetry of Nuevomexicanos, 1888-1935.* Arte Publico Press (with A. Gabriel Meléndrez).
- 2013 "Mexican Party, American Party, Democratic Party: Establishing the American Political Party in New Mexico, 1848-1853," *New Mexico Historical Review*, 88 (3).
- 2007 "Race, Party, Class: The Contradictions of Octaviano A. Larrazolo," Norman Gross (ed.), *Noble Purposes: Nine Champions of the Rule of Law*, Athens, OH: Ohio University Press.
- 2007 *Expressing Culture: Nuevomexicana/o Creativity, Everyday Ritual, Collective Remembrance.* (Ed.) The University of Arizona Press.
- 2006 "Loyalty Questioned: *Nuevomexicanos* and the Great War," *The Pacific Historical Review* 75 (4): 629-66 (with Ann Massmann).
-

KAY, TAMARA Sociology

Appointed/Rank/Tenure: 2014, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of California Berkeley, Sociology, 2004

Language Proficiency: Spanish (4); Portuguese (2)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Brazil; Mexico; Colombia

Relevant Courses Taught: SOC 511: Globalization and Social Change; SOC 512: International Political Sociology; SOC 461: Social Dynamics of Global Change; SOC 221: Global Issues

Research and Teaching Specialization: political and legal implications of regional economic integration; transnationalism; organizations; NAFTA; labor

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 1

Distinctions: Recipient, George Kahrl Award for Excellence in Teaching, Harvard University; Nominee, Joseph R. L Evenson Memorial Teaching prize, Harvard University; William F. Milton Fund Award; Faculty Research Grant, David Rockefeller Center for Latin American Studies; Andrew W. Mellon Foundation Fellowship Award

Recent Publications:

- Under Review *The Greening and Bluing of Trade Policy: How Environmental and Labor Movements Shaped NAFTA.* Cambridge University Press (with Rhonda Evans).
- In Progress *Globalization, Culture, and the Politics of Transnational NGO Collaborations.*
- 2011 *NAFTA and the Politics of Labor Transnationalism.* New York: Cambridge University Press.
- 2011 "Legal Transnationalism: The Relationship Between Transnational Social Movement Building and International Law." *Law & Social Inquiry*. 36(2).
- 2010 "Building Solidarity with Subjects and Audience in Sociology and Documentary Photography." *Sociological Forum*.26(2).

LÓPEZ, NANCY Sociology

Appointed/Rank/Tenure: 1998, Associate Professor, Tenured faculty

Education: Ph.D., City University of New York, Sociology, 1999

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Dominican Republic

Relevant Courses Taught: SOC 216: Dynamics of Prejudice; SOC 520: Racial and Ethnic Relations; SOC 507: Race and Gender; SOC 595: Social Inequalities

Research and Teaching Specialization: Dominican Republic; race; education; gender

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 11

Distinctions: Inaugural Faculty Fellow, Academic Leadership Academy, University of New Mexico; Presidential Luminaria Faculty Award, University of New Mexico, Outstanding Faculty of Color Award, University of New Mexico

Recent Publications:

Under Review “Embodying the Researcher: Race-Gender Processes in School-based field work,” *Qualitative Studies in Education*.

Forthcoming “Killing Two Birds With One Stone? Why We Need Two Separate Questions on Race & Ethnicity in 202 Census and Beyond.” *Latino Studies Journal*.

Forthcoming “Latinos and the Color Line in the U.S.: Measuring Outcomes by Race and Ethnicity,” *Emerging Trends in the Social and Behavioral Sciences*. (Ed. Robert A. Scott and Stephen M. Kosslyn). SAGE Publications and CASBS, Stanford (with Clara Rodriguez and Grigoris Argeros).

2013 Mapping “Race”: Critical Approaches to Health Disparities Research. (Ed.). New Brunswick, NJ: Rutgers University Press (with Laura Gómez).

2013 Encyclopedia of Race and Racism, 2nd Ed. Farmington Hills, MI: Gale Cengage Learning (with Patrick Mason, Natasha Barnes, William Darity Jr., Laurent Dubois and Joseph Graves).

TIANO, SUSAN Latin American and Iberian Institute & Sociology

Appointed/Rank/Tenure: 1981, Professor, Tenured faculty; 2009, Director, Latin American and Iberian Institute

Education: Ph.D., Brown University, Sociology, 1979

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Ecuador; Cuba; Mexico

Relevant Courses Taught: SOC 509: Gender and International Development; SOC 213: Deviant Behavior; SOC 471: Contemporary Sociological Theory; SOC 101: Introduction to Sociology; SOC 507: Women in International Development; SOC 221: Rich and Poor Nations

Research and Teaching Specialization: Gender and development; sociology of Latin America, comparative political economy/globalization; political sociology; sociology of knowledge; sociology of work

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 6

Distinctions: Advisory Council, Inter-America Foundation; Faculty Award, Alumni Association, University of New Mexico; Regents’ Lecturer Award, University of New Mexico; Former Chair, Department of Sociology, University of New Mexico; Field Research Grant Funding, Tinker Foundation; National Resource Center/Foreign Language and Area Studies funding, U.S. Department of Education Title VI.; Group project abroad, Fulbright-Hayes; Grant recipient, Mellon Inter-American Field Research; Evaluator; NIH-funded program, Initiative for Minority Student Development, University of New Mexico.

Recent Publications:

2012 *Border-line Slavery: Mexico, the United States, and the Human Trade*, Ed. with Moira Murphy-Aguilar. Ashgate Press.

2011 “¿A dónde se fueron las mujeres? Tendencias en el empleo y el género en la industria de la maquiladora en Ciudad Juárez” in Luis A. Payan (Coord.) *De Soldaderas a Activistas: La Mujer Chihuahuense en los Albos del Siglo XXI*. Editoriales Eón, S.A. (with Moira Murphy-Aguilar).

2009 “Gender Matters in Maquila Employment Trends: The Case of Cd. Juárez”, *Journal of Latino-Latin American Studies*, Volume 3, Number 3 (Spring) (with Moira Murphy-Aguilar).

2008 “Human Trafficking on the U.S.-Mexico Border: Is there a Nexus with Immigration Policies?”, in UNICRI (ed.) *Freedom From Fear*, Turin, Italy (October) (with Billy Ulibarri and Carolina Ramos).

2006 “The Changing Gender Composition of the Maquiladora Work Force along the U.S.-Mexico Border” in Doreen J. Mattingly and Ellen R. Hansen (eds.) *Women and Change at the U.S.-Mexico Border: Mobility, Labor, and Activism*, Tucson: University of Arizona Press.

2005 “Women, Work, and Politics” in Richard S. Hillman (ed.) *Understanding Contemporary Latin America*, 3rd Edition. Boulder: Lynn Reinner; revised for 4th edition and 5th editions.

TORO-TULLA, HAROLD Sociology

Appointed/Rank/Tenure: 2013, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of California Berkeley, Sociology, 2007

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 60%

Overseas Experience: Brazil

Relevant Courses Taught: SOC 500: Sociological Theory; SOC 371: Classical Sociological Theory

Research and Teaching Specialization: Comparative and economic sociology.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Recipient, Postdoctoral fellowship, Weatherhead Center for International Affairs, Harvard University

Recent Publications:

- 2012 "Do Women Managers Ameliorate Gender Differences in Wages: Evidence from a Large Grocery Retailer." *Sociological Perspectives*, Vol. 55, No. 2, pp. 365-81. (with Matt Huffman and Andrew Penner).
- 2010 "Women in Power and Gender Wage Inequality: The Case of Small Businesses." *Gender and Sexuality in the Workplace*. Austin: Texas UP. (with Andrew Penner).
- 2009 "Labor Force Participation in Puerto Rico: Male and Female Cohort Differences in the Process of Development." *American Sociological Association Annual Meeting Report*, pp. 1-50.
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WOOD, RICHARD Sociology

Appointed/Rank/Tenure: 1996, Associate Professor, Tenured faculty

Education: Ph.D., University of California Berkeley, Sociology, 1995

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 35%

Overseas Experience: El Salvador; Guatemala; Mexico; Honduras

Relevant Courses Taught: SOC 247: Study Abroad, Guatemala; SOC 398: Community Organizing: Theory and Practice; SOC 422/532: Sociology of Religion; SOC 570/585: Ethnography, LTAM 400/SOC 595: Introduction to Latin American Studies

Research and Teaching Specialization: Guatemala; El Salvador; Honduras; religion; political mobilization

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 9

Distinctions: Associate Chair, Sociology, University of New Mexico; Special Advisor to the Provost on Strategic Initiatives, University of New Mexico; Founding Director, Southwest Institute on Religion, Culture and Society, University of New Mexico; Outstanding Graduate Student Mentor Award, University of New Mexico; Appointee, Pew Scholars of Religion Program; President, Faculty Senate, University of New Mexico; *Faith in Action: Religion, Race and Democratic Organizing in America*, Best Book in the Sociology of Religion, American Sociological Association

Recent Publications:

- Manuscript *A Shared Future: Ethical Democracy and Multiculturalism*, Chicago, IL: University of Chicago Press.
- Forthcoming "Advancing the Grounded Study of Religion & Society in Latin America." *Latin American Research Review*.
- Forthcoming "Public Catholicism" in *The Future of American Catholicism*, Timothy Matovino and Patricia Killen (eds.); New York, NY: Colombia University Press.
- 2013 "The Rebirth of Catholic Collective Action in Central American". *Social Compass* 60:2, 289-307 (with Stacy Keogh).
- 2012 "Interfaith Organizing: Emerging Theological and Organizational Challenges". *International Journal of Public Theology* 6, 1-23 (with Brad Fulton).
- 2009 "Taming Prophetic Religion? Faith-Based Activism and Welfare provision." *International Journal of Public Theology* 3:1, 101-119.
- 2007 Higher Power: Strategic Capacity for State and National Organizing, in *Transforming the City: Community Organizing and the Challenge of Political Change*, Marion Orr (ed.); Lawrence, KS: University of Kansas Press.
- 2007 "Thinking Culturally about Politics: Habits 20 Years Later and 20 Years Hence". *Sociology of Religion* 68:2.
- 2005 "Fe y Acción Social: Hispanic Churches in Faith-Based Community Organizing" in *Latino Religions and Civic Activism in the United States*, Virgilio Elizondo and Jesse Miranda (eds.), London and New York: Oxford University Press.

CHAPARRO-HOLGUIN, CARMEN JULIA Spanish and Portuguese

Appointed/Rank/Tenure: 2001, Lecturer, Non Tenured Faculty

Education: Ph.D., University of New Mexico, Hispanic American Literature, 2011

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Mexico

Relevant Courses Taught: SPAN 439: La dictadura en el arte; SPAN 307: Introduction to Hispanic Literature; SPAN 302: Developing Spanish Writing Skills

Research and Teaching Specialization: Latin American literature; Latin American literature of dictatorship; Mario Benedetti

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Finalist, Premio Nacional de Poesía Temática; Nominee, Premio Continentes, Center of Studies of the Mixteca Culture

Recent Publications:

- 2013 "Lucia." *Sangre mia. Poesía de la frontera: violencia, genero e identidad en Ciudad Juarez*. Michigan: Ohio Wesleyan UP, pp. 68-87.
- 2011 "La duda". *Memorias del Primer Encuentro Regional de Mujeres Poetas del Noroeste y del Quinto Encuentro de Mujeres Poetas en Huejoquilla*. (México, D.F.: Tintanueva Ediciones): 107-08.
- 2011 "Plegaria". *Cinco siglos de poesía femenina en México. Siglos XVI al XX*. Eds. Maricruz Patiño y Leticia Luna. (México, D.F.: Biblioteca Mexiquense del Bicentenario).
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FILE-MURIEL, RICHARD Spanish and Portuguese

Appointed/Rank/Tenure: 2010, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., Indiana University Bloomington, Hispanic Linguistics, 2007

Language Proficiency: Spanish (5); French (1); Haitian Creole (1)

Overseas Experience: Colombia

Percentage of Time Dedicated to Latin American Studies: 100%

Relevant Courses Taught: LING 590/SPAN 549: Frequency Effects in Linguistic Structures; SPAN 350: Spanish Phonetics; SPAN 545: Spanish Phonology

Research and Teaching Specialization: phonology; sociolinguistics; frequency effects in language; Colombian Spanish

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Fulbright Lecturing/Research Award, Council for International Exchange of Scholars; Faculty Research Grant, University of New Mexico; Chair, Merit and Salary Committee, Spanish and Portuguese Department, University of New Mexico.

Recent Publications:

- Accepted "Form and Lemma Frequencies as Predictors of Phonetic Variation." *Corpus Linguistics and Linguistic Theory* (Ed. Stefan Th. Gries).
- Submitted "Mixed-effects models, corpus-based sociophonetic studies, and the homogeneity of variance assumption: Evidence from Spanish data." *Language Variation and Change*.
- 2013 "The storage of indexical information across segmental length utterances." *Revista Interacción* 11: 13-20 (with Samuel Turiciano).
- 2012 *Colombian Varieties of Spanish* (Ed. With Rafael Orozco). Frankfurt: Iberoamerican Vurvuert Verlag.
- 2011 "The gradient nature of s-lenition in Caleño Spanish." *Language, Variation and Change* 23(3): 223-243 (with Earl Brown).
- 2009 "The effects of word frequency on s-lenition." *Hispania* 92(2): 348-360.
- 2006 "Spanish Adjective Position: Differences Between Written and Spoken Discourse." In Clements, J.C. and Yoon, J. (Eds.), *Functional Approaches to Spanish Syntax*. New York: Palgrave MacMillan.

LAMADRID, ENRIQUE Spanish and Portuguese

Appointed/Rank/Tenure: 1985, Professor, Tenured Faculty

Education: Ph.D., University of Southern California, Latin American Literature, 1979

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Colombia; Costa Rica; Cuba; Ecuador; Mexico; Nicaragua; Peru; Spain

Relevant Courses Taught: SPAN 439: Sacred Journeys: Camino a Santiago; SPAN 439: El Camino Real; SPAN 439: Contemporary Mexican Poetry; SPAN 439: Latin American New Song; SPAN 631 & 632: Latin American Vanguard Poetry

Research and Teaching Specialization: Mexico: festivals, ballads; Cuba; Puerto Rico; folklore

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 3

Distinctions: UNM Student Service Award, Américo Paredes Prize, American Folklore Society; University of Chicago Folklore Prize for *Hermanitos Comanchitos*; UNM Library Faculty Award

Recent Publications:

2013 *Hotel Mariachi: Urban Space and Cultural Heritage in Los Angeles*. Albuquerque: UNM Press. (with Catherine L. Kurland and Miguel Gandert).

2011 *Amadito and the Hero Children*. Albuquerque: UNM Press. (illus. Amy Cordova).

2000 *Nuevo México Profundo: Rituals of an Indo-Hispano Homeland*. Santa Fe: Museum NM. (With Miguel Gandert, Ramón Gutiérrez, Lucy Lippard, Chris Wilson.).

LEHNEN, JEREMY Spanish and Portuguese

Appointed/Rank/Tenure: 2004, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of New Mexico, Latin American Studies, 2010

Language Proficiency: Spanish (5), Portuguese (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Brazil; Chile; Mexico; Spain

Relevant Courses Taught: SPAN 639 / PORT 571 / LTAM 500: Human Rights in Latin American Film; PORT 312 / 512: Brazilian Conversation and Culture; PORT 311/511: Composition and Culture; SPAN 439/639: Latin American Cinema;

SPAN 439/639: Human Rights in Latin American Film and Literature; PORT 439/539: Machões, travestis e anti-heróis: a construção do sujeito masculino na produção cultural brasileira contemporânea; SPAN 439: Digitally Dialoguing: The Influence of Electronic Media in Contemporary Latin American Cultural Production; SPAN 101: Elementary Spanish

Research and Teaching Specialization: Latin American cinema; 20th & 21st century Latin American literature; masculine and queer studies; electronic media

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Recipient, Teaching Allocations Grant, University of New Mexico

Recent Publications:

2012 "A literatura nos tempos da NAFTA: Uma visão panorâmica da literatura mexicana do século vinte e um." *Literatura Americanas*, Ed. Cícero Galeno Lopes, pp. 105-15.

2012 "Disjunctive Urbanisms: Walls, Violence and Marginality in Rodrigo Plá's *La zona* (2007)" *Mexican Studies / Estudios mexicanos*, Vol. 28, No. 1, pp. 163-182.

2009 "Constructing the Man, Constructing Narratives of Fear: 'O homem do ano.'" *Literatura e Autoritarismo: Dossiê "Cultura Brasileira Moderna e Contemporânea"*.

LEHNEN, LEILA Spanish and Portuguese

Appointed/Rank/Tenure: 2004, Associate Professor, Tenured Faculty

Education: Ph.D., Vanderbilt University, Spanish and Portuguese, 2003

Language Proficiency: Portuguese (5), Spanish, (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Brazil; Chile

Relevant Courses Taught: SPAN 439/639: What Lies Beneath: Violence, Trauma and Memory in Contemporary Latin American Culture; SPAN/PORT 532-001/570-001: Citizens of Consumption: Latin American Fiction of the Post-Dictatorship; PORT 417/517: Brazilian Popular Music; PORT 447/557: Brazilian Literature; PORT/Media Arts 416/516: Brazilian Cinema; PORT 414/514: Luso-Brazilian Culture: Forbidden Delicacies Cannibalism in Brazilian Culture; LTAM 500: Pro-Seminar in Latin American Studies

Research and Teaching Specialization: Brazil; Argentina; Chile; contemporary literature and culture

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 3

Distinctions: Wallace Research Grant, Mellon Curricular Pathways Fund; NEH Summer Seminar on Urban Brazilian Fiction

Recent Publications:

- 2013 *Citizenship and Crises in Contemporary Brazilian Literature*. Palgrave Macmillan.
- 2013 "Os sofrimentos dos jovens protagonistas em três romances de Daniel Galera." *O futuro pelo retrovisor*. Ed. Stefania Chiarelli, Giovanna Dealtry and Paloma Vidal. Rio de Janeiro: Rocco, pp. 167-184.
- 2012 "Global Sunset: Urban Itineraries and Globalized Identity in *O sol se põe em São Paulo*." *Expanding Latinidad: "Other" Latinos*. Ed. Luz Kirschner. Phoenix: Bilingual Review Press, pp. 95-109.
- 2012 "Pôr do sol global: itinerários urbanos e identidade globalizados em *O sol se põe em São Paulo*." *Nação e representação na narrativa brasileira contemporânea*. Ed. Regina Dalcastagnè and Luís Anderson Nunes da Mata. São Paulo: Horizontes, pp. 118-134.
- 2010 "Patricidal Passions: Assaulting the Father/Motherland in Reinaldo Arenas' *El asalto* and João Gilberto Noll's *A céu aberto*." *Revista literatura em debate*, Vol. 4, No. 6, pp. 240-58.

LÓPEZ, KIMBERLE Spanish and Portuguese

Appointed/Rank/Tenure: 2001, Associate Professor, Tenured Faculty

Education: Ph.D., University of California Berkeley, Hispanic Languages and Literatures, 1994

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

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Brazil; Guatemala; Mexico

Relevant Courses Taught: SPAN 430: Spanish American Short Story; SPAN 639/PORT 570: 19th Century Latin American Indigenist/Abolitionist Novel; PORT 551: Independent Study on 19th-Century Brazilian Novel; Spanish American Short Novel; SPAN 551: Judaism in Mexican literature

Research and Teaching Specialization: Mexico; Argentina; Brazil; Guatemala

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 9

Recent Publications:

- 2008 "Cannibalism." *Encyclopedia of Latin American History and Culture*. 2nd ed. New York: Scribner's.
- 2008 "Governing Juana: Madness and Manipulation of Power in Three Spanish American Plays on Juana la Loca." *Latin American Theater Review* Vol. 42, No. 1: pp. 81-100. (Co-author Angela Marino Segura).

LÓPEZ, MIGUEL Spanish and Portuguese

Appointed/Rank/Tenure: 1998, Associate Professor, Tenured Faculty

Education: Ph.D., University of California Berkeley, Hispanic Languages and Literatures, 1998

Language Proficiency: Spanish (5); Portuguese (1)

Percentage of Time Dedicated to Latin American Studies: 70%

Overseas Experience: Mexico

Relevant Courses Taught: SPAN 438: Mexican Literature; SPAN 639: Mexican Social Revolutions; SPAN 639: From Colony to Nation; SPAN 439: Latin American Literature and Cinema from Encounter

Research and Teaching Specialization: Mexican and Chicano literature; 20th & 21st century Latin American literature; border studies violence and culture

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Susan Geiger Research Grant, Feminist Research Institute, University of New Mexico; California Governor's Grant, San Francisco State University

Recent Publications:

- 2010 "Women in the Global Machine: Patrick Bard's *La frontera*, Carmen Galán Benitez's *Tierra marchita*, and Alicia Gaspar de Alba's *Desert Blood: The Juárez Murders*. In *Gender Violence at the U.S.-Mexico Border: Media Representations and Public Response*. Ed. Héctor Domínguez-Ruvalcaba and Ignacio Corona. University of Arizona Press.
- 2008 "La globalización y el gesto canibalesco en *The Rag Doll Plaques*, de Alejandro Morales" *Revista Casa de las Américas* 252.
- 2008 "Traces of Red: Anthropology, Historiographic Metafiction, and Chicano Identity in Guy Garcia's *Obsidian Sky*" *Confluencia*.
- 2008 "Pensar la nación Mexicana a través del apocalipsis ecológico en dos novelas distópicas de Homero Aridjis." *La luz queda en el aire—Estudios internacionales en torno a Homero Aridjis*. Ed. Thomas Stauder. Frankfurt: University of Erlangen-Nürnberg.
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MCKNIGHT, KATHRYN JOY Spanish and Portuguese

Appointed/Rank/Tenure: 2000, Associate Professor, Tenured faculty

Education: Ph.D., Stanford University, Spanish, 1992

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

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Costa Rica; Colombia; Spain

Relevant Courses Taught: SPAN 301: Afro-Latino Music and Society; SPAN 307: Introduction to Hispanic Texts; SPAN 431: Spanish American Literature Survey I; SPAN 439: Colonial Literatures; SPAN 639: Gender in Colonial Latin American Culture; SPAN 639: Mujeres y negros en la colonia; SPAN 502: Research and Critical Methodology

Research and Teaching Specialization: marginal voices in colonial Spanish America; African descendants in 16th & 17thC Spanish America; gender in colonial Spanish America; literature and women writers of the early-modern period.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: Former Associate Director for academic programs, Latin American and Iberian Institute, University of New Mexico; Nominated, Teaching Excellence Award, University of New Mexico; Katherine Singer Kovacs Prize, Outstanding Book in English in the field of Latin American and Spanish languages and cultures, Modern Language Association; Fulbright Fellowship

Recent Publications:

- 2012 "Limón diverso: Narraciones de identidad y cimarronaje del Palenque del Limón en Cartagena de Indias (1634)." *Estudios coloniales latinoamericanos en el siglo XXI: Nuevos itinerarios*. Ed. Stephanie Kirk. Pittsburgh: Instituto Internacional de Literatura Iberoamericana.
- 2009 *Afro-Latino voices: Documentary Narratives from the Early Modern Iberian World*. Cambridge, MA: Hackett (co-ed. Leo Garofalo).
- 2009 "Elder, Slave, and Soldier: Maroon Voices from the Palenque del Limón, 1534." In *Latino Voices: Documentary Narratives from the Early Modern Iberian World*. Co-eds. Kathryn Joy McKnight and Leo Garofalo. Cambridge, MA: Hackett.
- 2008 "Colonial Religiosity: Convents, Nuns, Witches, and Heretics." *A Companion to Latin American Literature and Culture*. Ed. Sara Castro-Klaren. Oxford: Blackwell.
- 2007 "The House of Trials and the Trials of Masters-Level Research." *Approaches to Teaching Sor Juana Ines de la Cruz*. Ed. Emilie L. Bergmann and Stacey Schlauf. New York: MLA.

MILLERET, MARGO Spanish and Portuguese

Appointed/Rank/Tenure: 1996, Associate Professor, Tenured faculty

Education: Ph.D., University of Texas Austin, Spanish and Portuguese, 1987

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

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Brazil; Mexico

Relevant Courses Taught: PORT 311: Culture and Composition; PORT 312: Culture and Conversation; PORT 416: Brazilian Cinema; PORT 457: Encounters with the New World I; PORT 458: Encounters with the New World II; PORT 570: Seminar Luso-Brazilian World

Research and Teaching Specialization: Brazil; theater; popular culture; pragmatics; Spanish America; theater

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 8

Distinctions: Secretary, American Portuguese Studies Association; Director of four study abroad programs to Brazil, University of New Mexico; Nominated for Presidential Fellowship Teaching Award, University of New Mexico; Nominated for Faculty & Staff Student Service Award, University of New Mexico; Executive Committee, American Portuguese Studies Association; Editor, Portuguese Language Journal

Recent Publications:

2012 "Pointers on Portuguese," *ADFL Bulletin* 42.1: 61-67.

2012 "Portuguese Study in Higher Education in the United States," *Hispania* 95.1: 135-50.

2012 "The Study of Portuguese in the USA and at the University of New Mexico," *O ensino de português nos Estados Unidos*. Ed. Jose Marcelo Freitas de Luna. Jundá, Brazil: Paco Editorial, pp. 57-78.

2010 "Data Driven Portuguese Program Development," *Portuguese Language Journal*, #4, Fall (with Agripino Silveira).

2009 "The Role of Evaluation in Curriculum Development and Growth of the UNM Portuguese Program." *Toward Useful Program Evaluation in College Foreign Language Education*. Eds. J.M. Norris et al. Honolulu: University of Hawaii, national Foreign Language Resource Center, 57-81 (with Agripino Silveira).

2008 "Portuguese Program Evaluation and Spanish Speakers' Needs," *Portuguese for Spanish Speakers: Teaching and Acquisition*. Eds. Lyris Wiedemann and Matilde V.R. Scaramucci. Campinas, Brazil: Pontes, 257-268.

NOGAR, ANNA Spanish and Portuguese

Appointed/Rank/Tenure: 2007, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of Texas Austin, Hispanic Literature, 2008

Language Proficiency: Spanish (5); Portuguese (2); French (1)

Percentage of Time Dedicated to Latin American Studies: 30%

Overseas Experience: Brazil; Cuba; Spain

Relevant Courses Taught: SPAN579: Mexican American Cultural Studies; SPAN 578/479: Literature of New Mexico; SPAN 439: Advanced Cultures of New Mexico

Research and Teaching Specialization: Mexico; Peru: colonial nuns and missionaries

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Finalist, University of Texas Outstanding Dissertation Award; Recipient, Research Fellowship to the Archivo General de Indias, Seville, Spain.

Recent Publications:

2014 *Sor María de Jesús de Agreda in New Spain: 1628-2010*. University of Notre Dame Press.

2014 "El lecho que abarca la vida y la muerte: Borrando los bordes existenciales en el libro infantil *Gerardo y la cama* de Fabio Morábito." *Caja de herramientas para una nueva poetica: Fabio Morábito ante la crítica*.

2014 "Rethinking the Nascent Nation: Historical Fiction and Meta-narrative in Pablo Soler Frost's 1767." *Colonial Itineraries of Contemporary Mexico*. Ed. (with Oswaldo Estrada).

2012 "Hamandeggs: Dual translation in *La casa en Mango Street*." *Confluencia*, Vol. 28, No. 1, pp. 52-66.

PLAZA, VERONICA Spanish and Portuguese & Family and Community Medicine

Appointed/Rank/Tenure: 2008, Assistant Professor, Tenure earning faculty

Education: M.D., National University of Rosario, Medical Doctor, 1990

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Argentina, Brazil, Guatemala, Mexico, Honduras, Spain

Relevant Courses Taught: SPAN 301: Medical Spanish; SPAN 302: Medical Spanish II

Research and Teaching Specialization: Guatemala; Brazil; Argentina; social epidemiology

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Senior Fellow, Robert Wood Johnson Center for Health Policy, University of New Mexico; Nominated, Teacher of the year, University of New Mexico; Invited leader, II Forum of Health Promotion in the Americas, Pan-American Health Organization and World Health Organization;

Recent Publications:

- Accepted "Sustainability and Power in Health Promotion: Participatory Research in a Reproductive Health Policy Case Study in New Mexico." Global Health Promotion.
- 2008 *HPV testing and prevention: knowledge and attitudes among Hispanic women.* Qualitative Health Research, Vol. 18, No. 5 (with Gaylord, J., Otero, M., Helitzer, D., and Wheeler, C.).
- 1996 "Experimentally - induced articular cartilage injury: The combined use of misoprostol and diclofenac as therapeutic agent." American Journal of Therapeutics 3, 204-211 (with Thonar E.J.M. and Williams, J.M.).
- 1991 *Diagnostico y enfoque clinic.* Published by the Society for the Advancement of Clinical Philosophy, Chicago, IL (With Sabelli, H., Abaira, C., Martinez, I., and Vasquez, A.).
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ROSAS-LOPATEGUI, PATRICIA Spanish and Portuguese

Appointed/Rank/Tenure: 1999, Lecturer III, Non-tenure eligible faculty

Education: Ph.D., University of New Mexico, Romance Languages, 1990

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Mexico; Argentina; Chile; Colombia; Costa Rica; El Salvador; Venezuela

Relevant Courses Taught: SPAN 432: Spanish American Literature Survey II; SPAN 301/CHMS 393/MA 330: Cine Chicano y Latino; SPAN 301: Mujeres transgresoras Mexico; SPAN 301: Cine Chicano y Munidal

Research and Teaching Specialization: Mexico; women writers; 20th century

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Outstanding Lecturer, University of New Mexico

Recent Publications:

- 2011 *Nahui Olin: sin principio ni fin. Vida, obra y varia incencion,* Universidad Autonoma de Nuevo Leon, Monterrey, Mexico. (coordinator and author).
- 2010 *Oyeme con los ojos. De Sor Juana al siglo XXI. 21 escritoras mexicanas revolucionarias,* Universidad Autonoma de Nuevo Leon, Monterrey, Mexico. (coordinator and author).
- 2008 *Yo quiero que haya mundo. Elena Garro 50 anos de dramaturgia.* Benemerita Universidad Autonoma de Puebla, Mexico. (editor and author).
- 2007 *Los colores de la memoria. Percepciones sobre Elena Garro.* Benemerita Universidad Autonoma de Puebla. (with Alicia V. Ramirez Olivares and Alejandro Palma Castro).
- 2005 *El asesinato de Elena Garro. Periodismo a través de una perspectiva biográfica.* Universidad Autonoma del Estado de Morelos, Mexico.

SANTIAGO-DIAZ, ELEUTERIO Spanish and Portuguese

Appointed/Rank/Tenure: 1998, Associate Professor, Tenured Faculty

Education: Ph.D., Brown University, Hispanic Studies, 2003

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: none

Relevant Courses Taught: SPAN 433/531: Modern Spanish-American Poetry; SPAN 439: Afro-Caribbean Literature; SPAN 479: U.S. Latino Caribbean Literature; SPAN 578: U.S. Latino Caribbean Literature; SPAN 439: The Plague in Latin American Literature; SPAN 633: Spanish American Poetry since 1950; SPAN 307: Introduction to Hispanic literature; SPAN 639: Literature of the Spanish Caribbean; SPAN 439: Literature and Social Change in Latin American; SPAN 631: Latin American Vanguard Poetry

Research and Teaching Specialization: Puerto Rico; Cuba; Dominican Republic; Afro-Hispanic literature

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 7

Distinctions: Nominee, Faculty of Color Award, University of New Mexico

Recent Publications:

- 2009 "Desde las fronteras raciales de dos casas letradas: habla Piri Thomas." *Revista iberoamericana*, Vol. 229. (with Ilia Rodríguez).
- 2007 *Escritura afropuertorriqueña y modernidad*. Pittsburgh, PA: Instituto Internacional de Literatura Iberoamericana.
- 2005 "Veinte siglos después del homicidio: el apocalipsis de Vieques según Carmelo Rodríguez Torres." *Revista iberoamericana*, Vol. 211, pp. 485-504.
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SHIN, NAOMI Spanish and Portuguese

Appointed/Rank/Tenure: 2012, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., City University of New York, Linguistics, 2006

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 85%

Overseas Experience: Peru; Spain; Mexico

Relevant Courses Taught: LING 301: Intro to Linguistic Analysis; SPAN 549: Seminar: Spanish in the United States; SPAN 352: Advanced Spanish Grammar; LING 549: Childhood Bilingualism

Research and Teaching Specialization: child language; Spanish in the US; language contact; language variation and change.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: Merit Award for outstanding achievement in research, teaching and service, University of Montana; Award Nominee, Helen and Winston Cox Education Award, University of Montana; board member, Journal of Psycholinguistic Research.

Recent Publications:

- Under Contract *Subject pronoun expression in Spanish: A cross-dialectal perspective*. Georgetown University Press (Ed.) (with Ana Carvalho and Rafael Orozco).
- Accepted La nueva frontera: Spanish-speaking populations in Central Washington. *Studies in Hispanic and Lusophone Linguistics* (with Daniel Villa and Eva Nagata).
- 2013 Social class and gender impacting change in bilingual settings: Spanish subject pronoun use in New York. *Language in Society* 42, 429-452 (with Ricardo Otheguy).
- 2013 Women at the vanguard of linguistic change in an immigrant community: Spanish subject pronoun use in New York. In Sara Beaudrie and Ana Carvalho (eds.), *Selected Proceedings of the 6th International Workshop on Spanish Sociolinguistics*.
- 2012 Variable use of Spanish subject pronouns by monolingual children in Mexico. In K. Geeslin and M. Diaz-Campos (eds.), *Proceedings of the 2010 Hispanic Linguistics Symposium*, 130-141. Cascadilla Proceedings Project.
- 2012 The development of NP selection in school-age children: Reference and Spanish subject pronouns. *Language Acquisition* 19(1), 3-38 (with Helen Smith Cairns).

VALLEJOS YOPAN, ROSA Linguistics & Spanish and Portuguese

Appointed/Rank/Tenure: 2012, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of Oregon, Linguistics, 2010

Language Proficiency: Spanish (5); Kokama (3); Portuguese (3); French (3); Secoya (1)

Percentage of Time Dedicated to Latin American Studies: 80%

Overseas Experience: Mexico; Peru; Colombia

Relevant Courses Taught: LING 301: Introduction to Linguistic Analysis; SPAN 351: Introducción a la Lingüística Hispánica; LING 415/515: Survey of Native American Languages; LING 490/590: Language Contact; SPAN 449/559: Spanish morphosyntax

Research and Teaching Specialization: documentary and comparative linguistics; Amazonian indigenous languages; functional syntax and the syntax-discourse interface.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Mary Haas Book Award, Society for the Studies of Indigenous Languages of the Americas; three National Science Foundation Research Grants; FORD Foundation Fellowship; Director, Interamerican University Studies Institute, Queretaro Program, University of Oregon

Recent Publications:

- Forthcoming Reference constraints and information-structure management in Kokoma purpose clauses: A typological novelty? *International Journal of American Linguistics*.
- Forthcoming Integrating language documentation, language preservation, and linguistic research: Working with the Kokamas from the Peruvian Amazon. *Language Documentation & Conservation*.
- Under Review Amazonian Spanish: Uncovering Variation and deconstructing Stereotypes.
- 2010 Is there a Ditransitive Construction in Kokama-Kokamilla? *Studies in Language*, 34.1:75-107.
- 2009 The focus function(s) of =*pura* in Kokama-Kokamilla discourse. *International Journal of American Linguistics*, 75.3:399-432.
- 2007 Fonología de la varied cocamilla del río Huallaga. Volume: *Fonologías*, Programa de Formación de Maestros Bilingües de la Amazonía Peruana, Perú.

VAQUERA-VASQUEZ, SANTIAGO Spanish and Portuguese

Appointed/Rank/Tenure: 2013, Assistant Professor, Tenure eligible faculty

Education: Ph.D., University of California Santa Barbara, Hispanic Languages and Literatures, 1997

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Spain; Mexico; Colombia; Peru

Relevant Courses Taught: SPAN 479/578: Chicano(a) Literature; SPAN 579: US-Mexico Borderland Cultural Production; SPAN 578: Chicano(a) Memoir

Research and Teaching Specialization: creative writing; Mexican American cultural studies and literature; border studies; 20th and 21st century Latin American literature and cultural studies

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 1

Distinctions: Fulbright Senior Lecturer, Universidad Autónoma de Madrid; Samuel Wofsy Prize; President's Year Dissertation Fellow, University of California.

Recent Publications:

- 2012 Algún día te cuento las cosas que he visto. Charlston, SC: CreateSpace Independent Publishing Platform.
- 2012 "Apuntes de un crzador de fronteras." Pasiones y obsesiones: secretos del oficio de escribir. Sandra Lorenzaon, ed. Mexico: Fondo de Cultural Económica; Universiadad del Calustro de Sor Juana.
- 2011 "Meshed América Confessions of a Mercacirce." Code Meshing as World English: Policy, Pedagogy, performance. Vershawn Ashanti Young, Aja Martinez, eds. NCTE Press.
- 2011 "Estaba un día el Santos....: clavado en las texturas de la desmadredad." Revista Iberoamericana VOL LXXVII. 234.
- 2011 "¿Ves la línea?" Malso elementos. Relatos sobre la corrupción social. Salvador Luis, ed. Lima Perus: Editorial Casatomada.

WALKER, THEODORE Spanish & Portuguese

Appointed/Rank/Tenure: 2009, Adjunct Lecturer III, Non-tenure eligible faculty

Education: Ph.D., University of New Mexico, Spanish, 2008

Language Proficiency: Spanish (5); French (2); Portuguese (1)

Percentage of Time Dedicated to Latin American Studies: 35%

Overseas Experience: Spain

Relevant Courses Taught: SPAN 429: The Spanish Avant-Garde; SPAN 411: Survey of Spanish Peninsular Literature: Origins to Golden Age; SPAN 307: Introduction to Hispanic Literature; SPAN 302: Spanish Composition; SPAN 301: Myth and Legend in Spain

Research and Teaching Specialization: Hispanic literature; translation; poetry

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Fulbright Scholar, University of New Mexico

Recent Publications:

2012 *El Camino Real: Greguerías & Sketches*. Tertulia Press (with Peter Pabisch).

2012 *Invitation to the Imagination/Invitación a la imaginación*.

2011 *Once Upon a Time You Called Me Black Boots/Érase una vez cuando me llamabas Botines Negros*. A children's story in English and Spanish.

2010 Translation. Fernando Garavito's essay "Nosotros", Von Eiereshwammerslhölen zur D.H. Lawrence. Yearbook for International German Studies. Editors: Peter Pabisch and Wolfgang Greiseneggen. Bern: Peter Lang.

2010 Translation. Angel González's poem "A veces". Von Eiereshwammerslhölen zur D.H. Lawrence. Yearbook for International German Studies. Editors: Peter Pabisch and Wolfgang Greiseneggen. Bern: Peter Lang

BORDEN, ALLISON Educational Leadership and Organizational Learning

Appointed/Rank/Tenure: 2010, Associate Professor, Tenured Faculty

Education: Ph.D., Harvard University, Education, 2002

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Guatemala; Honduras

Relevant Courses Taught: LEAD 603: Introduction to Data Analysis for Organizational Leaders; LEAD 598: Directed Readings Educational Lead; LEAD 596: Directed Readings in Educational Leadership; LEAD 595: Advanced Field Experiences; LEAD 520: School Principalship

Research and Teaching Specialization: Bilingual education; school leadership in Latin America

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 15

Distinctions: Field Research Grant, Tinker Foundation/Latin American & Iberian Institute, University of New Mexico; College of Education and Office of the Provost Field Research Grant; Reviewer of the Year, *Journal of Research on Leadership Education*; Fulbright Full Grant

Recent Publications:

2014 "Diversifying Doctoral-Level Leadership Preparation: Need versus Reality," *International Journal of Educational Reform*, with Byrne-Jiménez, M.

2011 "Relationships between Paraguayan principals' characteristics, teachers' perceptions of instructional leadership and school outcomes," *International Journal of Leadership in Education: Theory and Practice*, Vol. 14, pp. 203-227.

BLUM-MARTINEZ, REBECCA Language, Literacy and Sociocultural Studies

Appointed/Rank/Tenure: 1994, Professor, Tenured faculty

Education: Ph.D., University of California Berkeley, Education, 1993

Language Proficiency: Spanish (5); Portuguese (2); French (1)

Percentage of Time Dedicated to Latin American Studies: 35%

Overseas Experience: Ecuador; Mexico; Guatemala; Spain

Relevant Courses Taught: LLSS 456/556: First and Second Language Development in Cultural Contexts; LLSS 479/579: Mexican History and Culture for the Social Studies Curriculum; LLSS 503: Research Issues in Bilingual classrooms and Communities; LLSS 593: Literatura Infantil

Research and Teaching Specialization: Mexico: educational system, socialization patterns and culture; Mexican students in U.S. schools; Mexican migration

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: Finalist, American Council on Education Fellowship Program; Matias Chacon Award for service to the state of New Mexico, New Mexico Association for Bilingual Education; Regent's Lectureship, COE, University of New Mexico; General Faculty Acknowledgement Award, University of New Mexico

Recent Publications:

- In press Indigenous languages in schools in New Mexico: A cautionary tale. In Valladares, S. & Galindo, F. (Eds). Sharing experiences for strengthening good practices in Indigenous education. Fulbright Scholars Program, Abya Yala Press, Ecuador.
- 2013 Cutting to the common core: Decoding complex text. *Language Magazine*, 12(11).
- 2010 Espacios para la preparación docente: Desafíos y posibilidades/A place for Teacher Education: Challenges and possibilities across North America. Universidad Pedagógica Nacional: Mexico D.F. (Eds. with Sandoval, E. & Andrews, I.).
- 2007 *Native language revitalization: a manual for native language communities*. Pueblo of Acoma, NM: Linguistic Institute for Native Americans (with Leanne Hinton and Christine Sims).
- 2007 Language policy: Hidden agendas and new approaches. *Modern Language Journal*, 91(4).
-

CELEDON PATTICHIS, SYLVIA Language, Literacy and Sociocultural Studies

Appointed/Rank/Tenure: 1999, Professor, Tenured Faculty

Education: Ph.D., University of Texas Austin, Philosophy, 1998

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Argentina; Mexico

Relevant Courses Taught: CIMTE 400: Student Teaching Bilingual/ESL; LLSS 457/557: Language, Culture, and Mathematics; LLSS 580: Education of the Bilingual Student; LLSS 453: Theoretical Cultural Foundations of Bilingual Education

Research and Teaching Specialization: teaching mathematics to ESL learners; second language acquisition; cultural influences on learning.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Board of Directors, *TODOS—Mathematics for All*, National Council of Teachers of Mathematics; Chair, *AERA Hispanic Research SIG*, Faculty of Color Mentoring Award, New Mexico Graduate of Color, University of New Mexico; Scholar Reviewer's Award, National Association for Bilingual Education; Regent's Lecturer, University of New Mexico

Recent Publications:

- In press Transforming borders through English use and service-oriented cultural capital: A case study of indigenous Honduran immigrants. *Latin American Perspectives*.
- Under Review Promising pedagogical practices for emergent bilinguals in kindergarten: Towards a mathematics discourse community. *Journal of Multilingual Education Research*.
- 2012 Reflexiones sobre lenguaje, cultura y equidad en la enseñanza de matemáticas en una escuela primaria bilingüe de Estados Unidos. *GIST-Education and Learning Research Journal*, 6 (with Musanti, S.I. & Marshall, M.E.).
- 2012 "Explicame tu respuesta": Supporting the development of mathematical discourse in emergent bilingual kindergarten students. *Bilingual Research Journal*, 35(2) (with Turner, E.).
- 2011 Mathematical problem solving among Latina/o kindergartners: An analysis of opportunities to learn. *Journal of Latinos and Education*, 10(2).

LOPEZ LEIVA, CARLOS Language, Literacy and Sociocultural Studies

Appointed/Rank/Tenure: 2011, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of Illinois Chicago, Mathematics Education, 2011

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 40%

Overseas Experience: Guatemala

Relevant Courses Taught: CI 507: Teaching and Learning Mathematics in Elementary School; SPED 473: Teaching Math and Science with Adaptations; CI 482: Assessment & Instruction: A Multilingual/multicultural Perspective; ED 342: Teaching and Learning Mathematics in Elementary School

Research and Teaching Specialization: social processes of learning; teaching mathematics; socialization processes and identity development of bilingual Latino/a students

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Recipient, Teacher of the Year Award, State Education Office, Guatemala; Recipient, Dean's Merit Award, University of Chicago.

Recent Publications:

In press "Relational Engagement: Proportional Reasoning with Bilingual Latino/a Students". *Educational Studies in Mathematics*. (with Dominguez, H.).

In press "Juntos pero no revueltos: Microaggressions and language in the mathematics education of non-dominant Latinas/os." *Mathematics Education Research Journal*. (with A. & Khisty, L. L.).

In press "Acknowledging Spanish and English resources during mathematical reasoning." *Cultural Studies of Science Education*. (with Torres, Z., & Khisty, L. L.).

MEYER, LOIS, Language, Literacy and Sociocultural Studies

Appointed/Rank/Tenure: 2000, Professor, Tenured faculty

Education: Ph.D., University of California Los Angeles, Applied Linguistics, 1991

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 60%

Overseas Experience: Guatemala; Mexico; Colombia

Relevant Courses Taught: LLSS 456/556: First and Second Language Development in Cultural Contexts; LLSS 582: Curriculum development in Multicultural Education; LLSS 593/LING 590/ENGL 511/SPAN 549: Global English Issues

Research and Teaching Specialization: Mexico; indigenous teacher professional development; indigenous language revitalization; bilingualism and second language acquisition

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 5

Distinctions: Fulbright Senior Researcher Award, Teacher Education for Diversity, Oaxaca, Mexico; Advisor, Coalition of Indigenous Teachers and Promoters of Oaxaca; Advisor, National Congress on Indigenous and Intercultural Education; Chair, Language, Literacy & Sociocultural Studies, University of New Mexico

Recent Publications:

2012 Fishman's Cultural Autonomy as an Approach to Sociolinguistic Power-Sharing. *International Journal of the Sociology of Language* 213.

2011 *Comunalidad, educación y resistencia indígena en la era global: Un diálogo entre Noam Chomsky y más de 20 líderes indígenas e intelectuales del continente americano*. (Ed. With B. Maldonado Alvarado). Oaxaca, MX: Colegio Superior para la Educación Integral Intercultural de Oaxaca.

2010 *New World of Indigenous Resistance: Noam Chomsky and Voices from North, South and Central America*. (Ed. With B. Maldonado Alvarado). San Francisco, CA: City Lights Publishers.

2010 Hacia una alternativa de formación indígena bilingüe e intercultural: una pedagogía liberadora desde la "comunalidad." (Toward an alternative bilingual, intercultural indigenous teacher preparations: A pedagogy of liberation based in "comunalidad".) *Revista Latinoamericana de Educación Inclusiva* 4:1.

2009 Methods, meanings and education policy in the United States. Reprinted in *Educación Comunal*, No. 2. Oaxaca, MX: CSEIHO, CEEESCI, Universiteit Leiden, and World Learn.

TORRES, ELISEO Language, Literacy and Sociocultural Studies

Appointed/Rank/Tenure: 1996, Professor, Tenured Faculty; Vice President of Student Affairs

Education: Ed.D., Texas A&M University Kingsville, Education, 1980

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Mexico

Relevant Courses Taught: LLSS 595: Advanced Field Experiences; LLSS 593/493: Curandero: Mexican Folk-Healing

Research and Teaching Specialization: Mexican-American tradition of curanderismo; folk healing culture of the Southwest and Latin America

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 1

Distinctions: Recipient, Martin de la Cruz International Award, Mexico City

Recent Publications:

2005 *Healing With Herbs and Rituals: A Mexican Tradition*, New Mexico UP, pp. 176.

2004 *Curandero: A Life in Mexican Folk Healing*, New Mexico UP, pp. 180.

TRINIDAD GALVAN, RUTH Language, Literacy and Sociocultural Studies

Appointed/Rank/Tenure: 2003, Associate Professor, Tenured faculty

Education: Ph.D., University of Utah, Education, 2003

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Ecuador; Mexico; Guatemala

Relevant Courses Taught: LLSS 315: Educating the Linguistically Diverse Student; LLSS 513: Globalization and Education;

LLSS 518: Comparative Education; LLSS 565: Latin@ Identities and Schooling; LLSS 566: Issues in Hispanic Education;

LLSS 593/SPAN 439/639: Transborder Feminist Literary Representations

Research and Teaching Specialization: Mexico; Ecuador; globalization and transmigration; ethnographic and qualitative research; transborder and global Feminist epistemologies and pedagogies; Latin@ education

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Faculty Acknowledgment Award, University Libraries, University of New Mexico; Fulbright Scholar, Council for the International Exchange of Scholars, Ecuador; Nominated, Faculty of Color Award, Peer Mentoring for Graduates of Color, University of New Mexico; Nominated, Regents' Lectureship, College of Education, University of New Mexico.

Recent Publications:

Under review *Pedagogies of Survival in Rural Transmigrant Mexico*. Albuquerque: University of New Mexico Press and Tucson: University of Arizona Press.

2012 Testimonies of healing in Nuevo Mexico, Aztlan. In Borunda, R. & Morena, M. (eds.), *Speaking from the heart: herstories of Chicana, Latina, and Amerindian women*. Kendall Hunt Publishers.

2011 *Relatos de Supervivencia: Desafío y bienestar en una comunidad transmigrante Mexicana*. Mexico: UAEM—Universidad Autónoma del Estado de Mexico.

2011 Chicana transborder vivencias and autoheretorías: Reflections from the field. *Qualitative Inquiry* 16(6), 552-557.

2010 Calming the spirit and ensuring super-vivencia: Rural Mexican women-centered teaching and learning spaces. *Ethnography and Education* 5(3), 309-323.

2010 *The Handbook of Latinos and Education: Research, theory & practice*. New York: Routledge. (with E. Murillo Jr., S. Villenas, J. Muñoz, C. Martinez and M. Machado-Casas).

BARNET-SANCHEZ, HOLLY Art and Art History

Appointed/Rank/Tenure: 2000, Associate Professor, Tenured faculty

Education: Ph.D., University of California Los Angeles, Art History, 1993

Language Proficiency: Spanish (3), French (1)

Percentage of Time Dedicated to Latin American Studies: 80%

Overseas Experience: Mexico; Brazil

Relevant Courses Taught: ARTH 488/588: Arts of Mexico; ARTH 493: The Art of Latin America; ARTH 490/590: Muralism in the Americas

Research and Teaching Specialization: Latin American art history: 19th and 20th centuries

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 1

Distinctions: Residency Fellowship on “Latin American and Chicano/a Art Criticism since the 1940s: Between Modernity and Globalization”, Italy

Recent Publications:

- At Press Pre-Columbian Art in the United States, 1933-1944: Making “the Other” Ours, University of New Mexico Press.
- 2001 “Museums and Exhibitions: Mesoamerican Cultures,” *The Oxford Encyclopedia of Mesoamerican Cultures*, vol 2, pp. 351-356.
- 2001 “Indigenismo and Pre-Hispanic Revivals,” *The Oxford Encyclopedia of Mesoamerican Cultures*, vol 2.
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HERNANDEZ-DURÁN, RAY Art and Art History

Appointed/Rank/Tenure: 2005, Associate Professor, Tenured faculty

Education: Ph.D., University of Chicago, Art History, 2005

Language Proficiency: Spanish (4); Portuguese (3); French (3); Classic Nahuatl (2)

Percentage of Time Dedicated to Latin American Studies: 75%

Overseas Experience: Mexico; Panama; Nicaragua; Costa Rica; Guatemala; Ecuador; Peru; Chile

Relevant Courses Taught: ARTH 340: Baroque Arts and Architecture; ARTH 429: Non-Religious Colonial Arts and Architecture; ARTH 429: Colonial Art during the Bourbon Period (1700–1821); ARTH 429: Aztec Arts and Architecture; ARTH 450: Introduction to Ibero-American Colonial Arts and Architecture; ARTH 580: Graduate Seminar in Spanish Colonial Art; ART 580: Graduate Seminar in Exhibiting Colonial Art; ARTH 529: African Art;

Research and Teaching Specialization: colonial arts and architecture of New Spain, the Caribbean and Peru; Mexico: Aztec arts and architecture

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 8

Distinctions: Nominated, Presidential Teaching Fellowship, University of New Mexico; Nominated member of National Advanced Placement Art History Development Committee; Grant, P.L.A.C.E. Community Arts, University of New Mexico; Gale Memorial Award, University of New Mexico; Fulbright-Hays Dissertation Fellowship, The University of Chicago.

Recent Publications:

- In Press “The Politics of Colonial Canon Formation in Nineteenth-Century Mexico,” in *Nineteenth Century Studies: The Interdisciplinary Journal of the Nineteenth Century Studies Association*, Ed. David Hanson.
- Forthcoming “The Language of Line in Late Eighteenth-Century New Spain: The Calligraphic Equestrian Portrait of Viceroy, Bernardo de Galvez (1776)” in *Buen Gusto and Classicism in the Visual Cultures of Latin America, 1780-1970*, Eds. Paul Barrett Niell and Stacie G. Widdifield. (Albuquerque: University of New Mexico Press).
- 2010 “Modern Museum Practice in Nineteenth-Century Mexico: The Academy of San Carlos and *la antigua escuela Mexicana*,” in *Nineteenth-Century Art Worldwide: A Journal of Nineteenth-Century Visual Culture*, Eds. Petra ten-Doesschate Chu and Robert Alvin Adler, Volume 9, Issue 1.
- 2009 “*Maravilla Americana*: The Virgin of Guadalupe and the Ideal Spectator”, in *Religion as Art: Guadalupe, Orishas, and Sufi*, Ed. Steven Loza. Albuquerque: University of New Mexico Press.

JACKSON, MARGARET A. Art & Art History

Appointed/Rank/Tenure: 2010, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of California Los Angeles, Art History, 2000

Language Proficiency: Spanish (4); French (1); Quechua (1)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Peru; Spain; Mexico; Bolivia; Argentina

Relevant Courses Taught: ARTH 201: History of Art I; ARTH 411/511: Pre-Colombian Art: Mesoamerica; ARTH 412/512: Pre-Colombian Art: South America; ARTH 429/529: Narrative Pre-Colombian Art; ARTH 429/529 (study abroad in Peru): Ancient & Indigenous Art & Architecture; ARTH 429/529: Pre-Colombian Art History.

Research and Teaching Specialization: Moche imagery and iconography; Pre-Colombian art; visual cultures of ancient Mesoamerica; notation and visual literacy.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 3

Distinctions: Winner, Annual Book Award, Association of Latin American Art; Faculty Fellowship, Humanities Center, Stanford University; Franklin Research Grant, American Philosophical Society; Andrew W. Mellon Fellowship, American Council of Learned Societies; President's Dissertation Year Award, University of California Los Angeles; Fulbright Fellowship.

Recent Publications:

- Forthcoming "Chimu-Inka Weaving Baskets at Farfan" in *Farfan: Andean North Coast City*, Carol Mackey, et al, eds. UCLA Cotsen Institute of Archaeology Publishing, Los Angeles.
- 2012 "The Mediated Image: Reflections on Semasiographic Notation in the Ancient Americas" in *Agency and Epigraphy*, Joshua Englehardt, ed. University Press of Colorado.
- 2011 "Moche as Visual notation: Semasiographic Elements in Moche Ceramic Imagery," in *Their Way of Writing: Scripts, Signs and Pictographies in Pre-Colombian America*, Elizabeth Boone and Gary Urton, eds. Dumbarton Oaks, Washington DC, Harvard University Press.
- 2008 *Moche Art and Visual Culture of Ancient Peru*. University of New Mexico Press, Albuquerque.
-

HURTADO, JOSE LUIS Music

Appointed/Rank/Tenure: 2011, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., Harvard University, Composition, 2009

Language Proficiency: Spanish (5); Portuguese (2); French (1)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Argentina; Costa Rica; Mexico; Paraguay; Spain

Relevant Courses Taught: MUS 539: Theory and Contemporary Performance; MUS 252: Music Theory IV; MUS 152: Music Theory II

Research and Teaching Specialization: music theory and composition

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Recipient, Oscar Schafer Award for Excellence in Teaching, Harvard University; Winner, Rodolfo Halffter Ibero-American Composition Prize, Mexico.

Recent Publications:

- 2008 *L'ardito e quasi stridente gesto for string quartet*. Mexico: López Velarde Edition.
- 2005 *De Verde y Gris, for bass cl, bsn, vn, vc and pno*. Mexico: López Velarde Edition.

PÉREZ-GOMEZ, JORGE Music

Appointed/Rank/Tenure: 1990, Professor, Tenured Faculty

Education: D.M.A., University of Rochester, Orchestral Conducting, 1986

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Mexico

Relevant Courses Taught: MUS 560: Ensemble Performance; MUS 365: Instrumental Conducting; MUS 233: Symphony Orchestra

Research and Teaching Specialization: Latin American music; Mexican composer Silvestre Revueltas

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Diploma awarded by the Mexican government for the promotion of Mexican music outside of Mexico; Nominee, Governor's Award for Excellence and Achievement in the Arts, New Mexico

Recent Publications:

2003 "Historias Revueltas" world premiere DVD recording of "Troka" with puppets. Teatro Tinglado and University of New Mexico Symphony Orchestra.

SANTOS, CARMELO DE LOS Music

Appointed/Rank/Tenure: 2004, Associate Professor, Tenured Faculty

Education: D.M.A., University of Georgia, Violin Performance, 2004

Language Proficiency: Portuguese (5)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Argentina; Brazil; Chile; Mexico; Portugal; Spain; Paraguay; Uruguay

Relevant Courses Taught: MUS 560: Ensemble Performance String Chamber Groups; MUS 531: Chamber Music String Chamber Groups

Research and Teaching Specialization: music of Portugal and Brazil

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Recipient, Director's Excellence Award, School of Music, University of Georgia

Recent Publications:

2009 "Sonatas Brasileiras (Brazilian Sonatas)". Federal University of Rio Grande do Sul (with Ney Filakow).

2006 "Friendship"—Rahim AlHajoud and Sadaka String Quartet.

ENCINIAS-SANDOVAL, EVA Theater and Dance

Appointed/Rank/Tenure: 1976, Professor, Tenured Faculty

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Spain; Mexico

Relevant Courses Taught: DANC 169: Flamenco I; DANC 269: Flamenco II; DANC 295: Flamenco Repertory; DANC 369: Flamenco III; DANC 549: Dance Tech for Graduate Students

Research and Teaching Specialization: Flamenco

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: Founder & Director, National Institute of Flamenco, Albuquerque, New Mexico

CASTILLO, TIM Architecture and Planning

Appointed/Rank/Tenure: 2002, Associate Professor, Tenured Faculty

Education: M.Arch., Colombia University, Architecture, 1995

Language Proficiency: Spanish (2)

Percentage of Time Dedicated to Latin American Studies: 30%

Overseas Experience: Chile

Relevant Courses Taught: ARCH 462/662 & IFDM 491: Immersion Media & Intervisual

Research and Teaching Specialization: informatics; digital media; CAD/CAM processes

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Director, Art, Research, Science + Technology Digital Media Laboratory, University of New Mexico; Founder and Principal Design Director, Hybrid Environments, New Mexico; New Faculty Teacher of the Year, Association of Collegiate Schools of Architecture and American Institute of Architecture Students.

Recent Publications:

- 2013 Del Ojo al Embudo; a Digital Spatial/Cultural Cartographic Archive. The second Latin American Architecture Symposium. Atrium Press, University of Houston.
- 2011 Cultural Cartographic Archive: empowering communities through archi-digital technology. Architectural Research Centers Consortium. Lawrence Technological University (with Geraldine Forbes Isais).
- 2008 Border Fluidity: Emergence on the New Frontier. In *Fluctuating Borders: Speculations about Memory and Emergence*, Royal Melbourne Institute of Technology, [RMIT] Publishing (with Troy Lovata).
- 2006 Hybrid[s]: new pedagogical applications for designing our evolving spatial environment. Proceedings SIGRADI [Sociedade Ibero-americana de Gráfica Digital]. Santiago, Chile Universidad de Chile.

COLON, JORGE Architecture and Planning

Appointed/Rank/Tenure: 2012, Assistant Professor, Tenure Eligible Faculty

Education: M.A., Harvard University, Design Studies, 2011

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Brazil; Colombia; Cuba

Relevant Courses Taught: ARCH 602: Design Studio II; ARCH 551: Research Methodology; ARCH 517: Graduate Architectural Communications; ARCH 401: Design Studio V; ARCH 662: Critical Conservation in Havana: Social Justice and the Built Environment; LTAM 400: Buenos Aires, Mexico, and Rio: Imagination in Film and Architecture

Research and Teaching Specialization: social and economic networks; transportation systems; infrastructure in urban development and public space; formal and informal settlements within the global south.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Penny White Travel Grant; Travel Fellowship, Harvard University; Winner, Harvard Affordable Housing Design Competition.

Recent Publications:

- 2014 "Informality in Bogota: Housing, Rapid urbanization, and Public Space." *University of Manitoba Atmosphere Symposium Annual Report*.
- 2013 "Research-Based Practice as a Response to Contemporary Urban Conditions." *ARCC Architectural Research Conference Annual Report*.

PRIDE, MICHAELE Architecture and Planning

Appointed/Rank/Tenure: 2011, Professor, Tenured Faculty

Education: M.U.D., Harvard University, Urban Design, 2001

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Cuba

Relevant Courses Taught: ARCH 442/544: Politics, Culture and Architecture; ARCH 602: DPAC (Community) Studio; ARCH 604: M Arch Design IV (Research) Studio

Research and Teaching Specialization: urban design; housing and urbanism in Cuba; design studio; community-driven design; race and gender in architecture and urban design

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Associate Dean, School of Architecture and Planning, University of New Mexico; Award, Collaborative Practice, Association of Collegiate Schools of Architecture; One of 25 "most admired design educators" in the US, Design Intelligence; Founding principal, RE: ARCHITECTURE

Recent Publications:

- 2007 "Community Design of a Light Rail Transit-Oriented District using CAVE (Casewise Visual Evaluation)." *Socio Economic Planning Sciences* 41(3): 235-254 (with Bailey, K., Grossardt, T.).

HARJO, LAURA Community and Regional Planning

Appointed/Rank/Tenure: 2012, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of Southern California, Geography, 2012

Language Proficiency: Spanish (2)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Ecuador

Relevant Courses Taught: CRP 410/510: Computer Applications in Planning; CRP 474/547: Cultural Aspects of Community Development; CRP 431/531: Foundations of Community Development; CRP 470/570: Intermediate GIS; CRP 470/570: Indigenous Town Planning; CRP 485/583: Introduction to GIS

Research and Teaching Specialization: planning methods; community planning and development; GIS/statistical analysis; indigenous and collective rights; indigenous peoples and globalization

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 1

Distinctions: Delegate, National Congress of American Indians, Google Tools Summit; Grant, National Science Foundation, University of Southern California; Winner, Lynn Reyer Award in Tribal Community Development, Society for the Preservation of American Indian Culture; Ambassador, Muscogee (Creek) Nation, United Nations.

Recent Publications:

In preparation "EtvIwa Mvskoke: Other Possible Worlds." in Bastea, E., Jojola, T., and Paxson, L. (eds.) Contemporary Indigenous Architecture: Local Traditional, Global Winds. Albuquerque: UNM Press.

ISAAC, CLAUDIA Community and Regional Planning

Appointed/Rank/Tenure: 1988, Associate Professor, Tenured Faculty

Education: Ph.D., University of California Los Angeles, Planning, 1993

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

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Guatemala; Mexico

Relevant Courses Taught: CRP 589: Professional Projects II; CRP 500: Planning Theory; CRP 403/503: Community-Based Practices; CRP 435/535: Community Economics for Planners

Research and Teaching Specialization: community driven practice; education; local organization development; affordable housing; neighborhood planning and land use.

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 14

Distinctions: Recipient, Faculty of Color Lifetime Achievement Award, University of New Mexico; Recipient, Fire Award (Fueling Increasingly Relevant Education), New Mexico Education Equity Alliance; Recipient, General Library Outstanding Faculty Award, University of New Mexico.

Recent Publications:

2013 "Key Lessons Learned at the New Mexico Main street 'Winter Quarterly.'" For *New Mexico Main Street Capacity Building Initiative*. (With Amos Stoltzfus).

2013 "Community Capitals and Asset Mapping." For *New Mexico Main Street Capacity Building Initiative*.

2012 "Final Evaluation Report of Community-Based Food Security for Albuquerque Public Schools and the South Valley: A Project of AFSC-NM (10/1/09 to 9/30/12)". For *American Friends Service Committee*.

FLEMING, WILLIAM Community and Regional Planning

Appointed/Rank/Tenure: 1991, Professor, Tenured Faculty

Education: Ph.D., University of British Columbia, Civil Engineering, 1975

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Ecuador; Honduras; Mexico; El Salvador; Venezuela; Brazil

Relevant Courses Taught: CRP 181: Introduction to Environmental Problems; CRP 427/527: Watershed Management; CRP 532: Foundations of Natural Resources; CRP 416/516: National History of Watersheds, Field Approach

Research and Teaching Specialization: watershed management; regional studio; modeling the environment; foundations of natural resources planning

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 27

Distinctions: Faculty Acknowledgement Award, University of New Mexico Libraries; Excellence in Teaching, Dean's Award, University of New Mexico; Fulbright Scholar, University of New Mexico

Recent Publications:

- Forthcoming Ecological services of New Mexico acacia systems. Journal of Ecological Restoration (with J. Rivera, A. Miller and M. Piccarello).
- Forthcoming The enduring role of Sand County Almanac in community planning: thinking like a mountain. In *Rethinking Leopold's Land Ethic: Emerging Cultures of Sustainability* (W. Forbes and T. Trusty, eds.).
- 2012 Modeling water use in the Rio Hondo watershed. New Mexico Journal of Science 46:39-64 (with S. Sabu, J. Rivera, B. Thomson and V. Tidwell).
- 2012 Viability of living roof systems in Albuquerque, New Mexico: thermal performance, water efficiency and carbon sequestration potential. International Journal of Architecture, Engineering and Construction 1(4): 243-250 (with N. Ubechel).
- 2006 The next generation of watershed management programmes and projects. Food and Agriculture Organization of the United Nations Forestry Paper 150, Rome (with P. Warren, T. Hofer, D. McGuire, B. Kiersch and S. Bemini).
-

GONZALES, MOISES Community and Regional Planning

Appointed/Rank/Tenure: 2011, Assistant Professor, Tenure Eligible Faculty

Education: M.U.D., University of Colorado, Urban Design, 2011

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Mexico

Relevant Courses Taught: CRP 181: Introduction to Environmental Problems; CRP 265: Community Planning Methods; CRP 437/537: Urban Systems; CRP 521: Advanced Planning Studio; CRP 420/570: Environmental Design Studio

Research and Teaching Specialization: urban design studio; GIS visualization; planning in Chicano communities; environmental design studio

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 6

Distinctions: Director, Resource Center for RAZA Planning, University of New Mexico.

Recent Publications:

- Forthcoming "Hydrological, ecological, land use, economic, and sociocultural evidence for resilience of traditional irrigation communities in New Mexico, USA." *Journal of Hydrology and Earth System Sciences* (with S. Fernald, S. Gulden, K. Boykin, A. Ciblis and B.H. Hurd).
- Forthcoming "Southwest Urbanism, Mexican urban landscapes of the American Southwest." *Journal of the Southwest*.
- 2013 "Qualitative and Visualization Methodologies for Modeling Social-Ecological Dimensions of Regional Water Planning." *Journal of Contemporary Water Resources Education*.

JOJOLA, THEODORE Community and Regional Planning

Appointed/Rank/Tenure: 1995, Distinguished Professor, Tenured Faculty

Education: Ph.D., University of Hawaii Manoa, Political Science, 1982

Language Proficiency: Spanish (1)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Mexico

Relevant Courses Taught: CRP 376: Human Settlements; CRP 510: Planning Communication Workshop; CRP 521: Advanced Planning Studio; CRP 573: Plan on Native American Lands

Research and Teaching Specialization: indigenous architecture and communities; Native American studies

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 25

Distinctions: Richard W. Etulain Honorary Lectureship, University of New Mexico; Faculty Acknowledgement Award, AI Student Services, University of New Mexico; Regents' Professorship, University of New Mexico; Cofounder of Indigenous Planning Division, American Planning Association.

Recent Publications:

- Forthcoming Contemporary Indigenous Architecture: Local Traditions, Global Winds. (Ed. with Eleni Bastea and Lynn Paxton), UNM Press.
- Forthcoming Reclaiming Indigenous Planning. (Ed. with Ryan Walker and David Natcher), McGill-Queen's University Press.
- Forthcoming Fitting a Square Peg in a Round Hole: The History of Tribal Land-Use Planning in the United States, Routledge Press (with Tim Imeokparia).
- 2012 Just Another Day in Raven's Lifetime: IAIA as the Future of Education, in *Contemporary native Arts at IAIA* (ed. Ryan Flahive), Sunstone Press.
- 2011 A Case for Indigenous Design Education. *Design Intelligence*, Vol. 17, No. 6.
- 2007 How It Is: The Native American Philosophy of V.F. Cordova. Tucson, AZ: University of Arizona Press (with Kathleen Dean Moore, Kurt Peters and Amber Lacy).
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RICHARDSON, JAMES Community and Regional Planning

Appointed/Rank/Tenure: 1984, Professor, Tenured Faculty

Education: M.A., Massachusetts Institute of Technology, Architecture, 1981

Language Proficiency: Spanish (1)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Spain; Mexico

Relevant Courses Taught: CRP 589: Professional Projects II; CRP 580: Community Growth and Land Use; CRP 485: Practice of Negotiation

Research and Teaching Specialization: land use planning; community development; negotiation and public dispute resolution; urban design

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Recipient, Faculty Recognition Award for Outstanding Teaching and Research, University of New Mexico Libraries

Recent Publications:

- 2013 "Design Confronts Politics, and Both Thrive" *Planning Theory and Practice*, June. (with John Forester, et al).
- 2013 "Land Use and Community Planning, Creativity in the Face of Urban Design Conflict." *Planning in the Face of Conflict: The Surprising Possibilities of Facilitative Leadership*, American Planning Association Press. (With John Forester).
- 2013 "Design Confronts Politics and Both Thrive." *Planning Theory and Practice*, Vol. 14, No. 2. (With Forester, J.; Balducci, A.; Madanipour, A.; Kunzmann, K. R.; Banerjee, T.; Talen, E.).
- 2008 "Collaborative Approaches to Science in Resource Management Planning for the Lesser Prairie-chicken: Implications for Practice," *Journal of Natural Resources*. (With Jenifer Peyser).

RIVERA, JOSE A. Community and Regional Planning

Appointed/Rank/Tenure: 1981, Professor, Tenured Faculty

Education: Ph.D., Brandeis University, Social Policy, 1972

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Dominican Republic; Cuba; Ecuador; El Salvador; Spain; Mexico; Nicaragua; Argentina; Chile

Relevant Courses Taught: CRP 589: Professional Projects II; CRP 569: Rural Community Development

Research and Teaching Specialization: rural community development; public policy analysis; water resource management

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Research Scholar, Center for Regional Studies, University of New Mexico

Recent Publications:

- 2012 "Modeling Acequia Water Use in the Rio Hondo Watershed." *New Mexico Journal of Science/New Mexico's Water Resources*, Vol. 46, pp. 39-64. (With Sandeep Sabu, William Fleming, Bruce Thomson, and Vince Tidwell).
- 2012 "Rural Community Perspectives on Preparedness and Adaptation to Climate-Change and Demographic Pressure." *Journal of Contemporary Water Research & Education*, No. 147, pp. 49-62. (With Laura Mayagoitia, Brian Hurd, and Steve Guldán).
- 2012 "The Historical Role of Acequias and Agriculture in New Mexico." *Water Policy in New Mexico: Addressing the Challenge of an Uncertain Future*, David S. Brookshire, Hoshin V. Gupta, and Olen Paul Matthews, eds. New York: Resources for the Future Press.
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BACH, GEORGE Law

Appointed/Rank/Tenure: 2010, Assistant Professor, Tenure-Eligible Faculty

Education: J.D., University of New Mexico, Law, 2002

Language Proficiency: Spanish (2)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Mexico

Relevant Courses Taught: LAW 501: Introduction to Constitutional Law; LAW 607: Employment Law; LAW 500: Comparative and Historical Legal Perspectives; LAW 526: Constitutional Rights; LAW 517: Trial Practice; LAW 663: Comparative Equality & Human Rights

Research and Teaching Specialization: human rights law; labor and union law; civil rights

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Nominee, Best New Faculty Award, University of New Mexico; Treasure Award, Santa Fe Human Rights Alliance; Cooperating Attorney of the Year, ACLU-NM; President, New Mexico Lesbian and Gay Lawyers Association

Recent Publications:

- 2013 *Defining "Sufficiently Serious" in Claim of Cruel and Unusual Punishment*, 61 Drake Law Review.
- 2013 Brief of *Amici Curiae* Professors at UNM School of Law, *Griego v. Oliver*, New Mexico Supreme Court No. 34,306 (with Max J. Minzner).
- 2012 *State Law to the Contrary? Examining Potential Limits on the Authority of State and Local Law Enforcement to Enforce Federal Immigration Law*, 22 Temp. Political & Civil Rights Law Review 67.
- 2012 *Iqbal Is Not a Game-changer for Discovery in Civil Rights Cases*, with Matthew L. Garcia, 42 New Mexico Law Review 329.

CRUZ, CHRISTINE ZUNI Law

Appointed/Rank/Tenure: 1993, Dickason Professor, Tenured Faculty

Education: J.D., University of New Mexico School of Law, 1982

Language Proficiency: Spanish (1)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Brazil; Bolivia; Ecuador; Mexico

Relevant Courses Taught: LAW 586: Tribal Law Journal IV-Editors; LAW 593: Pueblo Indian Law; LAW 628: Law of Indigenous Peoples; LAW 727: Southwest Indian Law

Research and Teaching Specialization: traditional and modern law of indigenous peoples domestically and internationally

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 3

Distinctions: Associate Dean of Indian Law, University of New Mexico; Recipient, New Mexico Governor's Award for Outstanding Women; Recipient, Susan and Ronald Friedman Award for Faculty Excellence, UNM School of Law.

Recent Publications:

2012 "La verdad, el poder, y la liberación." *Harvard Journal of Law and Gender*, pp. 1-16.

2012 "Culture, Knowledge, Law, and Community: Lines of Tribe." *Berkeley La Raza Law Journal*, No. 77.

2010 "Self Determination and Indigenous Nations in the United States: International Human Right, Federal Policy, and Indigenous Nationhood." *Dialogue about Land Justice: Papers from the National Native Title Conferences*. Ed. L. Strelein.

2009 "Narrative Braids: Performing Racial Literacy." *American Indian Law Review*, Vol. 33, No. 1, pp. 153-199. (With Margaret Montoya).

LÓPEZ, ANTOINETTE SEDILLO Law

Appointed/Rank/Tenure: 1986, Professor, Tenured Faculty

Education: J.D., University of California Los Angeles, 1982

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Mexico

Relevant Courses Taught: LAW 523: NAFTA; LAW 523: International Law; LAW 523: International Family Law

Research and Teaching Specialization: Mexico; family law; women's rights; NAFTA

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 4

Distinctions: President, Clinical Legal Education Association

Recent Publications:

2008 "Culturally Effective Legal Interviewing and Counseling for the Mexican Immigrant - A Case Study." *The Voice: The Journal of the Battered Women's Movement*, pp.14-15.

MOORE, JENNIFER Law

Appointed/Rank/Tenure: 1995, Professor, Tenured Faculty.

Education: J.D., Harvard Law School, 1987

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

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Costa Rica

Relevant Courses Taught: LAW 548: Refugee and Asylum Law; LAW 505: International Law; LAW 541: Human Rights Law I & II; LAW 502: Contracts; LAW 593: Transitional Justice

Research and Teaching Specialization: comparative international law and human rights

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Fulbright Scholar

Recent Publications:

- 2014 "Protection against the Forced Return of War Refugees: An Interdisciplinary Consensus on Humanitarian *Non-refoulement*." Forthcoming chapter in symposium publication, Oxford University Refugee Studies Center and University of London Refugee Law Initiative.
- 2011 *Refugee Law and Policy: A Comparative and International Approach*. 4th Edition, Carolina Academic Press. (Co-authors K. Musalo and R. Boswell).

DE GOUVEA, RAUL School of Management

Appointed/Rank/Tenure: 1988, Professor, Tenured faculty

Education: Ph.D., University of Illinois Urbana-Champaign, Economics, 1988

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

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Brazil; Mexico; Argentina

Relevant Courses Taught: MGMT 420/595: Management in Latin America; MGMT 511: Technical Commerce and Global Environment; MGMT 490/594: Green Economic Innovation

Research and Teaching Specialization: economics and business in Latin America; international trade

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Community Leadership Award, Anderson Schools of Management, University of New Mexico; Professor of the Year Award, Anderson Schools of Management, The University of New Mexico

Recent Publications:

- Forthcoming "Brazil & China: Partners or Competitors? Designing Strategic Alliances in the Age of Uncertainty." *Asian Journal of Latin American Studies* (with M. Montoya).
- Forthcoming "Brazil's Energy Divide: Sustainable Energy Alternatives for the Brazilian Amazon Region." *International Journal of Sustainable Development & Planning*.
- 2013 "Sustainability & Entrepreneurship: Foster Indigenous Entrepreneurship in the Brazilian Amazon Region." *International Journal of Social Ecology and Sustainable Development*, Vol.4, No. 3.
- 2012 "Brazil Post Lula: Challenges and Opportunities Facing the Brazilian Business Environment." *Thunderbird International Business Review, Feature Article*, Vol. 54, No. 5.
- 2012 "Building and Eco-Innovation Cluster: Water Cluster in the Brazilian Amazon Region." *International Journal of Social Ecology and Sustainable Development*, Vol. 1, No. 2.
- 2010 "Nanotecnologia, Um Novo Paradigma de Desenvolvimento Economico: Uma Analisa da Experiencia Internacional e Brasileira." *Estrategica*, Vol. 9, No. 8.

DI GREGORIO, DANTE School of Management

Appointed/Rank/Tenure: 2009, Associate Professor, Tenured Faculty

Education: Ph.D., University of Maryland, Strategic Management, 2004

Language Proficiency: Spanish (4), French (1)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Mexico

Relevant Courses Taught: MGMT 596: International Entrepreneurship; MGMT 524/ 422: Mexican Economy and Markets; MGMT 490: Social Entrepreneurship

Research and Teaching Specialization: responses to globalization in Latin America: employment, entrepreneurship and development; internationalization of small and medium enterprises; globalization of Mexican firms; sustainable enterprise; firm-level internationalization; emerging markets; country risk; institutions and international business; global strategy

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Albert & Mary Jane Black Professorship in Economic Development, University of New Mexico

Recent Publications:

- 2012 "International New Ventures: the Cross-border Nexus of Individuals and Opportunities." *Entrepreneurial Opportunity*. (With Musteen, M., and Thomas, D).
- 2006 "Ecommerce activity, opportunities, and strategies in Latin America." *Electronic Commerce and Developing Countries*, (With De Gouvea R., and Kassicieh, S.).
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MONTOYA, MANUEL School of Management

Appointed/Rank/Tenure: 2010, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., Emory University, Foreign Relations and Literature, 2011

Language Proficiency: Spanish (5); Portuguese (1)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Brazil

Relevant Courses Taught: MGMT 493: Research Methods-McNair; MGMT 451: Problems in International Management; RES 400: Advanced Research Methods

Research and Teaching Specialization: international management; global structures; world literature

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 5

Distinctions: Member, Council on Foreign Relations; Founder and CEO, In Medias Res Consulting; Junior Faculty of the Year, Provost's Office, University of New Mexico; Teacher of the Year, University of New Mexico; Outstanding Lifetime Service Award, Emory University; ICIS International Studies Fellow, Emory University; Rhodes Scholarship, Oxford University.

Recent Publications:

- Proposed *Global Legibility: Language and Political Economy*. Blackwell Publishing
- 2013 Mercosur After Chavez. *Thunderbird International Business Review* (with R. Gouvea).
- 2013 Brazil and China: Competitors or Partners? Designing Strategic Alliances in the Age of Uncertainty. *Asian Journal of Latin American Studies*, 26 (1), 25-34 (with R. Gouvea).
- 2012 BRIC National Export Performance: A Portfolio Approach. *Journal of Chinese Economic and Business Studies*, 11 (1), 47-58 (with R. Gouvea and R. Mahto).
- 2012 Emerging Technologies and Ethics: A Race-to-the-Bottom or the Top? *Journal of Business Ethics*, 109 (4), 553-567 (with R. Gouvea, J.D. Linton and S.T. Walsh).

VIDAL, NATALIA School of Management

Appointed/Rank/Tenure: 2012, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of British Columbia, Forestry, 2009

Language Proficiency: Portuguese (5); Spanish (2)

Percentage of Time Dedicated to Latin American Studies: 30%

Overseas Experience: Brazil; Argentina; Mexico

Relevant Courses Taught: MGMT 308: Ethical, Political and Social Environment of Business

Research and Teaching Specialization: corporate responsibility; business ethics; sustainability; social entrepreneurship

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Grant, Research Allocations Committee, University of New Mexico; Graduate Fellowship, University of British Columbia; Forintek Canada Corporation Fellowship, University of British Columbia; Fellow, Daniels Fund Ethics Initiative; University of New Mexico; Associate, Center for Peace and Commerce, University of San Diego.

Recent Publications:

- 2012 "Adoption and implementation of corporate responsibility practices: A proposed framework." *Business & Society*. (with R.A. Kozak and E.N. Hansen).
- 2010 "Diffusion of corporate responsibility practices to companies: The experience of the forest sector." *Journal of Business Ethics*, 94. (with G.Q. Bull and R.A. Kozak).
- 2008 "Community forest enterprise markets in Mexico and Brazil: New opportunities and challenges for legal access to the forest." *Journal of Sustainable Forestry*, 27 (1-2). (with Molnar, A., D. Gomes, R. Sousa, L. Arguelles, S. Kaatz, G. Donini, S. Scherr and D. Kaimowitz).
- 2008 "Corporate responsibility practices in the forestry sector: Definitions and the role of context." *Journal of Corporate Citizenship*, 31 (Autumn) (with R.A. Kozak).
- 2008 "The recent evolution of corporate responsibility practices in the forestry sector." *International Forestry Review*, 10(1). (with R.A. Kozak).
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HANDAL, ALEXIS Family and Community Medicine/Public Health

Appointed/Rank/Tenure: 2008, Assistant Professor, Tenure Eligible Faculty

Education: Ph.D., University of Michigan, Epidemiological Science, 2006

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Costa Rica; Ecuador; Mexico

Relevant Courses Taught: PH 502: Epidemiological Methods I; PH 502: Epidemiologic Methods II; PH 513: Public Health Seminar; PH 524: Social Epidemiology

Research and Teaching Specialization: Ecuador: Social, reproductive and environmental epidemiology

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 7

Distinctions: Recipient, Apple for the Teacher Award – Faculty Excellence in Biomedical Sciences, University of New Mexico; Recipient, Rebecca James Baker Memorial Prize; Recipient, Fulbright Student Grant

Recent Publications:

- 2013 "Obesity and Malnutrition Among Hispanic Children in the United States: Double Burden on Health Inequities." *Revista Panamericana de Salud Pública*. (With Iriart C, Boursaw B, Rodrigues GP).
- 2011 "Chronic Malnutrition Among Overweight Hispanic Children: Understand Health Disparities." *Journal of Immigrant Minority Health*, Vol. 13, No. 6, pp. 1069-75. (With Iriart C., Boursaw B., Rodrigues G.).
- 2009 "Employment in the Ecuadorian cut-flower industry and risk of spontaneous abortion." *BMC International Health and Human Rights*, Vol. 9, No. 25. (With Harlow, SD.).
- 2008 "Occupational Exposure to Pesticides during Pregnancy and Neurobehavioral Development in Ecuadorian Children in a Flower Growing Region of Ecuador." *Epidemiology*, Vol. 19, No. 6, pp. 851-9. (With Harlow SD., Breilh J, Lozoff B.).

IRIART, CELIA Family and Community Medicine/Public Health

Appointed/Rank/Tenure: 1999, Associate Professor, Tenured Faculty

Education: Ph.D., University of Campinas São Paulo, Collective Health, 1999

Language Proficiency: Spanish (5); Portuguese (4); French (2)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Argentina; Brazil; Mexico; Nicaragua; Spain; Uruguay

Relevant Courses Taught: PH 560: Special Topics; PH 507: Health Care Systems

Research and Teaching Specialization: Social determinants of Latino childhood nutrition inequalities (micronutrient deficiencies, chronic malnutrition, obesity); health sector reform; globalization and health

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Recipient, Apple for the Teacher Award, Biomedical Sciences Graduate Program Category, University of New Mexico School of Medicine

Recent Publications:

- 2012 "Iglesias-Rios L. Biomedicalización e infancia: trastorno de déficit de atención e hiperactividad." *Interface, Comunicação Saúde, Educação*, Vol. 16, No. 43.
- 2011 Chronic malnutrition among overweight Latino children: understanding health disparities." *Journal of Immigrant and Minority Health*. (With Handal A., Boursaw B., Rodrigues G.).

PLAZA, VERONICA Family and Community Medicine & Spanish and Portuguese

Appointed/Rank/Tenure: 2008, Assistant Professor, Tenure earning faculty

Education: M.D., National University of Rosario, Medical Doctor, 1990

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Argentina, Brazil, Guatemala, Mexico, Honduras, Spain

Relevant Courses Taught: SPAN 301: Medical Spanish I; SPAN 302: Medical Spanish II

Research and Teaching Specialization: Guatemala; Brazil; Argentina; social epidemiology

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Senior Fellow, Robert Wood Johnson Center for Health Policy, University of New Mexico; Nominated, Teacher of the year, University of New Mexico; Invited leader, II Forum of Health Promotion in the Americas, Pan-American Health Organization and World Health Organization;

Recent Publications:

- Accepted "Sustainability and Power in Health Promotion: Participatory Research in a Reproductive Health Policy Case Study in New Mexico." *Global Health Promotion*.
- 2008 *HPV testing and prevention: knowledge and attitudes among Hispanic women*. *Qualitative Health Research*, Vol. 18, No. 5 (with Gaylord, J., Otero, M., Helitzer, D., and Wheeler, C.).
- 1996 "Experimentally - induced articular cartilage injury: The combined use of misoprostol and diclofenac as therapeutic agent." *American Journal of Therapeutics* 3, 204-211 (with Thonar E.J.M. and Williams, J.M.).
- 1991 *Diagnostico y enfoque clinic*. Published by the Society for the Advancement of Clinical Philosophy, Chicago, IL (With Sabelli, H., Abraira, C., Martinez, I., and Vasquez, A.).

WALLERSTEIN, NINA Family and Community Medicine/Public Health

Appointed/Rank/Tenure: 1989, Professor, Tenured faculty

Education: Ph.D., University of California Berkeley, Public Health, 1989

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

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Brazil; Colombia; Ecuador; Costa Rica; Mexico

Relevant Courses Taught: PH 501: Principles of Public Health

Research and Teaching Specialization: Latin America; Brazil; participatory evaluation strategies and design for evidence of health promotion effectiveness

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 1

Distinctions: Recipient, Outstanding Teacher of the Year, University of New Mexico; Distinguished Fellow Award, Society for Public Health Education; Lifetime Achievement Award, Larrazolo, New Mexico Public Health Association; Fulbright Scholar (Brazil and Colombia)

Recent Publications:

- Accepted CBPR and the Future of Cancer Disparities Research and Public Health Practice, Chronic Disease Prevention (with Simonds, V., Duran, B., and Villegas, M.).
- 2013 THE (Trade, Health, Environment) Impact Project: A Community-Based Participatory Research Environmental Justice Case Study, Environmental Justice, 6 (1) (with Garcia, A., Hricko, A., Marque, J., Logan, A., Nasser, E.G., and Minkler, M.).
- 2011 Reclaiming the social in community movements: perspectives from the USA and Brazil/South America: 25 years after Ottawa. Health Promotion International: 26 (Mendre, R., Minkler, M., and Akerman, M.).
- 2010 Community-Based Participatory Research Contributions to intervention research: The intersection of science and practice to improve health equity, American Journal of Public Health; *SI* (with Duran, D.).
- 2009 Entrevista: Empoderamento e participação de comunidade na efectividade da promoção da saúde, coordenação de Vera Lucia Goes Pereira Lima. Bulletin Tecnico Senac: A Revista de Educação Profissional 35 (2).
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CROWE, TERRY Occupational Therapy

Appointed/Rank/Tenure: 1992, Professor, Tenured Faculty

Education: Ph.D., University of Washington, Education, 1991

Language Proficiency: Spanish (2)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Mexico; Chile; Argentina

Relevant Courses Taught: OCH 499/690: Introduction to Mexican Traditional Medicine; OCH 600/624: Advocacy, Communication and Leadership; NUR 593: Cross-Cultural Analysis and Determinants of Maternal and Child Health

Research and Teaching Specialization: Occupational Therapy; rural health care; Indigenous medicine; Mexico

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 5

Distinctions: Service Award, American Occupational Therapy Association; Teacher Award for Curricular Leadership, School of Medicine, University of New Mexico; Nominated for Outstanding New Mexico Women Award, New Mexico; David Jackson Distinguished Research Award, State of New Mexico

Recent Publications:

- In Press Effectiveness of partnerships between people with mobility challenges and service dogs. American Journal of Occupational Therapy. (with Peresa-Burns, S., Sedillo, J.S., Henrxi, I., Winkle, M/, & Dietz, J.).
- 2011 The evolving practice of developmental care in the neonatal unit: A systematic review. Physical and Occupational Therapy in Pediatrics, 31, 315-338 (with Legendec, V., Burtner, P., & Martinez, K.).
- 2009 Contemporary Occupational Therapy Worldwide. In E.B. Crepeau, E.S. Cohn & B.B.B. Schell (Eds.) Williard and Spackman's Occupational Therapy, 11th Edition, Philadelphia: Lippincott Williams & Wilkins, 222-229.
- 2009 Time use of women with children living in an emergency homeless shelter for survivors of domestic violence. OTJR: Occupation, Participation and Health, 29, 183-189 (with McNulty, M.C., Kroening, C., VanLeit, B., & Good, R.).

SANDERS, HEIDI Occupational Therapy

Appointed/Rank/Tenure: 2000, Lecturer II, non-tenure eligible faculty

Education: M.A., University of New Mexico, Special Education, 2006

Language Proficiency: Spanish (3)

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: Mexico

Relevant Courses Taught: OCCTH 614: Applied Occupations III - Psychosocial; OCCTH 664: Applied IV - Pediatrics; OCCTH 554: Person, Family Systems Centered Care

Research and Teaching Specialization: Pediatrics; community mental health; international collaboration

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Coordinator, Young Children's Health Clinic, University of New Mexico; Consultant, Sensory Integration and Attachment Initiative, La Familia Treatment Foster Care

Recent Publications:

- In Press Neuromusculoskeletal and Movement-Related Functions. In A. Majnemer (Ed.), *Clinical and research measures for children with developmental disability: Framed by the ICF*. London: Mac Keith Press (with V. Wright, D. Maltais and P.A. Burtner).
- In Press Mobility (d410-d489). In A. Majnemer (Ed.), *Clinical and research measures for children with developmental disability: Framed by the ICF*. London: Mac Keith Press (with V. Wright, D. Maltais and P.A. Burtner).
- 2009 Appendix: Assessments Used to Measure Hand Function, Activities and Participation of Children with Cerebral Palsy. In A.C. Eliasson & P.A. Burtner *Improving Hand Function in Children with Cerebral Palsy: theory, evidence and intervention*. London: Mac Keith Press.
-

CARGAS, SARITA University Honors

Appointed/Rank/Tenure: 2011, Associate Professor, Tenured Faculty

Education: D.Phil, Oxford University, Philosophy, 2006

Language Proficiency: 0

Percentage of Time Dedicated to Latin American Studies: 25%

Overseas Experience: none

Relevant Courses Taught: UHON 121: A Humane Legacy: Human Rights Past and Present; UHON 401: Solutions to Human Rights Problems; POLS 300/ANTH 339/539: Human Rights in Anthropology; LTAM 400/500: Introduction to Human Rights: Focus Latin America

Research and Teaching Specialization: religion; human rights; Holocaust studies

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 1

Distinctions: Research Grant, Harvard Pluralism Project; Research Grant, Webster University

Recent Publications:

- 2012 "The Perceiving Process and Mystical Orientation: An Empirical Study in Psychological Type Theory Among Participants at the Parliament of the World's Religions," *Studies in Spirituality*, Vol. 22 (with Francis and Robbins).
- 2010 "The Parliament of the World's Religions, who goes and why? An empirical study of Barcelona 2004" *Journal of Beliefs and Values*, Winter (with Francis and Robbins).
- 2006 "The Faith of Many Colors: Believers in a Plurality of Traditions," *Interreligious Insight*, Vol. 4, No. 4.
- 2005 "The Relationship Between Faith Stance and Academic Study in the Experience of First Year Theology Students at Oxford University," *Dialogue*, August (with Hartley, Rowland, Sabri, Stavropoulou and Wyatt).

LOPEZ-CHAVEZ, CELIA University Honors

Appointed/Rank/Tenure: 1997, Associate Professor, Tenured Faculty

Education: Ph.D., Universidad de Sevilla, Latin American History, 1990

Language Proficiency: Spanish (5)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Argentina; Chile; Spain; Mexico; El Salvador

Relevant Courses Taught: UHON 221: The Magic and the Reel: History and Literature in Latin American Cinema; UHON 222: Cry For Me Argentina: the Myth and the Truth about Evita; UHON 301: Drums and Dreams of Liberation: Latin American Music as Text; UHON 302: From the Rockies to the Andes: Comparative Studies of Arid Zones of Western Argentina and New Mexico

Research and Teaching Specialization: Latin America: political and social issues, history, literature, cinema; Argentina, impact of geography in human life of arid zones; political and social issues in the 1940s and 1950s

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 2

Distinctions: Member, Scientific Board, Dos Puntas; Revista de Ciencias Sociales y Humanidades, Universidad Nacional de San Juan, Argentina and Universidad de La Serena, Chile.

Recent Publications:

- 2008 "Prólogo." *Mujeres, música y memoria en San Juan 1900-1930*. Patricia Blanco. Pp. 13-18.
- 2008 "Entre la cordillera y la pampa: la vitivinicultura en Cuyo, Argentina." *Revista de indias*, Vol LXVIII, No. 244, pp. 194-6.
- 2005 "Con la cruz y con el aguardiente: la empresa vitivinícola jesuita en el San Juan colonial." *Universum; Revista de Humanidades y Ciencias Sociales*, Vol. 20, No. 2, pp. 83-108.
- 2001 *Con la cruz y con el dinero: los jesuitas del San Juan colonial*. Argentina: Editorial Fundación de la Universidad Nacional de San Juan, pp. 339.
-

THOMAS, MICHAEL University Honors

Appointed/Rank/Tenure: 1990, Principal Lecturer, non-tenure eligible faculty

Education: Ph.D., University of Washington, Anthropology, 1976

Language Proficiency: Spanish (4)

Percentage of Time Dedicated to Latin American Studies: 50%

Overseas Experience: Nicaragua; Mexico; Spain; Ecuador

Relevant Courses Taught: UHON 301: Conexiones: A Field Course in Mexican Culture; UHON 222: Mexico: Legacy of Paradox; UHON 402: The Enigma of War

Research and Teaching Specialization: ethnography; pedagogy methods and praxis; fiction writing

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Program Award, International Excellence, University of New Mexico; Nominated, Pushcart Prize for Short Fiction, The Chrysalis Reader; Nominee, Teacher of the Year, University of New Mexico

Recent Publications:

- Forthcoming *Sister City*, a novella, *Nil Desperandum*; Ramona, CA.
- 2013 *Butterfly Kisses*, CreativeSpace Publication, Charleston SC.
- 2012 *Are You an American?*, a short story; *Chrysalis Reader: It's a Deal! Dynamic Transactions*; West Chester, PA.
- 2010 *Politics (for Sharret)*, a short story; *Magnolia's Press*.

SCHADL, SUZANNE University Libraries

Appointed/Rank/Tenure: 2008, Assistant Professor, Tenure earning faculty

Education: Ph.D., University of New Mexico, Latin American Studies, 2002

Language Proficiency: Portuguese (4); Spanish, (4); French (1)

Percentage of Time Dedicated to Latin American Studies: 100%

Overseas Experience: Cuba; Brazil; Mexico

Relevant Courses Taught: LTAM 355: Introduction to Latin American Studies; LTAM 400: Popular Movements

Research and Teaching Specialization: Brazil; Mexico; digital archives; subaltern studies (ephemera, gender studies)

Latin America Related Dissertations and Theses Supervised in Past 5 Years: 0

Distinctions: Project Manager, Latino/Latin American digitization, University of New Mexico

Recent Publications:

- 2014 *Getting Up for the People: the Visual Revolution of ASAR-Oaxaca* (San Francisco: PM Press) (with ASARO and Michael Graham de la Rosa) Monograph.
- In press “Uncommons: Transforming Dusty Reading Rooms into Artefactual, “Third Space”, “Library Learning Labs.” *Journal of Learning Spaces*. (with Molly Nelson and Kristen S. Valencia).
- In press “Exhibiting Comics and Caricatures: Expanding Visual Literacy from the Reading Room to Special Collections” *SALALM #57 Preserving Memory: Documenting and Archiving Latin American Popular Culture*. Ed. Lynn Shirey. New Orleans: SALALM Secretariat (with Claire-Lise Benaud).
- 2012 “Renau’s Mexican Exile: Political and Artistic Crossings,” *SALALM #54 Migrations and Connections: Latin America and Europe in the Modern World*. Ed. Pamela M. Graham. New Orleans: SALALM Secretariat (with Claire-Lise Benaud).
- 2011 “References as Outreach: meeting Users Where They Are,” in *Journal of Library Administration* 51:4 (with Paulita Aguilar, Kathleen Keating and Johann van Reenen).

Appendix 3: Project-Specific Measures for The University of New Mexico

1. Project Goal 1 Statement: Increase by 10% the number of Central New Mexico Community College (CNM) students involved in courses and activities that increase knowledge of Latin America between Years 1 and 4.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase number of Latin American studies courses offered at CNM by 1 course per year for each project year	A3. Create committee of UNM faculty to mentor and advise CNM faculty and instructors of LAS courses A2. Strengthen CNM faculty expertise in LAS by supporting attendance at LA focused conference for 2 CNM faculty members each project year A3. Increase LAS instructors at CNM by providing course development and instruction funds for one UNM doctoral student per year for each project year								
B) Increase number of faculty-led study abroad programs at CNM by establishing and supporting a study abroad program to Latin	B1. Create committee of UNM faculty to mentor and advise CNM faculty about study abroad programs in Latin America B2. Fund 2 CNM faculty to attend a professional study abroad conference in Year 1								

America by the 4 th year of the grant	<p>C) Increase number of Latin America focused presentations targeted to students in CNM's Alternative Teacher Licensure (ATL) Program and CNM's Early Childhood Multicultural Education (ECME) Associates' Degree Program, by 2 per year for each project year</p>	
B3. Fund 2 CNM faculty for travel and per diem costs to take a CNM student group to Latin America in Year 4	<p>C1. Collaborate with CNM faculty and administrators to assess opportunities for developing relevant materials for ATL and ECME programs</p> <p>C2. Revise materials from previous K-12 workshops to tailor content to students in CNM's ATL and ECME programs</p> <p>C3. Develop new workshops with content tailored to students in ATL and ECME</p> <p>C4. Translate existing curriculum resources into Spanish for use by students in ECME courses</p> <p>C4. Develop new curriculum resources in Spanish for use by students in ECME courses</p>	

1. Project Goal 2 Statement: Increase by 10% the number of education students in UNM's College of Education (COE) involved in courses and activities that increase knowledge of Latin America between Years 1 and 4.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase number of presentations with Latin American content in COE courses containing pre-service undergraduate and graduate students by offering 2 per year for each project year	A1. Collaborate with in-service teachers to assess K-12 classroom opportunities for using Latin American content curricular materials A2. Use results of assessment to revise materials from previous K-12 workshops and develop new content for presentations for COE classes								
B) Increase number of presentations with Latin American content in on-line COE classes reaching pre-service education students across the state of New Mexico	B1. Collaborate with COE faculty to assess needs for Latin American content in on-line courses B2. Use results of assessment to revise materials from previous K-12 workshops to develop presentations for on-line courses B3. Pilot materials and then refine for recurrent use								

<p>C) Increase capacity for Latin America focused instruction and learning within COE</p>	<p>C1. Augment Latin American content in existing COE curriculum for pre- service teachers by funding development or revision of 1 course per year for each year of grant period</p> <p>C2. Develop lecture series focused on Latin American topics that features UNM faculty and outside consultants</p>					
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1. Project Goal 3 Statement: Increase by 20% the number of participants in activities and programs that promote knowledge of indigenty in Latin America between Years 1 and 4.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A) Increase number of UNM students in courses related to indigenty in Latin America by 5% each project year	<p>A1. Establish new concentration in Indigenous Studies in UNM Latin American Studies Program</p> <p>A2. Convene a faculty committee with expertise in indigenty in Latin America</p> <p>A3. Evaluate existing curriculum in indigenty in Latin America to assess strengths, gaps and student demand</p> <p>A4. Award course development funds on competitive basis for courses best suited to strengthen curriculum in indigenty in Latin America</p> <p>A5. Increase number and levels of Quechua courses</p>							
B) Increase number of activities targeted to K-12 teachers focusing on indigenty in Latin	B1. Collaborate with in-service teachers to assess classroom opportunities for using materials on indigenty in Latin America							

<p>American by 5% each project year</p>	<p>B2. Pilot materials in classrooms to assess accessibility, utility, and student interest</p> <p>B3. Refine existing and develop new materials on basis of feedback from pilot programs</p> <p>B4. Offer workshops using new and revised materials to promote them and illustrate their utility</p>						
<p>C) Increase number of post-secondary events focusing on indigenuity in Latin America by 5% each project year</p>	<p>C1. Recruit and convene an advisory committee of faculty and community members with interest in indigenuity in Latin America</p> <p>C2. Identify relevant topics for events</p> <p>C3. Identify and recruit qualified speakers for events that address these topics</p> <p>C4. Organize roundtable discussions to stimulate dialogue about these events and other relevant topics</p>						

1. Project Goal 4 Statement: Increase by 15% the number of participants in courses and activities that increase knowledge of environmental and cultural sustainability in Latin America (ECSLA) between Years 1 and 4.										
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A) Increase number of UNM courses related to sustainability in Latin America beginning in Year 2, and adding one course per year for the remaining years of the project	A1. Convene a faculty committee with interest and expertise in ECSLA A2. Assess existing UNM curriculum to identify strengths, gaps and student interest related to ECSLA A3. Award course development funds on competitive basis for courses best suited to strengthen ECSLA curriculum A4. Seed a tenure track faculty position in Community and Regional Planning Program for a faculty member with ECSLA expertise									
B) Increase number of UNM students involved in study abroad programs or field research projects	B1. Hold yearly competitions for proposals for faculty-led study abroad programs that focus on ECSLA B2. On basis of outcomes of									

<p>focusing on environmental and cultural sustainability in Latin America (ECSLA) by 5% per year for each project year</p>	<p>yearly competitions, fund one new faculty-led study abroad program for each project year</p> <p>B3 Allocate one field research grant each project year through LAll Grants and Awards Committee competition for a student research project with ECSLA focus</p>						
<p>C) Increase number of activities targeted to K-12 teachers that focus on environmental and cultural sustainability in Latin America (ECSLA) by 5% each project year</p>	<p>C1. Collaborate with in-service teachers to assess classroom opportunities for using ECSLA materials</p> <p>C2. Pilot materials in classrooms to assess accessibility, utility, and student interest</p> <p>C3. Refine existing and develop new materials on basis of feedback from pilot programs</p> <p>C4. Offer workshops using new and revised materials to promote them and illustrate their utility</p>						

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

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

APPLICATION TYPE

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

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

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

Language	Eligible Now? Y/N
Brazilian Portuguese	Y
K’iché Maya	Y
Quechua	Y

Addressing the provisions of GEPA Section 427

In accordance with Section 427, in carrying out its mission as a National Resource Center for Latin America, the LAII follows UNM policies to ensure that all federally-funded activities, programs, and services will be accessible to all teachers, students, and other program beneficiaries with special needs.

The University of New Mexico does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, genetic predisposition, or sexual orientation in its education and research programs, services, and activities. UNM provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, and other participants.

The following provisions taken in this project illustrate how we will ensure equitable access:

- Outreach to underserved communities throughout Albuquerque and New Mexico;
- Spanish language materials for migrant populations and teachers of migrant populations;
- Distance learning materials, including DVDs and audio recordings of K-12 workshop materials, for those teachers unable to attend in person due to expense or disability;
- Simultaneous interpretation offered for public events;
- Accessibility of classrooms and public events to all people regardless of ability;
- Accommodations in courses for students with special needs, as required by UNM policy.

Requirement 1: How the activities proposed by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs:

The LAII at the University of New Mexico promotes the exchange of opinions and diverse perspectives in all of its programming. Its academic programs at both the undergraduate and graduate levels include courses in a broad spectrum of disciplines and professional schools, ensuring that students acquire diverse perspectives throughout their formal studies. Introductory LAS courses required of undergraduate and graduate students provide another venue in which students are exposed to the varying viewpoints that address the field of study.

Outreach initiatives sponsored by the LAII also emphasize a wide range of views. The LAII's Latin America Data Base online news service features original dispassionate weekly analyses of news in the region. Pages 29 -31 of the proposal's narrative provide information on the scope of activities and diverse perspectives that have been included in recent NRC-funded post-secondary events. Specific recent examples include a campus-wide lecture by the U.S. Ambassador to Venezuela, Patrick Duddy, in which he discussed the increase in anti-Americanism in Venezuela's political rhetoric and its implications on the region's stability and U.S.-Venezuelan relations. Bolivian activist and professor of Sociology Silvia Rivera spoke to the campus about the role of indigenous popular protests in generating increased dialogue about alternatives to neo-liberal capitalism. The human trafficking conference "Borderline Slavery" featured speakers and perspectives representative of academia, the ACLU, the media, and the legal profession.

As in previous years, the LAII will work closely with the Mexican consulate to identify speakers for NRC-supported campus and community outreach events that pertain to current events in Mexico, including political trends and elections. NRC funds will also support the development of a new study abroad program in Cuba in which students will explore new economic models that challenge the inward-thinking structure that has prevailed for decades.

All proposed activities will reflect the same emphasis on diverse perspectives. Our well-established networks with scholars, policymakers, business leaders, and media representatives ensure a readily available pool of participants and attendees. Furthermore, our continued collaboration with the professional schools ensures a diverse and balanced curriculum. These events typify the spectrum of viewpoints presented in LAII-sponsored activities and programs.

Requirement 2: How the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The LAII's academic program is designed to meet U.S. interests. Our emphasis on relevant high-quality instruction for UNM students is designed to meet the nation's growing needs for national security, environmental sustainability, and beneficial relationships with countries in the hemisphere. The LAS curriculum is intended to provide relevant instruction by offering concentrations such as Gender Studies, Human Rights, and Indigenous Studies, which

help students bridge disciplinary boundaries in order to explore vital aspects of human welfare in the region. Similarly, all 5 of the dual degree programs are designed to give students knowledge of Latin America to inform their performance in the education, legal, medical, business, and planning professions. Students pursuing the BA, MA, dual degree, or PhD in Latin American Studies receive in-depth training in both language and foreign area studies. To fulfill language requirements, our students choose from Spanish, Portuguese, Quechua, or K'iche' Maya. Portuguese and Quechua appear on the U.S. Department of Education's list of critical languages.

The breadth of students who receive Latin American language and area studies training goes well beyond those who formally pursue an LAS degree. As demonstrated on page 42 of our narrative, our students take jobs in areas of critical importance to the U.S. Our students pursue careers in the Federal government (recent examples include the U.S. Agency for International Development, U.S. Congressional Research Service, and U.S. Occupational Safety and Health Administration), state government, K-12 education, post-secondary education, corporations, non-profit organizations, health fields, and legal firms—imparting their knowledge of the region to colleagues and clients and making a lasting and significant impact.

Finally, applicants for FLAS fellowships must demonstrate that their academic and career objectives dovetail with U.S. national needs. Our fellowship competition announces a preference for students who plan to pursue such careers, and our scoring rubric provides additional points for these applicants.

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: Regents of the University of New Mexico, for its Latin American & Iberian Institute

Name/Title of Authorized Representative: Diana Sargent, CRA, Sr. Sponsored Projects Officer

Telephone: 505-277-2258

E-mail: dsargent@unm.edu

Signature:



Date: June 19, 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, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE: Senior Sponsored Projects Officer
APPLICANT ORGANIZATION The Regents of the University of New Mexico	DATE SUBMITTED 6/19/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

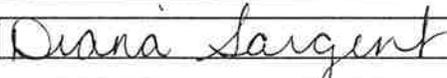
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
The Regents of the University of New Mexico	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Diana
Middle Name: <input style="width: 100px;" type="text"/>	
* Last Name: Sargent	Suffix: <input style="width: 100px;" type="text"/>
* Title: Senior Sponsored Projects Officer	
* SIGNATURE: 	* DATE: 6/19/14

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"/> N/A a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> N/A a. bid/offer/application b. initial award c. post-award	3. Report Type: <input type="checkbox"/> N/A a. initial filing 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: N/A Congressional District, if known: 4c	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: N/A Congressional District, if known:	
6. Federal Department/Agency: N/A	7. Federal Program Name/Description: N/A CFDA Number, if applicable: _____	
8. Federal Action Number, if known: N/A	9. Award Amount, if known: \$ N/A	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A	
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> N/A </u> Print Name: <u> N/A </u> Title: <u> N/A </u> Telephone No.: <u> N/A </u> Date: <u> N/A </u>	
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