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 # P015A140149 P015B140149

Univ of Wisconsin System/Regents

THE UNIVERSITY OF WISCONSIN CONSORTIUM

Proposal to

The U.S. Department of Education
Office of Postsecondary Education

Catalog of Federal Assistance No. 84.015A and 84.015B

For Funding of

A Graduate and Undergraduate Center
For Latin American Language and Area Studies
and
Latin American Language and Area Studies Fellowships
at the University of Wisconsin Consortium

for the Period of August 15, 2014 to August 14, 2018

Total Support Requested for Center Programs
August 15, 2014 to August 14, 2015: $248,900
August 15, 2015 to August 14, 2016: $248,900
August 15, 2016 to August 14, 2017: $248,900
August 15, 2017 to August 14, 2018: $248,900

Total Support Requested for Fellowships
August 15, 2014 to August 14, 2015: $295,500
August 15, 2015 to August 14, 2016: $295,500
August 15, 2016 to August 14, 2017: $295,500
August 15, 2017 to August 14, 2018: $295,500

Submitted by

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UNIVERSITY OF WISCONSIN CONSORTIUM
NRC/FLAS Proposal, FY 2014-2017

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Milwaukee Area Technical College
Madison College

LAC

OMB Number: 4040-0004
Expiration Date: 8/31/2016

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/23/2014	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Board of Regents of the University of Wisconsin System

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
396006492	1612021220000

d. Address:

* Street1:	Research & Sponsored Programs
Street2:	21 N. Park Street, Suite 6401
* City:	Madison
County/Parish:	Dane
* State:	WI: Wisconsin
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	53715-1218

e. Organizational Unit:

Department Name:	Division Name:
	College of Letters & Science

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

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

Title:

Organizational Affiliation:

* Telephone Number:	262-5622	Fax Number:	

* Email: avargasp@wisc.edu

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A;84.015B

CFDA Title:

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and -002

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A
Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program CFDA Number 84.015B

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:**

A Graduate and Undergraduate Center for Latin American Language and Area Studies and Latin American Language and Area Studies Fellowships at the University of Wisconsin COnsortiuo

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: WI-002

* b. Program/Project:

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2014

* b. End Date: 08/14/2018

18. Estimated Funding ($):

* a. Federal	2,177,600.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,177,600.00

*** 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

Add Attachment | Delete Attachment | View Attachment

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

☒ ** I AGREE

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

Authorized Representative:

Prefix:

* First Name: Brenda

Middle Name:

* Last Name: Egan

Suffix:

* Title: Interim Managing Officer

* Telephone Number: 608 262 3822

Fax Number: 608 262 5111

* Email: preaward@rsp.wisc.edu

* Signature of Authorized Representative: Brenda Egan

* Date Signed: 06/26/2014

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

1. Project Director:

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

Address:

* Street1: 209 Ingraham Hall, 1155 Observatory Drive

Street2:

* City: Madison

County: Dane

* State: WI * Zip Code: 53706 Country: US

* Phone Number (give area code): 608-262-2811

Fax Number (give area code): 608-265-5851

* Email Address: fscarano@wisc.edu

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.

OMB Number: 1894-0007
Expiration Date: 07/31/2014

UW Consortium

Madison (LACIS) and Milwaukee (CLACS)

National Resource Center and Foreign Language & Area Studies Fellowships

General Education Provisions Act (GEPA)
Section 427 Statement

In strict accordance with GEPA Section 427, the Latin American, Caribbean, and Iberian Studies (LACIS) and Center for Latin American and Caribbean Studies (CLACS) programs are committed to diversity and equal opportunity in employment and take affirmative action to employ and advance minorities, women, persons with disabilities and veterans. All openings in the UW Consortium are advertised to conform to EO/AA criteria. The Consortium posts openings systematically where minority candidates are likely to see them (e.g., on our websites and minority community newspapers).

Equity and Diversity committees exist in all schools, colleges, and administrative divisions in the Consortium to identify, track, and lead diversity efforts, particularly for faculty and staff. Madison recently announced the continuation of the extremely successful $1 million/year Faculty Strategic Hiring Initiative to recruit women and minority faculty in underrepresented departments. Milwaukee's efforts to address issues of race, ethnicity, and gender are organized through the Office of the Provost and rooted in the Milwaukee Commitment Phase II plan (2003-08) and the Chancellor's Council on Inclusion (est. 2005). Institutional culture, including diversity, is one of the key strategic goals led by the Vice Chancellor for Global Inclusion and Engagement as part of UWM's Strategic Plan 2020. Consortium faculty and staff are more diverse than many other units on campus, with a strong representation of minorities and women (MSN faculty 64%, core staff 100%; MKE faculty 71%, core staff 77%).

Milwaukee's diversity initiatives are also a key element of the Access to Success, a program to improve the learning and retention of students of color, and the new Equity Scorecard, a UW System pilot project. Milwaukee also plays an important access role in the city and state, being the most diverse campus in the UW System, educating more Wisconsin residents than any other institution and boasting a student population with 20% coming from diverse backgrounds.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017

Africa	
Canada	
East Asia	
International	
Latin America & Caribbean	X
Middle East	
Pacific Islands	
Russia / Eastern Europe / Eurasia	
South Asia	
Southeast Asia	
Western Europe / Europe	
Other (specify) _____	

APPLICATION TYPE

Comprehensive NRC and FLAS	X
Undergraduate NRC and FLAS	
Comprehensive NRC only	
Undergraduate NRC only	
FLAS only	

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

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

Language	Eligible Now? Y/N
Portuguese	Y
Quechua	Y
Yucatec Maya	Y

Abstract

University of Wisconsin Consortium
Madison (LACIS) and Milwaukee (CLACS)

DESCRIPTION. The University of Wisconsin Consortium, a partnership between the Latin American, Caribbean and Iberian Studies (LACIS) Program at UW-Madison and the Center for Latin American and Caribbean Studies (CLACS) at UW-Milwaukee, serves as a major resource for the State of Wisconsin, the Upper Midwest, and the nation. The Consortium's high quality academic programs and outreach are recognized by the US Department of Education, which has designated it a Title VI National Resource Center since 1961 at Madison, 1965 at Milwaukee, and 1973 as a consortium. The US Department of Education awarded the UW Consortium National Resource Center status and Foreign Language and Area Studies (FLAS) Fellowships for the 2010-14 Title VI grant cycle.

MISSION. The mission of the UW Consortium, as a resource center and as an academic program, is threefold: **to train** Latin Americanist specialists for academic, government, and private sectors; **to support** Latin Americanist students and faculty in their intellectual development so that they can become and remain superior language and area specialists; **to serve** as a local, regional, and national resource center that provides outreach, support services, and information to other university units, K-16, government, civic, community, and business constituencies.

DEGREE and CERTIFICATE PROGRAMS.

Madison	Milwaukee		
BA/BS in LACIS	JD/MA in LACIS	BA in LACUSL	Certificate in Intl. Bus. / LA
BA in Intl. Studies / LA	MA/MS w. LA Concentration	Cert. in LACS Studies	MA in MLIS/MAFLL
BBA in Intl. Bus. / LA	PhD Minor in LACIS	BA in Global Stud. / LA	MA/MS w. LA Concentration
MA in LACIS	PhD w. LA Concentration	BA in Intl. Stud. / LA	PhD w. LA Concentration

FACULTY, DISCIPLINES, and LANGUAGES. Faculty (86 in 30 departments and 7 professional schools at Madison; 42 in 19 departments and 3 professional schools at Milwaukee) have high international visibility and extensive Latin American experience. Visiting international faculty and scholars enhance course offerings. Disciplines: Humanities, Social Sciences, Natural/Ecological Sciences, and Professional Schools. Languages: Spanish, Brazilian Portuguese, Ecuadorian Quechua, and Yucatec Maya.

ENHANCEMENT ACTIVITIES. Over 95 (45 MSN, 40 MKE) enhancement events offered annually (brown bags, lecture/film series, workshops for professionals, art exhibits, plays, and academic conferences).

LIBRARY. 40-library system with 8.5 million volumes, including over 500,000 titles on Latin America at Madison; 5.2 million volumes, including over 82,000 volumes on Latin America at Milwaukee; specialized Latin American collections include the Land Tenure Center at Madison, and the American Geographical Society Library at Milwaukee.

OUTREACH. To K-12 and postsecondary educators/students, business, media, and the general public:

- Professional Development Workshops for Educators
- Curriculum materials (free download)/media collection
- Newsletters, Publications, and Listservs
- Lecture series and Film Festivals
- Conferences and Symposia
- School-Based Programs

GOALS FOR PROPOSED ACTIVITIES. Activities are designed to meet goals using quantifiable performance measures:

Goal 1: Strengthen Teacher Training and Collaborations with Schools of Education

Goal 2: Collaborate with Title III and V Eligible Institutions and Community Colleges to Incorporate LAC, intercultural and global dimensions into the curriculum

Goal 3: Increase the Enrollment of Students Learning LCTLs at All Levels

Goal 4: Support Resources, Programs and Initiatives to Strengthen Latin American Language and Area Studies At and Beyond the University

GLOSSARY OF ACRONYMS

ACTFL	American Council on the Teaching of Foreign Languages
AGSL	American Geographical Society Library
CIBER	Center for International Business Education and Research (Title VI)
CIE	Center for International Education (UW-Milwaukee)
CIPD	Center for Instructional and Professional Development (UW-Milwaukee)
CLACS	Center for Latin American and Caribbean Studies (UW-Milwaukee)
CLASP	Consortium of Latin American Studies Programs
CLP	Collaborative Language Program (UW- Oshkosh)
CUIR	Center for Urban Initiatives and Research
DPI	Wisconsin Department of Public Instruction
ED or US/ED	U.S. Department of Education
ELO	Essential Learning Outcomes
FIG	Freshman Interest Group
FLAC	Foreign Language Training Across the Curriculum
FLAS	Foreign Language and Area Studies
II	International Institute (UW-Madison)
LA	Latin America
LAC/LACS	Latin American and Caribbean Studies
LACIS	Latin American, Caribbean and Iberian Studies (UW-Madison)
LACUSL	Latin American, Caribbean, and U.S. Latino Studies (UW-Milwaukee)
LCTL	Less Commonly Taught Languages
LEAP	Liberal Education for America Promise
L&S	College of Letters and Science (UW-Madison/UW-Milwaukee)
MALLT	Master of Arts in Language, Literature and Translation (UW-Milwaukee)
MKE	UW - Milwaukee
MLIS	Master of Library and Information Science (UW-Milwaukee)
MOLLAS	Midwest Organization of Libraries for Latin American Studies
MSI	Minority Serving Institution
NCCLA	North Central Council of Latin Americanists
MSN	UW - Madison
NRC	National Resource Center
OPI	Oral Proficiency Interview
OUR	Office of Undergraduate Research (UW-Milwaukee)
PDP	Professional Development Plan (WI Department of Education certification)
RET	Research Experience for Teachers (UW-Milwaukee)
SALALM	Seminar on the Acquisition of Latin American Library Materials
SOE	School of Education (UW-Madison and UW-Milwaukee)
S&P	Department of Spanish and Portuguese (UW-Madison and UW-Milwaukee)
SWEPT	Standardized Wisconsin Evaluation Program for Title VI (UW-Madison)
UW	University of Wisconsin
UWSC	University of Wisconsin Survey Center (UW-Madison)
WIP	Worldwide Internship Program (UW-Madison)
WIOC	Wisconsin International Outreach Consortium (8 UW-Madison/ UW-Milwaukee Title VI Centers)

University of Wisconsin Consortium

LACIS – CLACS

Application Narrative

Criterion 1. Commitment to the Subject Area

Introduction

The Latin American, Caribbean & Iberian Studies Program (LACIS) at Madison and the Center for Latin American and Caribbean Studies (CLACS) at Milwaukee form a Consortium that is guided by the State's commitment to the "Wisconsin Idea," first stated in 1904, to meld high quality research and teaching with public service to citizens of the state and nation, as well as to international partners. The Consortium, with its two campuses, is the only public PhD-granting higher-education institutions in the state, reflects the collaborative nature of the UW System. Using its distinctive strengths, The Consortium infuses Title VI goals into K-12 and higher education in Wisconsin, and provides its expertise and resources on Latin America (LA/LAC) to UW System regional campuses and to other institutions of higher education in the Upper Midwest. UW-Madison, located in the state capital, is home of the main UW campus and serves a student body of over 43,275 diverse and well-prepared students. UW-Milwaukee, located in the state's major industrial and port city, educates more Wisconsin residents than any university in the state. UWM serves a student body of over 27,800, mostly non-traditional, and often first-generation university students, especially from underrepresented groups.

1.A. University Financial and Other Support

Operation of Program. Table 1.1 below shows UW support for the Consortium. Overall, UW supports 99.3% of Consortium operations. Its major contributions are salaries for all the administrative staff (97.7%), supplies, computers, and financial support for speakers and events. Non-monetary support is substantial, including language laboratories, and instructional resources such as cartographic labs, academic computing centers, museums with Latin American collections, video production facilities, communication resources including radio, television and

other media, reading rooms for students, and conference facilities. **Teaching Staff**. UW provides 99.1% of the salaries and fringe benefits for language teaching staff and 100% of the salaries and fringe benefits for faculty in all other disciplines. Title VI funds are essential for LCTL instruction, funding 100% of Quechua and Yucatec Maya instruction, and 80% of the intensive summer Portuguese program. **Library Resources.** 95.9% of the funding for LA and Caribbean library acquisitions and 100% of salaries of library personnel comes from the UW (also see Criterion 5). **Linkages with Institutions Abroad**. In 2012-13, UW supported 98.5% of Consortium linkages with LA institutions fostered by faculty setting up study abroad programs and student exchanges. **Outreach Activities**. 56.9% of the funding for outreach activities comes from the UW. Title VI funding is crucial for the Consortium's outreach functions. **Students**. The Consortium's institutional support of student tuition waivers, stipends, assistantship wages, study abroad and research grants totaled over $1.5 million in 2012-13.

Table 1.1: UW-Madison, UW-Milwaukee, and Title VI NRC Support, 2012-2013

Category	**UW Consortium**		**Title VI - NRC**	
	Amount ($)	**%**	**Amount ($)**	**%**
Salaries for Program Administration & Outreach Personnel	449,235	97.7	10,764	2.3
Salaries for Language Faculty (TAs, Lecturers, and Relevant Laboratory Staff)	6,784,285	99.1	62,507	0.9
Salaries for Faculty in all Other Disciplines	8,092,450	100	1,410	0.0
Salaries for Library Staff	114,851	100	0	0.0
Expenditures for Library Acquisitions	195,003	95.9	8,185	4.1
Linkages with Institutions Abroad	167,180	98.5	2,550	1.5
Expenditures for Outreach (Conferences, workshops, teacher training)	38,177	56.9	28,911	43.1
Student Financial Assistance and Research-Related Support (Excluding Language TAs)	1,502,943	100	0	0.0
Total Contributions	17,149,121	99.3	114,327	0.7

1.B. Financial Support in Language Program

The UW's share of support for stipends, assistantships, and tuition waivers for graduate students in LCTLs is 100% (not including the need for graduate and undergraduate student FLAS fellowships, as demonstrated by the number of previous student applications from 2010-13).

Criterion 2. Quality of Curriculum Design

2.A. Integration of LA Instruction into Baccalaureate Degrees

Madison's LACIS BA integrates the wide range of LA content courses available on campus by requiring students to take courses in several disciplines as well as interdisciplinary offerings (Table 2.1). Currently, there are 70 students as LACIS majors; 28 degrees were awarded in 2012-2013. Two other undergraduate degrees offer LA concentrations (International Studies and International Business). At Milwaukee, the BA in Latin American, Caribbean, and U.S. Latino Studies (LACUSL) implemented in Fall 2010, had 7 declared majors as of 2012-13 (16 as of 2013-14). The LACUSL Major recently underwent a requirements redesign and now offers an internship option, a higher skill level language option, and increased focus on the integrated study of the Americas. Students can pursue a LA certificate through CLACS or take LA area courses/study abroad/internships for the BA in Global Studies, an interdisciplinary program that integrates L&S curricula with the professional schools in architecture/urban planning, business, health sciences, information science, and nursing. The International Studies major (Spanish/ World Languages & Culture option) also allows for a LA concentration (Table 2.1).

Quality of Undergraduate Training. Overall, Madison is ranked 19th among world universities by the *Academic Ranking of World Universities*, while LACIS undergraduates take most of their courses in departments ranked among the top 15 nationally by *U.S. News & World Report*. In 2012-13, 80% pursued double disciplinary degrees or a LACIS degree plus certificate; 39% had a cumulative GPA of 3.7 or higher. Madison offers serious undergraduates a wealth of opportunities for collaborative research with faculty. Those with LA interests have been successful in winning several Undergraduate/ Faculty Research Fellowships and FLAS fellowships. Of the 23 MKE certificate students enrolled during 2012-13, 47% of students had a

GPA above 3.4. All seven of the enrolled LACUSL students also pursued a second major, minor or certificate.

Table 2.1: Undergraduate Degrees and Certificates, Participation and Requirements

Program	Enrolled (12-13)	Degrees (12-13)	Requirements
Madison			
BA/BS in LACIS	60	28	• 12 Credits above 220 in Spanish / Portuguese • Intro to Latin America (LACIS 260/1 or History 241/2) • 5 Courses w/ 25% LA Content in a Concentration • 3 Courses Outside the Concentration
BA in International Studies with Latin American Emphasis	24	7	• 18 Credits in area studies courses • 5th Semester Foreign Language
BBA in International Business with Latin American Emphasis	48	6	•5th Semester Foreign Language Credits in Area Studies • 1 Semester Study Abroad
Milwaukee			
BA in LACUSL* (major began in fall of 2010)	7	0*	• 6 Credits Core Courses • 3 Credit Integrated Course • 3 Credit Comparative Course • 18 Credits from Five Thematic Clusters • 3 Credit Senior Research Project
Certificate in Latin American and Caribbean Studies	23	9	• 21 Credits (12 at 300-Level or Above) • Foreign Language Proficiency (300-Level or Above Coursework) • 2.75 Minimum GPA
BA in Global Studies with Latin American Emphasis	123	11	• 9 Credits Core Courses •36 Credits Upper Level Courses • 8 Semesters of Foreign Language • 1 Semester Study Abroad • International Internship • Pre-Professional Emphasis
BA in International Studies with Latin American Emphasis* (Language & Culture option began in fall 2012)	5	0*	• 14 Credits of Foreign Language • 3 Credit Senior Seminar • 3 Credit Statistics Course • 18 Credits of Track Specific Courses • 5 Intro Courses (Econ; Geog; Hist; Pol Sci)

Quality of Graduate Training. The combination of extensive graduate course offerings, outstanding research and library facilities, distinguished faculty, and a Wisconsin tradition of exceptional teaching and training, makes UW's graduate programs among the world's best. The latest rankings by *U.S. News & World Report* in 2013 rank a number of graduate departments and professional schools at Madison in the top tier nationally, including

Sociology (1st), History (14th), Education (5th), Economics (13th), and Political Science (15th). Overall, Madison offers an MA, joint MA/JD, and PhD minor in Latin American studies, and numerous departments on campus offer MA/MS and PhD concentrations in the region (Table 2.2). While Milwaukee does not offer graduate LA degrees, the number of students pursuing a LA concentration within their discipline continues to grow (8 PhD students in 2012-13). Students may also pursue a joint degree in Library & Info Science/Language, Literature, and Translation (MLIS/MALLT). Two CLACS faculty liaisons are currently developing new graduate level options. Kristin Pitt (Comparative Literature) is creating a LACS Graduate Certificate option; Leah Leone (Translation) is designing a 3/2 LACUSL BA/Translation MA option. Both new academic programs are planned for implementation Fall 2015.

Table 2.2: Graduate Degree Programs: Participation and Requirements, 2012-13

Program	Enrolled (12-13)	Degrees (12-13)	Requirements
Madison			
MA in LACIS	7	4	• 30 Credits of Latin American Content (15 Credits in a Single Field, 6 Credits Seminars) • Certification of Proficiency in Spanish/Portuguese • Masters Oral Exam
JD/MA in LACIS	3	3	• Requirements for LACIS MA (6 Credits may be from Law School) • 90 Credits from Law School (15 may be from LACIS)
MA/MS with Latin American Concentration	58	27	• Offered in 17 Departments
PhD Minor in LACIS	16	7	• 12 Credits of Latin American Content (6 Credits Seminars) • Certification of Basic Proficiency in Spanish/ Portuguese • Approval of LACIS Program
PhD with Latin American Concentration	35	19	• Offered in 17 Departments
Milwaukee			
MA/MS with Latin American Concentration	17	2	• Offered in 6 Departments (Anthro; Art Hist; Econ; Geog; Hist; Pol Sci)
PhD with Latin American Concentration	8	2	• Offered in 5 Departments (Anthro; Econ; Geog; Hist; Pol Sci)

2.B. Academic and Career Advising

Students pursuing LA degrees and certificates can access high-quality academic and career advising. LACIS academic advisors are Sarah Ripp for undergraduates and Director Francisco Scarano and Associate Director Alberto Vargas for graduate students. Madison undergraduate students maintain close communication with their academic advisor and have opportunities to provide feedback anonymously which helps to continually improve the advising experience. Currently, Ripp is completing a graduate-level counseling psychology course to become a certified "Global Career Development Facilitator." This certification is nationally recognized and will enhance the career counseling services our program can provide students. Between 2010 and 2014, LACIS sponsored 11 specialized career programs and the advisor regularly presents a workshop, "College to Career: Your Future in Latin American and Caribbean Studies" to undergraduates. A booklet to accompany this workshop contains advice and information about career trajectory culled from dozens of interviews from LACIS alumni, as well as tips on informational interviewing, effective job searching, and lists of possible career options. In addition, students are exposed to other possible post-graduation career possibilities through workshops about the Peace Corps, Teach for America, and AmeriCorps programs.

In 2011, Milwaukee restructured Center staffing lines in order to create a new half-time advisor position, now held by Alida Cardós Whaley. Director Kristin Ruggiero advises graduate students. In addition, Consortium faculty members are active in career advising for students within their respective disciplines. Graduate students who are not LACIS majors are also required to meet regularly with a faculty member in their host department for advising. Librarians hold workshops throughout the year to train undergraduates and graduates in library use. Since hiring the MKE advisor, students have been afforded more opportunity to engage

with the program through events, one-on-one sessions, regular communication, and referrals to campus and community resources. Enrollments in both the LACUSL major and LACS certificate have increased dramatically since the hire of a dedicated advisor. In addition to offering annual career panels, MKE also collaborates with the advisors supporting the UWM Global and International Studies majors, who frequently focus on national need professions in their professional development offerings to other campus advisors. Recent examples include: "Advising Students on Federal Opportunities" and "Closing the Gap Between Student Interest and Knowledge of International Careers," which resulted in an online toolkit for advisors.

Study Abroad and Field Research Opportunities. The Consortium offers diverse overseas study programs that serve its own students, the UW System, the region, and the nation (Table 2.3). Both campuses offer need-based grants for study abroad using internal funds, such as the Provost's Study Abroad Diversity Scholarships and the Donald R. Shea Scholarships in Milwaukee. Study abroad programs at Madison are administered by the International Academic Programs (IAP) and individual Professional Schools, while at Milwaukee they are administered by the Center for International Education (CIE). In 2012-13, 599 LACIS and CLACS students studied abroad in the region during the academic year and summer. Almost 31% of Madison students who studied abroad were enrolled in a professional school. Additionally, in 2010, UW-Madison established "The Worldwide Internship Program" (WIP) which serves the needs of undergraduate students and the wider university community through its collaborative efforts to establish and maintain internship opportunities for students with key internal partners, international organizations and alumni. Since its inception, 31 Madison students have participated in this program, which also offers an online course to provide academic credit for the internship. Similarly, Madison's Law School has a well-established exchange program with

three universities in Latin America - Pontifícia Universidade Católica (Rio de Janeiro), Pontificia Universidad Católica del Perú (Lima), and the Universidad Diego Portales (Santiago). During 2012-13, five students from those universities came to study at Madison.

Table 2.3: UW Study Abroad/Exchange Programs in Latin America, 2012-13

ACADEMIC YEAR				
Location	**Host Institution**	**MSN**	**MKE**	**Totals**
Argentina (Buenos Aires)	Universidad de Buenos Aires, and Universidad Torcuato Di Tella	38	0	38
Brazil (Belo Horizonte)	Universidade Federal de Minas Gerais	2	0	2
Brazil (Rio de Janeiro)	Pontificia Universidade Católica do Rio de Janeiro	14	2	16
Chile (Santiago)	Pontificia Universidad Católica de Chile	22	3	25
Costa Rica	Instituto Tecnologico de San Carlos	16	0	16
Costa Rica	UW Spanish Language	28	0	28
Dominican Republic (Santiago)	Pontificia Universidad Católica Madre y Maestra	4	0	4
Ecuador	Ceiba Andes to the Amazon Tropical Ecology	14	0	14
Ecuador	Microenterprise and Health	9	0	9
Ecuador	Various with UW Global Health Ecuador Field School	25	0	25
Ecuador (Quito&Galapagos)	Universidad San Francisco de Quito and Ceiba Foundation for Tropical Conservation	31	0	31
El Salvador	Universidad Centroamericana (UCA)	10	0	10
Mexico	Instituto Tecnológico y de Estudios Superiores de Monterrey	1	0	1
Panama	Tropical Island Biodiversity & Conservation Studies	2	0	2
Peru (Lima)	Pontificia Universidad Católica del Perú	41	4	45
Totals:		257	9	266

In addition to these academic year programs, both campuses have summer and short-term programs in seven countries and in 2012-13 sent abroad a combined total of 403 students. Given Milwaukee's distinct student population, CLACS has placed special emphasis on interdisciplinary theme-based courses taught abroad for 2-3 weeks. During 2012-13, 52 students participated in five short-term courses taught in LA offered through two professional schools and involving STEM fields, and from 2010-13 there were 14 short-term, faculty-led programs involving 149 of 200 students studying in Latin America. Another faculty liaison (Kahl, Atmospheric Sciences) is working with CLACS to further expand short-term study abroad

offerings, faculty involvement, and student participation. Study abroad offices in both campuses continuously explore new opportunities and Madison currently has plans to open more programs in Nicaragua, Cuba and Mexico. Madison also offers short-term courses taught in LA and several courses with field components. Milwaukee is expanding its exchange partner initiatives to Brazil and Ecuador especially for humanities and social sciences students specializing in both language study and internship opportunities. Students also receive advising and administrative assistance to facilitate participation in non-UW overseas programs. In addition, the Office of Undergraduate Research (OUR) travel award program supporting overseas research and international internships is a critical resource for Milwaukee students. Nine OUR award recipients participated in a LA research site during 2012-13.

In 2010-13 the Consortium supported 86 students for short-term field research abroad and/or to make presentations in 18 countries in the region. The funding for all these projects came from a variety of internal sources and grants. For example, in 2012, the Tinker Foundation awarded LACIS a $45,000 grant (over a 3 year period) to support short-term field research abroad for graduate and professional school students. Using internal funds as match, this grant enhances opportunities to support student research in the region.

Student Access to Other Institutions. In addition to the array of study abroad and summer language programs it maintains, the Consortium also actively encourages students to take advantage of other programs that may better fit their educational needs. At Milwaukee during 2012-13, 17 students studied in Argentina, Venezuela, Ecuador, Bolivia, Colombia, Mexico, and Brazil on non-UW programs. UW FLAS recipients, for example, have enrolled in Portuguese, Quechua and Yucatec Maya summer language programs offered through other universities. Additionally, the other 11 UW campuses in Wisconsin offer over 70 programs to 16

different Latin American countries, and often there is collaboration and exchange of experiences among participants. These include specialized offerings not found at the two flagship campuses, including a four-week Linguistic and Cultural Immersion program in Panama and a program centered on Applied Pharmacology in Costa Rica.

Criterion 3. Quality of the Non-Language Instructional Program

3.A. Disciplinary and Geographic Coverage of the Area

The UW Consortium offers an extensive array of courses that provide comprehensive disciplinary and regional coverage of Latin America and the Caribbean. In 2012-13, academic departments and professional schools taught 185 *non-language* courses with a minimum of 25% LA content (MSN 71; MKE 114) with a total enrollment of 13,635 (MSN 6,125; MKE 7,510). Table 3.1 summarizes information from Appendix II and III, which details the courses with a minimum of 25% LA content and faculty by region and discipline at each campus. The courses were taught in 30 academic departments and seven professional schools at Madison, and in 21 academic departments and six professional schools at Milwaukee. The Consortium offered 52 courses at the 100-299 level (MSN 17; MKE 35), 113 at the 300-699 level (MSN 50; MKE 63), and 20 at the 700-999 level (MSN 4; MKE 16).

Professional School Courses. The depth of LA course offerings are commensurate to that of major research institutions where teaching and research are inextricably linked. Even when course titles indicate a general focus, instruction often concentrates on specific LA countries or regions reflecting faculty expertise (Table 3.1). New and revised course offerings over the last triennium total 42 (MSN 20; MKE 22), demonstrating the LA area faculty's commitment to curriculum development, often in new instructional fields. Professional programs at Madison with a specific LA intellectual focus include Business, Education,

Journalism & Mass Communication, Law, and Medicine & Public Health; at Milwaukee they include Architecture and Urban Planning, Arts, Business, Education, Nursing, and Social Work.

Table 3.1 Area Studies Courses* and Faculty by Region and Discipline**

	Number of Courses			Number of Faculty		
Country/Region**	**MSN**	**MKE**	**Total**	**MSN**	**MKE**	**Total**
Andes	1	1	2	10	2	12
Brazil and Amazon	4	3	7	10	4	14
Caribbean	8	3	11	8	10	18
Central America	4	5	9	7	7	14
Mexico	6	3	9	11	10	21
Southern Cone	2	2	4	8	0	8
General Latin America	19	9	28	42	7	49
Total	44	26	70	96	40	136
Discipline						
Anthropology	6	14	20	3	5	8
Architecture / Design Studies / Urban Planning	0	1	1	1	0	1
Art / Art History/ African Diaspora in Caribbean	1	8	9	4	2	6
Business / Consumer Science	3	13	16	2	0	2
Economics / Agricultural & Applied Economics	5	7	12	3	0	3
Educational Policy / Curriculum & Instruction	0	3	3	4	1	5
Geography	2	6	8	4	2	6
Health Sciences / Nursing / Veterinary Medicine	1	2	3	4	0	4
History	7	8	15	5	3	8
Latin American Studies/International Studies	10	12	22	1	0	1
Journalism / Communication	1	4	5	1	0	1
Law	2	0	2	1	0	1
Literature, Linguistics, Film Studies	1	4	5	1	3	4
Music / Dance / Theater	3	10	13	1	4	5
Natural Sciences / Biology	9	1	10	8	6	14
Political Science / Public Policy	7	7	14	5	1	6
Sociology / Community & Environmental Sociology	2	2	4	4	2	6
Other	11	12	23	1	3	4
Total	71	114	185	53	32	85

* Information summarized from Appendix III; cross-listed courses counted only once in their home department. Courses by discipline include courses taught regularly, not only in 2012-13.
** Faculty members are included in multiple regions where appropriate

3.B. Specialized Course Coverage

The Consortium has a number of disciplines in which it has the depth to offer a range of specialized courses related to Latin America. At Madison, the History Department regularly offers focused seminars on the Caribbean, Mexico, and multi-racial societies in the region. In addition, the Anthropology Department teaches specialized courses on the people of the Andean region. Milwaukee's Africology Department offers several unique courses focusing on the

African diaspora in Latin America and the Caribbean. Its Art History Department offers courses focusing on art, architecture and Mesoamerica art, while History and Anthropology teach a wide array of courses on Mexico, Central and South America, Middle America, and the Mayan and Aztec empires. (Appendix III). Many additional examples exist on both campuses.

3.C. Interdisciplinary Courses, Undergraduate and Graduate

Interdisciplinary study, a longstanding Wisconsin hallmark, takes two forms: interdisciplinary degrees (Criterion 2) and interdisciplinary courses. Each academic year, Madison offers at least two LA interdisciplinary graduate seminars (*Interdepartmental Studies* 982). That course number is permanently cross-listed in 10 departments, thereby providing one of the most flexible vehicles for interdisciplinary teaching at the university. Each spring, Madison offers the undergraduate course "Latin America: An Introduction," (LACIS 260) cross-listed in seven departments and taught by faculty and teaching assistants from selected departments across campus. Enrollments average over 100 students, and when an appropriate TA is available, at least one discussion section is taught in Spanish (as a FLAC -- Foreign Language Across the Curriculum). Milwaukee faculty have particularly embraced the challenge of creating interdisciplinary courses taught abroad in short-term programs, with such offerings as *Mexico Laguna Bacalar: Exploration of a Mayan Ecosystem* (Freshwater Science/Environmental Science), *Costa Rica: Culture, Environment and Health* (Nursing/Spanish) and *Understanding Latin American Urbanism in Havana, Cuba* (Architecture/Urban Studies). In 2012-13, 29 interdisciplinary courses were offered at Madison and 5 at Milwaukee, including courses taught abroad. Of those, 21 (MSN 18; MKE 3) were undergraduate, 6 (MSN 4; MKE 2) were undergraduate/graduate level, and 7 (MSN 7; MKE 0) were graduate seminars.

3.D. Non-Language Faculty Availability

At Madison, core departments (Agricultural and Applied Economics, Anthropology, Community and Environmental Sociology, Geography, History, Law, Political Science, and Sociology) each have between two and five LA specialists who strengthen knowledge and training in the undergraduate and graduate curricula. At Milwaukee, four core departments (Anthropology, Geography, History, Sociology) each have between two and three LA specialists each; there are also two or more LA faculty in Biological Sciences and Dance. At least 85 non-language faculty members (MSN 53; MKE 32) in 30 academic disciplines at Madison (including seven professional schools) and 15 disciplines (including three professional schools) at Milwaukee devote 25% or more of their teaching and research time to LA (Appendix II; Criterion 6). In addition, over thirty other MSN faculty members and over 20 MKE faculty members, whose expertise is not in Latin America but are interested in the region, voluntarily affiliate themselves with the Centers as resources for students working on particular topics. In 2010-14, Madison hired twelve new area faculty (Camal, Clayton, Gibbs, Gomez, Hunneus, Lupu, Marin-Spiotta, Moeller, Moore, Nobles, Olson and Simmons), and Milwaukee hired seven new area faculty (Barganier, Berardo, Davies Cordova, Gillespie, Mirosa, Sziarto, and Wood).

Instructional Assistant Pedagogy Training. On both campuses, most departments train TAs in pedagogy, and all departments and colleges provide special training for international TAs. At Madison, that training is supplemented with annual L&S and cross-college TA training workshops. At Milwaukee, CIPD provides seminars and brown bag discussions on learner-centered teaching specifically for TAs. An annual two-day orientation and teaching conference is mandatory for new TAs and lecturers. In addition, CIPD offers a one-credit Graduate course on college teaching and participates in the teaching certificate offered through the Departments

of Communication and Administrative Leadership.

Criterion 4: Quality of Language Instructional Program

4.A. Course Offerings

Madison and Milwaukee offer breadth and depth in performance-based language instruction to provide high-quality training for LA specialists. Madison currently offers Spanish, Portuguese, Ecuadorian Quechua, and Yucatec Maya, while Milwaukee teaches Spanish and Portuguese. In 2012-13, the two campuses offered 62 courses in Spanish language/literature (MSN 37; MKE 25) and 31 courses in Portuguese language/literature (MSN 21 MKE 10). Madison's Spanish & Portuguese Department offers Business, Medical, Law, and Journalism Spanish. Since 2003, it has also offered a certificate in Spanish Studies for undergraduate Business majors, and its Portuguese program is also unique in the US in offering BA, MA, and PhD degrees. Also in 2003, Madison's LACIS, International Institute, and the Global Health Institute established a 5-week summer Health Sciences Field School in Ecuador, offering language instruction (Spanish and Elementary Quechua) as well as culture and health-focused area courses.

Milwaukee offers a Spanish BA, Business Spanish minor, a Portuguese minor, a Spanish MA, an online Spanish Translation MA, and a dual MA/MLIS in Language, Literature, and Translation/Library and Information Science. A Certificate in Spanish for Health Professionals (with a language intensive track and health-focused track) is near completion, in collaboration with Nursing and Health Sciences.

Student Enrollment. Overall, student enrollment in courses and the various degree programs on both campuses is high (see Table 4.1 for a summary of major/minor information). In the 2012-13 academic year, 7,974 students (MSN 5,535; MKE 2,439) studied Spanish, while 444 students (MSN 308; MKE 136) studied Portuguese. In addition, 6 students studied Quechua

language and culture, and 9 studied Yucatec Maya at Madison.

Table 4.1: Language Majors/Minors by Program, 2012-13

	BA/BS		MA		PhD	
Language	**MSN**	**MKE**	**MSN**	**MKE**	**MSN**	**MKE**
Spanish Majors	830	59	30	15	12	0
Spanish Translation	0	0	2	52	3	0
Spanish Minors	0	105	8	0	5	0
Spanish in Professional Schools	320	14	5	0	0	0
Spanish Certificate for Business	102	0	2	0	0	0
Portuguese Majors	14	0	12	0	4	0
Portuguese Minors	0	10	3	0	0	0
Total	**1,266**	**188**	**62**	**67**	**20**	**0**

4.B. Level and Scope of Language Training

Both campuses offer beginning, intermediate, and advanced Spanish, as well as beginning, intermediate, and advanced Portuguese. Milwaukee's Portuguese program made remarkable strides since 2008-09, adding advanced level courses and increasing Portuguese student enrollment to 136 students from 94 (an increase of 45%). Of that total, enrollment in language courses increased from 36 to 86 students. Madison's Quechua program, offering three levels of instruction, is currently taught by Armando Muyolema, a native speaker from Ecuador with a Ph.D. in Hispanic Literature from the University of Pittsburgh, and supervised by Prof. Sarah Clayton (Anthropology) and LACIS Associate Director Alberto Vargas. Advanced Quechua is also provided for interested students on an as-needed basis. Yucatec Maya instruction is taught at two levels by Jessica Hurley, supervised by linguist Prof. Grant Armstrong (with ample expertise in Yucatec Maya and Spanish). Language students at Madison can also find intensive instruction during the academic year and summer. Intensive Portuguese (301), covering two semesters in one, serves FLAS fellows and students preparing for field research. The Portuguese Summer Intensive Institutes offer introductory instruction in an 8-week session (160 contact hours) equivalent to a full academic year. For heritage speakers of Spanish (individuals who have had regular and extensive exposure to Spanish at home, but little or no formal training in

the language), MSN offers Spanish 207, a special course designed for this purpose.

MKE offers accelerated Portuguese (110) and, in response to student requests for more listening/speaking opportunities, the Department offers a weekend immersion course in both Spanish and Portuguese each semester. Milwaukee also offers Spanish 103, 104, 203 and 204 in a hybrid format each once a year, combining face-to-face classroom instruction with online learning. The online MA in Spanish Translation, currently with 52 students, has grown exponentially, providing students with the expertise especially needed in business and government positions. The MALLT Department is exploring a Portuguese Translation track to expand its offerings.

Availability of Area Courses in a Foreign Language. Madison implements foreign language training across the curriculum (FLAC) through sections of the *Interdisciplinary Latin American Seminar* (982) taught in Spanish, and through discussion sections in Spanish and/or Portuguese as part of FIG (Freshman-Interest Group) cohorts. A FIG is a self-selected group of 20 first-year students who take three linked courses together during their first semester in college, exploring in depth a theme, building camaraderie and excellent relations with a faculty member who helps students make connections between the trio of courses. Often, a language course is offered as one of the courses. For the fall of 2014, Madison has two FIGs planned: one with an anchor course offered through the Gender and Women Studies Department (Ewig) *"Rebellious Women: Gender, Power and Politics in Latin America,"* accompanied by a political science and a language (Spanish or Portuguese) course appropriate to an individual student's language level. The other FIG, *"Tropical Ecology and Conservation,"* (Woodward) will be accompanied by a course in Spanish (to be determined by placement test score) and a basic science course and includes an optional 10-day field expedition to the Amazon over winter

break. In addition, MSN offers regularly *Introduction to Hispanic Cultures* (223) and an upper level seminar on Hispanic Culture (468), both of which are taught entirely in Spanish. At Milwaukee, students participating in credit internships gain practical experience with the language outside a traditional course setting. An overseas internship is required for the Global Studies BA, for example; other study abroad opportunities also combine internship content with language study.

4.C. Sufficiency of Language Faculty

The Consortium has 32 tenure-track faculty as of 2013 (MSN 26; MKE 6). It also has 13 full-time lecturers (MSN 7; MKE 6), and seven instructional academic staff at Madison, 12 at Milwaukee. All Madison Portuguese, Quechua, and Yucatec Maya faculty teach language courses each semester, as does Milwaukee's Portuguese faculty. At Milwaukee, about 20% of the faculty regularly teach language courses, and the department offers 2-3 U/G (500/700) courses each semester to better serve the undergraduate and graduate programs. In 2010-13, Milwaukee hired two new language faculty (Leone-Translation, Vasconcelos-Portuguese) and Madison hired six (Armstrong - Spanish and Yucatec Maya; Cerezo-Paredes, Comparone, Goldgel-Carballo, Sessarego, and Tejedo - all Spanish faculty). Madison has two additional resources of importance for language instruction: 1) the Language Institute, created in 2004, to support and bring information about the wealth of educational opportunities that UW-Madison offers in diverse languages, literatures, and cultures to the campus; and 2) the interdisciplinary PhD program in Second Language Acquisition (SLA), started in 2002, to prepare students to conduct research and teach in a growing interdisciplinary field that investigates language learning, teaching, the relationships between language and culture, and language and thought in diverse social contexts.

Language Training Pedagogy for Faculty and Teaching Assistants (TAs). Madison's Director of the Spanish Language Program (Frantzen) is a pedagogy expert in foreign language education, and four faculty coordinators of the elementary and intermediate levels of S&P have been trained as ACTFL OPI interviewers (Albuquerque, Egon, Frantzen, Sapega). A recently hired Spanish coordinator—Harrington—also plans to undertake OPI training. The Spanish Language Program has five faculty involved in TA training—Frantzen (Director) and coordinators Cudlipp, Egon, Gemrich, Kaaikiola Strohbusch. Two Spanish language practice courses (one intermediate, one advanced) are also supervised by coordinators (Harrington—Spanish 226; Pujol—Spanish 311). The four Portuguese faculty—Albuquerque, Madureira, Sanchez, and Sapega—are involved in teacher supervision on a rotating basis (two per year).

The Department's five pedagogy faculty provide S&P TAs with systematic exposure to current language pedagogy. New TAs in S&P and LCTL instructors are also required to take a semester-long graduate methods course and an intensive five-day orientation training workshop to learn communicative teaching methodology and to teach each other in multi-language, micro-teaching groups. In addition, the Language Program organizes special pedagogical workshops for TAs and LCTL instructors. At Milwaukee, TA training includes an intensive four-day departmental orientation and campus-wide CIPD pedagogical skill training. TAs teaching introductory courses also must take a 16-week methodology course and a 1-credit practicum. Between 2010-13, 37 lecturers and TAs participated in ACTFL 1-day workshops sponsored by CLACS (w/S&P). In addition, one faculty member (Wheatley) and three senior lecturers (Méndez-Santalla, Sotomayor, Suárez-Felipe) have participated in full ACTFL OPI tester training; Suárez-Felipe has received OPI tester certification in Spanish, and Rei-Doval is certified in Portuguese.

4.D. Quality of Language Instruction

Performance-Based Instruction. Madison's Language Program has developed an assessment plan based on the nationally recognized ACTFL guidelines for proficiency testing at all levels of instruction. Both campuses stress communicative language teaching, with competency in the four skills – reading, writing, oral and aural; Milwaukee has identified eight learning outcomes for Spanish majors, designed to respond to the National Standards and combined with assessment goals. Madison has established communication and is pursuing collaboration with other universities which teach LCTLs, particularly Quechua (U of Kansas) and Yucatec Maya (U of North Carolina and U of Chicago) to improve the teaching of those languages.

Adequacy of Resources for Language Teaching and Practice. Madison and Milwaukee have many resources available to students, including state-of-the-art language laboratories, in-house cable systems for dispersing video material, satellite television to access Spanish-language programming (including SCOLA & Univision), media labs, several two-way video conferencing facilities available across campus for foreign language hook-ups, media materials in Spanish, Portuguese, three Quechua dialects, Maya, and Nahuatl (MSN), and electronic access to authentic documents (MKE). Milwaukee's Language Resource Center designates five special purpose rooms (audio, video, testing, videoconferencing, with plans for an interactive culture room). It should also be noted that the Milwaukee Language Resource Center has been building a focus on classroom-based research, involving both undergraduate and graduate students, and plans to develop a new certificate program for technology and language pedagogy. For Yucatec Maya instruction, Madison has acquired and uses materials developed by the Consortium in Latin American and Caribbean Studies at the University of North Carolina

at Chapel Hill and Duke University, as well as those at the University of Chicago. Students also have attractive opportunities to practice language outside the classroom: for over 30 years, Madison students have met weekly for informal Portuguese conversation at the popular *Bate-Papo* (chat). Milwaukee students of Spanish participate in *Ñ Club* which meets twice weekly; they also can take advantage of the Department's Spanish Writing Center. Students of Portuguese meet at *Bate-Papo* both on campus and in the community on a weekly basis.

Language Proficiency Requirements and Assessment. As of 2013, majors in Spanish at Madison must complete prerequisites (Span 223, 224) before studying more advanced levels of literature, civilization and culture. At Madison, a major in Portuguese consists of 26 credits beyond Portuguese 201 and must include eight credits in composition and conversation, as well as completion of two literature courses at or above the 400 level. Students majoring in Portuguese are required to present at least the equivalent of two university semesters of another Romance language, preferably Spanish, taken either in high school or college. The Madison Department's Proficiency Exam Committee administers oral and other skill-level exams for LACIS BA and MA candidates, School of Education Spanish education majors and minors, fellowship applicants (Fulbright, Rockefeller, SSRC), and departments requiring language proficiency of doctoral students. For undergraduate Spanish majors, a number of randomly selected writing samples are analyzed and oral proficiency interviews are also conducted, while all Portuguese majors are required to submit a portfolio of three writing samples. The Undergraduate Studies Committee has also recently initiated a project, in conjunction with the newly hired coordinator of Spanish 226, to standardize proficiency at the advanced-intermediate and advanced levels to ensure that all students are exposed to the same amount of writing practice and to similar levels of instruction.

At Milwaukee, a modified OPI is given at the end of each semester in the 4-semester Spanish sequence and in the third year Advanced Speaking and Listening courses (318, 319). The Spanish major's assessment plan includes both speaking and writing tests within the exit exam, based on ACTFL proficiency guidelines; the exit exam also includes sections addressing listening comprehension, metalinguistic understanding, cultural understanding, and real-life use of language. An additional exit survey is dedicated to assessment of the undergraduate research requirement in Spanish. During 2012-13, 100% (fall semester) and 90.9% (spring) of undergraduate majors met the benchmark of Intermediate High on both the Oral Proficiency and the Writing Proficiency exam. Milwaukee's Department administers skill-level exams for the LACS Certificate Program, for doctoral students with language proficiency requirements, and for Education majors who must test at an Intermediate High ACTFL level, as required by the DPI.

Criterion 5. Strength of Library

5.A. Strength of Holdings

The libraries of the University of Wisconsin campuses are a premier national resource in the comprehensiveness and accessibility of the general and specialized Latin American collections. UW-Madison's library system is the 13th largest research library in North America with total holdings in 2011-2012 (the latest year for which rankings are available) of 8.5 million volumes in 40 specialized libraries. The Library is ranked 25th overall by the Association of Research Libraries (ARL) Investment Index with more than $24,000,000 in annual expenditures on collections and staffing. The ARL Investment Index is the new measure by which research libraries are ranked and evaluated. In an era where electronic resources are increasingly important, spending and annual investment are robust measures of relative strength and institutional support, along with collection size. Milwaukee has the second largest academic library in Wisconsin, holding over 5.2 million volumes. Together the Madison and Milwaukee

libraries hold over 13.7 million volumes. In addition, the Madison system currently holds more than 76,000 serial volumes, 6.4 million microfilm items, and hundreds of thousands of government documents, maps, musical scores, and audiovisual materials. Milwaukee has access to over 73,000 serial titles and has more than 211,000 government documents.

Regarding LA material, Memorial Library, the main library in the Madison system, holds one of the top LA collections in the US with more than 500,000 volumes; an extraordinarily strong LA serials collection; and particular strength in the colonial period to 21st century of Mexico, Chile, Argentina, and the Andean countries, as well as for its works on Brazilian literature and history. Milwaukee's LA collection, which contains more than 82,000 titles, is particularly strong in geography, foreign affairs, economics, and development. The LA collections of the Consortium total nearly 590,000 volumes supported by staff and materials expenditures of $1,534,596 (Tables 5.1 and 5.2). The doctoral campus libraries, as well as those of UW System campuses, are linked through on-line catalogues and inter-library loan.

Table 5.1: Latin American Collections, 2012-13

Category	MSN	MKE	Total
Total Number of Volumes for Monographs	488,526	82,148	570,674
Spanish Monographs	231,262	42,874	274,136
Portuguese Monographs	70,638	6,332	76,970
English and Other Language Monographs	186,626	32,942	219,568
Current Serials (titles in print or electronic)	1,500	50	1,550
Maps/Landsat Images	14,053	150,000	164,053
Films/Videos/Microfilms (titles)	1,783	208	1,991
Sound Recordings (titles)	1,236	495	1,731
CD-Rom (Data)	102	20	122
Full Text Electronic Databases for LA Studies	12	3	15

Table 5.2: Institutional Expenditures* for Latin American Library Materials and Staff (2012-13)

Category	MSN	MKE	Total
Acquisitions	$172,068	$22,935	$195,003
Full-Time Personnel**	$1,290,901	$48,692	$1,339,593
Totals:	**$1,462,969**	**$71,627**	**$1,534,596**

* Excludes Title VI Funds
** Includes salaries and benefits paid by UW-Madison for full-time library personnel who, at least in part, directly support the Ibero-American Studies Collection.

Specific collections relating to LA, not included in the above data, are the Wisconsin Historical Society Library (Madison campus) with an additional 9,000 serial subscriptions and 650,000 monographs and government documents, many with a focus on US foreign policy; and the Land Tenure Center collection (Madison Steenbock Library for Agriculture) includes 25,000 titles in the areas of land and natural resource tenure, land reform, land use and policy, and agricultural and rural development in Latin America. It also has access to the Commonwealth Agricultural Bureau International Abstracts, which indexes more than 6,000 academic journals and 3,500 other documents from 1910 to present, many of which are hard-to-find documents. The American Geographical Society Library (AGSL), transferred to Milwaukee in 1978, contains more than 1.2 million items, including over 516,000 maps and Landsat images; 8% of its material relates to LA. Its special holdings include the 1507 *Cosmographiae Introductio* containing the Four Voyages of Amerigo Vespucci, and the *Tira de Santa Catarina de Ixtapeji*, a recently identified late 17th century painting on cloth, documenting local property rights in a Oaxaca, Mexico community. The AGSL also features Digital Photo Collections, with content from Brazil, Colombia, Guatemala, Mexico, and Puerto Rico.

Particular strengths of Madison's LA collection include the most comprehensive *Cartonera* collection in the world with over 950 volumes from more than forty different publishers, an online research guide, and a database of digitized *cartonera* book covers and interviews. The Latin American *Cartonera* Database is part of the Arts Collection in UW's Digital Collections, which registers in its usage statistics over 1 million sessions in the last four years. The *Cartonera* collection's holdings have doubled in the last four years. Madison has also continued the development of the Brazilian collection of *Cordel* chapbooks by adding 100 chapbooks annually by participating in a nationwide collaborative collection effort led by the

Library of Congress; this collection currently holds 1,759 chapbooks. Its special collections include one of just 25 copies in the world of the complete 12-volume *Brasil, nunca mais* report, works by the "Escola do Recife" intellectuals of Brazil, and the "Maximilian Collection" of pamphlets of 19th Century Mexico. In addition to materials in print, the librarian is in charge of leading specific digitization projects for the Ibero-American E-Texts Series, for which usage statistics register over 412,000 sessions in the last four years for the 45 titles in this series. Particular strengths of Milwaukee's LA collection include a series of Cuban Artists' Books; the *Jewish Latin America Collection*, a joint CLACS, Library, donor and community initiative, which focuses on published, primary-source materials on Jewish life in Latin America and the Caribbean; and the recently acquired Américas Award Research Collection, approximately 400 children's and young adult books, published in the U.S., treating the region.

Institutional Financial Support for Acquisitions and Staff. Madison's Memorial Library collection is the product of substantial long-term institutional support. At Madison, full-time bibliographer Paloma Celis-Carbajal is responsible for the LA and Caribbean collections at Memorial Library. At the UW-Milwaukee Libraries, Janet Padway is responsible for collection management, including the LA collection; Marcy Bidney is the curator of the AGSL collection; and Max Yela oversees Special Collections development (see Appendix II for biographies).

5.B. Accessibility

Outreach and accessibility to citizens within the state of Wisconsin and beyond have been primary goals: in 2012, out of 115 reporting institutions in the Association for Research Libraries (ARL), the UW-Madison Libraries rank 3rd in numbers of items lent to other libraries (103,911) and 1st in items borrowed (83,161). Library instruction programs continue to be an important part of the research and intellectual learning support that the library provides to faculty and

students. In 2012 UW-Madison Libraries were 8th place in ARL rankings for library group presentations with a total of 37,351 participants. The 2013 annual report for library instruction mentions that campus-wide library literacy instructors taught 2,643 individual and group sessions to more than 33,057 learners (including Communication A and B courses, First-Year Interest Group courses, graduate students, and general public). The Graduate Support Series, workshops specifically designed for the needs of graduate students expanded in 2010 to a campus program. For the last four years it has registered a total of 114 sessions with a total of 1,160 graduate student attendants. Since 2008 UW-Madison started using Libguides software to create online research guides open and free to the public and, therefore increasing accessibility to our library resources. Usage statistics for the nine guides created specifically for Latin American Studies topics total 27,012 views over the last four years. Milwaukee filled nearly 31,000 interlibrary loan requests in 2012-13 while more than 11,400 users attended library workshops and instructional programs. UW Libraries are committed to the "one system, one library" concept for more efficient purchasing. With Universal Borrowing available to all universities in the system, a book can be requested and delivered to any campus within 1-5 days. For that reason, libraries check any new purchase request against existing UW System holdings, while being conscious of the need to maintain research collection integrity at the two doctoral campuses. Both campuses engage in further resource sharing through the Committee on Institutional Cooperation (CIC), whose member libraries have a "seamless interface" for their on-line catalogs and are committed to free and low-cost resource sharing, priority service, rapid and cooperative purchasing of full-text electronic resources. Locating and borrowing materials held by other libraries is also facilitated by membership in the Online Computer Library Center computer network, which contains over 50 million records and is constantly expanding.

Cooperative Arrangements. The UW Madison Library System is a participating member of the Center for Research Libraries (CRL), the Seminar on the Acquisition of Latin American Library Materials (SALALM), the Latin American Research Resources Project (LARRP), CRL's Latin American Materials Project (LAMP), and the Midwest Organization of Libraries for Latin American Studies (MOLLAS). SALALM and MOLLAS promote and develop member Latin American Studies resources through cooperative and collaborative projects in the areas of collection development, preservation, and access. In the past four years, full-time librarian Paloma Celis Carbajal has been president of MOLLAS, chair of the executive committee for LAMP, and is currently vice-president/president elect of SALALM. She will be the organizer of the SALALM annual conference in 2016.

As state institutions, the Madison and Milwaukee libraries maintain open access to the public. A cooperative arrangement has made UW System libraries a single user community, thereby improving access for state users. Locally, Milwaukee cooperates with libraries in the metro region, sharing resources through the Library Council of Southeastern Wisconsin and the Cooperative Access Program (w/Medical College of Wisconsin and Marquette University).

Criterion 6. Quality of Staff Resources

6.A. Qualifications of Faculty and Professional Staff for Activities and Training

Faculty qualifications and the time they dedicate to LA studies are shown in Appendix II and Table 3.1. At Madison, 86 faculty and selected lecturers (92% tenured or tenure track) in 30 departments and seven professional schools devote 25% or more of their teaching and research time to Latin America. Of those, 46 are core faculty (21 in area studies; 25 in language/literature), with 50% or more of their professional work dedicated to LA. Significantly, about 20 are in the junior faculty ranks—a sign that the Madison faculty is

undergoing generational renewal. An additional 40 affiliated faculty serve as program resources. At Milwaukee, 42 faculty and selected lecturers (96% tenure or tenure track) in 16 departments and three professional schools devote 25% or more of their professional work to LA. Of those, 23 are core faculty (16 in area studies and 7 in language/literature). An additional 12 affiliated faculty serve as a program resource. Furthermore, there is depth to this disciplinary strength; at Madison, 17 departments have at least two faculty and six departments have at least two core faculty. At Milwaukee, two departments have at least two faculty and two departments have at least three core faculty each. Regional expertise is also well balanced (Table 3.1). Courses pertain to all significant areas of Latin America (Table 3.1) and the depth of many departments allows for the offering of specialized courses (Criterion 3.B). In addition, LA scholars in the Tinker Visiting Professorship program supplement standard courses in Madison. In the last four years, Madison hosted distinguished professors from Brazil, Colombia, Guatemala and Uruguay. Next year (2014-15), the Tinker program will facilitate visits by scholars specializing in agrarian studies, language education in the Andes, and Peruvian literature. For instance, LACIS will host Prof. Virginia Zavala, Professor of linguistics in the Department of Humanities at Pontificia Universidad Católica in Lima, a prominent scholar of issues surrounding language and education with a focus on the Andes.

Consortium faculty consistently receives national recognition (See Appendix II). At the latest LASA Conference in May, 2014, Víctor Goldgel-Carballo, Professor of Spanish and Portuguese in Madison was recognized with the Premio Iberoamericano "for the outstanding book on Latin America in the social sciences and humanities published in Spanish or Portuguese in any country."

Professional Development Opportunities. Madison's Nave Endowment regularly

supports opportunities for faculty and staff to conduct research, provide publication subsidies, and assists with conference participation. CLACS awards grants for research, conference travel, and course development to an average of ten of its faculty in L&S and professional schools, and to as many as eight regional faculty each year (with Title VI funds). Additional support for Consortium faculty research and professional development comes from the Graduate School on each campus, the Center for International Education (CIE/MKE), and the International Institute (II/MSN).

Faculty Commitment to Teaching, Supervising, and Advising Students. UW Consortium faculty devote significant time to teaching and advising undergraduate and graduate students. Madison faculty's commitment to teaching, supervising, and advising graduate students is indicated by the high number of Latin Americanist MA and PhD candidates they train (Table 2.2). Furthermore, Consortium Directors and professional staff are dedicated advisors for undergraduate and graduate students pursuing certificates, BAs, and MAs in LA studies (Criterion 2). At Milwaukee, undergraduates frequently engage in research through the Office of Undergraduate Research (OUR) which pairs leading academic researchers with undergraduates. In the past three years, five CLACS faculty have participated in such pairings.

6.B. Composition of Oversight Bodies

Faculty governance and participation characterize the Consortium Programs. At Madison, the Director is elected every three years by LACIS faculty, and six standing committees govern policy, admissions, and fellowships, including FLAS awards (Table 6.1). The committees include 24 faculty representing 17 departments and programs, including two professional schools (Law and Education). Two key committees for governance, the Executive Committee overseeing program direction and the Nave Committee overseeing the Nave Endowment, each

meet three times per year; the latter includes the Deans of L&S and II, who oversee Madison's NRCs. CLACS, administered within L&S, has six standing committees governing administrative and programmatic policy, fellowships, scholarships, and travel. The committees include 19 faculty representing 9 departments and three professional schools (Arts, Education, and Health Sciences). The Director serves a minimum of five years. The Consortium is not under an oversight body, but the professional staff meets several times per year to discuss program direction.

Table 6.1: Program Oversight, 2012-2013

Madison Committees	Milwaukee Committees
Executive (8) 2 Language, 5 Area, 1 Program Staff	**Advisory (13)** 3 Language, 6 Area, 3 Professional, 1 Program Staff
Visiting Lecturers, Scholars, and Artists (3) 1 Language, 1 Area, 1 Program Staff	**Certificate Program (6)** 1 Language, 3 Area, 1 Professional, 1 Program Staff
Graduate Admissions (5) 2 Language, 1 Area, 2 Program Staff	**Faculty Travel Grants (4)** 1 Language, 2 Area, 1 Professional
Tinker / Nave Summer Field Research (4) 3 Area, 1 Program Staff	**FLAS Fellowships (4)** 2 Language, 2 Area
Fellowship and Scholarships (4) 2 Language, 1 Area, 1 Program Staff	**Scholarships/Student Travel Grants (4)** 1 Language, 2 Area, 1 Program Staff
Nave (12) 1 Language, 4 Area, 7 Program Staff	**Regional Faculty Travel Grants (3)** 2 Area, 1 Program Staff

Staffing and Oversight of Administration and Outreach. Professors Francisco Scarano (Madison, History) and Kristin Ruggiero (Milwaukee, History), LACIS and CLACS directors, respectively, play an active role in international education on their respective campuses. In addition to Center work, Scarano (elected 2012) teaches three courses per year in History. At LACIS he is supported by Associate Director Alberto Vargas, who, in addition to working in Center administration, teaches two courses per year. Madison staff also includes Undergraduate Advisor and Outreach Coordinator Sarah Ripp, one financial specialist, and one student program assistant. At Milwaukee, Professor Ruggiero (recruited as CLACS Director in

1999) serves as Associate Director of the Center for International Education, is on the advisory committees of several centers and degree/certificate programs, and teaches three classes per year in History. She is supported by two full-time professional staff members: Julie Kline, Assistant Director of Evaluation and Public Engagement, and Tom Danner, Assistant Director of Administration and Initiatives; and one half-time Academic Advisor, Alida Cardós Whaley.

Consortium staff has an active presence at the national level. Assistant Director of CLACS, Julie Kline, is a member of the Executive Committee of CLASP (Consortium Latin American Studies Programs), on which Vargas has also served. Faculty and students of the Consortium also participate vigorously in academic conferences. At the 2014 Latin American Studies Association Annual (LASA) Conference, for instance, there were 41 participants from the University of Wisconsin (29 MSN; 5 MKE; and 7 from other UW system campuses). The Madison contingent included 15 Ph.D. candidates.

6.C. Non-Discriminatory Employment Practices

The Consortium is committed to diversity and equal opportunity in employment. In compliance with Section 427 (GEPA) (see also Criterion 9.A), it practices affirmative action to employ and advance minorities, women, persons with disabilities, and veterans. At Madison and Milwaukee, Equity and Diversity committees exist in all schools, colleges, and administrative divisions. They identify, track, and lead diversity efforts, particularly for faculty and staff. Faculty and staff are recruited and hired in accordance with non-discriminatory professional standards, and in all cases a special effort is made to encourage applications from traditionally underrepresented groups. The Consortium practices aggressive, holistic recruitment strategies designed to increase diversity among applicant pools. It utilizes a variety of online outlets, journal ads, newsletters, personal contacts, department minority recruitment committees, and letters, e-mail and

advertisements to professional organizations geared to women and minorities. Efforts to successfully hire have included offers with competitive salaries, course load reductions, moving expenses, travel funds, reduced and alternative work schedules, and support for research. In addition, Madison recently announced the continuation of a highly successful Faculty Strategic Hiring Initiative to recruit women and minority faculty in underrepresented departments. Of ten new hires connected with LACIS at Madison in the past three years, six have been women and four minorities; of nine new such faculty and staff at Milwaukee, four have been women and three minorities. Overall, Consortium faculty and staff are more diverse than many other units on campus, with a strong representation of minorities (MSN LACIS faculty 33%, core staff 50%; MKE CLACS faculty 38%, core staff 22%) and women (MSN LACIS faculty 45%, core staff 83%; MKE CLACS faculty 50%, core staff 77%).

Criterion 7. Outreach Activities

7.A. Impact and Participation

The UW Consortium has a national reputation among Latin American NRCs for its demonstrable commitment to outreach. In addition to CLACS/LACIS projects, Wisconsin Title VI centers formed the Wisconsin International Outreach Consortium (WIOC) in 1993 to serve outreach constituencies collaboratively. Between 2010 and 2014, WIOC programming benefited 4,252 K-12 and post-secondary educators, K-16 students, the media, and general public. The outreach program also benefits immensely from initiatives put forth by the professional schools. In 2010-2014, LACIS collaborated with faculty and staff from the Schools of Business, Journalism, Law, Education, and Medicine, as well as the College of Agricultural & Life Sciences, and the Nelson Institute for Environmental Studies on a number of initiatives, including seven business outreach events, eight film festivals, two writer-in-residence programs, four art exhibitions, and 24 arts outreach programs. During 2010-13 the Milwaukee Schools/Colleges of Arts, Education, and

Nursing were directly involved in two exhibits, three film festivals, two K-12 teacher programs, three student events, and numerous public lectures and community programs. In addition to developing the majority of lectures and conferences, CLACS faculty worked with one student program, five K-12 teacher trainings, nine post-secondary workshops, three film series, six cultural events, and nine regional programs.

Elementary and Secondary Schools. Both CLACS and LACIS offer effective teacher training, resources, and other K-12 outreach programming, building upon innovative partnerships (Table 7.1). Each outreach program supports Wisconsin's teacher certification process. To gain an Initial Educator license, new teachers have to design and complete a Professional Development Plan (PDP). Currently licensed teachers can either complete the PDP or take six university credits for re-certification. Madison is known for its innovative activities that link arts performance to teacher training and school-based events; for example, in 2012, LACIS collaborated with various entities on campus in the "Our Nation of Others" activities which included a literary and artistic competition calling for creative works inspired by *Enrique's Journey* (the 2012 *Go Big Read* book selection). All residents of Dane County (including K-12 students) were invited to participate.

Milwaukee expands Consortium K-12 outreach with teacher training and resource offerings. Since 1993 CLACS, with CLASP, coordinated annually the Américas Award for Children's and Young Adult Literature, producing an annotated bibliography each year. CLACS continues to support the Américas Award, now coordinated by Vanderbilt and Tulane Universities. The list of commended titles provides guidance for library collection development and highlights how children's literature can internationalize reading, language arts, and social studies classrooms. CLACS offers a related online credit course through Education.

Another CLACS initiative with national impact was formation of the CLASP/NRC Teacher Training Network, in which multiple NRCs helped support local teachers annually at national summer teacher institutes. In addition to providing unique professional opportunity, each institute has benefited in terms of participation numbers and added geographic diversity.

CLACS offers a free-loan Media Collection, providing 580 media materials in response to 326 requests by 86 K-16 educators (unique borrowers) during 2010-13. CLACS has also been building online content via iTunes U and YouTube.

Table 7.1: K-12 Sample Outreach Activities, 2010-2013

K-12 TEACHER TRAINING	**Date/ Location/ Impact**	**Participants**	**Partners**
Consortium Summer Institute: Indigenous Movements	710/13-7/12/13 Milwaukee/ Regional	19	UW-Whitewater
NRC/CLASP Teacher Training Network	2010-13 Milwaukee/ National	17	NRCs (Florida, Tulane, Yale, Pittsburgh, Vanderbilt, MKE)
SCHOOL-BASED PROGRAMS (Student Audiences)	**Date/ Location/Impact**	**Participants**	**Partners**
Presentation as part of "World Languages Day": "College to Career: Your Future in Latin American & Caribbean Studies"	11/15/2011 & 11/15/2013 Madison/ Regional	110 students 7 teachers	Language Institute @ UW-Madison
School Visit: author Carmen Tafolla	10/20/10 DC public schools National	75	CLACS with CLASP (Américas Award), Bancroft Elementary
CLASSROOM RESOURCES	**Date/ Location/ Impact**	**Outcome**	**Partners**
"Cuba Discovery Box" *(delivered or shipped for classroom use upon request)*	2014 Regional	hands-on materials with curriculum	(Cuba-US K-12 art exchange); DPI; non-profit *Take 2*
Website: Tropical Ecology for Teachers and Students	2010-13 National	science-based classroom resource	CLACS, in support of an NSF RET project

Postsecondary Institutions. Through its Regional Faculty Associate Program, the Consortium offers professional development/program support to approximately 110 faculty at 32 UW System campuses and private colleges throughout Wisconsin, Iowa, and Minnesota. This network contributes to a recognizable regional strength in Latin American studies, beyond Milwaukee

and Madison, and allows for greater sharing of resources. CLACS supports annual regional faculty workshops, supported by CLACS with the North Central Council of Latin Americanists (NCCLA) and CLASP, focused on teaching and resources. Also, by serving as the Secretariat of NCCLA, CLACS promotes scholarship at regional colleges throughout the Upper Midwest.

Table 7.2: Post-secondary Sample Outreach Activities, 2010-13

TEACHER TRAINING	**Date/ Location/ Impact**	**Participants**	**Partners**
Crossing Major Borders World Languages Workshop	9/15/12 Milwaukee/ Local	32	ACTFL; CIE; CIPD; L&S
Latin America and the U.S. Regional Faculty Workshop	3/23/13 Valparaiso, IN Regional	13	CLACS; NCCLA; Valparaiso University
CLASSROOM RESOURCES	**Date/ Impact**	**Outcome**	**Partners**
LACIS YouTube Channel Content	2009-present International	Select LACIS programming online for worldwide viewing	None

Business, Media and the General Public. The UW Consortium develops business and media outreach, particularly through joint programming with the Madison Committee on Foreign Relations, Wisconsin Economic Development Corporation, and WIOC (Table 7.3). As a recent example, LACIS convened the Brazil Business Summit, with an attendance of over 100 business representatives, featuring speakers from the Woodrow Wilson Center, UW faculty, local business specialized in Brazil, and the Consul General of Brazil in Chicago.

The media exposure generated by Wisconsin outreach includes national, state, and local radio, the print media, and commercial and public television. As part of its annual "Festival de Cine," LACIS reaches several hundred individuals from the university and the surrounding community to educate them about the diversity of the Americas. CLACS annual free film series brings an average audience of 1,500 to campus. Through its collaborative community partners, Milwaukee offers frequent public programming off campus to increase attendance.

Table 7.3: Business, Media, General Public Sample Outreach Activities, 2010-13

BUSINESS	**Date/ Location/ Impact**	**Participants**	**Partners**
Business Realities of Chile, Colombia and Brazil -- Opportunities, Strategies and Challenges	4/10/12 and 2/19/14 Madison/Regional	100+	CIBER; Madison Intl Trade Assn; UW's Brazil Initiative
NAFTA Update: Doing International Business Close to Home	2/14/12 Madison/ Regional	63	Madison Intl Trade Assn; CIBER
MEDIA	**Date/ Location/ Impact**	**Participants**	**Partners**
Radio Interviews on WI Public Radio as part of UW-Madison's *"Inside Islam: Dialogues and Debates"*	5/5/2011 & 3/6/12 Madison/Regional	10,000	WI Public Radio; MSN Title VI Resource Centers
Radio and TV interviews: Building a Sustainable Haiti, Emmanuel Jean Francois, UW-Oshkosh	2/22/11 Milwaukee/ Regional	8,000	MKE Institute of World Affairs; Milwaukee Journal Sentinel; Milwaukee Public Television & Public Radio
GENERAL PUBLIC	**Date/ Location/ Impact**	**Participants**	**Partners**
Videoconference Series on the environment: Presented by various faculty members from UNAM	2/14/13-3/21/13 (10 weeks) Madison/Mexico/International	35 per/week	Universidad Nacional Autonoma de Mexico
Woven Lives/Vidas Entretejidas World Film Premiere Screening	4/23/11 Madison/Regional	272	School of Human Ecology; Madison Arts Institute; Madison Year of the Arts
Música del Lago summer Latin music series	6/14/12-8/30/12 Milwaukee/ Local	2,150	Colectivo Coffee

Overall attendance at outreach events illustrates the cumulative impact of the Consortium's outreach programming (Table 7.4). See Criterion 8 for future outreach plans.

Table 7.4: Outreach, Cumulative Impact, 2010-13

PARTICIPANTS	**MSN**	**MKE**	**Total**
K-12 Teachers	1595	797	2,392
Post-Secondary	258	148	406
K-16 Students	2339	715	3,054
Business / Media	10,639	12,500	23,139
Public	10,658	13,492	24,150
University Lectures and Conferences	9,144	2,206	11,350
TOTALS:	**34,633**	**29,858**	**64,491**
ACTIVITIES	**MSN**	**MKE**	**Total**
Local	357	101	458
Regional	40	29	69
National	2	8	10
International	14	0	14
TOTALS:	**413**	**138**	**551**

Criterion 8. Program Planning and Budget

AP=Absolute Priority; CPP=Competitive Preference Priorities 1-2

8.A/B. Quality and Purpose of Activities, Timeline, and Use of Personnel and Resources

The proposed activities conform to the purpose of Title VI: to strengthen nationally recognized centers of excellence in foreign language and area studies and to assist students undergoing training in foreign languages and area studies. To demonstrate our commitment to the Absolute Priority of teacher training and to the Competitive Priorities 1 and 2, we propose the following activities grouped under five distinct goals, as presented in Table 8.1.

Goal 1: Strengthen Teacher Training and Collaborations with Schools of Education (all AP). The Consortium requests funds for four jointly-sponsored *Teacher-Training Summer Institutes*, designed annually to reach educators of diverse subject areas including history, language arts, Spanish, and environmental science. All four institutes are developed with Professor Seth Meisel, (Associate Dean, Graduate Studies and Continuing Education, UW-Whitewater); Whitewater is the UW campus which trains the most new K-12 teachers in Wisconsin, and Professor Meisel designed eight previous summer institutes. The Milwaukee-based institutes offer optional graduate credit.

Madison plans a major curricular initiative with the School of Education: a *FIG (First-year Interest Group)*, for future K-12 social studies teachers. The core course, "International Studies and the K-12 Classroom," taught by a Professor of Curriculum and Instruction, will explore the history and current practices of integrating area and international studies into K-12 social studies classrooms. The FIG will be offered every year, starting in Fall 2015 (*CPP-2*). Milwaukee will collaborate with CIE and Education to support development of a *Global Educators Certificate*, available across all subject areas.

Table 8.1
Program Planning Timeline, 2014-18

AP= Absolute Priority,
CPP=Competitive Preference Priorities (1-2)
▲ = new activity / ▲ = continuing / ■ = cost-share activities

Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Year 4: 2017-18
Goal 1: Strengthen Teacher Training and Collaborations with Schools of Education (*all AP*)			
Consortial Summer Institute: "Essential Topics for World History" (MSN/MKE) ■▲	Consortial Summer Institute: "Autobiografias Latinoamericanas para español intermedio y avanzado" (MSN/MKE) ■▲	Consortial Summer Institute: "Integrating LAC Narratives and Informational Texts into Language Arts" (MSN/MKE) ■▲	Consortial Summer Institute: "Resources for Teaching Environment & Sustainability" (MSN/MKE) ■▲
	First Year Interest Group with School of Education (MSN) ■▲ (*CPP-2*)		
▪ School of Education Global Educators Certificate Program: course development & pre-service teacher programming (*CPP-2*) (including short-term study abroad for pre-service teachers) (MKE) ■▲			
New courses: certificate in Technology and Language Pedagogy (MKE) ■▲			
▪ Regional Teacher Support for National Teacher Training Opportunities (MKE) ■▲ ▪ Research Experience for Teachers Tropical Ecology Program Support (MKE) ■▲ ▪ Regional Educator Training Workshops (includes post-secondary Teaching & Learning) (MKE) ■▲ ▪ Wisconsin International Outreach Consortium (WIOC) Collaborative Programs (MSN/MKE) ■▲			
Goal 2: Collaborate with MSIs, Title III and V Eligible Institutions and Community Colleges to Incorporate LACS, Intercultural and Global Dimensions into the Curriculum (*all CPP-1*)			
	New course for MSI (MSN) ■▲		
▪ Best Practices: College of Menominee Nation, Alverno College, Milwaukee Area Technical College, Waukesha County Technical College MSN/MKE) ■▲ ▪ Community College Passport Program: Madison College, WIOC (MSN/MKE) ■▲ ▪ Development of the Indigenous Studies Certificate Program at the College of Menominee Nation (MSN) ■▲ ▪ Scholar Access Grants (MKE) ■▲ ▪ Teacher Training Workshops: UW-Eau Claire, UW-La Crosse, Carthage College, Alverno College, WIOC (MSN/MKE) ■▲ (*CPP-2*)			
Goal 3: Increase the Enrollment and Proficiency of Students Learning LCTLs at All Levels			
Summer Intensive Portuguese (MSN) ■▲	Summer Intensive Quechua in Ecuador (MSN) ■▲	Summer Intensive Portuguese (MSN) ■▲	Summer Intensive Quechua in Ecuador (MSN) ■▲
new courses: Portuguese advance level (MKE) ▲		new courses: Portuguese advance level or Translation track (MKE) ▲	
	FIG: Mesoamerican Archeology and Yucatec Maya (MSN) ■▲		
LCTL Strategies, Indiana (MSN)■▲	STLILLA at Ohio State (MSN) ■▲	LCTL Strategies, Indiana (MSN)■▲	STLILLA site TBD (MSN) ■▲
▪ Quechua (Lecturer): Elementary/Intermediate/Advanced Quechua (MSN) ▲ ▪ Yucatec Maya (TA): Elementary/Intermediate Yucatec Maya (MSN) ▲ ▪ Expand Enrollment in Portuguese Courses at Other UW campuses (MSN) ■▲ (*CPP-1*) ▪ ACTFL Professional Development Workshops for Spanish & LCTL Faculty/Staff/TAs (MSN/MKE) ■▲ ▪ FLAC Course Sections including Intro 260 and FIGs (MSN) ▲			

Table 8.1
Program Planning Timeline, 2014-18

AP= Absolute Priority,
CPP=Competitive Preference Priorities (1-2)
▲ = new activity / ▲ = continuing / ■ = cost-share activities

Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Year 4: 2017-18
Goal 4: Improve Undergraduate and Graduate Education and Placement			
Area Studies and Professional School Instruction			
New course: Environmental Issues in Latin America Capstone (MSN) ■▲	College of Nursing Clinical Rotation set-up (MKE) ■▲		
▪ Interdisciplinary course development for theme-based study abroad, online, graduate level, STEM, or professional schools (MKE) ▲			
▪ Guest Lecturers in Nursing, Freshwater Sciences, Art or Public Health (MKE) ■▲			
▪ Spanish/Portuguese Customized Language Modules for Students in Professional Schools & Sciences (MSN/MKE) ▲			
▪ Faculty Liaison Grants (MKE) ▲			
▪ Health Issues in Rural Ecuador (MSN) ■▲			
Career Training and Placement			
▪ Latin American Careers Webinar (Upper Midwest Initiative with U of Chicago) (MSN/MKE) ■▲ & LACIS Alumni Career Advising Panel (MSN) ■ ▲			
Goal 5: Support Resources, Programs and Initiatives to Strengthen Latin American Language and Area Studies At and Beyond the University			
Library Collections Acquisitions and Access			
▪ Core Program, Electronic Resources, Special Projects (MSN/MKE), SALALM and MOLLAS (MSN), Media Collection (MKE)■▲			
Conferences/Symposia/Lecture Series			
Human Rights and Environment (MSN) ■▲	Violence, Non-State Armed Groups & the State (MSN) ■▲	Environmental Museums, the case of University of Guadalajara (MSN)■▲	Mexico in the Context of North and Latin America (MSN) ■▲
Apertura: Photography in Cuba Today Exhibit (MSN) ■▲	China - Mexico Symposium at UNAM Mexico (MSN) ■▲		
UWM Year of the Humanities: Borges Symposium (MKE) ■▲	Lecture Series: School of Freshwater Sciences (MKE) ■▲	Lecture Series: Sustainability and Peacebuilding (MKE) ■▲	Global-Local Public Health Issues Symposium (MKE) ■▲
▪ Brazil Programming (MKE) ■▲			
▪ Shared Latin American Speaker Series (Upper Midwest Initiative with U of Illinois/U of Chicago) (MSN/MKE) ■▲			
Additional K-12 and Post-Secondary Outreach			
▪ CLASP Collaborations (MSN/MKE) ■▲			
▪ CLACS Regional Faculty Associates research-travel and campus programming support (MKE) ■▲			
▪ Expanding regional faculty network via Upper Midwest Initiative with U of Chicago (MSN/MKE) ■▲			
Business/Media/Government Outreach			
▪ Brazil Business Initiatives (MSN/MKE) & Latin American Business Workshops (MSN) ■▲			
▪ NRC Portal (MSN/MKE) ■▲			
Community Outreach			
▪ LA Film Festivals (MSN/MKE) & Cultural Partnerships: Latino Arts, Colectivo Coffee, Milwaukee Film, Milwaukee Public Library (MKE) ■▲			
Ongoing Program Evaluation with UW Survey Center and CUIR (MSN/MKE) ■▲			

In particular, CLACS will provide *new course development*, with a focus on pre-service, short-term study abroad development (all yrs) (CPP-2). Milwaukee will also contribute funds for other *pre-service teacher programming* that supports the proposed certificate (all yrs). A second proposed certificate at Milwaukee, *Technology and Language Pedagogy*, will be developed by the UWM Language Resource Center, in collaboration with CIE. CLACS will support *two new courses for the certificate* designed for pre-service teachers, classroom educators, and graduate students (yrs 1,2).

Over the past eight years, Milwaukee provided support to twenty-one Wisconsin K-12 teachers for participation in summer institutes nationally, including those organized at UT-Austin and Yale. CLACS will continue to support global expertise development through *Regional Teacher Support for National Teacher Training Opportunities* (2/yr, all yrs).

Linking STEM with area studies, Milwaukee lends support to an ongoing NSF-funded Research Experience for Teachers (RET) project in Panama, focused on tropical ecology. Professor Stefan Schnitzer (Biological Sciences) designed the RET specifically to benefit Milwaukee Public Schools teachers and science classrooms. Through the *RET Tropical Ecology Program*, CLACS runs extension workshops for teachers and maintains a website for the project, complete with teacher-created curricula and additional classroom resources (all yrs).

In addition to the above, Milwaukee offers *Regional Educator Training Workshops*. CLACS will continue support for the post-secondary faculty "Teaching and Learning" workshops, in collaboration with NCCLA and CLASP, and offered at different Midwest campuses such as Valparaiso University (IN) in 2013 and Simpson College (IA) in 2014; Augustana College (IL) is the proposed site for spring 2015 (all yrs).

The Consortium will continue support for the *Wisconsin International Outreach*

Consortium (WIOC), in collaboration with all area and international studies centers at UW-Madison and UW-Milwaukee (all yrs).

Goal 2: Collaborate with MSIs, Title III and V Eligible Institutions and Community Colleges (all CPP-1) to Incorporate LACS, Intercultural and Global Dimensions into the Curriculum.

The Consortium, in collaboration with MKE CIE will take the lead on the *Internationalization Best Practices Initiative*, with the College of Menominee Nation (a Wisconsin MSI), Alverno College (Title III and V eligible), Milwaukee Area Technical College (MATC), and Waukesha County Technical College (WCTC)—both community colleges (all yrs). Based on meetings with faculty and staff, the four-year project will focus on professional development/curriculum development workshops and webinars (see letters of support in Appendix V). Specific activities planned are: 1. *The Community College Passport Program*. Madison College, a two-year institution in Madison, is creating a 15-credit Interdisciplinary Global Studies Certificate program. We propose to significantly expand course options for Madison College students by opening selected LACIS courses, such as our large gateway course (Cross Listed 260: *Introduction to Latin America*), to their students (yr 2) (*CPP-1*). 2. *Development of the Indigenous Studies Certificate Program at the College of Menominee Nation*. We have designed a major initiative to help our faculty colleagues at CMN build a new certificate program in Indigenous Studies which includes international, intercultural and global dimensions (see letter of support Appendix V). This collaboration will have four elements: (1) Each year in the grant cycle, at least one LACIS faculty member will present to CMN certificate students on ethnicity and indigenous issues in Latin America. This element builds on previous collaboration between LACIS and CMN as the Quechua and Yucatec Maya instructors from Madison gave talks at CMN in previous years; (2) In spring 2015, Madison will host a conference on Global

Indigeneity and we seek funds to sponsor participation of one CMN faculty member and one student; (3) In spring 2016 and 2017, we will sponsor participation by a CMN faculty member and a student to the annual international conference of the United Nations Permanent Forum on Indigenous Issues, in New York; (4) Finally, in year 2 we have budgeted seed funding toward a curriculum development trip to Latin America for CMN faculty members, accompanied by one of our LACIS specialists, to design a course unit on the Latin American indigenous experience (*CPP-1)*. 3. *Teacher Training Workshops at CMN and Title III and V Eligible institutions*. In addition to CMN, Wisconsin includes Title III and V eligible institutions such as UW-La Crosse, Carthage College (Kenosha), UW-Eau Claire, and Alverno College (Milwaukee). We will work with these five institutions to hold annual area studies teacher institutes with their Schools of Education. The institutes will have a triple target audience: (1) Education faculty members; (2) majors in Education; and (3) regional in-service teachers (*AP, CPP-1, CPP-2).* Also in support of CPP-1, Milwaukee will coordinate a *Scholar Access Library Grants* program for faculty from regional MSIs, Title III and V eligible institutions, and community colleges to support travel research to the UW-Madison or UW-Milwaukee libraries, including the AGSL (all yrs).

Goal 3: Increase the Enrollment and Proficiency of Students Learning LCTLs at All Levels. The Consortium has been committed to teaching LCTLs for several decades, starting with Portuguese in Madison since the inception of the program, and adding Quechua (1985) and Yucatec Maya (2002). Milwaukee also offers Portuguese, with a striking increase in enrollments over the last four years. Portuguese has a steady demand for its courses (Appendix III). This is not the case for Quechua and Yucatec Maya, which face the problem of small enrollments, except in years when we offer a FIG incorporating a LCTL into the set of three FIG courses with a typical enrollment of 15-20 students. The model of small LCTL enrollments with a single

instructor is neither sustainable nor cost-effective. To solve this problem, Madison proposes to convene an internal "LCTL working group" in the first year of the cycle, composed of the language instructors of Quechua and Yucatec Maya, faculty with interest in the language (Clayton and Armstrong), LACIS Associate Director and representatives from the Language Institute and the Second Language Acquisition program. This work group, at no cost to the project, will develop a detailed teaching and learning plan for LCTLs, and will participate actively in the LCTL workshops and symposia convened nationally. The main goal is to develop collaborative arrangements with other universities to share instructors, materials and pedagogical resources and make LCTL teaching and learning cost effective and efficient. Thus, Madison seeks funding to send the *Quechua and Yucatec Maya* instructors, and LACIS Associate Director, to the *Strategy Workshops on Teaching Latin American and Caribbean LCTLs* convened by Indiana University (yrs 1, 3), and to the Symposium on STLILLA (Symposium on Teaching and Learning of Indigenous Languages of Latin America) convened by the Ohio State University (years 2, 4).

To continue with its LCTL teaching, Madison requests funding to offer two *Summer Intensive Portuguese Institutes* in Madison (Albuquerque/TA-yrs 1,3) and two *Summer Intermediate or Advanced Quechua Institutes* in Ecuador (Muyolema/ years 2,4). The Quechua Institutes in Ecuador, building on a successful Institute offered in 2008 by Muyolema, will be designed in collaboration with the University of Kansas, which has an instructor offering a similar variant of Quechua. Madison seeks funding for its language instructors to participate at *language assessment training and pedagogical conferences* at the national, regional, and state-wide level (e.g. ACTFL, AAAL and others) (all yrs). Madison seeks support for two language instructors, a native speaker of *Quechua* (Muyolema) and an experienced speaker of *Yucatec*

Maya (Hurley). Madison will continue its collaboration with the University of North Carolina and the University of Chicago to strengthen Yucatec Maya instruction and to systematize teaching materials. To increase enrollments in LCTLs Madison is proposing to offer a *Freshman Interest Group* in year 2, using Elementary Yucatec Maya as one of the three courses for the cohort. We expect to add a winter break trip to Yucatan after the Fall Semester FIG led by Archaeologist Clayton. Our aim is to raise the interest of first-year students to continue studying the language and to apply for undergraduate FLAS in subsequent summers.

Madison also plans to work with other UW system campuses to foster enrollment in Portuguese. UW-Platteville will hire a Fellow to teach beginning Portuguese in Fall 2014. Madison is consulting with the UW System *Collaborative Language Program* (CLP) to share resources among several campuses where there is interest, but no instructor is available. The CLP facilitates the distance teaching of a language, in this case Portuguese offered through Platteville, and likely received by students in UW-Stout and UW-La Crosse.

FLAC: Madison requests partial support to fund TAs for a Spanish discussion section for the course "*Latin America: An Introduction*" (all yrs) and for another FLAC course (yrs 2, 4). To further build the Portuguese program, Milwaukee will provide course development support for new *advanced level Portuguese courses* (all yrs) and courses to help build a new *Portuguese track in the online Translation MA program* (yrs 3,4). To strengthen language instruction including Portuguese, Milwaukee plans *ACTFL Professional Development Workshops for Spanish & LCTL Faculty/Staff* (all yrs).

Goal 4: Improve Undergraduate and Graduate Education and Placement.

Area Studies and Professional School Instruction. At Madison, instruction and tutoring in Spanish/Portuguese *immersion language* will be made available to students in the

professional schools. *Immersion language* training will also be available through the *Health Issues in Rural Ecuador* 6-week summer program at the *Medical Field School for the Study of Language, Culture, and Community Health in Ecuador* focusing on indigenous and non-indigenous health beliefs and practices through Spanish and introductory Quechua language instruction, cultural anthropology, and community health field activities (all yrs). Madison requests funds to develop a *new capstone course for LACIS majors* focusing on Latin American Environmental Challenges and Opportunities. The course will be offered by LACIS Associate Director Alberto Vargas. This course will include distance lectures and discussions by faculty from the Universidad Nacional de Colombia and the Universidad de Guadalajara, in Mexico. Milwaukee requests funds for four *course development* grants in each year of the grant cycle to further build *interdisciplinary short-term study abroad, online, graduate level, STEM, or professional school courses* (all yrs). Of particular interest will be proposals supporting: 1) 2nd yr electives for the new Masters in Sustainable Peacebuilding; 2) a proposed LACS Graduate Certificate; and 3) online courses to contribute to a fully online version of the LACS certificate (all yrs). Milwaukee plans to support *Guest Lecturers in Nursing, Freshwater Sciences, Art or Public Health* (all yrs), and will continue *Spanish/Portuguese Customized Language Modules for Students in Professional Schools & Sciences* (all yrs).

Faculty participation is essential to the strength and vitality of the Consortium. Milwaukee recently designed new *Faculty Liaison Grants* as a way to involve CLACS members more fully in Latin American and Caribbean Studies program development. Three faculty members currently serve as liaisons, focusing on 1) study abroad expansion; 2) building a graduate student community, including creation of a graduate level certificate; and 3) designing a new 3/2 LACUSL/Translation MA program (all yrs).

Milwaukee will also collaborate with its College of Nursing faculty to set up a *Clinical Rotation* (Cuba proposed site) for its undergraduates. This clinical rotation will build on the new Spanish for Health Professionals Certificate. After the three-week overseas experience, students will complete their rotation at a south side Milwaukee clinic which serves the local Spanish-speaking population (yr 2).

Career Training and Placement. The Consortium, in collaboration with the University of Illinois at Urbana-Champaign/University of Chicago Consortium, plans activities to broaden the reach and impact of Title VI NRC funding. Under the umbrella of an Upper Midwest Latin American Studies Initiative, the two consortia will contribute to projects that support area studies training, scholarship and public engagement within the four-state region of Wisconsin, Illinois, Iowa, and Minnesota. Three of the campuses will jointly develop a new *Latin American Careers Webinar series*, one/year, spotlighting professional experiences of alumni from each campus (all yrs). In addition, Madison requests funds to bring distinguished *alumni* to campus to offer *career panels* on fields such as business, journalism and government (all yrs).

Goal 5: Support Resources, Programs and Initiatives to Strengthen Latin American Language and Area Studies At and Beyond the University.

Library. Both campuses request Title VI funds for *collection development* including electronic resources at Madison and Milwaukee. In addition, Madison will strengthen Memorial Library's *Andean, Brazilian, Mexican, and Caribbean collections*; and participate in the annual meeting of *MOLLAS, and SALALM* (all yrs). Madison's librarian, Paloma Celis Carbajal, is currently the president elect for SALALM. In 2016, when Celis becomes SALALM President, she will convene a joint CLASP/SALALM workshop to bring together administrators and librarians to increase effectiveness in library collection strategies and access. Milwaukee will

work with the *AGSL in select preservation and digitization projects* (all yrs). It also will add resources to the free-loan Media Collection for classroom use (all yrs).

Conferences/Symposia/Lecture Series. Madison requests support to bring LA experts in year 1 to the *Workshop on Human Rights and Access to Land and Water in the Context of Global Environment*. This workshop is part of a major cross-campus initiative funded by the Mellon Foundation to strengthen the role of area studies in the new globalized era. In year 2, a group of graduate students, SSRC grantees, and faculty plan to convene a *Conference on Violence, Non-State Armed Groups and the State in Latin America.* In year 3, Madison plans to convene a *Workshop to feature the Environmental Museum Project at the Universidad de Guadalajara*. In year 4, Madison plans a Conference on *Mexico in the Context of North and Latin America,* as the country gears up for presidential elections in 2018. In collaboration with UW Center for East Asian Studies, Madison also will support student research to develop a paper to be presented at the *Third Symposium on China - Latin America*, organized by the Center for Mexico - China at UNAM in Mexico (yr 2). The relationship between China and Latin America is crucial for a full understanding of the current challenges in the region and Madison plans to develop this area in the next few years. Madison also seeks funds to offset expenses for a major Exhibit at the Chazen Museum on *Apertura: Photography in Cuba Today* (yr 1).

In response to other campus initiatives and to support ongoing relationship building with the professional schools, Milwaukee will support an *annual Collaborative Symposium or Lecture Series*: 1) UWM Year of the Humanities: "Borges Revisited" Symposium (yr 1); 2) Sustainability Speaker Series (w/the School of Freshwater Sciences) (yr 2); 3) Sustainability and Peacebuilding speaker series (w/the Masters in Sustainable Peacebuilding) (yr 3); and 4) Global-Local Public Health Issues Symposium (w/the School of Public Health) (yr 4).

Finally, as part of the Upper Midwest Initiative (with Illinois/Chicago), the Consortium will participate in a *Shared Latin American Speaker Series* (all yrs). The four campuses will pool funding to support a distinguished speaker (one/year), including Tinker Visiting Professors at Madison and Chicago, who will travel to all four locations.

Additional K-12 and Post-Secondary Outreach. Milwaukee will continue funding for CLACS Regional Faculty Associates. Funding will support both research-travel and campus programming. Via the Upper Midwest Initiative (with Illinois/Chicago), the Consortium will further *expand the current Regional Faculty Associates network* to benefit faculty and their students at additional institutions throughout Wisconsin, Illinois, Minnesota, and Iowa. Twelve regional faculty will receive research travel support annually (all yrs).

In terms of national reach, the Consortium regularly supports national outreach projects of CLASP. This includes support for the Américas Award (Library of Congress presentation and accompanying teacher workshop, Washington, D.C.), and a joint exhibit booth at the annual National Council of Social Studies (NCSS) conference (all yrs).

Business/Media Outreach. The Consortium requests support for the *NRC Web Portal* hosted by Duke University, which serves to demonstrate the reach and impact of NRCs (all yrs). We also request funds to hold *Brazil events* and a broader *annual Latin American Business Workshop*, focusing on Mexico, Brazil, Peru and Chile (all yrs).

Community Outreach. Madison requests support for its *Latin American Film Series* (all yrs), and Milwaukee, for its 36-year-old annual *Latin American Film Series* (w/the Chicago Latino Film Festival, all yrs). In addition, CLACS requests support to continue its *cultural outreach programming*, working principally with four key community partners (Latino Arts, Colectivo Coffee, Milwaukee Film Festival, Milwaukee Public Library-all yrs). Co-sponsorship

of live arts performances and exhibits with these partners during 2010-13 attracted 7,528 people.

Faculty, Staff, and Student Travel. The Consortium requests funding for *program administration*, including partial salary (8%) for financial and student services coordinators, student assistants, web designers, and educational outreach and general office materials, for administrative travel, to build partnerships and for national program dissemination.

Program Evaluation. The Consortium will continue working with the UWM Center for Urban Initiatives and Research (CUIR) and the Madison-based Standardized Wisconsin Evaluation Program for Title VI (SWEPT) and Global Learning Outcomes on Wisconsin Survey (GLOWS). SWEPT and GLOWS are a coordinated survey-based evaluation conducted by the University of Wisconsin Survey Center (Criterion 9) (all yrs).

FLAS. A primary purpose of the Consortium is to educate students as LA specialists for careers in academia, government, and the private sector. To support that mission, for the 2014-18 quaternion, Madison requests *6 AY- graduate FLAS awards/yr; 1 AY undergraduate FLAS/yr; 4 summer awards/yr (graduate or undergraduate)* and Milwaukee, 2 *AY undergraduate FLAS/yr and* 3 *summer graduate awards/yr* for use at approved language programs (Appendix I).

8.C. Cost Effectiveness

Previous NRC funding has been crucial for leveraging institutional support, and both centers enjoy excellent collaborative relationships with their respective campus administrative units and programs. In addition, most of the Consortium's activities have a cost-sharing component, as seen in the Timeline (Table 8.1) which demonstrates how Title VI funds are efficiently used in conjunction with funding from co-sponsors, allowing the Consortium to engage in more activities with greater impact and at less cost.

8.D. Long-term Impact on Undergraduate, Graduate, and Professional Training

The Consortium's proposed activities and their anticipated outcomes are designed to maximize the dissemination of knowledge and use of Latin American languages and area studies. Ongoing evaluation, as described in Criterion 9, assures that funds will be used for activities designed to achieve the greatest impact.

Criterion 9. Impact and Evaluation

9.A. Impact on the University, Community, Region, and Country

The Consortium's impact is demonstrated through its outstanding record in teaching and research in language and area studies, and in local, regional, and national outreach. In 2012-13, enrollments for LA language and area courses for undergraduates totaled 21,615 (MSN 11,858, MKE 9,757). For graduate students, the total was 1,254 (MSN 926, MKE 328). In 2012-13, the two universities awarded 1,375 (1,268 MSN, MKE 107) BA/S degrees (defined as 15 credits or more of LA content/language courses); 54 (MSN 43, MKE 11) MA/S degrees; and 25 (MSN 23, MKE 2) PhDs to students whose study program emphasized LA. Madison and Milwaukee send periodic surveys to recent graduates to track indices of placement in different sectors highlighted by ED. Results show that graduates from our Consortium are able to find jobs in the education, non-profit or government sectors, as well as in the private sector, confirming that we are supplying a cadre of specialists with language and area studies skills in areas of national need.

Table 9.1. Consortium Graduate (all levels) Placement Data at different intervals

	MSN (2012)	MSN (From SWEPT 1990-2010)	MKE (2011-2013)
Continuing their Education	28%	NA	17%
Government or International Organizations	20%	16.5%	5%
Education or Non-Profit	33%	63.7%	44%
Private Sector	19%	24.8%	34%

Annual and bi-annual surveys vary quite a bit depending on many factors, and the sample size and return rate are usually low. This is one reason why in the last four years Madison

developed a comprehensive and rigorous evaluation tool known as the Standardized Wisconsin Evaluation Program for Title 6 (SWEPT) (described more in detail below). The main survey was sent to alumni who graduated from UW from 1990 to 2010 and who took more than 15 credits in language or area studies courses in any region of the world. With an effective response rate of 40.4%, 236 respondents (184 graduate and 52 undergraduates at the time) were considered "potential affiliates" (those who were aware "at least a little" about the center). Out of this total of potential affiliates, 66.5% were considered "affiliates" (defined as participated sometimes, often or very often in LACIS activities, or have received a FLAS) and the remaining 33.5% were treated as a control group. Overall placement results from SWEPT show a long-term trend to find work in the education or non-profit sectors. More importantly, SWEPT results also showed that among affiliates, 78.1% found work where they used their language skills; 84.1% used their area expertise in their job, 65% dealt with foreign clients or collaborators and 51.4% traveled abroad as part of their work. The level of satisfaction with the Center among our affiliates was very high, as 89.8% rated the quality of our programs as good, very good or excellent. Madison aims to send another round of SWEPT survey in year 3 of the cycle (2017) and Milwaukee has plans to work with Madison to participate in this survey as well.

Our impact is also demonstrated by the indicators of usage of our Centers' resources and general participation in our activities in the last three years. (Table 9.2).

Table 9.2: Consortium Combined Usage of Center Resources, 2010-13

Resource	Time Frame	Combined Usage Number
Website visitor sessions	monthly	5,138 visits
Individuals on email and mailing lists	weekly	3,402 recipients
Media Collection loans	annual	927
Social Media (LinkedIn, Facebook, Twitter, YouTube, Blog, MailChimp)	triennium	+1430 members or followers; +15,000 hours YouTube Channel views
K-12 and post-secondary educators participating in teacher training/professional development programs	triennium	2,798 participants
Attendance at program-sponsored public events	triennium	64,491attendees

Milwaukee used institutional resources from L&S and the Shea Scholarship to support student travel and research, and L&S funds for faculty travel and research. In 2012-13, L&S funded eight graduate and advanced undergraduate research proposals; the Shea Scholarship funded four undergraduate study abroad proposals; and L&S funded thirteen faculty research proposals. That seed support has enabled graduate students and faculty to compete for prestigious external research grants. The Consortium's outreach impact on the community, region, and country is detailed in Table 7.4.

9.B. Equal Access for Students from Traditionally Underrepresented Groups

The Consortium has comprehensive policies and procedures to ensure full access for groups traditionally under-represented in higher education, including racial and ethnic minorities, women, the elderly, and persons with disabilities; both campuses are in full compliance with Section 427 (GEPA). Efforts to expand opportunities include special financial aid and remedial programs and comprehensive Student Accessibility Programs. Commitment to affirmative action is evident in Consortium-sponsored partnerships, such as outreach programs serving large numbers of minorities in the Madison and Milwaukee Public School Systems. Both centers have also formalized relationships with underrepresented groups for joint programming, and are committed to funding students of color for study abroad programs, field research, and employment (Criterion 6). Madison offers two Advanced Opportunity Fellowships per year to meritorious underrepresented students who enroll in the MA program and works actively in recruiting qualified applicants. At Milwaukee, 23% of students are enrolled part-time; the average undergraduate is 24 years old; and most work full-time to support their studies. Milwaukee is also Wisconsin's largest veteran serving university. The new LACUSL major, with its integrated LAC/ Latino content, has served to draw more students of color to area studies.

9.C. Evaluation Plan

The UW Consortium is committed to a solid and rigorous evaluation plan for the 2014-18 cycle. Madison and Milwaukee have conducted alumni, current student, faculty, and other constituents surveys (such as SWEPT and Global Learning Outcomes at Wisconsin Strategy - GLOWS - and CUIR MKE Survey, described below) to develop baseline data that will be used in the next Evaluation Plan. The Consortium is committed to working with the Department of Education and a rigorous Evaluation Plan that responds to all GPRA-MA of 2010.

Table 9.3 and Appendix IV (Performance Measures Forms) describe how we will keep track of progress in our activities to reach outcomes related to each one of our 5 goals. Goals 1 and 2 are an expansion of our current activities in Teacher Training in order to respond to the CPP-1 and -2. To evaluate our progress towards such goals we propose to use a variety of quantitative and qualitative instruments as presented in Table 9.3 and the PMF. As several of these activities are new, the baseline is the current status of collaborations and curricular programs in each of our campuses and partner institutions. Goal 3 has also been part of our activities in the past, but for the next cycle we are proposing to develop new collaborative initiatives with other universities and partners in order to increase enrollments, enhance sharing of teaching resources, and increase opportunities at intermediate or advanced levels (Quechua). Goals 4 and 5 have also been part of our activities in the past, and for the new cycle we have the advantage of baseline data about placement and awareness, participation, subjective assessment of the quality of our resources, and global competency of our students and constituents. We will use the baseline data to target improvements in these two goals.

Table 9.3. Evaluation Plan with selected metrics, instruments and data sources

Goal	Outputs and Instruments (Qualitative and Quantitative)	Baseline Data Source and Date
1 - Strengthen Teacher Training (AP) and Collaborations with Schools of Education (CPP-2).	Various surveys of participation and impact; in-depth interviews/case studies; number of collaborative initiatives; mechanisms of communication established; syllabi and curricular reviews. Frequency: quarterly; annual; end of cycle	Spring 2013 survey (CLACS & CUIR); Current status of collaborative initiatives.
2 - Collaborate with MSIs, TIII and V Eligible Institutions and Community Colleges (CPP-1).	Various surveys of participation and impact; in-depth interviews/case studies; number of collaborative initiatives; mechanisms of communication established; syllabi and curricular reviews. Frequency: quarterly; annual; end of cycle	Current status of international content on courses and curricula at partner institutions, and status of collaborative initiatives. This is a new activity and goal.
3 – Increase the Enrollment and Proficiency in LCTLs.	Enrollments in LCTL courses at all levels at Consortium and other partner institutions; Collaborative initiatives with other LCTL venues at other universities with LAC NRCs. Frequency: per semester; per summer; per academic year; at end of cycle.	Current enrollments; number of courses at various levels; status of collaborative initiatives.
4 – Improve Undergraduate and Graduate Education and Placement.	Surveys and in-depth interviews/case studies with academic coordinators at various departments and programs at Consortium. Frequency: Second round of GLOWS in year 2 (2016); Second round of SWEPT in year 3 (2017); Annual CUIR Surveys - UWM student careers, satisfaction.	SWEPT (2011). GLOWS (2013) UWM – CUIR (2011-13)
5 – Support Resources, Programs and Initiatives At and Beyond the University.	Internal program evaluation at each Center. Various tracking mechanisms to capture library usage/access, public event participation and satisfaction and impact of programming. Frequency: per semester; annual; and end of cycle.	Current baseline from Consortium resource usage, satisfaction and impact of programming.

Development of Evaluation Resources at the Consortium and Availability of Baseline Data

In the past four years, the Consortium partnered with evaluation specialists on each campus and combined efforts to develop a comprehensive Evaluation Plan. Milwaukee partnered with the Center for Urban Initiatives and Research (CUIR), an independent applied research organization located at Milwaukee with extensive experience in conducting program evaluation research for nonprofits and government agencies. Terry Batson, who will serve as the evaluation expert (Appendix II), has over 19 years of experience conducting applied research in the Milwaukee

area, on-campus and off-campus. Madison partnered with the University of Wisconsin Survey Center (UWSC) (an independent entity with expertise on longitudinal and/or nationwide surveys), and with Professor Ted Gerber (an expert in demographics and statistical analysis) to implement comprehensive surveys to alumni and current student body. Madison pooled resources with other NRCs on campus and administration (which contributed $45,000 for this purpose) to implement the Standardized Wisconsin Evaluation Program for Title VI (SWEPT) in 2011, and the Global Learning Outcomes at Wisconsin Survey (GLOWS) in 2013. UWSC and CUIR are independent entities within the University with no connections to any Title VI programs. Milwaukee and Madison program staff worked with UWSC and CUIR researchers to develop logic models (specific to faculty, students and alumni, and outreach constituents) that identify short, intermediate, and long-term outcomes for Consortium program components. Results from these efforts have yielded baseline data to be used in the next cycle.

Use of previous evaluations. Milwaukee's outreach survey in Spring 2013 focused on educational outreach outcomes identified in the logic models. The survey was sent to 501 K-16 educators who participated in the 29 teacher training/professional development opportunities and or used CLACS classroom resources between 2008-13. With a 22% response rate, 66% of educators strongly agree that their learning goals were met and 49% strongly agree that the training led to new content/strategies in their classrooms. Though pleased with the impact in classrooms, the results encouraged CLACS to redouble efforts to reach educators of diverse backgrounds and those who work with underrepresented student populations through our publicity, venues, topics, and partnerships.

Madison has also used the results from the alumni survey (SWEPT - 2011) and the student body survey (GLOWS - 2013). Both surveys were designed to assess the awareness,

participation in activities, and subjective evaluation of the Center. The alumni survey of 2011 also included questions on the general placement history. GLOWS (2013), an on-line survey of sophomores and seniors, also focused on assessing the global competence of our students, which include five dimensions: cultural competence, global knowledge, personal flexibility, cultural sensitivity, and geography knowledge. With a response rate of 22.3% and using state-of-the-art, rigorous statistical techniques (such as propensity score matching to control for the factors that jointly influence the decision to participate in an NRC) data suggest that LACIS participants have significantly higher mean scores on all five dimensions of global competence. Data also suggest that LACIS has a demonstrable effect on raising the scores on four of the five dimensions of global competence. Madison has also used results of SWEPT and GLOWS to redesign and allocate additional resources to strengthen career related workshops for our students, as this was an area that students and alumni identified as in need of improvement.

9.D. FLAS and supply of specialists

Enrollments in language courses (see Criterion 4) and placement data (Table 9.1) show that our programs are contributing to a supply of specialists in priority language and area studies for the LAC region. Through our proposed enhancements in our program (see Criterion 8) we aim to increase the number of our graduates who go to such placements.

9.E./F. NRCs and FLAS Training in Addressing National Needs

Our general programming and our FLAS program address national needs and disseminate information to the public to raise the awareness of the importance of languages and area studies in the LAC region. In the last four years, Madison awarded 29 AY FLAS (76% Portuguese, 17% Quechua, and 7% Yucatec Maya), and 28 Summer FLAS (89% Portuguese, 4% Quechua, 7% Yucatec Maya). Milwaukee awarded 33% of its summer FLAS for Portuguese, 22% for

Quechua, 22% Haitian Creole, 22% Mixtec, and 100% of its AY undergraduate FLAS for Portuguese. The Consortium is thus fulfilling the objective of training specialists in addressing national needs by targeting the two priority languages in Latin America identified by ED.

Criterion 10. FLAS Awardee Selection Procedures

Our FLAS process is designed to ensure selection of future leaders in government, business, the professions, and academia, focusing on Portuguese and Quechua, both priority languages identified by ED, and also Yucatec Maya. Students interested in any other Latin American language on the ED list of LCTLs, can apply and our program requests special permission from ED for that purpose.

10.A. Advertising Awards . During the fall semester, each campus broadly advertises the FLAS fellowship competition and sends application guidelines directly to all graduate students, faculty, departments, and professional programs affiliated with the Consortium. Announcements are posted on both Centers' websites and around campus in advising offices, the Multicultural Center and campus diversity offices. Madison also advertises the awards nationally when it hosts the Summer Intensive Language Institute, while Milwaukee advertises to their regional faculty network of 32 public and private institutions in Wisconsin. For the next cycle, we are proposing to hold special "recruitment fairs" focusing on programs aimed at minority students on campus to increase the pool of applicants from under-represented groups. Milwaukee will hold information sessions, conduct class visits and meet with advisors. Both campuses will invite successful alumni of the FLAS program to speak to potential applicants who may find the motivation to follow a career path that includes acquiring language skills at an advanced level. Video clips and testimonials from previous FLAS fellows who have benefited professionally from the program will also be available on the website and through social media. The timeline and steps in the FLAS process are presented in Table 10.1.

Table 10.1: Timeline of FLAS Process, 2013-14

FLAS Selection Process	Deadlines			
	AY-MSN	Summer-MSN	AY-MKE	Summer-MKE
Recruitment Fairs, Info Sessions	Fall	Fall	Fall	Fall
Competition Announced	Oct	Oct	Oct	Sept
Application Deadline	Feb 15	Feb 15	Apr 04	Feb 19
Committee Decisions	Mar 10	Mar 10	Apr 25	Mar 01
Award Notification	Apr 01	Apr 01	Apr 30	Mar 10
Request for IRIS Travel	Apr 24	Apr 24	May 15	Apr 24
Interim Report to IRIS	Oct 01	Jun 01	Oct 01	Jun 01
Student Performance Report	Jun 01	Oct 01	May 21	Sep 21
Final Report to IRIS	Jun 01	Oct 01	Jun 01	Oct 01

National Need and Priorities. In 2013 the Secretary of Education received feedback from federal agencies about their priorities with respect to world regions and language expertise. Portuguese was listed as a priority language by 6 out of 10 agencies consulted. The US Department of Commerce and the Department of Transportation both noted Brazil as a focus for the success of these sectors. The Western Hemisphere, including Mexico, Central and South America and the Caribbean was identified by 6 out of 10 federal agencies consulted as a priority region for U.S. interests. Spanish was listed as a priority by 7 out of 10 federal agencies consulted, with the USDA noting that Spanish, although commonly taught, is critical to the success of U.S. agriculture and other sectors. Spanish is not eligible for the FLAS we offer; however, advanced Spanish speakers are encouraged to apply to study Brazilian Portuguese or other LCTLs according to their academic and career interests.

Of its 11 requested annual awards (seven for academic year for graduate and undergraduate students; and four for summer awards) Madison aims to award at least 60% of awards to those studying Portuguese and Quechua, which are priority languages. With its five requested total fellowships Milwaukee will continue to stress the growing Portuguese program (see Criterion 4).

10.B. How Students Apply for Awards. In 2010, UW-Madison introduced a coordinated

online FLAS system that streamlines applications, references, screening, award management, and record keeping. This system has greatly increased the visibility of the FLAS Fellowship on campus. Thanks to the centralized portal, individual departments, including professional schools, can add the link to their own programs' funding resource pages; Madison's broad interdisciplinary strength and the excellence of its language programs assure a large pool of academically gifted applicants in the process. Our online application is secure and confidential; records are accessible only by the FLAS Coordinator, the relevant selection committee, and the financial staff who implement the awards. Applications include, among other information, academic record, academic and career goals, need for language study, and references who can judge the student's academic performance and professional promise. Madison also requires GRE scores, and an evaluation of language competency in the language proposed for study or in previous languages studied. Milwaukee also has an online application, and requires students to meet with the FLAS coordinator.

One innovation in this cycle is the establishment of meetings and discussions with the cohort of FLAS fellows during the fellowship period leading to good rapport among them and better communication with our offices. Program directors will meet three times during the Fall semester and two times during the Spring semester with the instructors and the fellows to highlight the distinction and responsibility that being a FLAS fellow represent, get feedback on their progress, and share learning and pedagogical experiences. We hope that this level of interaction among fellows will make them more engaged and enthusiastic during the post-fellowship stage, to share contacts and resources, and to strengthen the on-going tracking process.

10.C. Selection and Criteria

Who Selects. The selection process for FLAS awards is coordinated at Madison with other NRCs and with the Fellowships Office in the International Institute to standardize timing and procedures. Milwaukee holds a separate competition and selection process. Interdisciplinary committees on each campus make FLAS fellowship selection decisions. These committees include one or two senior language faculty members, other area and professional school faculty, and the Center Directors (see Table 6.1).

Selection Criteria. The Consortium has awarded, and will continue to award, fellowships to students who have proven their ability to benefit from intensive language instruction and who have a demonstrable commitment to use their language proficiency for public service in their area of expertise. To assess the financial need of an applicant and therefore respond to the FLAS Competitive Preference Priority 1, the combined online application will request each student's expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA). Applicants will be encouraged to complete the online FAFSA to get their EFC number in time for the FLAS application deadline. FLAS coordinators will later obtain confirmation of the EFC from the University's Office of Student Financial Aid. Once financial need is determined, the FLAS coordinator will consult with the selection committee to create a finalized ranked list of awardees and alternates.

Criterion 11. Competitive Priorities

To address the NRC Competitive Preference Priorities the Consortium is making a concerted effort to work in collaboration with a MSI (College of Menominee Nation); three community colleges (Milwaukee Area Technical College, Waukesha County Technical College, and Madison College); two Title III- and V-eligible institutions (Alverno College and Carthage

College); and with Schools/Colleges of Education to develop international, intercultural and global dimensions of their curricula. We plan to demonstrate measurable performance-based outcomes by: offering the Internationalization Best Practices Initiative for curriculum design and professional development; facilitating the Community College Passport Program and Global Studies Certificate; developing an innovative Indigenous Studies Certificate with the College of Menominee Nation; and awarding Scholar Access Grants to support faculty from partner institutions to use the Madison and/or Milwaukee libraries for research on the LA/C region. We aim to develop two-way, sustainable collaborative initiatives for the benefit of our students and our partner institutions' students. The partnership with Schools of Education includes: conducting Teacher Training Workshops for pre-service and in-service teachers; holding Teacher Training Summer Institutes; offering a unique education-focused FIG (MSN); establishing a Global Educators Certificate (MKE); and supporting conference or travel support for teachers on a variety of other regional and national teacher training opportunities.

To address the FLAS competitive preference priorities, preference will be given to quality applicants who demonstrate financial need as indicated by the students' expected family contribution. The Consortium partners are well-positioned to work with their respective financial aid and registrars offices, as well as with offices serving under-represented students and those in need, to identify quality applicants and develop a seamless and fair advertisement, application and selection process. The Consortium also aims to fulfill the second FLAS competitive priority to award at least 25% of academic year fellowships in any of the 78 priority languages identified by the ED. The Consortium is committed to its focus on student learning of Portuguese and Quechua, both of which are included on the list of priority languages.

University of Wisconsin
Consortium

LACIS – CLACS

University of Wisconsin Cover Sheets

And

Other Federal Forms

THE UNIVERSITY of WISCONSIN MADISON

OFFICE OF RESEARCH AND SPONSORED PROGRAMS

UW Reference # MSN176890

U.S. Department of Education

Director

National Resource Center and FLAS: Latin American Studies 2014-18

This proposal has been administratively approved on behalf of the Board of Regents of the University of Wisconsin System and is submitted for your consideration. Please keep our office advised as developments occur with regard to this application.

The appropriate programmatic and administrative personnel of each institution involved in this application are aware of the sponsor's grant policy and are prepared to establish the necessary inter-institutional agreement(s) consistent with that policy.

All costs cited conform to established institutional policies and procedures. Our DHHS Negotiated Rate Agreement can be found at http://www.rsp.wisc.edu/rates/rates.pdf. Website: http://www.rsp.wisc.edu/

A final agreement is contingent upon the successful negotiation of terms and conditions acceptable to the University of Wisconsin-Madison.

We ask that you use the University's above-referenced proposal number in any future correspondence.

Questions regarding administrative matters should be directed to:

PreAward Services by email: preaward@rsp.wisc.edu or by phone: (608) 262-3822.

Questions regarding the technical nature of this application should be directed to:

The Principal Investigator.

Brenda Egan

Brenda Egan, Interim Managing Officer, PreAward Services 6/27/14

21 N. Park Street, Suite 6401
Madison, WI 53715-1218

Phone 608/262-3822
Fax 608/262-5111
http://www.rsp.wisc.edu

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Office of Sponsored Programs

3203 N. Downer Ave.
Mitchell Hall 273
P.O. Box 340
Milwaukee, WI
53201-0340
414 229-3332 phone
414 229-5000 fax
www.graduateschool.uwm.edu/ research/

June 25, 2014

Professor Francisco Scarano, Program Director
LACIS - Latin American, Caribbean, and Iberian Studies Program
209 Ingraham Hall
1155 Observatory Drive
Madison, WI 53706

RE: UWM Proposal Number 109632-DH

Dear Professor Scarano:

This serves as confirmation that the University of Wisconsin-Milwaukee (UWM) is willing to collaborate with the University of Wisconsin-Madison in a project entitled, "UW Consortium for Latin American Language and Area Studies" that will be submitted to the U.S. Department of Education. Dr. Kristin Ruggiero, UWM Center for Latin American and Caribbean Studies, will serve as Principal Investigator at UWM.

The proposal budget totals $628,151, and is for the project period August 15, 2014 through August 14, 2018.

The University of Wisconsin-Milwaukee's participation is hereby endorsed on behalf of the Board of Regents of the University of Wisconsin System. The appropriate programmatic and administrative personnel of UWM involved in this grant application have reviewed our participation and are prepared to establish the necessary inter-institutional agreement(s) consistent with our status as a public university of the State of Wisconsin.

If you have any technical questions please contact Dr. Ruggiero at (414) 229-4401 or ruggiero@uwm.edu. Any contractual questions may be addressed to Dave Harris at (414) 229-5667 or dnh@uwm.edu.

Sincerely,

Thomas R. Marcussen
Director

Cc: Dr. Kristin Ruggiero

National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program

Supplemental Information to Meet Statutory Requirements

Changes made to Title VI of the Higher Education Act of 1965, as amended (HEA) by the Higher Education Opportunity Act of 2008 (HEOA) require that NRC and FLAS applicants shall provide the information requested in section 602(e) of the HEA and listed below, with their applications for funding. You may use this form or separate pages that provide the descriptions to meet these requirements. Be advised that the pages needed to provide this information are not included in the page limit for the application narrative.

If the application is submitted on behalf of a consortium, include signed forms for the lead institution and for each partner institution.

Information Requirement 1 (3000 characters)

Diverse Perspectives and Wide Range of Views in Funded Activities. Provide an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

The UW Consortium actively seeks to ensure that a wide range of views are represented in all of its teaching, research, and outreach activities. LACIS and CLACS use a variety of administrative practices that ensure the involvement of individuals from diverse backgrounds, as well as program planning strategies that ensure inclusion of a range of varying perspectives on central issues. The resulting programs encourage critical thinking and lively debate among students, scholars, and other participants that reflect each person's professional and personal experiences, expertise, and perspective.

A feature of the Consortium that ensures a wide range of views is the fact that the two Centers are extensively multidisciplinary. Faculty members at the Centers come from multiple departments, schools, and colleges. These include the liberal arts departments in the Humanities and Social Sciences, as well as the Natural Sciences, and Professional Schools.

The two Centers have worked together over the years to ensure that this multi-disciplinarity results in offering a diversity of perspectives to students and the public, while still preserving the cohesiveness that comes from working within a shared Latin American/Caribbean regional and cultural focus.

Another feature of the Consortium that guarantees a balanced perspective is the extensive array of oversight committees that each Center maintains. At Madison, these include the following committees: Executive; Visiting Lecturers, Scholars, and Artists; Graduate Admissions; Tinker/Nave Summer Field Research; Fellowships and Scholarships; and Nave. At Milwaukee, they are: Advisory; Certificate Program; Faculty Travel Grants; FLAS Fellowships; Scholarships/Student Travel Grants; and Regional Faculty Travel Grants.

While each Center initiates university and community programming, the Centers also encourage proposals for programming from university and community members and their organizations. These proposals are also vetted by balanced oversight committees. The Consortium follows a strict policy of offering non-partisan and politically balanced programming, a necessity given our campuses' partnerships with respected media organizations in the State of Wisconsin, including the Milwaukee Journal Sentinel, as well as public television and radio.

In their striving to be inclusive of the many differing viewpoints represented in the communities that they serve, the two Centers together are committed to the sentiment expressed at an 1894 meeting of the Wisconsin Board of Regents and now inscribed on a plaque on Bascom Hall at Madison that states: *"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."*

Information Requirement 2 (3000 characters)

Government Service in Areas of National Need and in Other Employment Sectors. Provide a description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The University of Wisconsin Consortium, a partnership between the Latin American, Caribbean and Iberian Studies (LACIS) Program at UW-Madison and the Center for Latin American and Caribbean Studies (CLACS) at UW-Milwaukee will encourage government service in areas of national need, as identified by the U.S. Department of Education.

In addition, Madison is a land grant university and encourages faculty and students to learn languages and understand cultures in Latin America where there are food shortages and other political and economic hardships. Madison offers different levels of the two priority languages in the region (Portuguese and Quechua) and it focuses on Spanish language expertise and culture and area studies in the region to address national needs. Spanish was listed as a priority by 7 out of 10 federal agencies consulted by US/ED, with the USDA noting that Spanish, although commonly taught, is critical to the success of U.S. agriculture. Portuguese was listed as a priority language by 6 out of 10 agencies consulted. The US Department of Commerce and the Department of Transportation both noted Brazil as a focus for the success of these sectors. The Western Hemisphere, including Mexico, Central and South America and the Caribbean was identified by 6 out of 10 federal agencies consulted as a priority region for U.S. interests. Madison is redoubling its career advising services to students to improve placement indices in education, business, and nonprofit sectors. Its undergraduate advisor is gaining national certification as a "Global Career Development Facilitator" and periodically offers specialized career such as the "College to Career: Your Future in Latin American and Caribbean Studies."

Milwaukee has a growing Portuguese language program whose graduates can contribute to the national needs using this critical language. Overseas internships are required for the Global Studies Major and students with a Latin American focus have used their language skills and participated in education, business, and nonprofit sectors. CLACS partners with the Center for International Education to participate in an "Introduction to International Careers" course providing students the opportunity to learn about diverse careers, including government service, and also in conducting a day-long "International Careers Bootcamp", exposing students to a variety of career options. The UWM Library hosts a digital resource called "Careers With an International Focus" that has links to USAJobs, a UN jobs portal, and the Going Global website among others. Milwaukee also participates in the "Call to Serve" network which is a joint effort of the Partnership for Public Service and the U.S. Office of Personnel Management to educate a new generation about the importance of a strong civil service, help re-establish links between federal agencies and campuses, and provide students with information about federal jobs.

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: The University of Wisconsin System, The University of Wisconsin Consortium, a partnership between the Latin American, Caribbean and Iberian Studies (LACIS) Program at UW-Madison and the Center for Latin American and Caribbean Studies (CLACS) at UW-Milwaukee

Name of Authorized Representative (Typed): Brenda Egan

Title: Interim Managing Officer, Sponsored Programs Office, University of Wisconsin-Madison

Telephone: 608-262-3822

Signature: Brenda Egan

E-mail: preaward@rsp.wisc.edu

Date: 6/30/2014

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Brenda Egan	Interim Managing Officer
APPLICANT ORGANIZATION	**DATE SUBMITTED**
The Board of Regents of the University of Wisconsin System	6/2/6/2014

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	University of Wisconsin - Madison
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	
* First Name:	Brenda
Middle Name:	
* Last Name:	Egan
Suffix:	
* Title:	Interim Managing Officer, Sponsored Programs Office
* SIGNATURE:	Brenda Egan
* DATE:	6/26/2014

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB
0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

1. Type of Federal Action:
[b] a. contract
b. grant
c. cooperative agreement
d. loan
e. loan guarantee
f. loan insurance

2. Status of Federal Action:
[a] a. bid/offer/application
b. initial award
c. post-award

3. Report Type:
[a] a. initial filing
b. material change
For Material Change Only:
year _____ quarter _____
date of last report _____

4. Name and Address of Reporting Entity:
[x] **Prime** [ ] **Subawardee**
Tier _____, *if known*:

Congressional District, *if known*: WI-002

5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:

Congressional District, *if known*:

6. Federal Department/Agency:
Department of Education

7. Federal Program Name/Description:
Ntl Resiyrce Ctr Pr,Foreign Language & Area Studies Fellowships
CFDA Number, *if applicable*: 84.015A & B

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: Brenda Egan
Print Name: Brenda Egan
Title: Interim Managing Officer
Telephone No.: 608-262-3822 Date: 6/26/2014

Federal Use Only:

Authorized for Local Reproduction
Standard Form LLL (Rev. 7-97)

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

    (b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

University of Wisconsin Consortium

LACIS – CLACS

Appendices

University of Wisconsin Consortium

LACIS – CLACS

Appendix I – Budget

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

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

Name of Institution/Organization
Board of Regents of the University of Wisconsin System

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	$102,007	$95,411	$101,626	$98,495		$397,538
2. Fringe Benefits	$31,151	$25,860	$34,017	$32,363		$123,391
3. Travel	$14,100	$17,800	$11,200	$8,650		$51,750
4. Equipment	$0	$0	$0	$0		$0
5. Supplies	$23,027	$24,254	$23,219	$24,584		$95,084
6. Contractual	$0	$0	$0	$0		$0
7. Construction	$0	$0	$0	$0		$0
8. Other	$57,500	$64,350	$58,950	$64,050		$244,850
9. Total Direct Costs (lines 1-8)	$230,463	$230,463	$230,463	$230,463		$921,852
10. Indirect Costs*	$18,437	$18,437	$18,437	$18,437		$73,748
11. Training Stipends	$295,500	$295,500	$295,500	$295,500		$1,182,000
12. Total Costs (lines 9-11)	$544,400	$544,400	$544,400	$544,400		$2,177,600

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? **_X_Yes** ____ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: **_7_/_1_/_2013___** To: **_6_/_30_/_2017__** (mm/dd/yyyy)

Approving Federal agency: ____ ED **_X__ Other (please specify): ____DHHS**_____ The Indirect Cost Rate is _____%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement? or **_X_ Complies** with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is **_8.0_%**

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

SECTION C – BUDGET NARRATIVE (see instructions)

ED 524

UNIVERSITY OF WISCONSIN CONSORTIUM
NRC 4 YEAR SUMMARY

SUMMARY	Year I			Year II			Year III			Year IV		
	Madison	Milwaukee	Total Year 1	Madison	Milwaukee	Total Year 2	Madison	Milwaukee	Total Year 3	Madison	Milwaukee	Total Year 4
SALARIES												
ADMINISTRATIVE	9,248	-	9,248	9,511	-	9,511	6,838	-	6,838	10,044	-	10,044
LANGUAGE INSTRUCTION	58,928	2,500	61,428	51,842	2,500	54,342	61,301	5,000	66,301	53,932	5,000	58,932
AREA/PROFESSIONAL SCHOOL INSTRUCTION	1,831	13,000	14,831	1,847	13,000	14,847	1,864	13,000	14,864	1,882	13,000	14,882
OUTREACH/TEACHER TRAINING	3,000	13,500	16,500	3,100	13,610	16,710	2,400	11,222	13,622	3,300	11,337	14,637
SUBTOTAL SALARIES	**73,007**	**29,000**	**102,007**	**66,301**	**29,110**	**95,411**	**72,404**	**29,222**	**101,626**	**69,158**	**29,337**	**98,495**
FRINGE BENEFITS												
ACADEMIC SALARIES	20,675	10,005	30,680	8,895	10,334	19,229	22,740	10,666	33,406	20,600	11,001	31,601
STUDENT SALARIES	271	-	271	349	-	349	384	-	384	522	-	522
TEACHING/PROJECT ASSISTANT SALARIES	201	-	201	6,282	-	6,282	226	-	226	240	-	240
SUBTOTAL FRINGE BENEFITS	**21,147**	**10,005**	**31,152**	**15,526**	**10,334**	**25,860**	**23,351**	**10,666**	**34,017**	**21,361**	**11,001**	**32,363**
TRAVEL												
FOREIGN	3,900	2,200	6,100	3,000	2,500	5,500	1,400	1,000	2,400	1,500	1,000	2,500
DOMESTIC	5,400	2,600	8,000	10,300	2,000	12,300	6,600	2,200	8,800	4,700	1,450	6,150
SUBTOTAL TRAVEL	**9,300**	**4,800**	**14,100**	**13,300**	**4,500**	**17,800**	**8,000**	**3,200**	**11,200**	**6,200**	**2,450**	**8,650**
												-
SUPPLIES												-
LIBRARY ACQUISITIONS	10,000	7,000	17,000	10,000	7,000	17,000	9,000	7,000	16,000	10,000	7,000	17,000
EDUCATIONAL/OUTREACH & GENERAL	3,213	2,814	6,027	4,079	3,175	7,254	3,688	3,531	7,219	3,753	3,831	7,584
SUBTOTAL SUPPLIES	**13,213**	**9,814**	**23,027**	**14,079**	**10,175**	**24,254**	**12,688**	**10,531**	**23,219**	**13,753**	**10,831**	**24,584**
OTHER												
LANGUAGE INSTRUCTION	500	2,000	2,500	1,900	2,000	3,900	700	2,000	2,700	700	2,000	2,700
INSTRUCTION FOR PROFESSIONAL SCHOOLS	200	1,500	1,700	500	1,500	2,000	200	1,500	1,700	500	1,500	2,000
CONFERENCES/SYMPOSIA/ETC.	3,625	3,875	7,500	6,375	3,375	9,750	1,875	3,875	5,750	3,475	3,875	7,350
TEACHER TRAINING	3,500	13,500	17,000	5,700	13,500	19,200	6,300	14,000	20,300	7,200	13,500	20,700
ADDTL K-12 & POST-SECONDARY OUTREACH	2,300	10,500	12,800	2,300	10,500	12,800	2,300	10,000	12,300	3,000	10,500	13,500
BUSINESS/MEDIA OUTREACH	500	2,300	2,800	900	2,300	3,200	500	2,300	2,800	1,300	2,300	3,600
COMMUNITY OUTREACH	1,700	7,000	8,700	2,000	7,000	9,000	1,900	7,000	8,900	2,000	7,000	9,000
PROGRAM EVALUATION	2,000	2,500	4,500	2,000	2,500	4,500	2,000	2,500	4,500	2,700	2,500	5,200
SUBTOTAL OTHER	**14,325**	**43,175**	**57,500**	**21,675**	**42,675**	**64,350**	**15,775**	**43,175**	**58,950**	**20,875**	**43,175**	**64,050**
DIRECT CHARGES TOTAL	**133,669**	**96,794**	**230,463**	**133,669**	**96,794**	**230,463**	**133,669**	**96,794**	**230,463**	**133,669**	**96,794**	**230,463**
INDIRECT COSTS AT 8% OF TOTAL CHARGES	10,694	7,744	18,437	10,694	7,744	18,437	10,693	7,744	18,437	10,693	7,744	18,437
ANNUAL TOTAL UNIV. CONSORTIUM	**144,362**	**104,538**	**248,900**	**144,363**	**104,538**	**248,900**	**144,362**	**104,538**	**248,900**	**144,362**	**104,538**	**248,900**
GRAND TOTAL NRC BUDGET	**995,600**											

UNIVERSITY OF WISCONSIN CONSORTIUM

TITLE VI - YEAR I (2014-2015)

PRIORITIES	SALARIES	Base Type	Rate	Federal % time	Fringes %	Fringes	MADISON	MILWAUKEE	TOTAL YEAR 1	NARRATIVE PAGES
	ADMINISTRATIVE									
	Student Hourly - Program Clerical Assistance	hourly	12.0	300	4.1%	148	3,600		3,600	29, 48
	Program Assistant (Civil Service)	12-mo	32,992	8%	47.4%	1,251	2,639		2,639	48
	Financial Specialist III (Civil Service)	12-mo	37,614	8%	47.4%	1,426	3,009		3,009	29, 48
									-	
	Subtotal - Administrative Staff Salaries						**9,248**	**-**	**9,248**	
	LANGUAGE INSTRUCTION									
	Quechua									
	Lecturer - "Elementary, Intermediate & Advanced Quechua" (50% time)	9-mo	47,170	50%	34.5%	8,137	23,585		23,585	15, 17, 41-43
									-	
	Yucatec Maya								-	
	Faculty Instructor - "Elementary & Intermediate Yucatec Maya" (50% time)	9-mo	33,517	50%	34.5%	5,782	16,759		16,759	15, 17, 41-43
									-	
	Portuguese								-	
	Professor "Summer Intensive Portuguese" (80% time - 2 Summer mos.)	9-mo	104,535	14%	34.5%	6,411	18,584		18,584	15, 41-42
	Portuguese Course Development- advanced level course	9-mo	50,000	5%	34.5%	863		2,500	2,500	43
									-	
	Subtotal - Language Instruction Salaries						**58,928**	**2,500**	**61,428**	
	AREA AND PROFESSIONAL SCHOOL INSTRUCTION									
	Teaching Assistant - "Intro to Latin America" #260, 43% total (2.44% T6) - 1 section FLAC	9-mo	34,049	2.44%	24.2%	201	831		831	12, 16, 43
	Visit. Assoc. Prof. "Health Issues in Rural Ecuador" (partial payment)	9-mo	86,532	50%	34.5%	345	1,000		1,000	14, 44
	Area Studies interdisciplinary course development for theme-based study abroad, online, graduate level, STEM or professional school degree courses; 4 @ $2500	9-mo	50,000	5%	34.5%	3,450		10,000	10,000	44
									-	
	Faculty Liaison Projects -faculty initiatives to strengthen/expand Center program	9-mo	50,000	6%	34.5%	1,035		3,000	3,000	5, 8, 44
									-	
	Subtotal - Area and Other Instruction Salaries						**1,831**	**13,000**	**14,831**	
	OUTREACH/TEACHER TRAINING									
AP	Faculty Participation in K-16 teacher institute development (summer lump sum)	9-mo	91,910	100%	34.5%	1,035		3,000	3,000	36
AP / CPP-2	School of Education Global Educators Certificate Program- course development	9-mo	50,000	5%	34.5%	863		2,500		36
	Course development- new certificate in Technology and Language Pedagogy	9-mo	50,000	5%	34.5%	863		2,500	2,500	19, 39
	Website/Web Resource/Technical Assistance (1 month FTE)	12-mo	55,504	10%	34.5%	1,898		5,500	5,500	48
	Student Hourly - Library literacy course, digitizing and website	hourly	15	200	4.1%	123	3,000		3,000	48
	Subtotal - Outreach/Teacher Training Salaries						**3,000**	**13,500**	**16,500**	
	TOTAL SALARIES						**73,007**	**29,000**	**102,007**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

UNIVERSITY OF WISCONSIN CONSORTIUM

TITLE VI - YEAR I (2014-2015)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 1	NARRATIVE PAGES
	FRINGE BENEFITS									
	Academic Salaries - Faculty & Academic Staff						20,675	10,005	30,680	
	Administrative Salaries						2,677			
	Student Salaries - Student Hourly						271		271	
	Teaching/Project Assistant Salaries						201		201	
	TOTAL FRINGE BENEFITS						**23,824**	**10,005**	**33,829**	
			Professional	*Travel &*					-	
	TRAVEL: CENTER FACULTY & STAFF	*#funded*	*Service Fees*	*Per diem*					-	
									-	
	FOREIGN								-	
	MKE Faculty Research-Professional Development Competition (foreign or domestic)	*2*		*500*				1,000	1,000	48
	MKE Admin Program Staff- LASA Congress- Puerto Rico (500 flight, 600 hotel, 100 misc)	*1*		*1200*				1,200	1,200	48
	MSN Admin Program Staff - 3 trips to LASA- Puerto Rico (flight 500, partial hotel 300)	*3*		*800*			2,400		2,400	48
	Library International book fair (1000 int'l flight, 400 hotel, 100 misc)	*1*		*1500*			1,500		1,500	45
									-	
	Subtotal - Foreign Travel						**3,900**	**2,200**	**6,100**	
	DOMESTIC								-	
	Director's Meeting, Washington, DC (4 staff; each with 250 flight, 450 hotel, 100 misc)	*4*		*800*			1,600	1,600	3,200	48
	MKE CLASP Executive Committee Member (400 flight, 300 hotel, 50 misc)	*1*		*750*				750	750	48
	MKE Admin-Program Staff - regional conference attendance (100 hotel, 150 mileage)	*1*		*250*				250	250	48
	Performance-Based Language Training (ACTFL, Language Training)- 1 faculty	*1*		*1200*			1,200		1,200	18, 42
	Spanish/Portuguese/LCTLs (dates, site to be determined)								-	
	MOLLAS - Midwest Organization of Libraries for Latin American Studies Conference (TBA)	*1*		*500*			500		500	26, 45
	SALALM - Seminar for the Acquisition of Latin American Library Materials (TBA)	*1*		*600*			600		600	26, 45
	LCTL Strategy Workshop at Indiana University (300 flight, 250 hotel, 100 reg, 100 misc)	*2*		*750*			1,500		1,500	42
									-	
	Subtotal - Domestic Travel						**5,400**	**2,600**	**8,000**	
	TOTAL TRAVEL: CENTER FACULTY & STAFF						**9,300**	**4,800**	**14,100**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

UNIVERSITY OF WISCONSIN CONSORTIUM

TITLE VI - YEAR I (2014-2015)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 1	NARRATIVE PAGES
	SUPPLIES								-	
									-	
	LIBRARY ACQUISITIONS								-	
	Core Program (Acquisitions, Databases)						10,000	2,500	12,500	21-26, 45-46
	Preservation and Digitization Projects with American Geographical Society Library							4,500	4,500	45-46
									-	
	Subtotal - Library Acquisitions						**10,000**	**7,000**	**17,000**	
	EDUCATIONAL / OUTREACH & GENERAL MATERIALS								-	
	LCTL Instructional Materials/Yucatec Maya & Quichua and podcast						200		200	19, 42
	Instructional Materials/Core Program/Center Media Collections (film and video purchase)							1,000	1,000	19, 33, 45-46
AP	Teacher Training/Workshops (publicity, duplication, materials acquisitions for teachers, etc.)						200	300	500	32, 48
	Summer Intensive Portuguese Institute (photocopying, teaching materials, etc.)						200		200	48
	Conferences/Other/Course Enrichment/Workshops/Impact Evaluation (publicity, duplication,						200	200	400	48
	film and equipment rental, etc.)								-	
	Outreach (duplication, postage, telephone, fax, etc.)							200	200	48
	General Office (supplies, duplication, postage, telephone, etc.)						2,413	1,114	3,527	48
									-	
	Subtotal - Educational/Outreach & General Materials						**3,213**	**2,814**	**6,027**	
	TOTAL SUPPLIES						**13,213**	**9,814**	**23,027**	
	OTHER: CONFERENCES, LECTURERS, AND SPECIAL SERVICES	*#funded*	*Professional Service Fees*	*Travel & Per diem*					-	
									-	
	LANGUAGE INSTRUCTION								-	
	Language Pedagogy Workshops for TAs	*1*	*200*				200		200	18, 43
AP	ACTFL Prof. Development Workshops for Teachers, S&P Staff, School of Education	*1*	*1,500*	*500*				2,000	2,000	18, 43
	Expand Portuguese enrollment at other UW system campus - Collaborative Language Program						300		300	43
									-	
	Subtotal - Language Instruction						**500**	**2,000**	**2,500**	
		#funded	*Professional Service Fees*	*Travel & Per diem*						
	INSTRUCTION FOR PROFESSIONAL SCHOOLS								-	
	Guest Speakers in Nursing, Freshwater Sciences, Art or Public Health	*4*	*250*					1,000	1,000	44
	Spanish/Port. Customized Language Modules for Students in Prof. Schools	*1*	*200*				200		200	44
	& Sciences - Professional Services of Language Specialist	*1*	*500*					500	500	44
									-	
	Subtotal - Instruction for Professional Schools						**200**	**1,500**	**1,700**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

UNIVERSITY OF WISCONSIN CONSORTIUM

TITLE VI - YEAR I (2014-2015)

PRIORITIES		#funded	Professional Service Fees	Travel & Per diem			MADISON	MILWAUKEE	TOTAL YEAR 1	NARRATIVE PAGES
	CONFERENCES/SYMPOSIA/SPEAKER SERIES/COURSE ENRICHMENT								-	
	Workshops Human Rights and Environment in Latin America	2	300	450			1,500		1,500	46
	Brazil Programming (Brazil Day, special events and speakers)							1,000		47
	New Course: Environmental Issues in Latin America Capstone	1	500				500		500	44
	Apertura: Photography in Cuba Today Exhibit	1	500				500		500	46
	Latin American Careers Webinar (Upper Midwest Latin American Studies Initiative)	2	250				375	125	500	45
	Shared Latin American Speaker Series (Upper Midwest Latin American Studies Initiative)	2	500	250			750	750	1,500	47
	UWM Year of the Humanities: Borges Revisited Symposium	2	500	500				2,000	2,000	46
									-	
	Subtotal - Conferences/Symposia/Speaker Series/Course Enrichment						**3,625**	**3,875**	**7,500**	
		#funded	Professional Service Fees	Travel & Per diem						
	TEACHER TRAINING									
AP	Consortium Summer Institute: Essential Topics in Latin American History for the	5	500	600				5,500	5,500	36
	(A.P.) World History Course; Professional Services of Guest Speakers	1	500	500			1,000		1,000	36
AP	Regional Teacher Support for National Teacher Training Opportunities	5		500				2,500		33, 39
AP / CPP-2	School of Education pre-service teacher programming							750		32, 39
CPP-1	"Best Practices" Collaborations with Area Community Colleges and Title III and V eligible						2,000	2,000		40-41
	institutions (College of Menominee Nation, MATC, Alverno, WCTC)									
	Wisconsin International Outreach Consortium (WIOC) joint programs of Madison and						500	2,000	2,500	31, 39-40
	Milwaukee Centers									
AP	Research Experience for Teachers Tropical Ecology Program Support							750		39
	Subtotal - Teacher Training						**3,500**	**13,500**	**17,000**	
		#funded	Professional Service Fees	Travel & Per diem					-	
	ADDITIONAL K-12 AND POST-SECONDARY OUTREACH								-	
AP	Regional Educator Training Workshops (including post-secondary faculty workshops)	4	500	500				2,000	2,000	39
	CLASP Collaborations - national teacher conference exhibits, Americas Award						300	2,000	2,300	32, 47
	CLACS Regional Faculty Associates research-travel support (flight, lodging, etc)	8		500				2,000		33-34, 47
	Expanding regional faculty network via Upper Midwest Latin American Studies Initiatives	8		500			2,000	2,000		47
	CLACS Regional Faculty Associates- campus programming support	2	500					1,000	1,000	47
CPP-1	Scholar Access Grants- library research for faculty from Title III and V eligible institutions							1,500	1,500	41
									-	
	Subtotal - Additional K-12 and Post-Secondary Outreach						**2,300**	**10,500**	**12,800**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

UNIVERSITY OF WISCONSIN CONSORTIUM

TITLE VI - YEAR I (2014-2015)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 1	NARRATIVE PAGES
			Professional	*Travel &*						
		#funded	*Service Fees*	*Per diem*					-	
	BUSINESS/MEDIA OUTREACH								-	
	Brazil Business Initiatives	*2*	*500*	*500*				2,000	2,000	34, 47
	Latin American Business Workshops - Professional Services of Latin Americanists	*1*	*200*				200		200	47
	NRC Portal Support (maintenance)	*1*	*500*				300	300	600	47
									-	
	Subtotal - Business/Media Outreach						**500**	**2,300**	**2,800**	
			Professional	*Travel &*						
		#funded	*Service Fees*	*Per diem*						
	COMMUNITY OUTREACH									
	Fall/Spring Latin American Film Series						1,600	3,500	5,100	47
	LACIS Alumni Career Advising Panel - Professional Services of Guest Speaker	*1*	*100*				100		100	6, 45
	Cultural Partnerships (Latino Arts, Inc., Colectivo Coffee, Milwaukee Public Library) -	*7*	*500*					3,500	3,500	47-48
	Professional Services of Guest Speakers/Artists								-	
									-	
									-	
	Subtotal - Community Outreach						**1,700**	**7,000**	**8,700**	
	PROGRAM EVALUATION								-	
	Survey-based Evaluation with UW Madison Survey Center and UW-Milwaukee CUIR						2,000	2,500	4,500	48, 52-54
									-	
	Subtotal - Program Evaluation						**2,000**	**2,500**	**4,500**	
	TOTAL OTHER						**14,325**	**43,175**	**57,500**	
	DIRECT CHARGES TOTAL						**133,669**	**96,794**	**230,463**	
	INDIRECT COSTS AT 8% OF TOTAL CHARGES						10,694	7,744	18,437	
	ANNUAL TOTAL EACH CAMPUS						**144,362**	**104,538**	**248,900**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR II (2015-2016)

PRIORITIES		Base Type	Rate	Federal % time	Fringes %	Fringes	MADISON	MILWAUKEE	TOTAL YEAR 2	NARRATIVE PAGES
	SALARIES**									
	*** Base salaries inflated at 2% and fringes at 1% from 2014-2015 rates*									
	ADMINISTRATIVE									
	Student Hourly - Program Clerical Assistance	*hourly*	*12.5*	*300*	*5.1%*	*191*	3,750		3,750	29, 48
	Program Assistant (Civil Service)	*12-mo*	*33,652*	*8%*	*48.4%*	*1,303*	2,692		2,692	48
	Financial Specialist III (Civil Service)	*12-mo*	*38,366*	*8%*	*48.4%*	*1,486*	3,069		3,069	29, 48
									-	
	Subtotal - Administrative Staff Salaries						**9,511**	**-**	**9,511**	
	LANGUAGE INSTRUCTION									
	Quechua									
	Lecturer - "Elementary, Intermediate & Advanced Quechua" (50% time)	*9-mo*	*48,113*	*50%*	*35.5%*	*8,540*	24,057		24,057	15, 17, 41-43
	Summer Intensive Quechua in Ecuador	*2-mo*	*48,113*		*35.5%*	*3,796*	10,692		10,692	42
									-	
	Yucatec Maya									
	Faculty Instructor - "Elementary & Intermediate Yucatec Maya" (50% time)	*9-mo*	*34,187*	*50%*	*35.5%*	*6,068*	17,094		17,094	15, 17, 41-43
	Portuguese									
	Portuguese Course Development- advanced level course	*9-mo*	*51,000*	*5%*	*35.5%*	*888*		2,500	2,500	43
									-	
	Subtotal - Language Instruction Salaries						**51,842**	**2,500**	**54,342**	
	AREA AND PROFESSIONAL SCHOOL INSTRUCTION									
	Teaching Assistant - "Intro to Latin America" #260, 43% total (2.44% T6) - 1 section FLAC	*9-mo*	*34,730*	*2.44%*	*25.2%*	*214*	847		847	12, 16, 43
	Visit. Assoc. Prof. "Health Issues in Rural Ecuador" (partial payment)	*9-mo*	*88,263*		*35.5%*	*355*	1,000		1,000	14, 44
	Area Studies interdisciplinary course development for theme-based study abroad, online, graduate level, STEM or professional school degree courses; 4 @ $2500	*9-mo*	*51,000*	*5%*	*35.5%*	*3,550*		10,000	10,000	44
									-	
	Faculty Liaison Projects -faculty initiatives to strengthen/expand Center program	*9-mo*	*51,000*	*6%*	*35.5%*	*1,065*		3,000	3,000	5, 8, 44
	Subtotal - Area and Other Instruction Salaries						**1,847**	**13,000**	**14,847**	
	OUTREACH/TEACHER TRAINING									
AP	Faculty Participation in K-16 teacher institute development (summer lump sum)	*9-mo*	*93,748*	*100%*	*35.5%*	*1,065*		3,000	3,000	36
AP / CPP-2	School of Education Global Educators Certificate Program- course development	*9-mo*	*51,000*	*5%*	*35.5%*	*888*		2,500		36
	Course development- new certificate in Technology and Language Pedagogy	*9-mo*	*51,000*	*5%*	*35.5%*	*888*		2,500	2,500	19, 39
	Website/Web Resource/Technical Assistance (1 month FTE)	*12-mo*	*56,614*	*10%*	*35.5%*	*1,992*		5,610	5,610	48
	Student Hourly - Website/Web Resource/Technical Assistance	*hourly*	*15.5*	*200*	*5.1%*	*158*	3,100		3,100	48
									-	
	Subtotal - Outreach/Teacher Training Salaries						**3,100**	**13,610**	**16,710**	
	TOTAL SALARIES						**66,301**	**29,110**	**95,411**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR II (2015-2016)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 2	NARRATIVE PAGES
	FRINGE BENEFITS									
	Academic Salaries - Faculty & Academic Staff						8,895	10,334	19,229	
	Administrative Salaries						2,789			
	Student Salaries - Student Hourly						349		349	
	Teaching/Project Assistant Salaries						6,282		6,282	
									-	
	TOTAL FRINGE BENEFITS						**18,315**	**10,334**	**28,649**	
			Professional	*Travel &*						
	TRAVEL: CENTER FACULTY & STAFF	*#funded*	*Service Fees*	*Per diem*						
	FOREIGN									
	MKE Faculty Research-Professional Development Competition (foreign or domestic)	*2*		*500*				1,000	1,000	48
	MKE College of Nursing Clinical Rotation set-up (Caribbean site TBA; 450 flight, 300 hotel/misc)	*2*		*750*				1,500		48
	Library International book fair (1000 int'l flight, 400 hotel, 100 misc)	*1*		*1500*			1,500		1,500	45
	Trip to Latin America for MSI faculty or staff	*1*		*1500*			1,500		1,500	41
	Subtotal - Foreign Travel						**3,000**	**2,500**	**5,500**	
	DOMESTIC									
	MKE CLASP Executive Committee Member (400 flight, 300 hotel, 50 misc)	*1*		*750*				750	750	48
	MKE Admin-Program Staff - regional conference attendance (100 hotel, 150 mileage)	*1*		*250*				250	250	48
	MKE Admin Program Staff- LASA Congress- New York City (250 flight, 700 hotel, 50 misc)	*1*		*1000*				1,000	1,000	48
	MSN Admin Program Staff- LASA Congress- New York City (300 flight, 700 hotel, 250 misc)	*2*		*1250*			2,500			48
	Performance-Based Language Training (ACTFL, Language Training) - 1 faculty	*1*		*1200*			1,200		1,200	18, 42
	Spanish/Portuguese/LCTLs (dates, site to be determined)								-	
	SALALM - Seminar for the Acquisition of Latin American Library Materials and VA Conference	*4*		*650*			2,600		2,600	26, 45
	MOLLAS - Midwest Organization of Libraries for Latin American Studies Conference (TBA)	*1*		*500*			500		500	26, 45
	MSN Admin-Program Staff - 4 trips for national program dissemination (350 flight, 200 hotel, 75 misc)	*4*		*625*			2,500		2,500	48
	STLILLA- Symp. on Teaching & Learning Indigenous Langs of L.A.-Ohio State (250 hotel, 250 travel)	*2*		*500*			1,000		1,000	42
									-	
	Subtotal - Domestic Travel						**10,300**	**2,000**	**12,300**	
	TOTAL TRAVEL: CENTER FACULTY & STAFF						**13,300**	**4,500**	**17,800**	

TITLE VI - YEAR II (2015-2016)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 2	NARRATIVE PAGES
	SUPPLIES									
	LIBRARY ACQUISITIONS									
	Core Program (Acquisitions, Databases)						10,000	2,500	12,500	21-26, 45-46
	Preservation and Digitization Projects with American Geographical Society Library							4,500	4,500	45-46
									-	
	Subtotal - Library Acquisitions						**10,000**	**7,000**	**17,000**	
	EDUCATIONAL / OUTREACH & GENERAL MATERIALS									
	LCTL Instructional Materials/Yucatec Maya & Quichua and podcast						400		400	19, 42
	Instructional Materials/Core Program/Center Media Collections (film and video purchase)							1,000	1,000	19, 33, 45-46
AP	Teacher Training/Workshops (publicity, duplication, materials acquisitions for teachers, etc.)						200	300	500	32, 48
	Summer Quechua Institute						200		200	48
	Conferences/Other/Course Enrichment/Workshops/Impact Evaluation (publicity, duplication,						100	200	300	48
	Cartonera Library Exhibit						400		400	23, 45
	Outreach (duplication, postage, telephone, fax, etc.)							200	200	48
	General Office (supplies, duplication, postage, telephone, etc.)						2,779	1,475	4,254	48
									-	
	Subtotal - Educational/Outreach & General Materials						**4,079**	**3,175**	**7,254**	
	TOTAL SUPPLIES						**14,079**	**10,175**	**24,254**	
	OTHER: CONFERENCES, LECTURERS, AND SPECIAL SERVICES	*#funded*	*Professional Service Fees*	*Travel & Per diem*						
	LANGUAGE INSTRUCTION									
	Language Pedagogy Workshops for TAs	*1*	*200*				200		200	18, 43
AP	ACTFL Prof. Development Workshops for Teachers, S&P Staff, School of Education	*1*	*1,500*	*500*				2,000	2,000	18, 43
	Staff/School of Education World Language Students - Prof. Services of Facilitator	*1*		*400*			400		400	18, 43
	Expand Portuguese enrollment at other UW system campus - Collaborative Language Program						300			43
	Freshman Interest Group: Mesoamerican Archeology, Global Cultures and Yucatec Maya	*1*	*500*	*500*			1,000		1,000	16, 41-43
									-	
	Subtotal - Language Instruction						**1,900**	**2,000**	**3,900**	
		#funded	*Professional Service Fees*	*Travel & Per diem*						
	INSTRUCTION FOR PROFESSIONAL SCHOOLS									
	Guest Speakers in Nursing, Freshwater Sciences, Art or Public Health	*4*	*250*					1,000	1,000	44
	Spanish/Port. Customized Language Modules/Students in Professional Schools & Sciences -	*1*	*500*				500		500	44
	Professional Services of Language Specialist	*1*	*500*					500	500	44
									-	
	Subtotal - Instruction for Professional Schools						**500**	**1,500**	**2,000**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR II (2015-2016)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 2	NARRATIVE PAGES
			Professional	Travel &						
		#funded	Service Fees	Per diem						
	CONFERENCES/SYMPOSIA/SPEAKER SERIES/COURSE ENRICHMENT									
	Sustainability Speaker Series for School of Freshwater Sciences	3	500					1,500	1,500	46
	Brazil Programming (Brazil Day, special events and speakers)							1,000		47
	Conference: Violence, Non-State Armed Groups and the State in Latin America	3	500	500			3,000		3,000	46
	Latin American Careers Webinar (Upper Midwest Latin American Studies Initiative)	1	250				125	125	250	45
	Shared Latin American Speaker Series (Upper Midwest Latin American Studies Initiative)	2	500	250			750	750	1,500	47
	New Course: International, Intercultural and Global for MSIs	2	500	250			1,500		1,500	41
	China - Mexico Symposium at UNAM Mexico	1		1000			1,000		1,000	46
									-	
	Subtotal - Conferences/Symposia/Speaker Series/Course Enrichment						6,375	3,375	9,750	
			Professional	Travel &						
		#funded	Service Fees	Per diem						
	TEACHER TRAINING									
AP	Consortium Summer Institute: Autobiografias Latinoamericanas para el curso de	5	500	600				5,500	5,500	36
	español intermediario y avanzado; Professional Services of Guest Speakers	2	250	500			1,500		1,500	36
AP	Regional Teacher Support for National Teacher Training Opportunities	5		500				2,500		33, 39
AP / CPP-2	School of Education pre-service teacher programming							750		32, 39
CPP-1	"Best Practices" Collaborations with Area Community Colleges and Title III and V eligible						2,000	2,000		40-41
	institutions (College of Menominee Nation, MATC, Alverno, WCTC)									
	Wisconsin International Outreach Consortium (WIOC) joint programs of Madison and						1,000	2,000	3,000	31, 39-40
	Milwaukee Centers								-	
AP	Research Experience for Teachers Tropical Ecology Program Support							750		39
AP / CPP-2	First-Year Interest Group with School of Education	2	400	200			1,200			36
	Subtotal - Treacher Training						5,700	13,500	19,200	
			Professional	Travel &						
		#funded	Service Fees	Per diem						
	ADDITIONAL K-12 AND POST-SECONDARY OUTREACH									
AP	Regional Educator Training Workshops (including post-secondary faculty workshops)	4	500	500				2,000	2,000	39
	CLASP Collaborations - national teacher conference exhibits, Americas Award						300	2,000	2,300	32, 47
	CLACS Regional Faculty Associates research-travel support (flight, lodging, etc)	8		500				2,000		33-34, 47
	Expanding regional faculty network via Upper Midwest Latin American Studies Initiatives	8		500			2,000	2,000		47
	CLACS Regional Faculty Associates- campus programming support	2	500					1,000	1,000	47
CPP-1	Scholar Access Grants- library research for faculty from Title III and V eligible institutions							1,500	1,500	41
									-	
									-	
	Subtotal - Additional K-12 and Post-Secondary Outreach						2,300	10,500	12,800	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR II (2015-2016)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 2	NARRATIVE PAGES
			Professional	Travel &						
		#funded	Service Fees	Per diem						
	BUSINESS/MEDIA OUTREACH									
	Brazil Business Initiatives	5	250	250			500	2,000	2,500	34, 47
	Latin American Business Workshops - Professional Services of Business Specialist	1	100				100		100	47
	NRC Portal Support (maintenance)	2	300				300	300	600	47
									-	
	Subtotal - Business/Media Outreach						900	2,300	3,200	
			Professional	Travel &						
		#funded	Service Fees	Per diem						
	COMMUNITY OUTREACH									
	Fall/Spring Latin American Film Series						1,500	3,500	5,000	47
	LACIS Alumni Career Advising Panel - Professional Services of Guest Speaker	1	250	250			500		500	6, 45
	Cultural Partnerships (Latino Arts, Inc., Colectivo Coffee, Milwaukee Film Festival) -	7	500					3,500	3,500	47-48
	Professional Services of Guest Speakers/Artists								-	
									-	
	Subtotal - Community Outreach						2,000	7,000	9,000	
	PROGRAM EVALUATION									
	Survey-based Evaluation with UW Madison Survey Center and UW-Milwaukee CUIR						2,000	2,500	4,500	48, 52-54
	Subtotal - Program Evaluation						2,000	2,500	4,500	
	TOTAL OTHER						**21,675**	**42,675**	**64,350**	
	DIRECT CHARGES TOTAL						**133,669**	**96,794**	**230,463**	
	INDIRECT COSTS AT 8% OF TOTAL CHARGES						10,694	7,744	18,437	
	ANNUAL TOTAL EACH CAMPUS						**144,363**	**104,538**	**248,900**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR III (2016-2017)

PRIORITIES		Base Type	Rate	Federal % time	Fringes %	Fringes	MADISON	MILWAUKEE	TOTAL YEAR 3	NARRATIVE PAGES
	SALARIES**									
	** Base salaries inflated at 2% and fringes at 1% from 2015-2016 rates									
	ADMINISTRATIVE									
	Student Hourly - Program Clerical Assistance	hourly	13	300	6.1%	238	3,900		3,900	29, 48
	Program Assistant (Civil Service)	12-mo	34,325	4%	49.4%	678	1,373		1,373	48
	Financial Specialist III (Civil Service)	12-mo	39,134	4%	49.4%	773	1,565		1,565	29, 48
									-	
	Subtotal - Administrative Staff Salaries						6,838	-	6,838	
	LANGUAGE INSTRUCTION									
	Quechua									
	Lecturer - "Elementary, Intermediate & Advanced Quechua" (50% time)	9-mo	49,076	50%	36.5%	8,956	24,538		24,538	15, 17, 41-43
									-	
	Yucatec Maya								-	
	Faculty Instructor - "Elementary & Intermediate Yucatec Maya" (50% time)	9-mo	34,871	50%	36.5%	6,364	17,436		17,436	15, 17, 41-43
									-	
	Portuguese								-	
	Professor "Summer Intensive Portuguese" (80% time - 2 Summer mos.)	9-mo	108,716	80%	36.5%	7,054	19,327		19,327	15, 41-42
	Portuguese Course Development- advanced level course or translation track course	9-mo	52,200	10%	36.5%	1,825		5,000		43
									-	
	Subtotal - Language Instruction Salaries						61,301	5,000	66,301	
	AREA AND PROFESSIONAL SCHOOL INSTRUCTION									
	Teaching Assistant - "Intro to Latin America" #260, 43% total (2.44% T6)-1 section-FLAC	9-mo	35,425	2.44%	26.2%	226	864		864	12, 16, 43
	Visit. Assoc. Prof. "Health Issues in Rural Ecuador" (partial payment)	9-mo	87,007		36.5%	365	1,000		1,000	14, 44
	Area Studies interdisciplinary course development for theme-based study abroad, online, graduate level, STEM or professional school degree courses; 4 @ $2500	9-mo	52,200	5%	36.5%	3,650		10,000	10,000	44
									-	
	Faculty Liaison Projects -faculty initiatives to strengthen/expand Center program	9-mo	52,200	6%	36.5%	1,095		3,000	3,000	5, 8, 44
									-	
	Subtotal - Area and Other Instruction Salaries						1,864	13,000	14,864	
	OUTREACH/TEACHER TRAINING									
AP	Faculty Participation in K-16 teacher institute development (summer lump sum)	9-mo	95,623	100%	36.5%	1,095		3,000	3,000	36
AP / CPP-2	School of Education Global Educators Certificate Program- course development	9-mo	52,200	5%	36.5%	913		2,500		36
	Academic Staff - Website/Web Resource/Technical Assistance (1 month FTE)	12-mo	57,746	10%	36.5%	2,089		5,722	5,722	48
	Student Hourly - Website/Web Resource/Technical Assistance	hourly	16	150	6.1%	146	2,400		2,400	48
	Subtotal - Outreach/Teacher Training Salaries						2,400	11,222	13,622	
	TOTAL SALARIES						72,404	29,222	101,626	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR III (2016-2017)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 3	NARRATIVE PAGES
	FRINGE BENEFITS									
	Academic Salaries - Faculty & Academic Staff						22,740	10,666	33,406	
	Administrative Salaries						1,452			
	Student Salaries - Student Hourly						384		384	
	Teaching/Project Assistant Salaries						226		226	
									-	
	TOTAL FRINGE BENEFITS						**24,802**	**10,666**	**35,468**	
			Professional	*Travel &*						
	TRAVEL: CENTER FACULTY & STAFF	*#funded*	*Service Fees*	*Per diem*						
	FOREIGN									
	MKE Faculty Research-Professional Development Competition (foreign or domestic)	*2*		*500*				1,000	1,000	48
	Library International Book fair (1000 int'l flight, 300 hotel, 100 misc)	*1*		*1400*			1,400		1,400	45
									-	
	Subtotal - Foreign Travel						**1,400**	**1,000**	**2,400**	
	DOMESTIC									
	MKE CLASP Executive Committee Member (400 flight, 300 hotel, 50 misc)	*1*		*750*				750	750	48
	MKE Administrative-Program Staff - regional conference attendance (100 hotel, 150 mileage)	*1*		*250*				250	250	48
	MKE and MSN administrative Program Staff- LASA Congress (TBA)	*3*		*1200*			2,400	1,200	3,600	48
	Performance-Based Language Training (ACTFL, Language Training) - 1 faculty	*1*		*1100*			1,100		1,100	18, 42
	Spanish/Portuguese/LCTLs (dates, site to be determined)								-	
	MSN Admin-Program Staff - 2 trips for national program dissemination (250 flight)	*2*		*250*			500		500	48
	SALALM - Seminar for the Acquisition of Latin American Library Materials conference (TBD)	*1*		*600*			600		600	26, 45
	MOLLAS - Midwest Organization of Libraries for Latin American Studies Conference (TBD)	*1*		*500*			500		500	26, 45
	LCTL Strategy Workshop at Indiana University (300 flight, 250 hotel, 100 reg, 100 misc)	*2*		*750*			1,500		1,500	42
									-	
	Subtotal - Domestic Travel						**6,600**	**2,200**	**8,800**	
	TOTAL TRAVEL: CENTER FACULTY & STAFF						**8,000**	**3,200**	**11,200**	

TITLE VI - YEAR III (2016-2017)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 3	NARRATIVE PAGES
	SUPPLIES									
	LIBRARY ACQUISITIONS									
	Core Program (Acquisitions, Databases)						9,000	2,500	11,500	21-26, 45-46
	Preservation and Digitization Projects with American Geographical Society Library							4,500	4,500	45-46
									-	
	Subtotal - Library Acquisitions						**9,000**	**7,000**	**16,000**	
	EDUCATIONAL / OUTREACH & GENERAL MATERIALS									
	LCTL Instructional Materials/Yucatec Maya & Quichua and podcast						200		200	19, 42
	Instructional Materials/Core Program/Center Media Collections (film and video purchase)							1,000	1,000	19, 33, 45-46
AP	Teacher Training/Workshops (publicity, duplication, materials acquisitions for teachers, etc.)						200	300	500	32, 48
	Summer Intensive Portuguese Institute (photocopying, teaching materials, etc.)						200		200	48
	Conferences/Other/Course Enrichment/Workshops/Impact Evaluation (publicity, duplication,						200	200	400	48
	film and equipment rental, etc.)								-	23, 45
	Outreach (duplication, postage, telephone, fax, etc.)							200	200	48
	General Office (supplies, duplication, postage, telephone, etc.)						2,888	1,831	4,719	48
									-	
	Subtotal - Educational/Outreach & General Materials						**3,688**	**3,531**	**7,219**	
	TOTAL SUPPLIES						**12,688**	**10,531**	**23,219**	
	OTHER: CONFERENCES, LECTURERS, AND SPECIAL SERVICES	*#funded*	*Professional Service Fees*	*Travel & Per diem*						
	LANGUAGE INSTRUCTION									
	Language Pedagogy Workshops for TAs	*1*	*200*				200		200	18, 43
AP	ACTFL Prof. Development Workshops for Teachers, S&P Staff, School of Education	*3*	*200*	*500*			200	2,000	2,200	18, 43
	Staff/School of Education World Language Students - Professional Services of Facilitator								-	
	Expand Portuguese enrollment at other UW system campus - Collaborative Language Program						300			43
									-	
	Subtotal - Language Instruction						**700**	**2,000**	**2,700**	
		#funded	*Professional Service Fees*	*Travel & Per diem*						
	INSTRUCTION FOR PROFESSIONAL SCHOOLS									
	Guest Speakers in Nursing, Freshwater Sciences, Art or Public Health	*4*	*250*					1,000	1,000	44
	Spanish/Port. Customized Language Modules for Students in Professional Schools & Sciences -	*1*	*1,200*					500	500	44
	Professional Services of Language Specialist	*1*	*200*				200		200	44
									-	
	Subtotal - Instruction for Professional Schools						**200**	**1,500**	**1,700**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR III (2016-2017)

PRIORITIES		#funded	Professional Service Fees	Travel & Per diem			MADISON	MILWAUKEE	TOTAL YEAR 3	NARRATIVE PAGES
	CONFERENCES/SYMPOSIA/SPEAKER SERIES/COURSE ENRICHMENT									
	Sustainability and Peacebuilding speaker series- Prof. Services of Guest Speakers	2	500	500				2,000	2,000	46
	Latin American Careers Webinar (Upper Midwest Latin American Studies Initiative)	1	250				125	125	250	45
	Shared Latin American Speaker Series (Upper Midwest Latin American Studies Initiative)	2	500	250			750	750	1,500	47
	Brazil Programming (Brazil Day, special events and speakers)							1,000		47
	Conference: Environmental Museums the case of University of Guadalajara, Mexico	2	200	300			1,000		1,000	46
	Subtotal - Conferences/Symposia/Speaker Series/Course Enrichment						**1,875**	**3,875**	**5,750**	
		#funded	Professional Service Fees	Travel & Per diem						
	TEACHER TRAINING									
AP	Consortium Summer Institute: Integrating Latin American Narratives and Informational Texts into	6	500	500				6,000	6,000	36
	the (Middle School) English Language Arts Curriculum; Professional Services of Guest Speakers	3	500	500			3,000		3,000	36
AP	Regional Teacher Support for National Teacher Training Opportunities	5		500				2,500		33, 39
AP / CPP-2	School of Education pre-service teacher programming							750		32, 39
CPP-1	"Best Practices" Collaborations with Area Community Colleges and Title III and V eligible							2,000		40-41
	institutions (College of Menominee Nation, MATC, Alverno, WCTC)						2,000			
	Wisconsin International Outreach Consortium (WIOC) joint programs of Madison and						100	2,000	2,100	31, 39-40
	Milwaukee Centers								-	
AP	Research Experience for Teachers Tropical Ecology Program Support							750		39
AP / CPP-2	First Year Interest Group with School of Education	2	200	400			1,200			36
	Subtotal - Teacher Training						**6,300**	**14,000**	**20,300**	
		#funded	Professional Service Fees	Travel & Per diem						
	ADDITIONAL K-12 AND POST-SECONDARY OUTREACH									
AP	Regional Educator Training Workshops (including post-secondary faculty workshops)	4	500	500				2,000	2,000	39
	CLASP Collaborations - national teacher conference exhibits, Americas Award						300	1,500	1,800	32, 47
	CLACS Regional Faculty Associates research-travel support (flight, lodging, etc)	8		500				2,000		33-34, 47
	Expanding regional faculty network via Upper Midwest Latin American Studies Initiatives	8		500			2,000	2,000		47
	CLACS Regional Faculty Associates- campus programming support	2	500					1,000	1,000	47
CPP-1	Scholar Access Grants- library research for faculty from Title III and V eligible institutions							1,500	1,500	41
									-	
	Subtotal - Additional K-12 and Post-Secondary Outreach						**2,300**	**10,000**	**12,300**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR III (2016-2017)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 3	NARRATIVE PAGES
			Professional	*Travel &*						
		#funded	*Service Fees*	*Per diem*						
	BUSINESS/MEDIA OUTREACH									
	Brazil Business Initiatives	*4*	*300*	*300*			100	2,000	2,100	34, 47
	Latin American Business Workshops - Professional Services of Business Specialist						100			47
	NRC Portal Support (maintenance)	*2*	*300*				300	300	600	47
									-	
	Subtotal - Business/Media Outreach						**500**	**2,300**	**2,800**	
			Professional	*Travel &*						
		#funded	*Service Fees*	*Per diem*						
	COMMUNITY OUTREACH									
	Fall/Spring Latin American Film Series						1,300	3,500	4,800	47
	LACIS Alumni Career Advising Panel - Professional Services of Guest Speakers	*3*	*200*				600		600	6, 45
	Cultural Partnerships (Latino Arts, Inc., Colectivo Coffee, Milwaukee Public Library)	*7*	*500*					3,500	3,500	47-48
	Professional Services of Guest Speakers/Artists								-	
									-	
	Subtotal - Community Outreach						**1,900**	**7,000**	**8,900**	
	PROGRAM EVALUATION									
	Survey-based Evaluation with UW Madison Survey Center and UW-Milwaukee CUIR						2,000	2,500	4,500	48, 52-54
									-	
	Subtotal - Program Evaluation						**2,000**	**2,500**	**4,500**	
	TOTAL OTHER						**15,775**	**43,175**	**58,950**	
	DIRECT CHARGES TOTAL						**133,669**	**96,794**	**230,463**	
	INDIRECT COSTS AT 8% OF TOTAL CHARGES						**10,693**	**7,744**	**18,437**	
	ANNUAL TOTAL EACH CAMPUS						**144,362**	**104,538**	**248,900**	

TITLE VI - YEAR IV (2017-2018)

PRIORITIES		Base Type	Rate	Federal % time	Fringes %	Fringes	MADISON	MILWAUKEE	TOTAL YEAR 4	NARRATIVE PAGES
	SALARIES**									
	*** Base salaries inflated at 2% and fringes at 1% from 2016-2017 rates*									
	ADMINISTRATIVE									
	Student Hourly - Program Clerical Assistance	*hourly*	*13.5*	*300*	*7.1%*	*288*	4,050		4,050	29, 48
	Program Assistant (Civil Service)	*12-mo*	*35,011*	*8%*	*50.4%*	*1,412*	2,801		2,801	48
	Financial Specialist III (Civil Service)	*12-mo*	*39,916*	*8%*	*50.4%*	*1,609*	3,193		3,193	29, 48
									-	
	Subtotal - Administrative Staff Salaries						**10,044**	**-**	**10,044**	
	LANGUAGE INSTRUCTION									
	Quechua									
	Lecturer - "Elementary, Intermediate & Advanced Quechua" (50% time)	*9-mo*	*50,057*	*50%*	*37.5%*	*9,386*	25,029		25,029	15, 17, 41-43
	Summer Intensive Quechua in Ecuador	*2-mo*	*50,038*		*37.5%*	*4,170*	11,119		11,119	42
									-	
	Yucatec Maya									
	Faculty Instructor - "Elementary & Intermediate Yucatec Maya" (50% time)	*9-mo*	*35,569*	*50%*	*37.5%*	*6,669*	17,785		17,785	15, 17, 41-43
									-	
	Portuguese								-	
	Portuguese Course Development- advanced level course or translation track	*9-mo*	*53,244*	*9%*	*37.5%*	*1,875*		5,000	5,000	43
									-	
	Subtotal - Language Instruction Salaries						**53,932**	**5,000**	**58,932**	
	AREA AND PROFESSIONAL SCHOOL INSTRUCTION									
	Teaching Assistant - "Intro to Latin America" #260, 43% total (2.44% T6) - 1 section FLAC	*9-mo*	*36,133*	*2.44%*	*27.2%*	*240*	882		882	12, 16, 43
	Visit. Assoc. Prof. "Health Issues in Rural Ecuador" (partial payment)	*9-mo*	*91,828*		*37.5%*	*375*	1,000		1,000	14, 44
	Area Studies interdisciplinary course development for theme-based study abroad,	*9-mo*	*53,244*	*5%*	*37.5%*	*3,750*		10,000	10,000	44
	online, graduate level, STEM or professional school degree courses; 4 @ $2500								-	
	Faculty Liaison Projects -faculty initiatives to strengthen/expand Center program	*9-mo*	*53,244*	*6%*	*37.5%*	*1,125*		3,000		5, 8, 44
									-	
	Subtotal - Area and Other Instruction Salaries						**1,882**	**13,000**	**14,882**	
	OUTREACH/TEACHER TRAINING									
AP	Faculty Participation in K-16 teacher institute development (summer lump sum)	*9-mo*	*97,535*	*100%*	*37.5%*	*1,125*		3,000	3,000	36
AP / CPP-2	School of Education Global Educators Certificate Program- course development	*9-mo*	*53,244*	*5%*	*37.5%*	*938*		2,500		36
	Student Hourly - Website/Web Resource/Technical Assistance	*hourly*	*16.5*	*200*	*7.1%*	*234*	3,300		3,300	48
	Academic Staff - Website/Web Resource/Technical Assistance (1 month FTE)	*12-mo*	*58,900*	*10%*	*37.5%*	*2,189*		5,837	5,837	48
	Subtotal - Outreach/Teacher Training Salaries						**3,300**	**11,337**	**14,637**	
	TOTAL SALARIES						**69,158**	**29,337**	**98,495**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR IV (2017-2018)

PRIORITIES		#funded	Professional Service Fees	Travel & Per diem	MADISON	MILWAUKEE	TOTAL YEAR 4	NARRATIVE PAGES
	FRINGE BENEFITS							
	Academic Salaries - Faculty & Academic Staff				20,600	11,001	31,601	
	Administrative Salaries				3,021			
	Student Salaries - Student Hourly				522		522	
	Teaching/Project Assistant Salaries				240		240	
							-	
	TOTAL FRINGE BENEFITS				**24,382**	**11,001**	**35,384**	
	TRAVEL: CENTER FACULTY & STAFF							
	FOREIGN							
	MKE Faculty Research-Professional Development Competition (foreign or domestic)	2		500		1,000	1,000	48
	Library International book fair (1000 int'l flight, 400 hotel, 100 misc)	1		1500	1,500		1,500	45
							-	
	Subtotal - Foreign Travel				**1,500**	**1,000**	**2,500**	
	DOMESTIC							
	MKE Admin-Program Staff - regional conference attendance (100 hotel, 150 mileage)	1		250		250	250	48
	MKE Admin- Program Staff- LASA Congress (TBA)	1		1200		1,200	1,200	48
	MSN Admin- Program Staff- LASA Congress (TBA)	2		1200	2,400			48
	Performance-Based Language Training (ACTFL, Language Training) - 2 faculty	2		600	1,200		1,200	18, 42
	Spanish/Portuguese/LCTL (dates, site to be determined)						-	
	MOLLAS - Midwest Organization of Libraries for Latin American Studies Conference (TBD)	1		500	500		500	26, 45
	SALALM - Seminar for the Acquisition of Latin American Library Materials	1		600	600		600	26, 45
	STLILLA (Symp. On Teaching & Learning Indigenous Languages of L.A.) site TBD	2		500	1,000		1,000	42
							-	
	Subtotal - Domestic Travel				**4,700**	**1,450**	**6,150**	
	TOTAL TRAVEL: CENTER FACULTY & STAFF				**6,200**	**2,450**	**8,650**	

TITLE VI - YEAR IV (2017-2018)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 4	NARRATIVE PAGES
	SUPPLIES									
	LIBRARY ACQUISITIONS									
	Core Program (Acquisitions, Databases)						10,000	2,500	12,500	21-26, 45-46
	Preservation and Digitization Projects with American Geographical Society Library							4,500	4,500	45-46
									-	
	Subtotal - Library Acquisitions						**10,000**	**7,000**	**17,000**	
	EDUCATIONAL / OUTREACH & GENERAL MATERIALS									
	LCTLs Instructional Materials/Yucatec Maya & Quichua and podcast						200		200	19, 42
	Instructional Materials/Core Program/Center Media Collections (film and video purchase)							1,000	1,000	19, 33, 45-46
AP	Teacher Training/Workshops (publicity, duplication, materials acquisitions for teachers, etc.)						200	500	700	32, 48
	Summer Quechua Institute						200			48
	Conferences/Other/Course Enrichment/Workshops/Impact Evaluation (publicity, duplication,						300	300	600	48
	film and equipment rental, etc.)								-	23, 45
	Outreach (duplication, postage, telephone, fax, etc.)							300	300	48
	General Office (supplies, duplication, postage, telephone, etc.)						2,853	1,731	4,584	48
									-	
	Subtotal - Educational/Outreach & General Materials						**3,753**	**3,831**	**7,584**	
	TOTAL SUPPLIES						**13,753**	**10,831**	**24,584**	
	OTHER: CONFERENCES, LECTURERS, AND SPECIAL SERVICES	*#funded*	*Professional Service Fees*	*Travel & Per diem*						
	LANGUAGE INSTRUCTION									
	Language Pedagogy Workshops for TAs	*1*	*200*				200		200	18, 43
AP	ACTFL Prof. Development Workshops for Teachers, S&P Staff, School of Education	*1*	*1,500*	*500*				2,000	2,000	18, 43
	Staff/School of Education World Language Students - Prof. Services of Facilitator	*1*		*200*			200		200	18, 43
	Expand Portuguese enrollment at other UW system campus - Collaborative Language Program						300		300	43
									-	
	Subtotal - Language Instruction						**700**	**2,000**	**2,700**	
		#funded	*Professional Service Fees*	*Travel & Per diem*						
	INSTRUCTION FOR PROFESSIONAL SCHOOLS									
	Guest Speakers in Nursing, Freshwater Sciences, Art or Public Health	*4*	*250*					1,000	1,000	44
	Spanish/Port. Customized Language Modules for Students in Professional Schools	*1*	*500*					500	500	44
	& Sciences - Professional Services of Language Specialist	*1*	*500*				500		500	44
									-	
	Subtotal - Instruction for Professional Schools						**500**	**1,500**	**2,000**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR IV (2017-2018)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 4	NARRATIVE PAGES
			Professional	Travel &						
		#funded	Service Fees	Per diem						
	CONFERENCES/SYMPOSIA/SPEAKER SERIES/COURSE ENRICHMENT									
	Global-Local Public Health Issues Symposium- Professional Services of Guest Speakers	2	500	500				2,000	2,000	46
	Shared Latin American Speaker Series (Upper Midwest Latin American Studies Initiative)	2	500	250			750	750	1,500	47
	Latin American Careers Webinar (Upper Midwest Latin American Studies Initiative)	1	250				125	125	250	45
	Brazil Programming (Brazil Day, special events and speakers)							1,000		47
	Conference: Mexico in the Context of North and Latin America						2,600			46
	Subtotal - Conferences/Symposia/Speaker Series/Course Enrichment						**3,475**	**3,875**	**7,350**	
			Professional	Travel &						
		#funded	Service Fees	Per diem						
	TEACHER TRAINING									
AP	Consortium Summer Institute: Latin American Studies Resources for Teaching About the	5	500	600				5,500	5,500	36
	Environment and Sustainability; Professional Services of Guest Speakers	2	500	500			2,000			36
AP	Regional Teacher Support for National Teacher Training Opportunities	7		500			1,000	2,500		33, 39
AP / CPP-2	School of Education pre-service teacher programming							750		32, 39
CPP-1	"Best Practices" Collaborations with Area Community Colleges and Title III and V eligible						2,000	2,000		40-41
	institutions (College of Menominee Nation, MATC, Alverno, WCTC)									
	Wisconsin International Outreach Consortium (WIOC) joint programs of Madison and						1,000	2,000	3,000	31, 39-40
	Milwaukee Centers									
AP	Research Experience for Teachers Tropical Ecology Program Support							750		39
AP / CPP-2	First Year Interest Group with School of Education	2	200	400			1,200			36
	Subtotal - Treacher Training						**7,200**	**13,500**	**20,700**	
			Professional	Travel &						
		#funded	Service Fees	Per diem						
	ADDITIONAL K-12 AND POST-SECONDARY OUTREACH									
AP	Regional Educator Training Workshops (including post-secondary faculty workshops)	4	500	500				2,000	2,000	39
	CLASP Collaborations - national teacher conference exhibits, Americas Award						1,000	2,000	3,000	32, 47
	CLACS Regional Faculty Associates research-travel support (flight, lodging, etc)	8		500				2,000		33-34, 47
	Expanding regional faculty network via Upper Midwest Latin American Studies Initiatives	8		500			2,000	2,000		47
	CLACS Regional Faculty Associates- campus programming support	2	500					1,000	1,000	47
CPP-1	Scholar Access Grants- library research for faculty from Title III and V eligible institutions							1,500	1,500	41
	Subtotal - Additional K-12 and Post-Secondary Outreach						**3,000**	**10,500**	**13,500**	

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

TITLE VI - YEAR IV (2017-2018)

PRIORITIES							MADISON	MILWAUKEE	TOTAL YEAR 4	NARRATIVE PAGES
		#funded	Professional Service Fees	Travel & Per diem						
	BUSINESS/MEDIA OUTREACH									
	Brazil Business Initiatives	3	400	500			700	2,000	2,700	34, 47
	Latin American Business Workshops - Professional Services of Business Specialist	1	300				300			47
	NRC Portal Support (maintenance)	2	300				300	300	600	47
									-	
	Subtotal - Business/Media Outreach						1,300	2,300	3,600	
		#funded	Professional Service Fees	Travel & Per diem						
	COMMUNITY OUTREACH									
	Fall/Spring Latin American Film Series						1,200	3,500	4,700	47
	LACIS Alumni Career Advising Panel- Professional Services of Guest Speakers	4	200				800		800	6, 45
	Cultural Partnerships (Latino Arts, Inc., Colectivo Coffee, Milwaukee Film Festival)	7	500					3,500	3,500	47-48
	Professional Services of Guest Speakers/Artists								-	
									-	
	Subtotal - Community Outreach						2,000	7,000	9,000	
	PROGRAM EVALUATION									
	Survey-based Evaluation with UW Madison Survey Center and UW-Milwaukee CUIR						2,000	2,500	4,500	48, 52-54
	Subtotal - Program Evaluation						2,000	2,500	4,500	
	TOTAL OTHER						20,175	43,175	63,350	
	DIRECT CHARGES TOTAL						133,669	96,794	230,463	
	INDIRECT COSTS AT 8% OF TOTAL CHARGES						10,693	7,744	18,437	
	ANNUAL TOTAL EACH CAMPUS						144,362	104,538	248,900	

UNIVERSITY OF WISCONSIN CONSORTIUM

CATEGORY	Year I			Year II			Year III			Year IV		
	Madison	Milwaukee	Total YR 1	Madison	Milwaukee	Total YR 2	Madison	Milwaukee	Total YR 3	Madison	Milwaukee	Total YR 4
ACADEMIC YEAR GRADUATE FELLOWSHIPS												
Institutional Payment (6 @ $18,000) each year	108,000		**108,000**	108,000		**108,000**	108,000		**108,000**	108,000		**108,000**
Subsistence Allowance (6 @ $15,000) each year	90,000		**90,000**	90,000		**90,000**	90,000		**90,000**	90,000		**90,000**
ACADEMIC YEAR UNDERGRADUATE FELLOWSHIPS												
Institutional Payment (3 @ $10,000) each year	10,000	20,000	**30,000**	10,000	20,000	**30,000**	10,000	20,000	**30,000**	10,000	20,000	**30,000**
Subsistence Allowance (3 @ $5,000) each year	5,000	10,000	**15,000**	5,000	10,000	**15,000**	5,000	10,000	**15,000**	5,000	10,000	**15,000**
SUBTOTAL ACADEMIC YEAR:	**213,000**	**30,000**	**243,000**	**213,000**	**30,000**	**243,000**	**213,000**	**30,000**	**243,000**	**213,000**	**30,000**	**243,000**
SUMMER GRADUATE / UNDERGRADUATE FELLOWSHIPS												
Institutional Payment (7 @ $5,000) each year	20,000	15,000	**35,000**	20,000	15,000	**35,000**	20,000	15,000	**35,000**	20,000	15,000	**35,000**
Subsistence Allowance (7 @ $2,500) each year	10,000	7,500	**17,500**	10,000	7,500	**17,500**	10,000	7,500	**17,500**	10,000	7,500	**17,500**
SUBTOTAL SUMMER:	**30,000**	**22,500**	**52,500**	**30,000**	**22,500**	**52,500**	**30,000**	**22,500**	**52,500**	**30,000**	**22,500**	**52,500**
ANNUAL TOTAL EACH CAMPUS (Fellowships):	**243,000**	**52,500**	**295,500**	**243,000**	**52,500**	**295,500**	**243,000**	**52,500**	**295,500**	**243,000**	**52,500**	**295,500**

TOTAL REQUEST (Fellowships):	**1,182,000**

University of Wisconsin
Consortium

LACIS – CLACS

Appendix I I – Profiles of
Project Related Personnel

TABLE OF CONTENTS

Biographical Data for University of Wisconsin Consortium Faculty and Staff

Discipline	Name	Campus	%LAS	Page
Language and Literature				
Portuguese	Albuquerque, Severino / Prof.	Madison	100%	II-1
	Madureira, Luis / Prof.	Madison	60%	II-9
	Sánchez, Kathryn / Assoc. Prof.	Madison	80%	II-12
	Sapega, Ellen / Prof.	Madison	30%	II-12
	Vasconcelos, Ricardo/ Asst. Prof.	Milwaukee	60%	II-48
Quechua	Muyolema, Armando / Lecturer	Madison	100%	II-10
Spanish	Armstrong, Grant/ Asst. Prof	Madison	100%	II-1
	Bilbija, Ksenija / Prof.	Madison	100%	II-2
	Bird-Soto, Nancy / Assoc. Prof.	Milwaukee	70%	II-44
	Close, Glen / Assoc. Prof.	Madison	80%	II-2
	Corfis, Ivy / Prof.	Madison	100%	II-3
	De Ferrari, Guillermina / Assoc. Prof.	Madison	100%	II-3
	Egea, Juan / Assoc. Prof.	Madison	40%	II-4
	Egon, Veronica / Assoc. Fac. Assoc.	Madison	100%	II-4
	Ferreira, César / Assoc. Prof	Milwaukee	100%	II-44
	Frantzen, Diana / Assoc. Prof.	Madison	75%	II-5
	Gemrich, Anna / Faculty Assoc.	Madison	100%	II-5
	Goldgel- Caraballo, Victor / Asst. Prof.	Madison	100%	II-6
	Hernández, Paola / Assoc. Prof.	Madison	50%	II-6
	Hildner, David / Prof.	Madison	30%	II-7
	Hutchinson, Steven / Prof.	Madison	30%	II-8
	Kaaikiola Strohbusch, Deborra / Assoc. Fac. Assoc.	Madison	25%	II-8
	McCaw, R. John. / Assoc. Prof	Milwaukee	50%	II-45
	Medina, Rubén / Prof.	Madison	100%	II-9
	Méndez-Santalla, Isabel / Senior Lecturer	Milwaukee	100%	II-46
	Pellegrini, Marcelo / Assoc. Prof.	Madison	90%	II-10
	Podestá, Guido / Prof.	Madison	100%	II-11
	Rao, Rajiv / Asst. Prof.	Madison	25%	II-11
	Rei-Doval, Gabriel / Assoc. Prof.	Milwaukee	40%	II-46
	Stafford, Catherine / Asst. Prof.	Madison	100%	II-13
	Súarez-Felipe, Ester / Senior Lecturer	Milwaukee	100%	II-47
	Tochon, François Victor / Prof.	Madison	25%	II-13
	Wheatley, Kathleen / Assoc. Prof.	Milwaukee	60%	II-48
	Zamora, Margarita / Prof.	Madison	100%	II-15
Yucatec Maya	Hurley, Jessica/ Lecturer	Madison	100%	II-7
Area Studies				
Administrative Leadership	Conceição, Simone / Prof.	Milwaukee	25%	II-52
African Languages & Literature	Olaniyan, Tejumola / Prof.	Madison	25%	II-31
	Songolo, Aliko / Prof.	Madison	40%	II-36
Africology	Barganier, George/Asst. Prof.	Milwaukee	25%	II-49
Agricultural & Applied Economics	Barham, Bradford / Prof.	Madison	80%	II-16
	Schechter, Laura / Assoc. Prof.	Madison	25%	II-35
Animal Science	Gianola, Daniel / Prof.	Madison	25%	II-22
Anthropology	Brodwin, Paul / Prof.	Milwaukee	50%	II-50
	Camal, Jerome/ Asst. Prof.	Madison	100%	II-17

Discipline	Name	Campus	%LAS	Page
	Clayton, Sarah / Asst. Prof	Madison	100%	II-18
	Druc, Isabelle / Lecturer	Madison	25%	II-20
	Hudson, Jean / Assoc. Prof.	Milwaukee	60%	II-56
	Sherman, R. Jason / Assoc. Prof.	Milwaukee	50%	II-62
	Villamil, Laura Paola / Asst. Prof.	Milwaukee	60%	II-64
	Wood, Warner W. / Assoc. Prof.	Milwaukee	60%	II-64
Art History	Drewal, Henry / Prof.	Madison	30%	II-19
Art	Escalante, Jim / Prof.	Madison	25%	II-21
Biological Sciences	Höbel, Gerlinde / Asst. Prof.	Milwaukee	25%	II-55
	Rodríguez, Rafael / Assoc. Prof.	Milwaukee	30%	II-60
	Schnitzer, Stefan / Prof.	Milwaukee	75%	II-61
Botany	Emshwiller, Eve / Assoc. Prof.	Madison	40%	II-20
	Waller, Donald / Prof.	Madison	25%	II-39
	Woodward, Catherine / Fac. Assoc.	Madison	25%	II-40
Chicana/o & Latina/o Studies	Arenas, Andrea-Teresa / Fac. Aff.	Madison	30%	II-15
Community & Environmental Sociology	Collins, Jane / Prof.	Madison	25%	II-18
	Kloppenburg, Jack / Prof.	Madison	25%	II-25
Consumer Science	Zepeda, Lydia / Prof.	Madison	40%	II-40
Curriculum & Instruction	Apple, Michael / Prof.	Madison	25%	II-15
	Popkewitz, Thomas / Prof.	Madison	25%	II-33
Dairy Science	Cabrera, Victor / Asst. Prof.	Madison	25%	II-16
	Wattiaux, Michael / Assoc. Prof.	Madison	50%	II-39
Dance	Ferro, Simone / Prof.	Milwaukee	25%	II-54
	Gillespie, Maria / Asst. Prof.	Milwaukee	35%	II-55
	Walker, Chris / Asst. Prof.	Madison	40%	II-38
Design Studies	Kallenborn, Carolyn / Assoc. Prof.	Madison	25%	II-24
Economics	Muniagurria, Maria / Senior Lecturer	Madison	30%	II-29
Educational Policy Studies	Apple, Michael / Prof.	Madison	25%	II-15
	Moeller, Kathryn / Asst Prof.	Madison	50%	II-28
English	Blasini, Gilberto / Assoc. Prof.	Milwaukee	50%	II-50
	Cárdenas, Brenda/Assoc. Prof.	Milwaukee	25%	II-51
	Olaniyan, Tejumola / Prof.	Madison	25%	II-31
	Olson, Christa / Asst. Prof.	Madison	50%	II-31
Environmental Studies	Patz, Jonathan / Prof.	Madison	30%	II-32
	Waller, Donald / Prof.	Madison	25%	II-39
Finance	Mello, Antonio / Prof.	Madison	25%	II -27
French & Italian, & CompLit	Davies Cordova, Sarah/ Prof.	Milwaukee	55%	II-52
	Pitt, Kristin E. / Assoc. Prof.	Milwaukee	60%	II-60
	Songolo, Aliko / Prof.	Madison	40%	II-36
Freshwater Sciences	Berardo, Ramiro/ Asst. Prof.	Milwaukee	25%	II-49
Gender & Women's Studies	Collins, Jane / Prof.	Madison	25%	II-18
	Ewig, Christina / Assoc. Prof.	Madison	80%	II-21
	Tripp, Ali / Prof.	Madison	33%	II-38

Discipline	Name	Campus	%LAS	Page
Geosciences	Cameron, Barry / Assoc. Prof.	Milwaukee	25%	II-51
	Isbell, John L. / Prof.	Milwaukee	25%	II-56
Geography	Day, Michael / Prof.	Milwaukee	50%	II-53
	Gibbs, Holly / Asst. Prof	Madison	100%	II-23
	Marín-Spiotta, Erika / Asst. Prof.	Madison	25%	II-27
	Moore, Sarah/ Asst. Prof	Madison	40%	II-28
	Naughton-Treves, Lisa / Prof.	Madison	40%	II-29
	Sziarto, Kristin M. / Asst. Prof.	Milwaukee	25%	II-63
History	Mallon, Florencia / Prof.	Madison	100%	II-26
	McGuinness, Aims / Assoc. Prof.	Milwaukee	75%	II-58
	Paugh, Katherine / Asst. Prof.	Milwaukee	50%	II-59
	Ruggiero, Kristin / Prof.	Milwaukee	100%	II-61
	Scarano, Francisco / Prof.	Madison	100%	II-34
	Stern, Steve / Prof.	Madison	100%	II-37
	Sweet, James / Assoc. Prof.	Madison	40%	II-37
Horticulture	Nienhuis, James / Prof.	Madison	30%	II-30
Law	Huneeus, Alexandra / Assoc Prof.	Madison	60%	II-24
Life Sciences Communication	Rojas, Hernando / Assoc. Prof.	Madison	60%	II-34
Mathematical Sciences	Kahl, Jonathan D.W. / Prof.	Milwaukee	35%	II-57
Medicine	Gaus, David / Asst. Clinical Prof.	Madison	100%	II-22
Medicine & Public Health	Diprete-Brown, Lori / Assoc. Fac. Assoc.	Madison	50%	II-19
	Gomez, Pablo / Asst. Prof.	Madison	50%	II-23
Music	Calderón, Javier / Prof.	Madison	80%	II-17
	Izquierdo, René / Assoc. Prof.	Milwaukee	25%	II-57
Musicology & Ethnomusicology	Lamen, Darien/ New Faculty Fellow	Madison	100%	II-25
	Radano, Ronald / Prof.	Madison	30%	II-33
Political Science	Ewig, Christina / Assoc. Prof.	Madison	80%	II-21
	Lupu, Noam / Asst. Prof.	Madison	80%	II-26
	Pevehouse, Jon / Assoc. Prof.	Madison	25%	II-32
	Simmons, Erica/ Asst. Prof.	Madison	100%	II-36
	Sugiyama, Natasha Borges / Assoc. Prof.	Milwaukee	90%	II-63
Sociology	Mirosa, Oriol /Asst. Prof	Milwaukee	25%	II-59
	Nobles, Jenna / Asst. Prof.	Madison	33%	II-30
	Shin, Heeju / Asst. Prof.	Milwaukee	80%	II-62
	Seidman, Gay / Prof.	Madison	25%	II-35
Theatre	Lopez-Rios, Michelle/ Assoc. Prof.	Milwaukee	25%	II-58
Translation & Interpreting	Leone, Leah/Asst. Prof.	Milwaukee	40%	II-45
	Terando, Lorena / Assoc. Prof.	Milwaukee	25%	II-47
Visual Art	Davis-Benavides, Christopher / Prof.	Milwaukee	25%	II-53
	Deal, Raoul / Senior Lecturer	Milwaukee	60%	II-54

Area	Name	Campus	%LAS	Page
Program Staff	Buongiorno, Angela / Financial Specialist	Madison	100%	II-41
	Cardós-Whaley/ Academic Advisor	Milwaukee	70%	II-65
	Danner, Thomas / Assistant Director	Milwaukee	100%	II-65
	Kline, Julie / Assistant Director	Milwaukee	100%	II-66
	Little, Darcy / Program Associate	Madison	100%	II-41
	Ripp, Sarah / Outreach Coordinator and Undergraduate Advisor	Madison	100%	II-41
	Vargas, Alberto / Associate Director	Madison	100%	II-42
Campus Professional Staff	Bidney, Marcy / Curator, American Geographical Society Library	Milwaukee	15%	II-67
	Carbajal, Paloma Celis / Acad. Librarian	Madison	70%	II-43
	Dressel, Anne / Director, Center for Global Health Equity	Milwaukee	15%	II-67
	Padway, Janet/ Assistant Director UWM Libraries	Milwaukee	15%	II-68
	Sun, Mingyu/ Director UWM Language Resource Center	Milwaukee	NA	II-68
	Yela, Max / Special Collections Librarian, UW-Milwaukee Libraries	Milwaukee	15%	II-69
Evaluation Staff	Batson, Terry / Researcher and Associate Director, Center for Urban Initiatives and Research	Milwaukee	NA	II-69
	Gerber, Theodore / Professor of Sociology	Madison	NA	II-43

UW-MADISON

Language and Literature Faculty

SEVERINO J. ALBUQUERQUE, Spanish & Portuguese **Date of Appointment**: 1983
Rank: Professor
Education: Ph.D. University of North Carolina-Chapel Hill, 1984
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Portuguese (5), Spanish (4), and French (3)
Overseas Experience: Brazil and Portugal
Dissertations/Theses Advised (Last 5 Years): 3/3
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Brazilian Literature, Culture, Theater, and Gender Studies

Selected Publications:

Forthcoming *Performing Brazil: Essays on Culture, Identity and the Performing Arts*; co-editor, University of Wisconsin Press.

2011 Mediação, Divulgação, Intervenção: O Papel da Luso-Brazilian Review," Actas do VIII Congresso Internacional da ABRALIC

Courses Taught: PORT 256: Third Year Composition and Conversation Portuguese; PORT 3112: Fourth Year Composition and Conversation; PORT 468: Survey of Brazilian Literature since 1890; PORT 751: Brazilian Theater; PORT 751: Brazilian Film; PORT 752: Brazilian Poetry since 1950; PORT 752: Brazilian Civilization; PORT 752: Trauma and Memory; and PORT 752: Literature of Dictatorship

Distinctions: Recipient of the Roberto Reis Award of the Brazilian Studies Association for best book published about Brazil in English from 2003 to 2005; co-editor of Luso-Brazilian Review

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GRANT ARMSTRONG, Spanish & Portuguese **Date of Appointment:** 2011
Rank: Assistant Professor
Education: Ph.D. 2011 Georgetown University; M.A. 2007 Georgetown University; UC Burkley
Language Proficiencies (5=Native, 1= Beginner): Spanish (5), Yucatec Maya (4), Catalan (3), French (2)
Overseas experiences: Mexico, Puerto Rico, Spain
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 2/0
Research and Teaching Specialization: Language, Cognition and Interaction, Syntax.

Selected Publications:

2013 Making Young People the Engine of a *Yucatec Maya Language Program.* Paper presented at the *International Congress of the Latin American Studies Association.*

2012 La predicacíon nominal en el maya yucateco. Paper presented at the *Congreso Internacional de linguistic yucateca*

Courses Taught: SPAN 320: Spanish Phoenetics, SPAN 327: Introduction to Spanish Linguistics, SPAN 630:Generative Syntax, SPAN 815: The Lexicon- Syntax Interface in Spanish Linguistics

Distinctions: UW-Madison Graduate Grant, Georgetown Curriculum Modification Grant

Academic Experience: Co-Chair GRAPHSY III, UW-Madison Graduate Committee, Commentator of Language, Cognition and Sociality Lecture Series

UW-MADISON

KSENIJA BILBIJA, Spanish & Portuguese **Date of Appointment:** 1991
Rank: Full Professor
Education: Ph.D. 1990, University of Iowa; M.A. 1984, University of Iowa; B.A. 1982, University of Belgrade
Language Proficiencies (5=Native, 1= Beginner): Serbian (5), Spanish (5), English (5), Portuguese (3)
Overseas experiences: Resident Director for the Study Abroad Program in MAdrid, Spain 2013-2014
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 5-100
Research and Teaching Specialization: Spanish American Literature and Culture

Selected Publications:

2014 REVIEW: Literatures and Arts of the Americas (Beyond Violence: Toward Justice in Latin American Writing and Arts), Issue 88, Vol. 47, No. 1, 2014

2011 Accounting for Violence: Marketing Memory in Latin America Eds. Ksenija Bilbija and Leigh Payne, Durham: Duke University Press

Courses Taught: Spanish & Portuguese Spanish 802 Faces and Traces of Violence, Spanish & Portuguese Spanish 460 Writing after Dictatorship in the Southern Cone, Spanish & Portuguese Spanish 468 Writing, Righting and Marketing in Southern Cone

Distinctions: 2013 Nominated Honored Instructor by the Division of University Housing , 2009-13 WisconsinHilldale UndergraduateFaculty Research Award , 2011 Graduate School Research Committee Grant , 2009 and 2010 Graduate School Research Committee Grant

Academic Experience: 2014 Resident Director of UW Madison study abroad program in Costa Rica, 2012-2013 Resident Director of Indiana, Purdue, Wisconsin, Tulane University in Madrid , 2007-2012 Director, Latin American, Caribbean and Iberian Studies Program

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GLEN CLOSE, Spanish & Portuguese **Date of Appointment:** 2002
Rank: Associate Professor
Education: Ph.D. 1997, Yale University; M.A. 1992, Yale University; B.A. 1989, Wesleyan University
Language Proficiencies (5=Native, 1= Beginner): English (5), Spanish (4), Portuguese (2), French (2),
Overseas experiences: Mexico, Argentina
Percent Time Dedicated to Latin America: 80%
Dissertations/Theses Directed Last Five Years: 1/2
Research and Teaching Specialization: Transatlantic Dynamics of Twentieth Century Spanish American Narrative

Selected Publications:

2014 "Antinovela negra: Cristina Rivera Garza's La muerte me da and the Critical Contemplation of Violence in Contemporary Mexico." MLN 129.2 (March 2014): 391-411.

2014 "Corpse Photography in Roberto Bolano's Estrella distante and Cristina Rivera Garza's Nadie me vera llorar." Bulletin of Spanish Studies 91.4 (2014): 1-22.

Courses Taught: Spanish 223 Introduction to Hispanic Civilization, Spanish 224 Introduction to Hispanic Literatures, Spanish 363 Spanish American Civilization, Spanish 465 Literature and Film in Spanish America, Spanish 468 Topics in Hispanic Cultures

Distinctions: UW-Madison Faculty Development Grant for 2014-2015 academic year

Academic Experience: Article reviewer for various journals and manuscript reviewer for various university presses

UW-MADISON

IVY CORFIS, Spanish & Portuguese **Date of Appointment**: 1995
Rank: Professor
Education: Ph.D. University of Michigan, 1982
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Spanish (4), Portuguese (2), and French (2)
Overseas Experience: Spain
Dissertations/Theses Advised (Last 5 Years): 2/3
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Medieval Spanish Literature; Manuscript and Early Printing Studies; and Medieval Spanish Language

Selected Publications:
2010 *Al-Andalus, Sepharad and Medieval Iberia*, Brill Publishing.

2009 "Al-Andalus, Sepharad and Medieval Iberia: Cultural Contact and Diffusion," Medieval Encounters

Courses Taught: SPAN 102: Second-Semester Spanish; SPAN 203: Third-Semester Spanish; SPAN 204: Fourth-Semester Spanish; SPAN 223: Introduction to Hispanic Cultures; SPAN 324: Introduction to Hispanic Literature; SPAN 225: Third-Year Conversation Spanish; SPAN 226: Third-Year Conversation and Composition Spanish; SPAN 322: Survey of Hispanic Literature; SPAN 324: Survey of Modern Spanish Literature; SPAN 311: Advanced Composition Spanish; SPAN 5034: Medieval Literature; and SPAN 701: Textual Criticism

Distinctions: Recipient of numerous grants and awards from the Program for Cultural Cooperation between Spain's Ministry of Culture and United States Universities, American Philosophical Society, American Council of Learned Societies, Fulbright Hays, University of Wisconsin-Madison, Penn State University, Purdue University, and the University of Michigan

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GUILLERMINA DE FERRARI, Spanish & Portuguese, Comparative Literature **Date of Appointment:** 2000
Rank: Full Professor
Education: Ph.D. 2001, Columbia University; M.Phil 1997, Columbia University; M.A. 1994, Columbia University
Language Proficiencies (5=Native, 1= Beginner): Spanish (5), English (5), French (Superior
Overseas experiences: Cuba
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 40
Research and Teaching Specialization: Caribbean literature and visual culture, Latin American literature and culture

Selected Publications:
2014 Community and Culture in Post-Soviet Cuba. London and New York: Routledge.
2012 "Utopías críticas: la Literatura Mundial según América Latina." Guest Editor, 1616: Anuario de Literatura Comparada. Vol. 2.

Courses Taught: Spanish 468 Image and Text in the Caribbean, Spanish 982 CompLit, 750 Evil and the Caribbean Novel, Spanish & Portuguese Spanish 460 The Puerto Rican Imagination, Spanish & Portuguese Spanish 468 Photography and Revolution in México and Cuba, Spanish & Portuguese Spanish 460 Ethics and Aesthetics in Cuba

Distinctions: 2013Summer Research Grant, University of Wisconsin-Madison Graduate School, 2012, WisconsinHilldale UndergraduateFaculty Research Award 2011-2012, Faculty Development Grant, 2010-2011 (one semester of teaching release),University Houses Teaching Award 2009-2010, WisonsinHilldale UndergraduateFaculty Research Award 2009-2010 Summer Research Grant, University of Wisconsin-Madison Graduate School, 2009

Academic Experience: Member of the Editorial Board of the American Association of Comparative Literature, Chair of the MLA Executive Committee of the Discussion Group on Romance Literary Relations, 2013-2016 Elected Member of the MLA Executive Committee of the Discussion Group on Romance Literary Relations

UW-MADISON

JUAN F. EGEA, Spanish & Portuguese **Date of Appointment:** 1999
Rank: Full Professor
Education: Ph.D. 1999, Harvard University; M.A. 1993, University of Rhode Island; B.A. 1990, Universidad de Alicante;
Language Proficiencies (5=Native, 1= Beginner): Spanish (5), English (5)
Overseas experiences: Spain
Percent Time Dedicated to Latin America: 40%
Dissertations/Theses Directed Last Five Years: 5/0
Research and Teaching Specialization: Modern Peninsular (Spanish) literature and culture.

Selected Publications:
2013 Dark Laughter: Spanish Film, Comedy and the Nation. Madison: University of Wisconsin Press
2011 "Subterranean Modernities: The Spanish City and its Visual Underground." Global Visual Cultures: An Anthology. Manchester, U.K. and Malden, MA: Wiley-Blackwell. 136-155.

Courses Taught: Spanish 468 Filming Spain, Spanish 361 Culture and the City, Spanish 715 Intro to Peninsular Cultural Studies, Spanish 861 Poetry and Film, Spanish 223 Intro to Hispanic Cultures

Distinctions: 2005 and 2008 Graduate School Research Fall Grant, UW-Madison. 2005

Academic Experience: Word Languages Literatures and Cultures Task Force 2013-Present, International Study Abroad Advisory Committee 2012-Present, Wisconsin University Press Committee 2012-Present, Nave Visiting Scholar and Artist Grant Application Committee 2012-Present, Faculty Appeals Committee 2005-2009. Faculty Senator 2002-2006, LACIS Admissions Committee 2005-2006, FLAS Grants Committee, LACIS, 2003.

VERONICA EGON, Spanish & Portuguese **Date of Appointment:** 2001
Rank: Associate Faculty Associate
Education: M.A. Ohio State University, 1978
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Spanish (5) and French (3)
Overseas Experience: Chile
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Foreign Language Pedagogy, Methodology, and Curriculum Development; and Second Language Acquisition

Courses Taught: SPAN 226: Intermediate Language Practice with Emphasis on Writing and Grammar; SPAN 311: Advanced Language Practice; SPAN 319: Spanish for the Legal and Social Services Professions; SPAN 319: Spanish Practice through Translation; SPAN 320: Spanish Phonetics; SPAN 325: Advanced Conversation; and SPAN 545: College Teaching of Spanish

Distinctions: Coordinator of Spanish 101; former Coordinator of Spanish 226; former Acting Director of Spanish Language Program; nominated for the College of Letters and Sciences Early Career Award; and recipient of the Clinton H. Gates Faculty Grant for Professional Development

UW-MADISON

DIANA FRANTZEN, Spanish & Portuguese, Second Language Acquisition **Date of Appointment:** 1999
Rank: Full Professor, Director of the Spanish Language Program
Education: Ph.D. 1988, Indiana University-Bloomington; MAT 1982, Indiana University-Bloomington; B.A. 1978, Indiana University-Bloomington
Language Proficiencies (5=Native, 1= Beginner): English (5), Spanish (4), Bulgarian (2), Portuguese (1)
Overseas experiences: Mexico
Percent Time Dedicated to Latin America: 75%
Dissertations/Theses Directed Last Five Years: 5/10
Research and Teaching Specialization: Applied Spanish LinguisticsPedagogy and Second Language Acquisition

Selected Publications:

2013 "Using literary texts to reveal problematic rules of usage." 2013. Foreign Language Annals 46(4), 628-645.

2010 "Incremental gains in foreign language programs: The role of reading in learning about other cultures." 2010. Reading in a Foreign Language, 22 (supplement 1: The Role of Reading in Reconfiguring Foreign Language Programs), 31-37.

2010 "Evidence of incremental vocabulary learning in advanced L2 Spanish learners." 2010. Insights into Non-native Vocabulary Teaching and Learning. Eds. Rubén Chacón-Beltrán, Christián Abello-Contesse, María del Mar Torreblanca-López. Bristol, UK: Multilingu

2008 Lazos: Gramática y vocabulario a través de la literatura. (2009)* Upper Saddle River, NJ: PearsonPrentice Hall. *Published July, 2008

Courses Taught: : SPAN 311: Advanced Language Practice; SPAN 320: Spanish Phonetics; SPAN 323: Advanced Language Practice with Emphasis on Expository Writing; SPAN 327: Introduction to Spanish Linguistics; SPAN 333/4: Structure of the Spanish Language: Phonology; SPAN 544: Applied Spanish Linguistics for Teachers;

Distinctions: Promoted to full professor in 2012; granted a sabbatical leave fall 2012; received two summer research support grants from UW-Madison Grad uate School

Academic Experience: Serve on Faculty Appeals committees several times a year,core member of the Doctoral Program in Second Language Acquisition; referee of manuscripts for several journals: Hispania, Foreign Language Annals, Applied Linguistics, The Modern Language Journal, Dimension

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ANNA GEMRICH, Spanish & Portuguese **Date of Appointment:** 1999

Rank: Faculty Associate
Education: Ph.D. University of Texas, 1994
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Spanish (4), Portuguese (3), and French (2)
Overseas Experience: Colombia, Mexico, and Spain
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Latin American Narratives; and the 20th Century Short Story
Courses Taught: SPAN 101: First Year Spanish Language; SPAN 224: Introduction to Hispanic Literatures; SPAN 311: Advanced Language Practice; SPAN 319: Topics in Spanish Language Practice (Medical Spanish); SPAN 325: Advanced Conversation; SPAN 326: Survey of Spanish American Literature; SPAN 329: Business Spanish; and SPAN 359: Spanish Business Area Study
Distinctions: Assistant Director of Lower Division Spanish; former Resident Director for Summer Program in Oaxaca, Mexico

UW-MADISON

VICTOR GOLDGEL-CARBALLO, Spanish & Portuguese **Date of Appointment:** 2010
Rank: Assistant Professor
Education: Ph.D. 2009, University of California, Berkeley; Licenciatura 2002, Universidad de Buenos Aires (Argentina)
Language Proficiencies (5=Native, 1= Beginner): Spanish (5), Portuguese (3), French (3), Italian (2)
Overseas experiences: Research in Argentina, Chile, and Cuba
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 1/2
Research and Teaching Specialization: 19th-century Latin American culture

Selected Publications:

2014 "Unwilling Impostors, Willing Victims: Passing in Two Nineteenth-Century Cuban Novels". Forthcoming in Rosenthal, Caroline and Stefanie Shäfer (eds.) Fake Identity? The Impostor Narrative in North American Culture. Frankfurt and New York: Campus Verlag, 2

2014 "Entre dandies y rastacueros. Breve historia del esnobismo en el siglo XIX latinoamericano." Estudios de Teoría Literaria. Revista digital. Artes, Letras y Humanidades. Vol. 3, No. 5 (March 2014), pp. 239-249.

2013 Cuando lo nuevo conquistó América. Prensa, moda y literatura en el siglo XIX. Buenos Aires: Siglo XXI Editores, 2013

2012 "High-speed Enlightenment: Latin American literature and the new medium of periodicals." Media History (Routledge). Vol. 18, No. 2 (May 2012), pp. 129-141.

Courses Taught: Spanish & Portuguese 468 Historia de los medios en América Latina, Spanish & Portuguese 801 Theories of the modern in Latin America, Spanish & Portuguese 460 Románticos y modernos, Spanish & Portuguese 501 Graduate survey of Colonial and 19th C. Spanish American Literature,, Spanish & Portuguese 468 La palabra y sus medios

Distinctions: Resident Fellow, Institute for Research in the Humanities, University of Wisconsin-Madison, Spring 2015 Premio Iberoamericano, Latin American Studies Association, 2014. Warwick Transatlantic Fellowship (Humanities Research Centre, University of Warwick), March 2014. Mellon Foundation Area and International Studies Research Award (main applicant) to fund the "New Media and MassPopular Culture in the Global South" working group between 2013 and 2016. Library of Congress - John W. Kluge Center fellow (Spring and summer 2013) Mellon Workshop in the Humanities (co-applicant), "New Media and MassPopular Culture in the Global South" (UW-Madison Center for the Humanities, 2012-2013 and 2013-2014) Summer Research Grant, University of Wisconsin-Madison Graduate School (2011, 2012, 2013) Michigan Society of Fellows Postdoctoral Fellowship (2010-2013; declined)

PAOLA HERNÁNDEZ, Spanish & Portuguese **Date of Appointment:** 2005
Rank: Associate Professor
Education: Ph.D. University of Kansas, 2004
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Spanish (5), Portuguese (3), and French (2)
Overseas Experience: Argentina, Chile, Mexico, and Spain
Percent Time Dedicated to Latin America: 50%
Research and Teaching Specializations: Contemporary Latin American Literature; Theater and Performance; Globalization Theories; Memory Studies; Issues of Identity; and Reception Theory

Selected Publications:

2013 *Imagining Human Rights in the Twenty-First-Century Theater: Global Perspectives*. Eds. Florian Becker, Paola S. Hernández and Brenda Werth. New York: Palgrave Macmillan, 284 pp.

2009 *El Teatro de Argentina y Chile: Globalización, Resistencia y Desencanto* (Editorial Corregidor)

Courses Taught: SPAN 326: Survey of Spanish American Literature; SPAN 468: Hispanic Culture; and SPAN 716: Spanish American Literature

Distinctions: Recipient of the Foreign Language and Area Studies Fellowship, Tinker Foundation Grant, Oppenheimer Memorial Scholarship, and numerous grants from the University of Wisconsin-Madison

UW-MADISON

DAVID J HILDNER, Spanish & Portuguese **Date of Appointment:** 1985
Rank: Full Professor
Education: B.A. 1973, Oberlin College; M.A. 1975, U. of Minnesota; Ph.D. 1979, U. of Minnesota
Language Proficiencies (5=Native, 1= Beginner): Spanish (3), Portuguese (3), French (2)
Overseas experiences: Egypt, Spain
Percent Time Dedicated to Latin America: 30%
Dissertations/Theses Directed Last Five Years: 1/2
Research and Teaching Specialization: Renaissance,Baroque theater and poetry of Spain

Selected Publications:

Forthcoming	"Petrarch's Legacy on the Spanish Seventeenth-Century Stage" , in Petrarch and His Legacies, [proceedings of the UW-Madison symposium of the same title], Arizona Center for Medieval and Renaissance Studies
Forthcoming	"Dissimilar Signs of Faith in Calderón's Theater of Intrigue" (accepted for publication in Christianity and Literature)
2011	"The Proximate Matter of Comedia Texts." MLN, Hispanic Issue 126 (2), 396-402.

Courses Taught: Spanish 311 Advanced Language Practice, Spanish 417 Literatura del Siglo de Oro, Spanish 853 Grad. Seminar--Golden Age Poetry, Spanish 627 Historia de la teoría literaria, Spanish 224 Intro. to Hispanic Literatures

Distinctions: Recipient of the Fulbright Comité Conjunto Hispano-Norteamericano Fellowship, and the Institute for Research in the Humanities Fellowship, as well as various grants and awards from the University of Wisconsin-Madison

Academic Experience: University Lectures Committee, Chair (2011-2013) Fulbright Selection Committee (2012-2014) Association for Classical Hispanic Theater, board member (2010-present) Bulletin of the Comediantes, editorial board member Monograph series "Iberica", editorial board member

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JESSICA HURLEY, LACIS **Date of Appointment:** 2009
Rank: Lecturer
Education: 2004 B.A. Texas State University, 2007 M.A. Anthropology, Texas State University
Language Proficiencies (5=Native, 1= Beginner): Lacandon Maya (3), Yucatec Maya (4), Spanish (5)
Overseas experiences: Mexico
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 0/0
Research and Teaching Specialization: Cultural anthropology, Lacandon Maya, sexual division of labor and gender relations, economics and social change, history, popular culture, social organization, language

Courses Taught: LACIS 377/ANTHRO 377: Second Semester Yucatec Maya

Distinctions: Lambda Alpha Anthropology Honor Society

UW-MADISON

STEVEN HUTCHINSON, Spanish & Portuguese **Date of Appointment:** 1993
Rank: Full Professor
Education: Ph.D. 1984, University of Chicago; M.A. 1976, University of Chicago; B.A. 1975, Carleton College
Language Proficiencies (5=Native, 1= Beginner): Spanish (5), French (3), Portuguese (3), Arabic (2),
Overseas experiences: Mexico, Spain, Israel
Percent Time Dedicated to Latin America: 30%
Dissertations/Theses Directed Last Five Years: 5/0
Research and Teaching Specialization: Early Modern Spanish Literature; and Literature Theory

Selected Publications:

2013	Cervantes y el Mediterráneo Cervantes and the Mediterranean, guest editor along with journal editor Antonio Cortijo Ocaña, first monographic issue of journal eHumanistaCervantes (fall 2013), Prologue and 22 articles, 470 pp. http:www.ehumanista.uc
Forthcoming	"Renegadas in early modern Spanish literature". Volume in honor of Anne J. Cruz. Ed. María Cristina Quintero, New York, Artepoética,
Forthcoming	"Vida y viaje", autobiographical essay, in Autobiografías de hispanistas, ed. Randolph Pope and Ana María Caballé Masforroll, forthcoming.

Courses Taught: Spanish 224 Intro to Hispanic literatures, Spanish 417 Alteridades narradas: encuentros entre etnias, religiones, razas, géneros (Hispanoamérica, España y el Mediterráneo, 1480-1680), Spanish 468 Cristianos y musulmanes en España y el Mediterráneo, XVI-XVII, Spanish 505 Graduate survey of 16th and 17th century Spanish literature, Spanish 701 Escribir el Mediterráneo: cristianos y musulmanes en los siglos XVI y XVII topic: "Don Quijote" (1994)

Distinctions: Institute for Research in the Humanities: Race, Ethnicity and Indigeneity Fellowship. Elected vice-president of the Cervantes Society of America (will be president 2016-2018. Elected to executive council of the Society for Renaissance and Baroque Hispanic Poetry. Elected to the executive council of the Asociación de Cervantes (based in Spain) Diverse travel awards from the Graduate School, U Wisconsin-Madison

Academic Experience: tenure and promotion to professor evaluator for the U North Carolina-Chapel Hill, U California-Davis, U California-Berkeley,Boston College, Hebrew University of Jerusalem Member of LACIS executive committee since 2012.,member of Student Non-academic Misconduct Hearing Panel (2009-2013), UW-Madison. Faculty liaison for Study Abroad programs in Seville, Granada, Alcalá (2009-2013) Mellon Post-doc selection committee for the Institute for Research in the Humanities 2013. Director of Graduate Studies, Dept Spanish & Portuguese, 2009-2010, 2012-2014.

DEBORRA KAAIKIOLA STROHBUSCH, Spanish & Portuguese **Date of Appointment:** 2001
Rank: Associate Faculty Associate and Spanish 102 Coordinator
Education: Ph.D. University of Michigan, 1997
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Spanish (4), Old Spanish (2), Portuguese (2), Italian (2), Latin (2), Literary Galician-Portuguese (2), and Old Provençal (2)
Overseas Experience: Mexico and Spain
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Late Medieval Poetics; and Cancionero Poetry

Courses Taught: SPAN 222: Survey of Hispanic Literature; SPAN 224: Introduction to Hispanic Literature; SPAN 226: Intermediate Language Practice; SPAN 311: Advanced Language Practice; SPAN 319: Rhetoric and Discourse; and SPAN 322: Survey of Hispanic Literature

UW-MADISON

LUIS MADUREIRA, Spanish & Portuguese **Date of Appointment:** 1991
Rank: Professor
Education: Ph.D. University of California-San Diego, 1991
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Portuguese (5), Spanish (4), French (4), German (3), Latin (2), Rhonga (1), Makua (1)
Overseas Experience: Mozambique
Dissertations/Theses Advised (Last 5 Years): 3/1
Percent Time Dedicated to Latin America: 60%
Research and Teaching Specializations: Luso-Brazilian Colonial and Postcolonial Studies; and Modernism and Modernity in Latin America, Africa, and the Caribbean
Selected Publications:

2009 "La Poetización del Atlántico y el Dilema del Compromiso: José Saramago, Pablo Neruda y Fernando Pessoa," *Iberoamericana* 35:228 (2009): 841-64
2007 *Imaginary Geographies in Portuguese and Lusophone African Literature: Narratives of Discovery and Empire* (Edwin Mellen Press, 2007)

Courses Taught: SPAN 324: Survey of Modern Spanish Literature; SPAN 326: Survey of Spanish American Literature; PORT 221: Introduction to Luso-Brazilian Literatures; PORT 312: Fourth Year Composition and Conversation; and PORT 451: Lusophone African Literature

Distinctions: Recipient of grants and fellowships from Fulbright, Instituto dos Arquivos NacionaisTorre do Tombo, and the Luso-American Foundation for Development

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RUBÉN MEDINA, Spanish & Portuguese **Date of Appointment:** 1991
Rank: Full Professor
Education: Ph.D. 1991, UC San Diego
Language Proficiencies (5=Native, 1= Beginner): Spanish (5), English (3), French (2)
Overseas experiences: 2006-2007, Resident Director of the Madrid Program, an UW-Madison Study Abroad Program,
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 5/1
Research and Teaching Specialization: Mexican and Chicano/a literature and culture, intellectual history, film studies, and Mexican migration to the United States.

Selected Publications:
2014 Perros habitados por las voces del desierto, México:Aldvs, 2014. pp.417
2012 Una Tribu de Salvajes Improvisando a las Puertas del Infierno, México: Aldvs, 2012. pp.402

Courses Taught: Spanish & Portuguese Spanish 468 Yourth Rebellion: Latin American Rock Cultures, Spanish & Portuguese Spanish 460 The Short Novels of Roberto Bolaño, Spanish & Portuguese Spanish 460 New Trends in Spanish American narrative, International Studies IS 310 International Films, International Studies IS 310 Outside of Your Confort Zone: How to approach Study Abroad

Distinctions: 2010, 2012, University Housing's Honored Instructor Award. Academic Initiatives, Division of University Housing, UW-Madison. Spring 2014, Award Recognition for The Years as Faculty Director of the International Learning Community.

Academic Experience: Editorial Reviewer for Arizona Journal of Hispanic Cultural Studies, Aztlán, a Journal of Chicano Studies; Advisory Board of University of Wisconsin Press; Promotion Cases for University of Houston, University of PurdueIndiana, and North Carolina State University.

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ARMANDO MUYOLEMA, Anthropology **Date of Appointment:** 2002
Rank: Lecturer
Education: Ph.D. University of Pittsburgh, 2007
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Quechua (5), Spanish (5), Portuguese (2)
Overseas Experience: Ecuador
Dissertations/Theses Advised (Last 5 Years): 0/0
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Latin American Literature and Culture; Indigenous Movements in the Andean Region; and Ecocriticism

Courses Taught: ANTH 361: Elementary Quechua; ANTH 362: Elementary Quechua; ANTH 363: Intermediate Quechua; and ANTH 364: Advanced Quechua

Distinctions: Former Adviser of Confederación de Nacionalidades del Ecuador, and Universidad Intercultural de los Pueblos Indígenas del Ecuador; former Pedagogical Adviser on bilingual education in Ecuador

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MARCELO PELLEGRINI, Spanish & Portuguese **Date of Appointment:** 2005
Rank: Associate Professor
Education: Ph.D. 2005, University of California-Berkeley; M.A. 1999, University of Washington; B.A. 1997, Catholic University of Valparaiso, Chile
Language Proficiencies (5=Native, 1= Beginner): Spanish (5), English (5), Portuguese (3)
Overseas experiences: Brazil, Chile
Percent Time Dedicated to Latin America: 90%
Dissertations/Theses Directed Last Five Years: 1/2
Research and Teaching Specialization: Latin American Poetry and Poetics, Latin American Essay, Translation Studies

Selected Publications:

2013 "La ficción suprema: Gonzalo Rojas y el viaje a los comienzos" (Santiago de Chile: Cuarto Propio)
2013 "La poesía hoy y la crítica literaria chilena". Cuadernos Hispanoamericanos 760 (Octubre 2013): 23-33.
2011 "Gonzalo Rojas: la herencia pétrea de nadie". Anales de Literarura Chilena 16 (2011): 117-138.
2009 "Monólogos en tercera persona: Gabriela Mistral y su prosa de viaje". Anales de Literatura Chilena 11 (2009): 45-60.

Courses Taught: Spanish & Portuguese 802 Chilean Poetry after Pinochet, Spanish & Portuguese 716 Survey of Latin American Poetry, Spanish & Portuguese 460 Poetry and Essay, Spanish & Portuguese 464 Topics in Latin American Literature, Spanish & Portuguese 363 Topics in Latin American Culture

Distinctions: Recipient of numerous grants and awards from the University of Wisconsin-Madison and the University of California-Berkeley

Academic Experience: Faculty Senate, UW-Madison

UW-MADISON

GUIDO PODESTÁ, Spanish & Portuguese **Date of Appointment:** 1987
Rank: Professor
Education: Ph.D. University of Minnesota, 1987
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Portuguese (3), Italian (3)
Overseas Experience: Andean Region
Dissertations/Theses Advised (Last 5 Years): 4/11
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Latin American Literature, Cinema, and Cultures

Selected Publications:

2009 *Las Erratas de la Modernidad en los Escritos de José Carlos Mariátegui* (Book Manuscript in Preparation)
2009 *José Carlos Mariátegui y los Estudios Latinoamericanos* (Instituto Internacional de Literatura Iberoamericana,
2007 "Peruvian Poetry," *Handbook of Latin American Studies* 61

Courses Taught: SPAN 223: Introduction to Hispanic Cultures; SPAN 326: Survey of Spanish American Literature; SPAN 468: Hispanic Culture; and SPAN 801: Spanish American Colonial Literature

Distinctions: Associate Dean of International Studies, Director of World Affairs and the Global Economy, and former Director of Latin American, Caribbean and Iberian Studies; recipient of a resident fellowship from the Institute for Research in the Humanities, a senior fellowship from the American Council for Learned Societies, and the H.I. Romnes Faculty Fellowship

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RAJIV RAO, Spanish Linguistics **Date of Appointment:** 2009
Rank: Assistant Professor
Education: Ph.D. University of California, Davis, 2007
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Kannada (5), Spanish (4), French (3), Italian (3), Portuguese (1), Catalan (1)
Overseas Experience: Peru and Spain
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Intonational Phonology; Prosodic Phonology; Optimality Theory; Phonetic and Phonological Variation; Second Language Acquisition; and Afro-Hispanic Phonetics and Phonology

Selected Publications:

2013 *Prosodic Consequences of Sarcasm Versus Sincerity in Mexican Spanish*, *Concentric: Studies in Linguistics;* 39(2): 33-59.
2009 Deaccenting in Spontaneous Speech in Barcelona Spanish," *Studies in Hispanic and Lusophone Linguistics* 2:1
200/8 "Observations on the Roles of Prosody and Syntax in the Phonological Phrasing of Barcelona Spanish," *The Linguistics Journal* 3

Courses Taught: SPAN 320: Spanish Phonetics; and SPAN 327: Introduction to Spanish Linguistics

UW-MADISON

KATHRYN SANCHEZ, Spanish & Portuguese **Date of Appointment:** 2000
Rank: Associate Professor
Education: Ph.D. University of California-Santa Barbara, 2000
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): French (5), Portuguese (4), Spanish (4), German (1), Italian (1)
Overseas Experience: Brazil, France, Portugal, Spain, and the United Kingdom
Dissertations/Theses Advised (Last 5 Years):
Percent Time Dedicated to Latin America: 80%
Research and Teaching Specializations: 19th and 20th Century Luso-Brazilian Narrative; Visual Culture and Gender Studies; and Contemporary Women Writers
Selected Publications:

Forthcoming	Visual Impact: Race, Camp and Gender in the Making of Carmen Miranda, Vanderbilt University Press.
Forthcoming	"Camp Sites: Diasporic Stakes and Luso-Tropical Splinters in Carmen Miranda's Image," in Hilary Owen, ed., *Re/siting the 'Luso' and the 'Tropical': Theories and Practices of Portuguese Postcolonialism* (Berghahn Press,
2008	*Utopias Desmascaradas: O Mito do Bom Selvagem e a Procura do Homem Natural na Obra de Almeida Garrett* (Portuguese National Press, 2008)

Courses Taught: PORT 226: Third Year Composition and Conversation; PORT 311: Third Year Composition and Conversation; PORT 330: History of Portuguese Language; PORT 467: Survey of Brazilian Literature since 1825; and LACIS 260: Introduction to Latin America

Distinctions: Associate Editor of *Hispania*; recipient of grants and fellowships from the Fundação Luso-Americana para o Desenvolvimento and Fundação Calouste Gulbenkian in Portugal, the University of Wisconsin-Madison, and the University of California-Los Angeles

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ELLEN SAPEGA, Spanish & Portuguese **Date of Appointment:** 1989
Rank: Professor
Education: Ph.D. Vanderbilt University, 1988
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Portuguese (4), and Spanish (4)
Overseas Experience: Brazil, Cape Verde, and Portugal
Dissertations/Theses Advised (Last 5 Years): 10
Percent Time Dedicated to Latin America: 30%
Research and Teaching Specializations: 20th Century Portuguese Literature and Culture

Selected Publications:

Forthcoming	Portugal," in Pericles Lewis, ed., The Cambridge Companion to European Modernism (Cambridge University Press, forthcoming)
2008	*Consensus and Debate in Salazar's Portugal: Visual and Literary Negotiations of the National Text, 1933-1948* (Pennsylvania State University Press

Courses Taught: PORT 221: Introduction to Luso-Brazilian Literatures; PORT 468: Survey of Brazilian Literature since 1890; and PORT 772: Portuguese Visual Culture 1880-1975

Distinctions: Recipient of grants and fellowships from Fulbright-Hayes, Fundação Calouste Gulbenkian, and the University of Wisconsin-Madison; former editor of *Luso-Brazilian Review*; former president of the American Portuguese Studies Association

CATHERINE STAFFORD, Spanish & Portuguese **Date of Appointment:** 2005
Rank: Assistant Professor
Education: Ph.D. Georgetown University, 2005
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Spanish (4), Portuguese (2), German (1), Russian (1)
Overseas Experience: Spain
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Linguistics; Second Language Acquisition and Pedagogy; and Phonetics

Selected Publications:

2010 "Exploring the Relationship between Modified Output and Working Memory Capacity," *Language Learning* 60 w. A. Mackey, R. Adams, and P. Winke

2009 "Concurrent Verbalizations, Pedagogical Conditions and Reactivity: Two CALL Studies," *Language Learning* 59 w. C. Sanz, H. Lin, B. Lado, and H.W. Bowde

2008 "¡Ojalá Hubiera Aprendido Español Cuando Era Niño! ¿Y Ahora Qué: Es Demasiado Tarde?" in J. Ewald and A.M. Edstrom, eds., *Perspectivas: El Español a la Luz de la*

Courses Taught: SPAN 320: Spanish Phonetics; and SPAN 327: Introduction to Spanish Linguistics

Distinctions: Language Proficiency Advisor; Ph.D. Minor Adviser

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FRANÇOIS VICTOR TOCHON, Curriculum & Instruction **Date of Appointment:** 2000
Rank: Professor
Education: Ph.D. Laval University, 1990
Language Proficiencies (5=Native, 1=Beginner): French (5), German (3), Latin (3), and Spanish (2)
Overseas Experience: Argentina, Canada, Chile, Ecuador, French West Indies, Mexico, Peru, Switzerland
Dissertations/Theses Advised (Last 5 Years): 12/5
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Bilingual Education; International Curriculum, Pedagogy, and Teacher Education; and World Language Education
Selected Publications:

2014 *Challenges Of Designing A Curriculum For Deep Turkish Learning*. Isparta: Suleyman Demirel University.

2009 "The Key to Global Understanding: World Languages Education: Why Schools Need to Adapt," *Review of Educational Research* 79:2 (2009)

2009 "Critical Reasoning for Social Justice: Moral Encounters with the Paradoxes of Intercultural Education," Intercultural Education 20:2 (2009), w. A.E. Karajan

Courses Taught: CI 564: Advanced Problems on the Teaching of Foreign Languages; and CI 975: Postcolonial Perspectives on World Language Education

Distinctions: Editor of the *International Journal of Applied Semiotics*; recipient of grants from the Spencer Foundation, National Council for Science and Technology of Turkey, and the International Research and Studies Program of the United States Department of Education

UW-MADISON

MARGARITA ZAMORA, Spanish & Portuguese **Date of Appointment:** 1982
Rank: Professor
Education: Ph.D. Yale University, 1982
Language Proficiencies (5=Native, 1= Beginner) (5=Native, 1=Beginner): Spanish (4) , Portuguese (4)
Overseas Experience: Portugal ,Spain
Dissertations/Theses Advised (Last 5 Years):
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Colonial Latin American Literature and Culture

Selected Publications:

Forthcoming	"Sobre la Cuestión de la Raza en los Comentarios Reales," in José Antonio Mazzotti, ed., *Renacimiento Mestizo: Los 400 Años de los Comentarios Reales* (Iberoamericana y Vervuert)
2009	"Images of Colonialism in Inca Garcilaso's Historia General del Perú," *Review: Literature and Arts of the Americas* 42:2: 178-84
2007	*Cuba: Contrapuntos de Cultura, Historia y SociedadCuba: Counterpoints on Culture, History, and Society* [A Bilingual Edition] (Ediciones Callejón, 2007), ed. w. Francisco Scarano

Courses Taught: SPAN 204: Fourth Semester Spanish; SPAN 224: Introduction to Hispanic Literature; SPAN 311: Advanced Language Practice; SPAN 326: Survey of Spanish American Literature; and SPAN 460: Literature Hispano Narrative

Distinctions: Recipient of grants and fellowships from the National Endowment for the Humanities, Institute for Research in the Humanities, Ford Foundation, and the Program for Cultural Cooperation Between Spain's Ministry of Culture and United States Universities

Area Studies Faculty

MICHAEL W. APPLE, Curri. & Instr., Edu. Policy Studies, Development Studies **Date of Appointment:** 1970
Rank: Full Professor
Education: Ed.D. 1970, Columbia University; M.A. 1967, Columbia University; B.A. 1966, Rowan University
Language Proficiencies (5=Native, 1= Beginner): English (5), Spanish (1)
Overseas experiences: Argentina, Brazil, Mexico
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 15-205-10
Research and Teaching Specialization: Curriculum Studies; Sociology of Education; Critical Policy Studies=

Selected Publications:
2014 Official Knowledge, 3rd edition.New York and London: Routledge.
2013 Knowledge, Power, and Education. New York: Routledge.
2013 Can Education Change Society? New York and London: Routledge.
2010 Global Crises, Social Justice, and Education. New York and London: Routledge.

Courses Taught: Curriculum and Instruction 910 Ideology and Curriculum, Curriculum & Instruction 855 Issues in education

Distinctions: Honorary Doctorate--University of Buenos Aires Honorary Doctorate-National University of Rosario, Argentina Honorary Doctorate-National University of La Pampa, Argentina Honorary Doctorate-University of La Coruna, Spain, forthcoming Honorary Doctorate-University of London Institute of Education

Academic Experience: Extensive lecturing in Latin America, Europe, Australia; India, China, and selsewhere; member of editorial boards of over 20 international journals; consultant to Ministries of Education in India, Argentina; extensive work with teacher unions in Brazil and Argentina; multiple committees in major international academic organization

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ANDREA-TERESA ARENAS, LACIS **Date of Appointment:** 2005
Rank: Emeritus assistant vice president and director of OSLCBR
Education: B.A. 1981, Alverno College; M.A. 1988, UP Madison; Ph.D. 1992, I Madison
Language Proficiencies (5=Native, 1= Beginner): English (5), Spanish (2), German (2), Zulu (1)
Overseas experiences: Mexico, South Africa, US-Mexico border region
Percent Time Dedicated to Latin America: 30%
Dissertations/Theses Directed Last Five Years: 1/2
Research and Teaching Specialization: Chicano and Latino culture and politics, Environmental Justice, Border policy

Selected Publications:
2010 *To Blossom on This Earth: A Look at Latino Literature* Zino Press

Courses Taught: Inter 400\ES. 400 unknown Crossing Borders Study Abroad, cls 230 unknown Place making on contested terrain:US-Mexico Border, cls 330 unknown Chicano Ideology Past and Present, cls 510 unknown Advanced Cultural Studies, I'll 106 unknown FIG: Foundations in multicultural coalition buillding

Distinctions: Teaching Academy Fellow 2012, 7 awards from graduating Chicano Studies students,

Academic Experience: Environmental Justice training, Deltronico Latin American Supervisors, Matamoros, Mexico; US-MEXICO Border Presentpation, Kahului at all University, Durban, South Africa, 45 service learning projects in Hmong, US indigenous nations, African American communities in Wisconsin, Texas and Mexico, Director of Somos Latinas Digital Oral history Project, national consultant to nonprofit and fortune 500 companies

UW-MADISON

BRADFORD L. BARHAM, Agricultural & Applied Economics **Date of Appointment:** 1987
Rank: Professor
Education: Ph.D. Stanford University, 1988
Language Proficiencies (5=Native, 1=Beginner): Spanish (5)
Overseas Experience: Argentina, Brazil, Belize, Colombia, Costa Rica, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, Uruguay
Dissertations/Theses Advised (Last 5 Years): 6/2
Percent Time Dedicated to Latin America: 80%
Research and Teaching Specializations: Environment and Development; Technology Adoption and Innovation; and Agricultural Biotechnology in Latin America

Selected Publications:

2008 "Women's Power, Conditional Cash Transfers, and Schooling in Nicaragua," *World Bank Economic Review* 22 (2008), w. Seth Gitter

2008 "Spatial Externalities in Agriculture: Empirical Analysis, Statistical Identification, and Policy Implications," *World Development* 36:10 (2008), w. David J. Lewis and Karl Zimmerer

2007 "Credit, Natural Disasters, Coffee and Educational Attainment in Rural Honduras," *World Development* 35:3 (2007), w. Seth Gitter

Courses Taught: IS 374: Growth and Development of Nations in the Global Economy; AAE 373: Globalization, Poverty, and Development; AAE 462: Latin American Economic Development Rural Economic Issues; AAE 729: Microdynamics of Environment and Development; and AAE 875: Land Poverty and the Environment in Developing Countries

Distinctions: Recipient of over $4.7 million in funding from the United States Department of Agriculture, United States Agency for International Development, World Bank, European Community, National Science Foundation, and the Food and Agriculture Organization of the United Nations

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VICTOR CABRERA, Dairy Science **Date of Appointment:** 2008
Rank: Assistant Professor
Education: Ph.D. University of Florida, 2004
Language Proficiencies (5=Native, 1=Beginner): Spanish (5) ,French (4)
Overseas Experience: Ecuador, Mexico, Nicaragua, Paraguay, and Peru
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Dairy Farm Cost-Efficiency and Profitability; Dairy Farm Production Systems and Environmental Stewardship

Selected Publications:

2011 *USDA's Livestock Gross Margin Insurance for Dairy: What is it and How Can it be Used for Risk Management*, University of Wisconsin-Madison.

2009 El Niño – Southern Oscillation Influences on Soybean Yields in Eastern Paraguay," *International Journal of Climatology* (forthcoming), w. C. Fraisse, N.E. Breuer, J. Baez, J. Quispe, and E. Matos

2007 "Optimizing Crop Insurance Under Climate Variability," Journal of Applied Meteorology and Climatology (forthcoming), w. J. Liu, C. Men, S. Uryasev, and C.W. Fraisse

Courses Taught: As Extension Specialist in Dairy Management he provides specialized courses and training to dairy producers and businesses

Distinctions: Recipient of post-doctoral research fellowship from the W.K. Kellogg Foundation; recipient of award from La Fundación para el Desarrollo Tecnológico Agropecuario y Forestal de Nicaragua for Outstanding Contributions to Farming Systems Research in Nicaragua

UW-MADISON

JAVIER CALDERON, Music **Date of Appointment:** 1988
Rank: Professor
Education: A.D. Indianan University, 1976
Language Proficiencies (5=Native, 1=Beginner): Spanish (5) and French (3)
Overseas Experience: Bolivia, Mexico, and Spain
Dissertations/Theses Advised (Last 5 Years): 1/1
Percent Time Dedicated to Latin America: 80%

Selected Publications:
2002 *Franz Schubert Arranged for Guitar* (Mel Bay Publications Inc)

Courses Taught: MUS 076: Basic Guitar; MUS 140/240/440/740/: Classical Guitar; MUS 248: American Folk Instruments; MUS 270: Ensemble Guitar; and MUS 572: Advanced Ensemble-Classical Guitar

Distinctions: Created and directs the Doctor, Masters, and Bachelors of Music in Guitar Performance Programs; recipient of the Emily Mead Baldwin Professorship in Music From the Americas; tours extensively in Asia, Europe, and Latin America; he has released six albums to world-wide acclaim

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JEROME CAMAL, Anthropology **Date of Appointment:** 2013
Rank: Assistant Professor
Education: 2011PhD. Musicology, Washington University, M.A University of New Orelans
Language Proficiencies (5=Native, 1=Beginner): French (5), Guadeloupean Creole (2)
Overseas Experience: France, Guadeloupe
Percent Time Dedicated to Latin America: 100%

Selected Publications:
Forthcoming *"DestiNation: The Festival Gwoka, Tourism and Anticolonialism"* In *Sun, Sound and Sand: Reflections on Music Touristics in the Circum- Caribbean, edited by Daniel Neely and Timothy Rommen. New York and Oxford: Oxford University Press, forthcoming*
2012 *"Creolizing Jazz, Jazzing the Tout-monde: Jazz, Gwoka, and the Poetics of Relation."* In *American Creoles*, edited by Celia Britton and Martin Munro. *Francophone Postcolonial Studies* 3. Liverpool: Liverpool University Press, 165-179.

Distinctions: Mellon Postdoctoral Fellowship in the Humanities, UCLA, Deans Dissirtation Fellowship in Humanities, Nussbaum Travel Grant

Academic Experience: Music Department Representative, Graduate Council at Washington Universitu in St. Louis, Americn Culture Studies Program Representative, Graduate Council, Member of the Society of Ethnomusicology

UW-MADISON

SARAH C. CLAYTON, Anthropology **Date of Appointment:** 2010
Rank: Assistant Professor
Education: Ph.D. 2009, Arizona State University; M.A. 2003, Arizona State University
Language Proficiencies (5=Native, 1= Beginner): Spanish(4)
Overseas experiences: Mexico
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 3/0
Research and Teaching Specialization: Archaeology of complex societies; urban landscapes and rural-urban dynamics; sociopolitical collapse; domestic and mortuary ritual; gender and ethnicity; households; migration; bioarchaeology; ideology and political institutions; regional economies; multivariate quantitative methods; compositional and stylistic ceramic analysis

Selected Publications:
2013 Measuring the Long Arm of the State: Teotihuacan's Relations in the Basin of Mexico. Ancient Mesoamerica 24(1):87-105.
2013 Hinterland Diversity and Ancient Maya Political Economy in Northwestern Belize. In Classic Maya Political Ecology: Resource Management, Class Histories, and Political Change in Northwestern Belize, edited by Jon C. Lohse, pp. 171-92. Cotsen Institute, University of California, Los Angeles.

Courses Taught: Anthropology 102 Archaeology and the Prehistoric World, Anthropology 120 Archaeology of Mesoamerica, Anthropology 322 Origins of Civilization, Anthropology 942 Mesoamerican States,

Distinctions: 2012-2015 National Science Foundation Grant No. 1219505, 2010-2011 Graduate School Research Committee, University of Wisconsin-Madison 2010 Society for American Archaeology Dissertation Award:

Academic Experience: University of Wisconsin-Madison, Department of Anthropology 2013-2014 Admission and Awards Committee 2013-2014 Graduate Studies Committee 2012-2013 Teaching Assistant Policy and Curriculum Committee 2010,University of Wisconsin-Madison 2011-2013 Foreign Language Area Scholarship Committee, UW-Madison Latin American, Caribbean, and Iberian Studies

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JANE COLLINS, Sociology **Date of Appointment:** 1992
Rank: Professor
Education: 1982 Ph.D., Anthropology, University of Florida, Graduate certificate in Latin American Studies
Language Proficiencies (5=Native, 1= Beginner): Spanish (2), Portuguese (1), French (1), Aymara (1)
Overseas experiences: Research in Peru: 1975, 1977, 1979-80; Research in Brazil: 1991, 1993; Research in Mexico: 2001.
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 5/10
Research and Teaching Specialization: Sociology, Anthropology, Gender Studies

Selected Publications:
2014 Reclaiming the Local in Movements against Inequality: A View from the U.S. Suomen Antropologi: Journal of the Finnish Anthropological Society 38(4): 52-55.
2013 A Feminist Approach to Overcoming the Closed Boxes of the Commodity Chain. Pp. 27-37 in Gendered Commodity Chains: Seeing Women's Work and Households in 21st Century Global Production, Wilma Dunaway, ed. Stanford: Stanford Univ. Press.

Distinctions: 2011 Outstanding Book Award, "Poverty, Mobility and Inequality" section, Amer Sociological Assoc., for Both Hands Tied: Welfare Reform and the Race to the Bottom in the Low-Wage Labor Market. Outstanding Book Award, "Labor and Labor Movements" section, Amer. Sociological Assoc., Both Hands Tied.Sarah Whaley Book Prize, National Women's Studies Assoc., Both Hands Tied.

Academic Experience: President, American Ethnological Society, 2009-11 Chair, UW Land Tenure Center Review Committee, 2010 UW Gaylord Nelson Professorship Selection Committee, 2013 UW Graduate School Research Committee (Interdisciplinary), 2013 UW Latin American Caribbean and Iberian Studies Nave Lectureship Committee 2010-12 UW Development Studies Executive Committee

UW-MADISON

LORI DIPRETE BROWN, Medicine & Public Health, and Center for Global Health **Date of Appointment:** 2004
Rank: Associate Faculty Associate, and Assistant Director
Education: M.S. Harvard University, 1988
Language Proficiencies (5=Native, 1=Beginner): Spanish (4) and French (4)
Overseas Experience: Bangladesh, Cameroon, Chile, Costa Rica, Ecuador, Ethiopia, Guatemala, Honduras, Mexico, the Netherlands, Nicaragua, Pakistan, Senegal, Tanzania,Thailand
Percent Time Dedicated to Latin America: 50%
Primary Responsibilities: Foster education, research, international partnerships, exchanges, and service-learning for health science students and faculty in Mexico and other countries.

Selected Publications:

2009 "Creating a Center for Global Health at the University of Wisconsin-Madison," *Academic Medicine* February (2009), w. C. Haq, L. Baumann, C. Olsen, C. Kraus, G. Bousquet, J. Conway, and B. Easterday

2009 "Evaluation Site Visit Report: Nicaragua," The Quality Assurance Project and ENCOMPASS: Assessing Pediatric Hospital Care and Essential Obstetric Care Quality Improvement Initiative (2009), w. Ya Shin Lin

Courses Taught: POP 640: Foundations in Global Health Practice; POP 645: Global Health Field Study: Mexico; POP 645: Global Health Field Study: Ecuador; POP 650: Health and Human Rights: Vulnerable Children in Africa due to HIV AIDS and Other Causes; POP 650: Health and Disease in Thailand; POP 788: Public Health Field Experience; and POP 795: Principles of Public Health Science

Distinctions: Recipient of grants from the Ira and Ineva ,Reilly Baldwin Wisconsin Idea Endowment and the International Institute; former Deputy Director for the United States Aid for International Development-funded Quality Assurance Project

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HENRY JOHN DREWAL, Art History, Afro-American Studies **Date of Appointment:** 1990
Rank: Full Professor
Education: Ph.D. 1973, Columbia University; M.A. 1968, Columbia; B.A. 1964, Hamilton College
Language Proficiencies (5=Native, 1= Beginner): English (5), Spanish (2), Portuguese (2), Yoruba (2),
Overseas experiences: Brazil, Cuba, Ghana, Mexico, Nigeria, Panama, Puerto Rico, Senegal, South Africa
Percent Time Dedicated to Latin America: 30%
Dissertations/Theses Directed Last Five Years: 5/10
Research and Teaching Specialization: African and African Diaspora Arts (including several countries in Latin America and Caribbean)

Selected Publications:

2010 *Dinastia y Divinidad: Arte Ife en Antiqua Nigeria* (with Enid Schildkrout). Santander, Spain: Fundacion Marcelino Botin and the Museum for African Art, NY. 521 pp. [2010 editions: *Kingdom of Ife: Sculptures from West Africa*. London: The British Museum Press and the Museum for African Art, NY. 184 pp. and *Dynasty and Divinity: Ife Art in Ancient Nigeria*. New York: Museum for African Art, 184 pp.

2008 Editor, *Sacred Waters: Arts for Mami Wata and other Divinities in Africa and the Diaspora*. Bloomington: Indiana University Press, 681 pp. [46 contributors, plus DVD compiled by Andy Dayton] [Winner of the 2011 ACASA Arnold Rubin Outstanding Publication Award]

Courses Taught: Art History AHAAS 241 Intro to African Art and Architecture, Art History AH 479 Carnival Arts of the African Diaspora, Art History AH 601-2 Curating AfricaAfrican Diaspora Arts, ,

Distinctions: Recipient of grants and fellowships from the Smithsonian Institution, Rockefeller Foundation, J. Simon Guggenheim Foundation, National Endowment for the Humanities, Fulbright, and the American Institute for Indian Studies

UW-MADISON

ISABELLE C. DRUC, Anthropology **Date of Appointment:** 2000
Rank: Honorary Fellow
Education: Ph.D. 1997, University of Montreal Quebec Canada; Diplome 1988, University of Geneva Switzerland
Language Proficiencies (5=Native, 1= Beginner): French (5), English (5), Spanish (5), German (3)
Overseas experiences: Peru, Argentina
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 0/0
Research and Teaching Specialization: Anthropology, Ethnography, Andean Archaeology, Ceramic Analysis

Selected Publications:

2014 Pastas ceramicas en lupa digital. Deep University Press.
2013 What is local: Looking at ceramic production in the Peruvian Highlands and beyond. Journal of Archaeological Research, 69(4): 485-514.
2013 Análisis de arcillas y material comparativo para Kuntur Wasi, Cajamarca, Perú por medio de difracción de rayos X y petrografía. Arqueologia y Sociedad 26: 91-110.
2011 Tradiciones alfareras del valle de Cajamarca y cuenca alta del Jequetepeque, Perú. Bulletin de l'Institut Francais d'Etudes Andines, 40(2): 307-331.

Courses Taught: Humanities Curso intensivo para Postgrados Arcillas, Producción y Técnicas Analíticas de Pastas y Cerámicas Arqueológicas, Anthropology ANT310 Topics in South American Archaeology

Distinctions: 2008-2012 – Co-Principal Investigator with F.V. Tochon - U.S. Department of Education, International and Foreign Language Education - International Resource Information System (IRIS): A Deep Approach to Turkish Culture (CFDA 84.017A-3).

Academic Experience: Boletín del Instituto Francés de Estudios Andinos (Peru) Chungara (Chile) Journal of Field Archaeology (USA) Session organizer at the Society for American Archaeology 2014

EVE EMSHWILLER, Botany, Nelson Institute for Environmental Studies **Date of Appointment:** 2006
Rank: Associate Professor
Education: Ph.D. 1999, Cornell University; B.S. 1977, Cornell University
Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Quechua (1)
Overseas experiences: Bolivi, Peru
Percent Time Dedicated to Latin America: 40%
Dissertations/Theses Directed Last Five Years: 5-101-2
Research and Teaching Specialization: Ethnobotany and systematic botany, specifically the study of crop domestication and evolution under human influence, and plant conservation genetics.

Selected Publications:

Forthcoming Emshwiller, Calberto-Sánchez, Girma, Jansky, Sardos, Staver, Stoddard, & Roux. "Unavailability of wild relatives." In: Redden, Yadav, Fowler, Maxted, Smith, Guarino, & Snook. (eds.) Crop Wild Relatives and Climate Change.
2013 "Shared and separate knowledge among eight cultural groups based on ethnobotanical uses of Rhododendron (Ericaceae) in Yunnan Province, China." Economic Botany. 67(3): 191-202.

Courses Taught: Botany,Anthropology, American Indian Studies 474 Ethnobotany

Distinctions: Fulbright Scholar Award for Research and Teaching in Bolivia (began in 2013).

Academic Experience: Served as President of the Society for Economic Botany (SEB), 2009-2010; National Science Foundation Panel Service, 2011; Advisory Board Member for Digital Resource Discovery and Dynamic Learning Communities for a Changing Biology, 2010-2012; Associate Editor for Economic Botany, 2010 to present; Nominations and Awards Committee chair of SEB, 2010-2011; Program and Publicity committee chair of SEB, 2009-2010.

UW-MADISON

JIM ESCALANTE, Art **Date of Appointment:** 1989
Rank: Professor
Education: M.F.A. University of Wisconsin-Madison, 1981
Language Proficiencies (5=Native, 1=Beginner): Spanish (5) and French (4)
Overseas Experience: France and Mexico
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Photography; Book Art; and Graphic Design
Courses Taught: ART 356: Print Production; ART 446: Artist's Books; and ART 466: Papermaking

Distinctions: Work has been featured in over 40 exhibitions regionally, nationally, and internationally; current Associate Dean of College of Education; former Director of Chicano Studies Program

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CHRISTINA EWIG, Gender & Women's Studies, Political Science **Date of Appointment:** 2005
Rank: Associate Professor
Education: Ph.D. 2001, University of North Carolina at Chapel Hill; M.A. 1996, University of North Carolina at Chapel Hill; B.A. 1992, Northwestern University
Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Portuguese (Novice (can read, not speak)), French (2), Quechua (1)
Overseas experiences: Nicaragua, Peru, Chile, Colombia, Mexico,Bolivia.
Percent Time Dedicated to Latin America: 80%
Dissertations/Theses Directed Last Five Years: 5/3
Research and Teaching Specialization: Specialize in social policy, social movements, democratization and gender and race in politics in Latin America. My reseearch is mainly focused on Peru, Chile, Colombia and Bolivia.

Selected Publications:

2013 Gender, Violence and Human Security: Critical Feminist Perspectives. (editor with Aili Tripp and Myra Marx Ferree). New York: New York University Press, 2013.

2013 "Feminist Organizing: What's old, what's new? History, Trends and Issues." (with Myra Marx Ferree). In: Karen Celis, Johanna Kantola, Georgina Waylen and Laurel Weldon, eds. The Oxford Handbook on Gender and Politics. Oxford: Oxford University Press, 2013, Pp. 437-443.

Courses Taught: Political Science 630 Latin American Politics, Poliitical Science 695 Capstone in Political Sciece: Gender, Race and Sexuality in Latin American Politics

Distinctions: Winner of the 2012 Flora Tristán Book Award from the Peru Section of the Latin American Studies Association, the best book on Peru in 2010-11 for Second Wave Neoliberalism: Gender, Race and Health Sector Reform in Peru. Co-winner, UW-Madison Campus-wide Health and Society Research Prize sponsored by the Robert Wood Johnson Foundation Health & Society Scholars program 2012-13 for "Inequality and the Politics of Social Policy Implementation: Gender, Age and Chile's 2004 Health Reforms." (with Gastón A. Palmucci).

Academic Experience: National: Gender Studies Track Chair for the 2014 Latin American Studies Conference Gender and Feminist Studies Section Board member, Latin American Studies Association (2010-12) Outside Reviewer, Macalester College Latin American Studies Program, Spring 2014 Book Series Editor, Crossing Boundaries of Gender and Politics in the Global South, Palgrave Macmillan. University (current): Member of the Graduate School Fall Research Award Committee 2012-14 Associate Chair, Department of Gender and Women's Studies UW Global Health Institute Advisory Committee Faculty Affiliate and Executive Committee, Development Studies Ph.D. Program Coordinator of the Land and Water Cluster, Human Rights Initiative

UW-MADISON

DAVID GAUS, Medicine **Date of Appointment:** 1995
Rank: Assistant Clinical Professor
Education: M.D., M.P.H., T.M. Tulane University, 1992
Language Proficiencies (5=Native, 1=Beginner): Spanish (4)
Overseas Experience: Ecuador
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Healthcare in Rural Latin America; Family Medicine, and Tropical Medicine

Selected Publications:

2008 "Making Secondary Care a Primary Concern: The Rural Hospital in Ecuador," *Pan American Journal of Public Health* 23:3 (2008), w. Diego Herrera, Michael Heisler, Barnett Cline, and Julius Richmond

Courses Taught: Global Health Ecuador Field School (6-week course in Ecuador)

Distinctions: Co-founder and Executive Director of Andean Health and Development; Executive Director of the Hospital Pedro Vicente Maldonado in Ecuador; recipient of the Thomas Dooley Award from the University of Notre Dame and the Capovitz Medical Award from Tulane Medical School

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DANIEL GIANOLA, Animal Sciences **Date of Appointment:** 1991
Rank: Professor
Education: Ph.D. University of Wisconsin-Madison, 1975
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), French (4), and Portuguese (3)
Overseas Experience: 34 countries, including Argentina, Brazil, Chile, Mexico, and Uruguay
Dissertations/Theses Advised (Last 5 Years): 4/2
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: International Animal Breeding and Genetics

Selected Publications:

2009 "The Relevance of Purebred Information for Predicting Genetic Merit of Survival at Birth of Crossbred Piglets," *Journal of Animal Science* (2009), w. A. Cecchinato, G. de los Campos, L. Gallo, and P. Carnier

2009 "Predictive Ability of Direct Genomic Values for Lifetime Net Merit of Holstein Sires Using Selected Subsets of Single Nucleotide Polymorphism Markers," *Journal of Dairy Science* 92:10 (2009), w. K.A. Weigerl, G. de los Campos, O. González-Recio, H. Naya, X.L. Wu, N. Long, and G.J. Rosa

Courses Taught: ASCI 875: Linear Mixed Models with Applications in Biology and Agriculture

Distinctions: Recipient of over $2.5 million in grants from the National Science Foundation, United States Department of Agriculture, and the United States Aid for International Development; recipient of an honorary doctorate from the Universidad Politécnica de Valencia in Spain

UW-MADISON

HOLLY GIBBS, Geography, Nelson Institute for Environmental Studies **Date of Appointment:** 2011
Rank: Assistant Professor
Education: Ph.D. 2008, University of Wisconsin-Madison; M.S. 2001, Ohio State Univ; B.S. 1999, Ohio State Univ.
Language Proficiencies (5=Native, 1= Beginner):
Overseas experiences: Brazil, Madagascar, Ethiopia, and Malaysia
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 33
Research and Teaching Specialization: Land use science tropical agriculture and deforestation

Selected Publications:

2014 S. Yui, and R. Plevin. 2014. New Geographically-explicit estimates of soil and biomass carbon stocks by GTAP region and AEZ. Global Trade and Analysis Project (GTAP) Refereed Technical Paper Series.

2014 2. R. Plevin, H.K. Gibbs, J. Duffy, S. Yui and S. Yeh. 2014. Agro-ecological zone emission factor model. Global Trade and Analysis Project (GTAP) Refereed Technical Paper Series.

Distinctions: Co-PI on $3,400,000 grant from NORAD (2013-2016) PI on $782,000 grant from Moore Foundation (2013-2015) Invited United Nations Environment Program WCMC Fellow 2010-2013 Science Magazine's "Environment News of the Year" 2009

Academic Experience: Invited Science Advisor to the Brazilian and Global Roundtables for Sustainable Beef (GTPS-GRSB) (2013-present) Editorial Board Member of Environmental Research Letters (2010-present) Editorial Board Member of the journal Tropical Conservation Science (2009 - present) 2010-2011 Co-Chair of Department of Geography Yi Fu Tuan Lectures Committee Department of Geography Undergraduate Affairs Committee Department of Geography Undergraduate Student Advisor Nelson Institute's Academic Planning Council SAGE Investigator's Council

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PABLO F. GÓMEZ, Medical History & Bioethics **Date of Appointment:** 2012
Rank: Assistant Professor
Education: Ph.D. 2010, Vanderbilt University; M.A. 2007, Vanderbilt University; Orthopaedic Surgeon 2001
Language Proficiencies (5=Native, 1= Beginner): Spanish (5), Portuguese (3), German (1), French (1)
Overseas experiences: Colombia, Brazil, Italy, Spain, Germany, Netherlands.
Percent Time Dedicated to Latin America: 50%
Dissertations/Theses Directed Last Five Years: 00
Research and Teaching Specialization: Early modern Medical History and History of Science in the Caribbean and Iberian Atlantic World

Selected Publications:

2014 "Incommensurable Epistemologies? The Atlantic Geography of Healing in the Early Modern Black Spanish Caribbean," in Small Axe: A Caribbean Journal of Criticism

2014 Forthcoming Transatlantic Meanings: African Rituals and Material Culture from the Early-Modern Spanish Caribbean," in Materialities of Rituals in the Black Atlantic, eds. Akinwumi Ogundiran and Paula Saunders, (Bloomington: Indiana University Press,

Courses Taught: MHB 507 Health and Healing from Antiquity to 1750, MHB 668 History of Medicine and Public Health in Latin America, MHB 919 History of Medicine, Science and Public Health in Africa and the African Diaspora

Distinctions: Andres Ramos Mattei-Neville Hall Biannual Best Article Prize, 2012-2013, Association of Caribbean Historians, 2014. Mellon Foundation Area and International Studies Research Awards, University of Wisconsin, Madison, 2013-2015 British Library Endangered Archives Program- Major Research Award for the project: "Digitizing the documentary patrimony of Colombia's Caribbean coast: the ecclesiastical documents of the Department of Córdoba"

Academic Experience: Member of the program committee for the 2015 meeting of the American Association for the History of Medicine. Member of the William H. Welch Medal Book Award Committee FLAS Grants selection committee Co-Chair- Health, Science and Society Section of the Latin American Studies Association (LASA)

UW-MADISON

ALEXANDRA HUNEEUS, Law, Legal Studies, Political Science **Date of Appointment:** 2007
Rank: Associate Professor
Education: B.A. 1990, UC Berkeley; J.D. 2001, UC Berkeley; Ph.D. 2006, UC Berkeely
Language Proficiencies (5=Native, 1= Beginner): English (5), Spanish (5), French (Novice-Intermed)
Overseas experiences: Chile, Costa Rica, Columbia
Percent Time Dedicated to Latin America: 60%
Dissertations/Theses Directed Last Five Years: 5/10
Research and Teaching Specialization: Law, Legal Studies

Selected Publications:

Forthcoming	The Role of the International Judge in Public Law Litigation, 40 YALE JOURNAL OF INTERNATIONAL LAW (forthcoming).
2014	Compliance with International Judgments, commissioned chapter for OXFORD UNIVERSITY PRESS HANDBOOK ON INTERNATIONAL ADJUDICATION, edited by Cesare Romano, Karen Alter, and Yuval Shany (2014) (10,000 words

Courses Taught: Legal Studies 641 Sociology of Law, Legal Studies 409 Human Rights in Law and Society, Law 827 International Law, Law 904 Human Rights in Latin America

Distinctions: National Science Foundation Grant (SES-1323966), August 2013- September 2014 American Association of Law Schools Scholarly Paper Competition, Winner 2013 American Society of Comparative Law 2013 Best Paper by a Younger Comparativist Award, Winner 2013

Academic Experience: Chair of Steering Committee, Human Rights Program, University of Wisconsin, Madison Board of Editors, Brazilian Journal of EmpiricalSocio-Legal Studies (2013-2016) American Society of International Law, Co-Chair Midwest Interest Group (June 2013 - 2015) Board of Directors, American Society of Comparative Law (2013-2014) Law and Society Association, Board of Trustees (November 2009 – 2012) Co-Chair, International Research Collaborative on Comparative Regional Rights, the Law and Society Association (2010-2012) Wisconsin ACLU

CAROLYN KALLENBORN, Design Studies **Date of Appointment:** 2007
Rank: Associate Professor
Education: M.F.A. University of Wisconsin-Madison, 2000
Language Proficiencies (5=Native, 1=Beginner): Spanish (4)
Overseas Experience: Mexico, Morocco, Peru, and Turkey
Dissertations/Theses Advised (Last 5 Years): 3/2
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Mexican Art and Culture; Conceptual Garments and Sculptures

Selected Publications:

2012	*Solo Exhibition/Catalog: Tormentas y sueños/ Nightmares and Dreams,* Museo Textil de Oaxaca, Ciudad de Juarez Oaxaca, Mexico.
2009	"Oaxaca" *Handwoven* May/June (2009) w. Jane Patrick

Courses Taught: Study Abroad in Mexico; DS 225: Apparel Design I; DS 425: Apparel Design II: Expressive Design; DS 501: Introduction to Textiles: (Print and Dye Module); DS 501: Cloth to Clothing; and DS 625Apparel Design III

Distinctions: Art has been exhibited in China, Korea, Mexico, and across the United States; recipient of numerous awards and honors for her work; has been featured in such magazines as *Fiberarts*, *Surface Design Journal*, and *Shuttle Spindle and Dyepot*

UW-MADISON

JACK KLOPPENBURG, Community & Environmental Sociology **Date of Appointment:** 1985
Education: Ph.D. Cornell University, 1985
Rank: Professor
Language Proficiencies (5=Native, 1=Beginner): Spanish (2)
Overseas Experience: Africa and Central America
Dissertations/Theses Advised (Last 5 Years): 2/0
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Biotechnology; Industrial Structure; and Genetic Resources

Selcted Publications:

2013 *Re-Purposing the Master's Tools: The Open Source Seed Initiative and the Struggle for Seed Sovereignty,* Food Sovereignty: A Critical Dialogue International Conference, Yale University.

2009 "Seeds, Sovereignty, and the Vía Campesina: Plants, Property, and the Promise of Biological Open Source," in Annette Desmarais and Hannah K. Wittman (eds.), *Open Source Biology, Food Sovereignty: Theory, Praxis, and Power* (Fernwood, 2009)

Courses Taught: CES 140: Introduction to Rural Sociology and Development; CES 222: Food, Culture, and Society; CES 248: Environmental, Natural Resources, and Society; CES 541: Social Behavior and Natural Resources; CES 610: Knowledge and Society; Sustenance and Sustainability; CES 612: Agriculture, Technology, and Society; and ES 112: Introduction to Environmental Studies: The Social Perspective

Distinctions: Recipient of over $1.1 million in fellowships and grants from the Andrew W. Mellon Foundation, United States Department of Agriculture, Social Science Research Council, MacArthur Foundation, and National Center for Small Farm Sustainability; named a Pew Fellow in Conservation and the Environment

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DARIEN LAMEN, Music **Date of Appointment:**2012
Rank: New Faculty Fellow
Education: Ph.D. 2011, University of Pennsylvania; BA 2004, Yale University
Language Proficiencies (5=Native, 1= Beginner): Portuguese (4), Spanish (2)
Overseas experiences: Brazil, Caribbean
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 00
Research and Teaching Specialization: Ethnomusicology
Selected Publications:

2014 "Soundtracks of a Tropical Sexscape: Tropicalizing Northeastern Brazil, Channeling Transnational Desires." In Sun, Sea, and Sound: Music and Tourism in the Circum-Caribbean, edited by Timothy Rommen and Daniel Neely. Oxford: Oxford University Press

2013 "Claiming Caribbeanness in the Brazilian Amazon: Lambada, Critical Cosmopolitanism, and the Creation of an Alternative Amazon." Latin American Music Review, FallWinter

Courses Taught: Music 401 Brazilian Popular Music and Citizenship, Music 401 Power and Play in the Music of the Circum-Caribbean, Music 385J Popular Music and the Left in Latin America, Music 334 Brazilian Popular Music and Regionalism

Distinctions: American Council of Learned Societies - New Faculty Fellowship (2012-2014) Social Sciences Research Council - International Dissertation Research Fellowship (2009)

Academic Experience: Hilldale Fellowship for Student Mentoring (2013) Coordinator, UW Madison Center for the Humanities Mellon Workshop on New Media and Popular Culture in the Global South (2013-2014)

UW-MADISON

NOAM LUPU, Political Science **Date of Appointment:** 2011
Rank: Assistant Professor
Education: Ph.D. 2011, Princeton University; M.A. 2008, Princeton University; M.A. 2005, University of Chicago; B.A. 2002, Columbia University
Language Proficiencies (5=Native, 1= Beginner): Spanish (5), Hebrew (5), Portuguese (2)
Overseas experiences: Spain, Argentina, Brazil, Venezuela
Percent Time Dedicated to Latin America: 80%
Dissertations/Theses Directed Last Five Years: 0/0
Research and Teaching Specialization: Latin American politics, comparative political behavior, comparative political economy

Selected Publications:

Forthcoming Party Brands in Crisis: Partisanship, Brand Dilution, and the Breakdown of Political Parties in Latin America, Cambridge: Cambridge University Press.

Forthcoming "Party Polarization and Mass Partisanship: A Comparative Perspective," Political Behavior

Courses Taught: Political Science 630 Latin American Politics

Distinctions: -- Sage Paper Award (with Nicholas Carnes), Comparative Politics section of the American Political Science Association (2013), for best paper in comparative politics scheduled to be presented at the 2012 Annual Meeting of the American Political Science As

Academic Experience: -- Co-Coordinator, Experimental Politics Workshop, Department of Political Science, University of Wisconsin-Madison, 2014--present -- Secretary, Department of Political Science, University of Wisconsin-Madison, 2013--2014 -- Sage Paper Award Committee

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FLORENCIA E. MALLON, History **Date of Appointment:** 1984

Rank: Julieta Kirkwood WARF Professor
Education: Ph.D. 1980, Yale University; M.Phil 1976, Yale University; M.A. 1975, Yale University
Language Proficiencies (5=Native, 1= Beginner): Spanish (5), Portuguese (1), French (1)
Overseas experiences: I have lived, and done research in, the following Latin American countries: Peru, Mexico, and Chile. I was born in Chile and am a dual citizen between Chile and the United States.
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 5-105-10
Research and Teaching Specialization: History, Indigenous Studies

Selected Publications:

2013 Beyond the Ties of Blood (novel), New York: Pegasus Books.

2011 Decolonizing Native Histories: Collaboration, Knowledge, and Language in the Americas (Durham, NC: Duke University Press).

2011 "Victims into Emblems: Images of the Ránquil Massacre in Chilean National Narratives, 1934-2004," Labor, 8:1 (Spring), pp. 29-55.

Courses Taught: History 241 Modern Latin America, from 1780 to 1930, History 242 Modern Latin America, from 1898-present, History 441 Revolution and Conflict in Modern Latin America, History 982 Latin American Area Graduate Seminar

Distinctions: Chair's Research Fellowship, Fall 2013 Sabbatical Leave for 2014-2015

Academic Experience: Chair, Department of History, August 2010-August 2013. "El 11 de Septiembre visto desde el Sur: El Allanamiento de Nehuentúe en el discurso golpista," Paper presented at the panel "El Golpe en la Producción Historiográfica," Seminar "A 40 AÑOS DEL GOLPE DE ESTADO EN CHILE: USOS Y ABUSOS EN LA HISTORIA, Santiago, Chile, Sept. 4, 2013. "Disputas históricas sobre el federalismo en Chile, Argentina y México," Lecture at the Universidad de la Frontera, Temuco, Chile, August 26, 2013.

ERIKA MARIN-SPIOTTA, Geography, Soil Science, Nelson Institute for Environmental Studies **Date of Appointment:**2009
Rank: Assistant Professor
Education: B.S. 1997, Stanford University; Ph.D. 2006, University of California, Berkeley
Language Proficiencies (5=Native, 1= Beginner): English (5), Spanish (5), Portuguese (3)
Overseas experiences: Turkey; Puerto Rico; U.S. Virgin Islands; Brazil; Costa Rica
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 53
Research and Teaching Specialization: Geography; Ecology; Biogeography; Soil Science; Ecosystem Ecology; Biogeochemistry

Selected Publications:

2014 Smith, A.P., E. Marín-Spiotta, M.A. De Graaf, and T. Balser. Microbial community structure varies across soil organic matter pools during tropical land cover change. Soil Biology and Biochemistry. Accepted

2014 Marín-Spiotta, E., N.T. Chaopricha, A. F. Plante, A.F. Diefendorf, C.W. Müller, S. Grandy, and J.A. Mason. 2014. Long-term stabilization of deep soil carbon by fire and burial during early Holocene climate change. Nature Geoscience 7: 428-432. doi: 10.1038NGEO2169

2014 Marín-Spiotta, E., K.E. Gruley, J. Crawford, E.A. Atkinson, J.R. Miesel, S. Greene, C. Cardona-Correa, and R.G.M. Spencer. 2014. Paradigm shifts in soil organic matter research affect aquatic carbon turnover interpretations: Transcending disciplinary and

2014 Ponette-González, A.G., E. Marín-Spiotta, K.A. Brauman, K.A. Farley, K.C. Weathers and K.R. Young. 2013. Hydrologic connectivity in the high-elevation tropics: Heterogeneous responses to land change. BioScience 64: 92-104. doi: 10.1093bioscibit013

Distinctions: NSF CAREER Award (2014-2019); Honored Instructor Award, University Housing Office of Academic Initiatives (Spring 2012)

Academic Experience: Leadership Board Member, Earth Science Women's Network (ESWN) (Since 2007); Member Meetings Committee, American Geophysical Union (AGU) (2013-2014); Member Biogeosciences Section Committee, American Geophysical Union (AGU) (2010-13)

ANTONIO MELLO, Finance **Date of Appointment:** 1998
Rank: Professor
Education: Ph.D. University of London, 1988
Language Proficiencies (5=Native, 1=Beginner): Portuguese (5), Spanish (4), and French (4)
Overseas Experience: Bolivia, Brazil, Portugal, and Spain
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Financial Management; and Economic Policy

Selected Publications:

2006 "Financially Constrained Arbitrage in Illiquid Markets" *Journal of Economic Dynamics and Control* (2006) w. Mukarram Attari

Courses Taught: FIN 445/745: Multinational Business Finance

Distinctions: Former Chief Economist of the Central Bank of Portugal, member of the Subcommittee of Monetary Policy of European Central Bank Governors, and president of the European Financial Management Association

UW-MADISON

KATHRYN J. MOELLER, Educational Policy Studies, Gender & Women's Studies **Date of Appointment:** 2013
Rank: Assistant Professor
Education: Ph.D. 2012, University of California, Berkeley; M.A. 2004, Michigan State University; B.A. 2000, Vanderbilt University
Language Proficiencies (5=Native, 1= Beginner): Portuguese (3), Spanish (3)
Overseas experiences: Field research in Brazil
Percent Time Dedicated to Latin America: 50%
Dissertations/Theses Directed Last Five Years: 1-20
Research and Teaching Specialization: Education policy; feminist studies; development & globalization studies

Selected Publications:

Forthcoming	"Searching for Adolescent Girls in Brazil: Corporate Development and the Transnational Politics of Poverty in the Girl Effect." Feminist Studies.
2014	"The Girl Effect": Transnational Corporate Investment in Girls' Education." In Stromquist, Nelly and Karen Monkman (eds), Globalization and Education. Rowman & Littlefield.
2013	"Proving the Girl Effect: Corporate Knowledge Production and Educational Intervention." International Journal of Educational Development, 33: 612-621.

Courses Taught: Education Policy Studies 335 Globalization and Education, Education Policy Studies 780 Political Economy and Education, Education Policy Studies 600 Poverty and Education

Distinctions: Dissertation fellowships from Fulbright-Hays, National Science Foundation, SpencerNational Academy of Education

Academic Experience: 2014 "Logic of the Girl Effect." Presentation for Clinton Global Initiative, New York, New York, May 2014 2014 Invited table discussant, AERA Presidential Session, Restoring Opportunity, Spencer Foundation, April 6. 2014 "Logic of the Girl Effect." Presentation for NoVo Foundation, New York, New York, January 2014 2013 Invited panelist for Former Fellows Panel. National Academy of Education 2013 Annual Meeting and Fellows Retreat. Washington, DC, October 24, 2013. 2013 Founder and organizer, Anthropology of Corporations Interest Group, American Anthropological Association, San Francisco, CA 2012 Invited table discussant, AERA Presidential Session, Whither Opportunity, Spencer Foundation, April 6. 2012 "Learning to Do Good," Invited graduation speaker on girls' education, Emma Willard School, Troy, New York, May 2012 2011 "A Just Education: Education Because Girls Matter. A Conversation between Kathryn Moeller and Kavita N. Ramdas," Invited plenary speaker, AUDACIA: A Global Forum for Girls' Education, New York, New York, September 2011 2011 Invited best practices presenter and facilitator, AUDACIA: A Global Forum for Girls' Education, New York, New York, September 2011

SARAH MOORE, Educational Policy Studies, Gender & Women's Studies **Date of Appointment:** 2012
Rank: Assistant Professor
Education: PhD, University of Kentucky, 2006 MA, Geography, University of Kentucky, 2001
Language Proficiencies (5=Native, 1= Beginner): Spanish (3)
Overseas experiences: Mexico
Percent Time Dedicated to Latin America: 40%
Dissertations/Theses Directed Last Five Years: 0/0
Research and Teaching Specialization: urban geography, postcolonial studies and development, and space and social theory (including Marxian, post-structural and psychoanalytic approaches

Selected Publications:

2012	"Garbage matters: Concepts in new geographies of waste," Progress in Human Geography, December
2011	"Global Garbage: Waste, Trash Trading, and Local Garbage Politics" in Global Political Ecology, Richard Peet, Paul Robbins and Michael J. Watts, editors. London: Routledge

Courses Taught: Geography 305: introduction to the city

UW-MADISON

MARIA MUNIAGURRIA, Economics **Date of Appointment:** 1994
Rank: Senior Lecturer
Education: Ph.D. University of Minnesota, 1989
Language Proficiencies (5=Native, 1=Beginner): Spanish (5)
Overseas Experience: Argentina
Percent Time Dedicated to Latin America: 30%
Research and Teaching Specializations: International Trade and Economic Development; Industrial Organization and Competition Policy; Dynamic Economics; and Economic Growth

Courses Taught: ECON 364: Survey of International Economics; ECON 365: Issues in Comparative Economics; ECON 464: International Trade and Finance; ECON 467: International Comparisons, Industrial Firms, and Industrial Organizations; and ECON 475: Economics of Growth

Distinctions: Recipient of the Global Research and Curriculum Development Grant from the Center for International Business Education, and a World Affairs and the Global Economy Research Grant; awarded fellowships from the American Association of University Women, the Sloan Foundation, and the Center for Macroeconomic Studies of Argentina

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LISA NAUGHTON, Geography, Nelson Institute for Environmental Studies **Date of Appointment:** 1997
Rank: Full Professor
Education: Ph.D. 1997, UF-Gainesville; M.Sc. 1987, UW-Madison; B.Sc. 1985, UW-Madison
Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Portuguese (1)
Overseas experiences: Chile, Peru, Ecuador and Uganda
Percent Time Dedicated to Latin America: 40%
Dissertations/Theses Directed Last Five Years: 1/10
Research and Teaching Specialization: Biodiversity Conservation, Land use change, Land tenure and property rights

Selected Publications:

2014 Weisse, M., White, G., Omrudy, M., Roth, R. and L. Naughton-Treves. In press. Who owns paradise?: Using web mapping to enhance a course exercise about tropical forest conservation. Journal of Maps.

2014 Naughton-Treves, L, L'Roe, J., L'Roe, A. and A. Treves. In press. Changes in elephants, bushpigs, farmers, and fears: Comparing local perceptions of crop raiding at Kibale National Park, 1994 and 2012. pp. xx-xx. in Human-Wildlife Conflict: an Interdisciplinary Approach. K. Hill et al. (Eds) Berghahn Books, London.

2014 L'Roe, J. and L. Naughton-Treves. 2014. Effects of a conservation policy-induced income shock on forest-dependent households in the Peruvian Amazon. Ecological Economics 97: 9 pp.

2014 Hazzah, L., Dolreny, S., Naughton-Treves, L., Edwards, C., Mwebi, O. , Kearney, F. and L. Frank. 2014. "Participation and Payments: Efficacy of two lion conservation programs in Maasailand, Kenya". Conservation Biology. 10 pp.

Courses Taught: Geography 339 Environmental Conservation, Geography 538 Humid Tropics: Ecology and Development, Geography 930 Biodiversity Conservation and Social Change

Distinctions: Nominee for Kellet Award Spring 2014 Fulbright IIE Award Fall 2012 for Chile Picard Chair in Geography, UW Madison 2008-9

Academic Experience: May 2014 - External Examiner, Univ of Hedmark, Evenstad Fall semester 2012 - Teaching at UACH and UMAG in Chile 2010-22, Member, Intl Working Group on Scientific standards for PES (Lead is J. Carter, Columbia Univ) 2010, External Examiner, McGill university

UW-MADISON

JAMES NIENHUIS, Horticulture **Date of Appointment:** 1990
Rank: Professor
Education: Ph.D. University of Wisconsin-Madison, 1982
Language Proficiencies (5=Native, 1=Beginner): Spanish (4)
Overseas Experience: Chile, Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua, Panama, and Trinidad and Tobago
Dissertations/Theses Advised (Last 5 Years): 3/6
Percent Time Dedicated to Latin America: 30%
Research and Teaching Specializations: Breeding and Genetics of Crops
Selected Publications:

2009 "Effects of Seed Moisture Content, Cooking Time and Chamber Temperature on Nuna Bean (Phaseolus Vulgaris L.) Popping," *Horticulture Science* 44:1 w. J. Vorwald

2009 "Heritability and Correlations Among Popping Characteristics and Seed Weight in a Broad-Based Temperate Adapted Nuna Bean (Phaseolus Vulgaris L.) Population," *Horticulture Science* 44:1 w. J. Vorwald

Courses Taught: HORT 370: World Vegetables; HORT 375: Tropical Horticulture (in Costa Rica); HORT 501: Principles of Plant Breeding; and HORT 502: Techniques of Plant Breeding

Distinctions: Recipient of the Distinguished Service Award from the American Society for Horticultural Science and the Excellence in Multistate Research Award from the Western Association of Agricultural Experiment Station Directors; recipient of research grants from the United States Department of Agriculture, Wisconsin Alumni Research Foundation, and Wisconsin Department of Agriculture, Trade, and Consumer Protection

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JENNA NOBLES, Sociology **Date of Appointment:** 2009
Rank: Associate Professor
Education: Ph.D. University of California-Los Angeles, 2007
Language Proficiencies (5=Native, 1=Beginner): Spanish (4)
Overseas Experience: Mexico
Dissertations/Theses Advised (Last 5 Years): 1/0
Percent Time Dedicated to Latin America: 33%
Research and Teaching Specializations: Demography; Sociology of Economic Change and Development; Sociology of Family and Medicine; and Sociology of Gender
Selected Publications:

2009 "Ethnic Diversity, Traditional Norms, and Marriage Behaviour in Indonesia," *Population Studies*, forthcoming, w. A. Buttenheim

2009 "Mothers' Community Participation and Children's Health," *Journal of Health and Social Behavior* 50:1 (2009): 16-30, w. E. Frankenberg

Courses Taught: SOC 170: Population Problems, and SOC 756: Demographic Methods

Distinctions: A Robert Wood Johnson Foundation Health and Society Scholar (2007-09); recipient of grants from the National Science Foundation, Hewlett Foundation, the Berkeley Population Center, and the University of California-Los Angeles

UW-MADISON

TEJUMOLA OLANIYAN, English, African Languages &Literature **Date of Appointment:** 2001
Rank: Full Professor
Education: Ph.D. 1991, Cornell University; M.A. 1989, Cornell University; M.A. 1986, University of Ife; B.A. 1982, University of Ife
Language Proficiencies (5=Native, 1= Beginner):
Overseas experiences: Nigeria, Ghana, Uganda, Tanzania, South Africa, Jamaica, Trinidad
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 5/10
Research and Teaching Specialization: Literary and Cultural Studies: African, African American, Caribbean

Selected Publications:

2014 "The Fun of Menace: Four Voyages Around the World of Kole Omole," Art, Parody and Politics: Dele Jegede's Creative Activism, Nigeria and the Transnational Space, ed. Toyin Falola. Trenton, NJ: Africa World Press. Pp. 77-89.

2011 "The Paddle That Speaks English: Africa, NGOs, and the Archaeology of an Unease," Research in African Literatures 42.2 (Summer 2011): 46-59.

2011 "On Postcoloniality and Alienation: Abiola Irele's 'In Praise of Alienation' Reconsidered." 99-112 in Africa in the World and the World in Africa: Essays in Honor of Abiola Irele. Trenton, NJ: Africa World Press, 2011.

2009 2009: "Political Critique and Resistance in African Fiction," 70-86 IN Teaching the African Novel, ed. Gaurav Desai. New York: Modern Language Association of America.

Courses Taught: English 591 Black Women Dramatists, African Lang & Lit 413 Contemporary African and Caribbean Drama, African Lang & Lit 230 Introduction to Yoruba Life and Culture, English 868 Postcolonial Cultural Studies,

Academic Experience: Elected Vice President, African Literature Association 2013-2014 Assumed Presidency, African Lit Association, 2014- Elected Executive Board member, African Studies Association 2012-2015

CHRISTA J. OLSON, English **Date of Appointment:** 2011
Rank: Assistant Professor
Education: Ph.D. 2010, University of Illinois at Urbana-Champaign; M.A. 2001, New York University; B.A. 2000, St. Olaf College
Language Proficiencies (5=Native, 1= Beginner): English (5), Spanish (3)
Overseas experiences: periodic research visits to Ecuador between 2000 and 2011
Percent Time Dedicated to Latin America: 50%
Dissertations/Theses Directed Last Five Years: 1/20
Research and Teaching Specialization: Rhetorical Studies

Selected Publications:

2014 Constitutive Visions: Indigeneity and Commonplaces of National Identity in Republican Ecuador. Penn State University Press, 2014.

2012 "'Raices Americanas': Indigenist Art, América, and Arguments for Ecuadorian Nationalism." Article in "Regional Rhetorics," a special issue of Rhetoric Society Quarterly. 42.3 (Summer 2012): 233-250.

2012 "Places to Stand: Mapping the Terrain of Rhetorical History." Article in "Practicing Histories," a special issue of Advances in the History of Rhetoric 15.1 (FebruaryMarch 2012): 77-100.

Courses Taught: English 705 Rhetoric and the Americas

Distinctions: Rhetoric Society of America Dissertation Award, 2011

Academic Experience: Member, CCCC Task Force for Creating a Scholarship in Rhetoric and Writing Statement, 2012-13, 2013-14 Member, Comité Editorial (Editorial Board), Revista de Retórica Latinoamericana (Review of Latin American Rhetoric) Member, Editorial Board, Intermezzo Digital Press Reviewer: enculturation, Communication and CriticalCultural Studies, Quarterly Journal of Speech, Rhetoric Society Quarterly

UW-MADISON

JONATHAN PATZ, Population Health Sciences, and Environment Studies **Date of Appointment:** 2004
Rank: Professor
Education: M.D. Case Western Reserve University, 1987; M.P.H. Johns Hopkins University, 1992
Language Proficiencies (5=Native, 1=Beginner): Spanish (4)
Overseas Experience: Peru
Dissertations/Theses Advised (Last 5 Years): 8/13
Percent Time Dedicated to Latin America: 30%
Research and Teaching Specializations: Health Risks and Long-Term Impact of Climate and Ecological Change

Selected Publications:

2012 *Climate change and health: A One Health Approach.* In Current Topics in Microbiology and Immunology, Patz JA and Hahn MB.

2009 "Linking Deforestation to Malaria in the Amazon: Characterization of the Breeding Habitat of the Principal Malaria Vector, Anopheles Darlingi," *American Journal of Tropical Medicine and Hygiene* w. A.Y. Vittor, W. Pan, R.H. Gilman, J. Tielsch, G. Glasss, T. Shields, W. Sanchez Lozano, and V.V. Pinedo

Courses Taught: PHS 740: Health Impact Assessment of Global Environmental Change; and ENV 808: Integrative Research Methods for Humans and the Global Environment

Distinctions: Awarded the Nobel Peace Prize with Al Gore and the United Nations Intergovernmental Panel on Climate Change in 2007, the Aldo Leopold Leadership Fellows Award in 2005, and the Zayed International Prize for the Environment in 2006; has advised the United States Congress, Center for Disease Control and Prevention, Environmental Protection Agency, National Center for Atmospheric Research, National Research Council/National Academy of Sciences, and the World Health Organization; recipient of over $13 million in grants

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JON PEVEHOUSE, Political Science **Date of Appointment:** 2009
Rank: Associate Professor
Education: Ph.D. Ohio State University, 2000
Language Proficiencies (5=Native, 1=Beginner): Spanish (4)
Dissertations/Theses Advised (Last 5 Years): 9/0
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: International Relations Theory; International Security; Foreign Policy; International Political Economy; and Political Methodology

Selected Publications:

2013 Courtney Hillebrecht, Timothy Hildebrandt, Peter Holm, and Jon C.W. Pevehouse. *"Congressional Politics and Humanitarian Intervention." Foreign Policy Analysis.*

2008 *"Democracy, Veto Players, and the Depth of Regional Integration," World Economy (2008), w. Edward Mansfield and Helen Milner*

Courses Taught: IS 101: Introduction to International Studies; POL 103: Introduction to International Relations; POL 359: Problems in U.S. Foreign Policy; POL 857: Theories of International Relations; POL 945: National Security Policy; POL 960: Democracy: At Home and Abroad; and POL 960: Comparative Regional Integration

Distinctions: Awarded the Richard Neustadt Award for Best Book on the American Presidency by the American Political Science Association, the Patrick J. Fett Award for Outstanding Paper on Congress and the Presidency by the Midwest Political Science Association, and the Helen Dwight Read Award for Outstanding Dissertation in International Politics/Law by the American Political Science Association; recipient of research grants by the National Science Foundation

UW-MADISON

THOMAS POPKEWITZ, Curriculum & Instruction **Date of Appointment:** 1970
Rank: Professor
Education: Ed.D. New York University, 1970
Overseas Experience: Argentina, Belgium, Brazil, China, Colombia, Finland, Mexico, Portugal, Russia, South Africa, Spain, and Sweden,
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Curriculum History and Studies; Cultural Sociology of School Reform/Change; Professionalization/Teacher Education; and Historical Sociology of Education Sciences

Selected Publications:

2012	*Critical perspectives in educational policy: the changing terrains of power and knowledge,* Athens: Sideris Publications.
2008	*Cosmopolitanism and the Age of School Reform: Science, Education and Making Society by Making the Child* (Routledge,)
2008	"Technologies as Cultural Practices: Morphologies of Governing," *Revista Educación y Pedagogía* w. D. Friedrich

Courses Taught: CI 675: Globalization, Teaching and Curriculum Planning; CI 714: Research and Evaluation Paradigms in Curriculum and Instruction; and CI 716: Reform and Change in Curriculum and Instruction

Distinctions: Recipient of honorary doctorates from Umeå University (Sweden), the University of Lisbon (Portugal), Katholieke Universiteit Leuven (Belgium), and the University of Helsinki (Finland), and named a Senior International Academician in the Russian Academy of Education; recipient of the Lifetime Achievement Award from American Education Research Association and numerous fellowships and grants from the United States Office of Education, National Institute of Education, Fulbright, Rockefeller Foundation, Ford Foundation, and the Oppenheimer Foundation

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RONALD RADANO, Musicology & Ethnomusicology **Date of Appointment:** 1990
Rank: Professor
Education: Ph.D. University of Michigan, 1985
Language Proficiencies (5=Native, 1=Beginner): French (2) and German (2)
Dissertations/Theses Advised (Last 5 Years): 2/3
Percent Time Dedicated to Latin America: 30%
Research and Teaching Specializations: Cultural Theory; Race; Globalization; Popular Music; and the History of North American Black Music

Selected Publications:

Forthcoming	Musical Significance," *American Historical Review*
2003	**Lying up a Nation: Race and Black Music** by Ronald M. Radano

Courses Taught: MUS 909: Music and Culture Workshop; MUS 915: Seminar in Ethnomusicology; and AFRO 509: Seminar in Afro-American Music, History, and Criticism

Distinctions: A 1997 Guggenheim Fellow, Professor Radano has held visiting appointments at Harvard and the University of Chicago, as well as research residencies at the Smithsonian Institution, the University of Pennsylvania (as a Rockefeller Fellow), the Institute for Research in the Humanities (Wisconsin), Harvard (W. E. B. Du Bois Institute) and New York University (Institute for African American Affairs); Co-Director (with Tejumola Olaniyan), UW Research Circle, Race - Empire Music –

UW-MADISON

HERNANDO ROJAS, Life Sciences Communication **Date of Appointment:** 2005
Rank: Associate Professor
Education: Ph.D. University of Wisconsin-Madison, 2005
Language Proficiencies (5=Native, 1=Beginner): Spanish (5)
Overseas Experience: Colombia
Dissertations/Theses Advised (Last 5 Years): 2/16
Percent Time Dedicated to Latin America: 60%
Research and Teaching Specializations: Mass Media; Political Conversations; Public Opinion; and Collective Action

Selected Publications:

2014 *Hostile Media Perceptions, Presumed Media Influence, and Political Talk: Expanding the Corrective Action Hypothesis, International Journal of Public Opinion Research, Oxford University Press.*

2008 "Blogs, Traditional Sources Online and Political Participation: An Assessment of How the Internet is Changing the Political Environment," *New Media and Society* (forthcoming), w. H. Gil de Zuniga and E. Puig-Abril

Courses Taught: LSC 340: Contemporary Communication Technologies and Their Social Effects; LSC 720: Communication Theory and Research; LSC 875: New Media, Science, and Social Movements; and LSC 875: New Media Effects

Distinctions: Recipient of grants from the United States Department of Agriculture, Corporation for Public Broadcasting, Greater Milwaukee Foundation, and Externado de Colombia University

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FRANCISCO SCARANO, History **Date of Appointment:** 1989
Rank: Professor
Education: Ph.D. Columbia University, 1978
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Portuguese (3), and French (3)
Overseas Experience: Puerto Rico and Spain
Dissertations/Theses Advised (Last 5 Years): 5/3
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Caribbean History; Slavery and Emancipation in Comparative Perspective; Race and Nation in Latin America and the Caribbean; History of Puerto Rico and the Puerto Rican Diaspora; Historical Demography of the Caribbean; and Cultural Politics of National Identity in Latin America

Selected Publications:

2012 *"Pro-Imperialist Nationalists at the End of Spain's Caribbean Empire,"* Josep Fradera, Stephen Jacobson, and Alfred W. McCoy, eds., *Endless Empires* (Madison: University of Wisconsin Press, 2012). 136-147.

2010 *The Caribbean: An Illustrated General History* (University of Chicago Press, ed. w. Stephan Palmié

Courses Taught: HIS 241: Colonial Latin America; HIS 243: Colony, Nation, and Minority: The Puerto Ricans' World; HIS 346: Race, Class, and Colonialism in the Caribbean; HIS 347: History of Caribbean Societies; HIS 414: Latino History and Politics; HIS 533: Multi-Racial Societies in Latin America; HIS 600: Race and Nation in Latin America and the Caribbean; HIS 730: Literature of Caribbean History; HIS 730: Caribbean Historiography; HIS 730: Capitalism and Slavery in the Caribbean; and HIS 829: Research Seminar in Latin America

Distinctions: Recipient of fellowships from the Ford Foundation; Social Science Research Council/American Council of Learned Societies; and National Endowment for the Humanities

UW-MADISON

LAURA SCHECHTER, Agricultural & Applied Economics **Date of Appointment:** 2005
Rank: Associate Professor
Education: Ph.D. University of California-Berkeley, 2005
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Guarani (5), and Mandarin Chinese (2)
Overseas Experience: Paraguay
Dissertations/Theses Advised (Last 5 Years): 2/3
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Development Economics; Behavioral Economics; and Contract Theory

Selected Publications:

2009 "The Apple and Your Eye: Visual and Taste Rank-Ordered Probit Analysis with Correlated Errors," *Food Quality and Preference* (forthcoming 2009)

2009 "Detecting Problems in Survey Data using Benford's Law," *Journal of Human Resources* 44:1 (2009), w. G. Judge

Courses Taught: AAE 374: Growth and Development; AAE 462: Latin American Economic Development; AAE 474: Economic Problems of Developing Areas; and AAE 730: Economic Development

Distinctions: Recipient of over $1 million in funding from the United States Department of Agriculture, Russell Sage Foundation, and the Chronic Poverty Research Centre; recipient of the Taylor-Hibbard award for Excellence in Graduate Teaching and the William and Flora Hewlett Foundation Fellowship

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GAY SEIDMAN, Sociology **Date of Appointment:** 1989
Rank: Professor
Education: Ph.D. University of California-Berkeley, 1990
Language Proficiencies (5=Native, 1=Beginner): Portuguese (3) and Spanish (1)
Overseas Experience: Botswana, Brazil, Guatemala, India, South Africa, and Swaziland
Dissertations/Theses Advised (Last 5 Years): 19/5
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Sociology of Economic Change and Development; Labor; Gender; Social Movements; Political Sociology; and Demography
Selected Publications:

2010 *Slender Threads: Social Labeling in the Indian Carpet Industry*, Journal of Management and Organizational History.

2010 Citizenship and Labor Rights," *Perspectives on Work*

Courses Taught: SOC 210: Survey of Sociology; SOC 211: The Sociological Enterprise; SOC 495: Sociology of Economic Change; SOC 495: Global Sweatshops; Race and Ethnicity; SOC 620: Construction of Racial Orders; SOC 726: Population and Development; SOC 925: Transitions in the Southern Hemisphere; SOC 940: Labor in Developing Societies; and SOC 940: Globalization and Development

Distinctions: Recipient of grants and fellowships from the Ford Foundation, Social Science Research Council/American Council of Learned Societies, Princeton Institute of International and Regional Studies, John L. Simpson Memorial Fund, and the Hewlett Foundation

UW-MADISON

ERICA S. SIMMONS, Political Science, Sociology **Date of Appointment:** 2012
Rank: Assistant Professor
Education: Ph.D. 2012, University of Chicago; M.A. 2007, University of Chicago; MPP 2005, Harvard Kennedy School; B.A. 1999, Harvard College
Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Portuguese (2)
Overseas experiences: Lived in Mexico and Ecuador, conducted extensive fieldwork in Mexico and Bolivia, traveled throughout Latin America
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 31-2
Research and Teaching Specialization: Political science, sociology

Selected Publications:

Forthcoming	"Grievances do matter" Theory and Society
2013	"Coping by Colluding: Political Uncertainty and Promiscuous Power Sharing in Indonesia and Bolivia" (with Dan Slater). Comparative Political Studies 46: 11 (November 2013), pp. 1366-1393.
2012	"Informative Regress: Critical Antecedents and Historical Causation" (with Dan Slater). Comparative Political Studies 43:7 (July 2010), pp. 886-917.

Courses Taught: International Studies 601 Mobilizing for Change in Latin America, Political Science 401 Topics: Introduction to Contentious Politics, International Studies 401 Topics: From Castro to Chiapas: Social Movements and Revolutions in Latin America, Political Science 667 Introduction to Contentious Politics,

Distinctions: Fall Competition Research Award, UW Madison, 2012 Fall Competition Research Award, UW Madison, 2013 Global Studies Course Development Grant, 2013 Latin American Studies Association Martin Diskin Dissertation Award, 2012 Mellon Foundation Dissertation Write-Up Award, 2010 Fulbright Hayes Doctoral Dissertation Research Award (used 2009-2010) Tinker Dissertation Research Award, 2009 Janco Travel Grant, 2009

ALIKO SONGOLO, African Languages & Literature, and French & Italian **Date of Appointment:** 1991
Rank: Halverson-Bascom Professor
Education: Ph.D. University of Iowa, 1975
Language Proficiencies (5=Native, 1=Beginner): French(5), Swahili (5), Ebembe (5), Spanish (3), Italian (2), Portuguese (2)
Overseas Experience: Brazil, Puerto Rico, Guadeloupe, and Martinique
Dissertations/Theses Advised (Last 5 Years): 10/3
Percent Time Dedicated to Latin America: 40%
Research and Teaching Specializations: African and Caribbean Literature; Francophonie Literature and Cultural Studies; and Twentieth Century Poetry
Selected Publications:

2009	"Aimé Césaire l'Histoire et la Révolution: Pour une Lecture Composite de Toussaint Louverture" *Présence Africaine* (

Courses Taught: FRE 271: Introduction à l'analyse littéraire; FRE 532: Cultures et sociétés francophones; FRE 665: Introduction aux études francophones; FRE 850: La Francophonie en question; FRE 947: Mouvements littéraires francophones; FRE 948: Créolité; and FRE 948: Postcolonialités;

Distinctions: Recipient of the Chevalier dans l'Ordre des Palmes Académiques from the French Prime Minister & Minister of Education, and a Fulbright fellowship; former President of the African Studies Association and African Literature Association; Founding Director of the Wisconsin International Scholars Program

UW-MADISON

STEVE STERN, History **Date of Appointment:** 1979
Rank: Alberto Flores Galindo Professor
Education: Ph.D. Yale University, 1979
Language Proficiencies (5=Native, 1=Beginner): Spanish (4) and Portuguese (3)
Overseas Experience: Argentina, Bolivia, Chile, Cuba, Mexico, Nicaragua, Peru, and Uruguay
Dissertations/Theses Advised (Last 5 Years): 6/10
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Latin American History; Amerindian Responses to Colonialism; Memories of Trauma and Political Violence; and Social Acquiescence and Rebellion

Selected Publications:

2010 *Reckoning with Pinochet: The Memory Question in Democratic Chile, 19892006* (Duke University Press, forthcoming

Courses Taught: HIS 135: Comparative World History; HIS 200: Historical Studies; HIS 241: Colonial Latin America; HIS 753: The Cold War as World Histories; HIS 730: Proseminar in Latin American History; HIS 829: Research Seminar in Latin American History; HIS 982: Interdisciplinary Seminar in Latin America; and LACIS 260: Latin America: An Introduction

Distinctions: Recipient of fellowships from the American Council of Learned Societies, Social Science Research Council, Fulbright-Hays, John Simon Guggenheim Memorial Foundation, and the National Endowment for the Humanities; awarded the Bolton-Johnson

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JAMES SWEET, History **Date of Appointment:** 2004
Rank: Associate Professor
Education: Ph.D. City University of New York, 1999
Language Proficiencies (5=Native, 1=Beginner):
Dissertations/Theses Advised (Last 5 Years): 1/5
Percent Time Dedicated to Latin America: 40%
Research and Teaching Specializations: African Diaspora and Brazil
Selected Publications:

2011 *Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World,* Chapel Hill, University of North Carolina Press.
2010 *The African Diaspora and the Disciplines* (Indiana University Press, 2009), ed. w. Tejumola Olaniyan
2010 "Mistaken Identities? Olaudah Equiano, Domingos Álvares, and the Methodological Challenges of Studying the African Diaspora," *The American Historical Review* 114 (2009)

Courses Taught: HIS 225: Afro-Atlantic History 1808-Present; HIS 525: World and the West from 1492; HIS 533: Multi-Racial Societies in Latin America; HIS 555: History of Brazil; HIS 600: African Diaspora Peoples and History; and HIS 600: African Images in the West

Distinctions: Recipient of fellowships from the Institute for Historical Studies, National Humanities Center, and the National Endowment for the Humanities; awarded the Wesley Logan Prize for Best Book on African Diaspora History by the American Historical Association in 2004

UW-MADISON

AILI TRIPP, Political Science, and Gender & Women's Studies **Date of Appointment:** 1992
Rank: Professor
Education: Ph.D. Northwestern University, 1990
Overseas Experience: Angola, Finland, Liberia Tanzania, Uganda, and the United Kingdom
Dissertations/Theses Advised (Last 5 Years): 4/3
Percent Time Dedicated to Latin America: 33%
Research and Teaching Specializations: Comparative Politics; African Politics; Women and Politics; Women's Movements; and Transnational Feminism

Selected Publications:

2010	Casimiro, Joy Kwesiga, and Alice MungwaToward a Comparative Politics of Gender Research in which Women Matter," *Perspectives on Politics* (Forthcoming)
2009	*African Women's Movements: Transforming Political Landscapes* (Cambridge University Press, 2009), w. Isabel

Courses Taught: GWS 320: Women and Politics in the Global Context; GWS 320: Political Economy and Gender in Comparative Perspective; GWS 320: Women and Social Movements in International Context; GWS 320: Women and the Global Economy; GWS 325: Global Feminisms; GWS 643: Women and Politics in Global Context; POL 106: Introduction to Comparative Politics

Distinctions: Recipient of grants from the Woodrow Wilson Center, Social Science Research Council, MacArthur Foundation, American Council of Learned Societies, Institute for the Study of World Politics, United States Department of Education, United States Agency for International Development, European Commission, Rockefeller Foundation, and the United Nations Institute for Development Economics Research; awarded the Fulbright Senior Specialist Award (2007-12)

CHRIS WALKER, Dance **Date of Appointment:** 2008
Rank: Associate Professor
Education: M.F.A. State University of New York, College at Brockport, 2004
Overseas Experience: Jamaica and the Caribbean
Percent Time Dedicated to Latin America: 40%
Research and Teaching Specializations: Fusion-Dance; Caribbean Dance; and Caribbean Cultures
Recent Publications and Solo Performances:

2010	Produced *"Dubwise,"* performed in Walker's concert *Generation Dancing*, which sold out houses in both Bellingham, WA and Madison, WI.
2009	*Reflections*, performed in Kingston, Panama City, Madison, and Chicago
2009	*Mi Kumba Tete*, performed in Madison

Courses Taught: DAN 177: African Dance; DAN 277: African Dance Performance; DAN 311: Modern/Contemporary Dance Techniques; and DAN 560: First Wave Integrated Arts

Distinctions: Dancer and Choreographer for the National Dance Theater Company of Jamaica; recipient of the highest award in the Friars Foundation Fellowship in the Arts Competition in New York, a Certificate for Merit from the American College Theatre Festival, the Pylyshenko-Strasser Graduate Award, and scholarships from the East West Somatics Institute and the Ministry of Education/Government of Jamaica; Founder and Director of the Caribbean dance company "VOICES"

UW-MADISON

DONALD M. WALLER, Botany, and Environmental Studies **Date of Appointment:** 1978
Rank: Professor
Education: Ph.D. Princeton University, 1978
Language Proficiencies (5=Native, 1=Beginner): German (3), French (2), and Spanish (1)
Overseas Experience: Costa Rica, France, Germany, Mexico, and Panama
Dissertations/Theses Advised (Last 5 Years): 2/5
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Conservation Biology; Genetics and Evolution; and Ecology

Selected Publications:

2010	Produced *"Dubwise,"* performed in Walker's concert *Generation Dancing*, which sold out houses in both Bellingham, WA and Madison, WI.
2008	*Patterns of Paternity and Genetic Diversity in Fragmented Populations of Two Costa Rican Understory Tree Species* (in preparation), w. C. Woodward

Courses Taught: BOT 100: Survey of Botany; BOT 260: Introductory Ecology; BOT 333: Population Biology; BOT 459: Ecological Techniques for Field Monitoring; BOT 639: Field Biology of the Subtropics; BOT 651: Conservation Biology; BOT 823: Evolutionary Plant Ecology; BOT 830: Theoretical Ecology; and ENV 400: Suburban Sprawl and Land Use

Distinctions: President of the International Society for the Study of Evolution (2006-2007); editor-in-chief of *Evolution* (1999-2003); elected Fellow of the American Association for the Advancement of Science; recipient of over $1 million in grants from the United States Department of Agriculture, National Science Foundation, and National Parks Service

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MICHAEL A. WATTIAUX, Dairy Science **Date of Appointment:** 2000
Rank: Associate Professor
Education: Ph.D. University of Wisconsin-Madison, 1990
Language Proficiencies (5=Native, 1=Beginner): Spanish (4)
Overseas Experience: Mexico
Dissertations/Theses Advised (Last 5 Years): 2/4
Percent Time Dedicated to Latin America: 50%
Research and Teaching Specializations: Ruminant Nutrition; Nutrient Management Systems; and World Dairy Operations
Selected Publications:

Forthcoming	Martínez-García, C., S. JanesUgoretz, C. M. Arriaga-Jordán, and M. A. Wattiaux. Farm, household and farmer characteristics associated with changes in management practices and technology adoption among dairy smallholders. Experimental Agriculture (in revie
2013	Fadul-Pacheco, L., M. A. Wattiaux, A. Espinoza-Ortega, E. Sánchez-Vera and C. Arriaga-Jordan. 2013. Evaluation of sustainability of small-scale production systems in the highlands of Mexico during the rainy season. WJSA: Agroecology and Sustainable Food Systems 37:882-901.
2012	A. Alfonso-Avila, M. A. Wattiaux, A. Espinoza-Ortega, E. Sánchez-Vera and C. M. Arriaga-Jordan. 2012. Local Feeding Strategies and milk composition in small-scale dairy production systems during the rainy season in the Highlands of México. Tropical Animal

Courses Taught: DAIR 302: Dairy Cattle Husbandry Practicum; DAIR 375: Agriculture in Emerging Economies: Dairying in Mexico; DAIR 468: Environmental Management of Livestock Operations

Distinctions: Recipient of the American Dairy Science Association's Award for International Dairy Production and the United States Department of Agriculture's Food and Agricultural Sciences Excellence in College and University Teaching Award; recipient of grants from Fulbright, Hatch, the United States Department of Agriculture, and the Council for International Exchange of Scholars sponsored by the United States Department of State

CATHERINE WOODWARD, Botany, and Center for Biology Education **Date of Appointment:** 2004
Rank: Faculty Associate, and Research Associate
Education: Ph.D. University of Wisconsin-Madison, 2004
Language Proficiencies (5=Native, 1=Beginner): Spanish (4), French (2), and Portuguese (1)
Overseas Experience: Costa Rica, Ecuador, and Panama
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Tropical Ecology and Conservation
Selected Publications:

2007 *Patterns of Paternity and Genetic Diversity in Fragmented Populations of Two Costa Rican Understory Tree Species* (in preparation), w. D.M. Waller

2007 "Tiputinia Foetida, a New Mycoheterotrophic Genus of Thismiaceae from Amazonian Ecuador, and a Likely Case of Deceit Pollination," *Taxon* 56:1

Courses Taught: BOT 402: Dendrology; BOT 575: Tropical Ecology and Conservation; Tropical Ecosystems: Andes to Amazon (Summer Study Abroad); and Tropical Conservation Experience (Study Abroad);

Distinctions: Recipient of fellowships and grants from the National Science Foundation, Organization for Tropical Studies, and the Smithsonian Tropical Research Institute

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LYDIA ZEPEDA, Consumer Science **Date of Appointment:** 1988
Rank: Professor
Education: Ph.D. University of California-Davis, 1988
Language Proficiencies (5=Native, 1=Beginner): Spanish (4), Italian (2), and French (2)
Overseas Experience: Costa Rica, Italy, Mexico, and Peru
Dissertations/Theses Advised (Last 5 Years): 4/8
Percent Time Dedicated to Latin America: 40%
Research and Teaching Specializations: Consumer Attitudes and Behaviors towards Organic and Local Foods
Selected Publications:

2014 "Overcoming challenges to effectiveness of mobile markets in US food deserts" Appetite (79), no 2: 58-67.

2014 "Exploring the social value of organic food: A qualitative study in France" International Journal of Consumer Studies (38) no 3, 228-237.

2013 "A conceptual framework for analyzing consumers' food label preferences: An exploratory study of sustainability labels in France, Quebec, Spain and the US" International Journal of Consumer Studies (37) no 6, 605-616.

Courses Taught: AGEC 420: Production Economics; AGEC 426: Quantitative Methods in Agricultural Economics; AGEC 636: Applied Econometric Analysis; AGEC 740: Intermediate Production Economics; CSCI 475: Family Economics; Statistical Methods in Consumer Science; CSCI 401: Sustainable and Socially Just Consumption; and CSCI 648: The Economic Organization of the Household

Distinctions: Recipient of over $2.7 million in grants and fellowships from the United States Department of Agriculture, O.K. Kellogg Foundation, Fulbright, National Science Foundation, and the United States Agency for International Development

Program Staff

ANGELA BUONGIORNO, Latin American, Caribbean & Iberian Studies **Date of Appointment:** 2003
Rank: Financial Specialist
Education: B.A. University of Wisconsin-Madison, 1983
Language Proficiencies (5=Native, 1=Beginner): Italian (5), French (4), and Spanish (2)
Overseas Experience: France, Italy, Spain, and the United Kingdom
Percent Time Dedicated to Latin America: 100%

Primary Responsibilities: Manage daily fiscal operations; prepare budgets and administer grants; approve and process all expenditures for affiliated faculty and guest lecturers; coordinate payroll for all program personnel; act as liaison between the Program and University for all financial matters. More than 14 years of experience in grant administration and management.

DARCY LITTLE, Latin American, Caribbean & Iberian Studies **Date of Appointment:** 2008
Rank: Program Associate
Education: B.A. University of Wisconsin-Madison, 2002
Language Proficiencies (5=Native, 1=Beginner): Spanish (1)
Percent Time Dedicated to Latin America: 100%

Primary Responsibilities: Graduate program administration, management of fellowships, daily interaction with Program clientele, support of the MA students and Ph.D. minors. Maintain database for listserve with over 700 recipients. Serve as liaison with University of Wisconsin-Madison faculty and students in various academic programs. Provide general support for the director, associate director, and staff. Collect and report statistical information for FLAS, student enrollment, and courses required for the federal reporting system.

SARAH K. RIPP, Latin American, Caribbean & Iberian Studies **Date of Appointment:** 2008
Rank: Outreach Coordinator and Undergraduate Advisor
Education: M.A. University of Denver, 2001
Language Proficiencies (5=Native, 1=Beginner): Spanish (3) and French (1)
Overseas Experience: Canada, Costa Rica, France, Italy, Mexico, Portugal, Spain, and the United Kingdom
Percent Time Dedicated to Latin America: 100%

Primary Responsibilities: Responsible for advising the approximately 80 undergraduate students majoring in LACIS and managing the LACIS Outreach program, including Title VI related activities and contacts with the larger Madison community interested in Latin American, Caribbean or Iberian issues. Also coordinates the proposals for the Tinker-Nave subcommittee on Visiting Scholars, Artists and Lecturers, and provides assistance to coordinate the Tinker Visiting Professorship Program.

UW-MADISON

FRANCISCO SCARANO, History **Date of Appointment:** 2012
Rank: Director and Professor
Education: Ph.D. Columbia University, 1978
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Portuguese (3), and French (3)
Overseas Experience: Puerto Rico and Spain
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Caribbean History; Slavery and Emancipation in Comparative Perspective; Race and Nation in Latin America and the Caribbean; History of Puerto Rico and the Puerto Rican Diaspora; Historical Demography of the Caribbean; and Cultural Politics of National Identity in Latin America
Primary Responsibilities: Graduate advising, overseeing staff and committees, as well as the budget

Selected Publications:

2010 *Jíbaro Masquerades: Peasants, Politics, and Identity in Puerto Rico and its Diaspora* (North Carolina University Press,

2010 *The Caribbean: An Illustrated General History* (University of Chicago Press, ed. w. Stephan Palmié

Courses Taught: HIS 241: Colonial Latin America; HIS 243: Colony, Nation, and Minority: The Puerto Ricans' World; HIS 346: Race, Class, and Colonialism in the Caribbean; HIS 347: History of Caribbean Societies; HIS 414: Latino History and Politics; HIS 533: Multi-Racial Societies in Latin America
Distinctions: Recipient of fellowships from the Ford Foundation; Social Science Research Council/American Council of Learned Societies; and National Endowment for the Humanities

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ALBERTO VARGAS, Latin American, Caribbean & Iberian Studies
Rank: Associate Director and Associate Faculty Associate **Date of Appointment:** 2005
Education: Ph.D. University of Wisconsin-Madison, 1998
Language Proficiencies (5=Native, 1=Beginner): Spanish (5) and French (3)
Overseas Experience: Belize, Caribbean, Costa Rica, Dominican Republic, Guatemala, Honduras, and Mexico
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Environmental Conservation; Natural and Common Property Resource Management; Institutional Aspects of Development and Conservation; and Land Tenure
Primary Responsibilities: Oversee and administers the program and budget, serves as the initial adviser for all MA students in the program and the FLAS coordinator, and teaches two courses per year.

Selected Publications:

2014 "Un Modelo Conceptual Integrado para Contextualizar la Calidad de Vida y el Desarrollo Humano en las Ciudades" Revista Legado, Número 15, Facultad de Arquitectura y Diseño de la Universidad Autónoma del Estado de México, Toluca.

2010 . "Reformas en el mundo rural en América Latina: reformas agrarias y de mercado de tierras en el siglo XX", pp. 147-164 in: Escobar Ohmstede, Antonio, Salmerón Castro, Valladares de la Cruz, Escamilla (coordinators), Reformas del Estado. Movimientos sociales y mundo rural en el siglo XX en América Latina, México, UNAM-El Colegio de México-INAH-CIESAS (Cátedra Interinstitucional Arturo Warman

Courses Taught: Environmental Studies ENV 900 Sustainable Development, International Studies IS603 Current Issues in Latin America, LACIS LACIS440 Organic Agriculture in Costa Rica, LACIS LACIS440 Peopla and Culture of El Salvador,

Distinctions: Co-chair of the Wisconsin International Outreach Consortium for 2008-2010; recipient of honored instructor award in 2009 from UW-Madison

Campus Professional Staff

PALOMA CELIS CARBAJAL, Memorial Library **Date of Appointment:** 2006
Rank: Academic Librarian
Education: M.L.S., M.A. University of Wisconsin-Madison, 2006
Language Proficiencies (5=Native, 1=Beginner): Spanish (5) and Portuguese (3)
Overseas Experience: Mexico
Percent Time Dedicated to Latin America: 70%
Research and Teaching Specializations: Latin American and Iberian Librarianship

Selected Publications:
2010 *Akademia Cartonera: A Primer of Latin American Cartonera Publishers* (Parallel Press, 2009), w. Ksenija Bilbija

Courses Taught: Basic Spanish; Intermediate Spanish; Advanced Spanish; Advanced Spanish Composition; Spanish Phonetics and Phonology; and Advanced Spanish Oral Skills

Distinctions: Recipient of the Emerging Leaders Generation of 2008 award by the American Library Association; elected Chair of Outreach Committee for the Seminar for the Acquisition of Latin American Library Materials (2009-2012); and elected member of the Executive Committee for the Latin American Microfilming and Digitization Project and the Center for Research Libraries (2009-2011)

THEODORE GERBER, Department of Sociology, UW-Madison **Date of appointment**: 2003
Rank: Professor of Sociology
Education: PhD University of California, Berkeley, 1995

Primary Responsibilities: As Title VI Evaluation Director, work with the staff of NRCs to develop evaluation survey questionnaires for surveys of program alumni, students, and faculty; work with the staff of the University of Wisconsin Survey center to implement the surveys; analyze the data resulting and help prepare reports and recommendations; consult with NRC staff on other methods of evaluation for outreach programs.

Principal Investigator: Multiple survey research and data analysis projects from the National Science Foundation, the National Academy of Education/Spencer Foundation, the National Council for East European and Eurasian Research; consultant on survey methodology and data analysis for Lawrence Livermore National Laboratory (Livermore, CA) and the Center for Strategic and International Studies (Washington, DC); consultant on three projects evaluating US Department of State programs; fourteen briefings of US government officials in Washington, DC, Moscow, and Kiev;

Software Programs: Expert user of Stata, SPSS, LEM, and HLM for managing data sets and conducting univariate, bivariate and multivariate analyses of interval-level and categorical data.

Courses Taught: Social Statistics (graduate and undergraduate), Social Stratification, Migration and Migrants, Political Sociology, Population and Society in Contemporary Russia.

Professional Development: published 36 articles in peer-reviewed journals using statistical analysis of survey and other quantitative data; designed and implemented 30 focus groups and 18 large-N surveys in Russia, Ukraine, and Estonia; designed and implemented three evaluations of government programs using mixed methods (focus groups and surveys) and conducted one qualitative evaluation of an NRC.

Language and Literature Faculty

NANCY BIRD-SOTO, Spanish & Portuguese **Date of Appointment:** 2007
Rank: Associate Professor (Tenured)
Education: Ph.D. UW-Madison, 2006
Language Proficiencies (5=Native, 1=Beginner): Spanish (5)
Overseas Experience: Puerto Rico, Mexico
Percent Time Dedicated to Latin America: 70%
Research and Teaching Specializations: Puerto Rican Women Writers; Gender Studies

Selected Publications:
2013 *Los hipócritas de Franca de Armiño* (Critical edition). San Juan: Editorial Tiempo Nuevo
2011 *Sobre la tela de una araña* (original short-stories). San Juan: Quinto Elemento

Courses Taught: Span 470, Survey of Early Hispanic Literature and Civilization; Span 507/761, The Latin American Essay; Span 507/769, Gender and Resistance in Latin American Literature; Span 595, Spanish for Reading Knowledge; Span 720, Approaches to Hispanic Literary Criticism and Theory

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed and taught Spanish 595: Spanish for Reading Knowledge

Distinctions: CLACS Faculty Research-Travel Award, 2013; UWM Arts and Humanities Travel Award, 2012; CLACS Course Development Award, 2009; UWM CIE Research Cluster Grant, 2009

Academic Experience: Chair, Midwest Modern Language Association Latin American section, 2012-present; Coordinator, *Voces Boricuas del Midwest* Reading, 2012; Participant, Las Dos Brujas Writers Workshop; CLACS Certificate Committee, 2009-present

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CÉSAR FERREIRA, Spanish & Portuguese **Date of Appointment:** 2006
Rank: Professor (Tenured)
Education: Ph.D. University of Texas at Austin, 1991
Language Proficiencies (5=Native, 1=Beginner): Spanish (5)
Overseas Experience: Mexico, Peru, Argentina, Ecuador
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 0/3
Research and Teaching Specializations: Contemporary Novel; Popular Culture; Peruvian Literature

Selected Publications:
2012 "Julio Ramón Ribeyro en la otra ribera" Antípodas XXIII: 163-174
2011 *La palabra según Clarice Lispector*, co-editor, Universidad Nacional Mayor de San Marcos
2009 *Para leer a Luis Loayza*, Universidad Nacional Mayor de San Marcos

Courses Taught: Span 297/497, Language and Culture in Argentina; Span 391, Social and Historical Issues in the Hispanic World; Span 461, Latin America: Past and Present; Span 472, Survey of Spanish-American Literature and Civilization; Span 507/781, The Latin American Short Story; Span 507/781, The Contemporary Latin American Novel

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Co-developed interdisciplinary study abroad course, "Language and Culture in Argentina;" participated in Undergraduate Research Opportunities Project (UROP) with select undergraduates

Distinctions: CLACS Faculty Research Travel Award, 2010-2013; Arts and Humanities Travel Award, 2010, 2012

Academic Experience: Established exchange program with Universidad San Francisco de Quito, 2013; Organizer, "Jewish Latin American Writers" (2013); CLACS Advisory Committee, 2009-2013

LEAH LEONE, Translation and Interpreting **Date of Appointment:** 2012
Rank: Assistant Professor (Untenured)
Education: Ph.D. University of Iowa, 2011
Language Proficiencies (5=Native, 1=Beginner): Spanish (4); Portuguese (4)
Overseas Experience: Mexico, Spain, Brazil
Percent Time Dedicated to Latin America: 40%
Research and Teaching Specializations: Gender and Translation; Translation Theory; Medical/Legal Interpreting

Selected Publications:
2012 "¿Qué tiene un nombre? Jorge Luis Borges y la traducción de *The Wild Palms.*" Proceedings from "Una profunda necesidad en la ficción contemporánea: la recepción de Borges en la república mundial de las letras." Radboud University Nijmegen, Netherlands, October 21-22
2011 "Voice Distortion: Borges and the Translation of Melville's *Bartleby.*" *Variaciones Borges* 31

Courses Taught: Translation 410/710, Comparative Systems for Translation; Translation 411/711, Ethics and Procedures in Interpreting; Translation 717, Seminar in Advanced Translation: Spanish to English

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: CIPD workshop--designed new graduate assessment portfolio for Translation and Interpreting Studies, 2013

Distinctions: CLACS Research-Travel Award, 2012; Nomination for the Spriestersbach Dissertation Prize, 2011

Academic Experience: Artist in Residence, John Michael Kohler Arts Center, 2012; Research Associate, Graduate Unified Spanish Translation Online Program, funded by FIPSE, 2012; Concordia Language Villages, Portuguese Immersion Summer Camp, Acting Dean, 2011

R. JOHN MCCAW, Spanish & Portuguese **Date of Appointment:** 2001
Rank: Associate Professor (Tenured)
Education: Ph.D. Princeton University, 1994
Language Proficiencies (5=Native, 1=Beginner): Spanish (4), French (3), Portuguese (2)
Overseas Experience: Argentina, Spain
Percent Time Dedicated to Latin America: 50%
Research and Teaching Specializations: Colonial Literature and Culture; Spanish Golden Age Literature and Poetry

Selected Publications:
2011 *Universities in Spain and the New World: Beginnings to 1900.* World Literature in Spanish: An Encyclopedia. II, 982-984. Eds. Maureen Ihrie and Salvador A. Oropesa. Westport, Conn.: Greenwood Press
2011 *Chivalry Literature in Spain and the New World.* World Literature in Spanish: An Encyclopedia. I, 202-204. Eds. Maureen Ihrie and Salvador A. Oropesa. Westport, Conn.: Greenwood Press

Courses Taught: Span 308, Advanced Writing and Reading; Span 363, Latin American Culture; Span 453, Spanish-American Colonial Literature; Span 470, Hispanic Literature and Civilization

ISABEL MÉNDEZ-SANTALLA, Spanish & Portuguese **Date of Appointment:** 1986
Rank: Senior Lecturer (Tenured)
Education: M.A. UW-Milwaukee, 1986
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Galician (3)
Overseas Experience: Spain
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Spanish Language Teaching; Spanish for the Professions

Courses Taught: Span 308, Advanced Writing and Reading; Span 318, Advanced Listening and Speaking; Span 332/442, Business and Legal Spanish I & II

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Coordinate Minor in Business Spanish Program

Methodology Training: Workshop: Writing in the Foreign Language Classroom, 2006; Workshop: Developing Proficiency-Based Assessment in Writing, 2004

GABRIEL REI-DOVAL, Spanish & Portuguese **Date of Appointment:** 2004
Rank: Associate Professor (Tenured)
Education: Ph.D. University of Santiago de Compostela, 2001
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Galician (5), Portuguese (4)
Overseas Experience: Spain, Portugal
Percent Time Dedicated to Latin America: 40%
Research and Teaching Specializations: Hispanic Sociolinguistics; Sociology of Language; Historiography of Linguistics

Selected Publications:
2013 *Responses to Language Endangerment. In Honor of Mickey Noonan: New Directions in language documentation and language revitalization.* Amsterdam: John Benjamins

Courses Taught: Portuguese 446, The Portuguese Speaking World: Sociolinguistic Perspectives; Span 308, Advanced Writing and Reading; Span 318, Advanced Listening and Speaking; Span 341, Introduction to Hispanic Linguistics; Span 441, History and Dialects of the Spanish Language; Span 446, Hispanic Sociolinguistics; Span 701, Historical Linguistics; Span 703, Seminar on Language and Society

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed Portuguese 446 course, Socio-Linguistic Perspectives: The Portuguese Speaking World

Methodology Training: Certified ACTFL Tester in Portuguese (limited certification)

Distinctions: UWM CLACS Faculty Research-Travel Award, 2013

Academic Experience: Organizer, "UWM Symposium on Luso-Hispanic Linguistics" (2012 and 2013)

ESTER SUÁREZ-FELIPE, Spanish & Portuguese **Date of Appointment:** 1999
Rank: Senior Lecturer (Tenured)
Education: M.A., MLIS UW-Milwaukee, 1999
Language Proficiencies (5=Native, 1=Beginner): Spanish (5)
Overseas Experience: Spain
Percent Time Dedicated to Latin America: 100%
Research and Teaching Specializations: Heritage Speakers; Second Language Acquisition

Courses Taught: Span 225, Understanding the Hispanic World; Span 308, Advanced Writing and Reading; Span 350, Introduction to Literary Analysis

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Designed and developed the topic "Food and Culture: Beyond Tacos and Paella" for Span 225

Methodology Training: ACTFL Oral Proficiency Interview (OPI) certified tester, 2005-present; ACTFL Teacher Training Workshop, Building Global Competence, 2014; Center for Instructional and Professional Development (CIPD) Workshop: Designing Your Own Course: Learner-centered Course Design, 2013.

Distinctions: UWM (CIPD) Lesson Study Training Grant, 2013; UWM Academic Staff Outstanding Teaching Award, 2007.

Academic Experience: Coordinated, trained and supervised UWM Spanish associate lecturers and teaching assistants on performing OPI's, 2010-2014

LORENA TERANDO, Translation and Interpreting **Date of Appointment:** 2003
Rank: Associate Professor (Tenured)
Education: Ph.D. SUNY Binghamton, 2001
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), French (4), Portuguese (3)
Overseas Experience: Mexico, Argentina, Colombia
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 0/3
Research and Teaching Specializations: Contemporary Women Writers; Translation; Testimonial Literature

Selected Publications:
2006 Taillefer, Lidia. *Traductografía y traductología en lengua inglesa.* Málaga, Ediciones del Grupo de Investigación Traductología. Prologue Lorena Terando. December. 3 pp
2005 Vásquez, María Eugenia, *My Life as a Colombian Revolutionary: Reflections of a Former Guerrillera*, Temple
2005 "Traces of Shakespeare in Cuba's Carpentier," *Latin American Shakespeares*. Eds. Bernice Kliman and Ricardo Santos, Fairleigh Dickinson

Courses Taught: Trans 710, Comparative Systems in Translation; Trans 717, Seminar in Advanced Translation: Spanish to English; Trans 820, Translation Theory

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed translation courses "Translation for Diplomacy" and "Localization;" Developed Interpreting courses "Ethics and Procedures", "Consecutive Interpreting", and "Sight Translations."

Academic Experience: Created and manage the UWM Language Service (translation services at the university and in the community), 2004-present; CLACS Application Reviewer for graduate level federal FLAS Fellowships, 2014

RICARDO VASCONCELOS, Spanish & Portuguese **Date of Appointment:** 2010
Rank: Assistant Professor (Untenured)
Education: Ph.D. University of California - Santa Barbara, 2010
Language Proficiencies (5=Native, 1=Beginner): Portuguese (5); Spanish (4); French (3); Catalan (2)
Overseas Experience: Brazil
Percent Time Dedicated to Latin America: 60%
Research and Teaching Specializations: Portuguese language; Luso-Brazilian literature and culture

Selected Publications:
2012 "Multimedia Activities in L2 Course Websites – The Case Study of a Site Dedicated to Cultural Topics of Portuguese-Speaking Countries." *CALICO Journal* 29: 4: 639-62
2011 "Luís Miguel Nava e a Poesia com o 'Céu em Entrelinhas.'" *Diacrítica* 25:3:63-77.

Courses Taught: Port 103, First-Semester; Port 104, Second-Semester; Port 110, Accelerated; Port 204, Fourth-Semester; Port 310, Advanced Grammar, Composition, Conversation; Port 360, Brazilian and Portuguese Cinema; Port 360, Music of Brazil; Port 380, Crime, Desire and Guilt, in Brazilian and Portuguese Novel; Port 457, Visions of the Modern, Brazilian and Portuguese Literature; Port 699, Independent Reading for Advanced Students

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Rebuilt the UWM Portuguese Program, restructuring or writing new course syllabi for all language, literature and culture courses

Distinctions: UWM CLACS Faculty Research-Travel Award, 2013, 2011, 2010; Brown University/Luso-American Foundation Fellowship, 2013; UWM CIE Faculty Travel Grant, 2013; CLACS Course Development Grant, 2011-2012; UWM Graduate School Research Award, 2011-2012; UWM Arts and Humanities Travel Award, 2010

Academic Experience: Organizer, "Portuguese Lecture Series," 2012; Organizer, "UWM Brazil Day – A Symposium on Brazilian Culture," 2011

KATHLEEN WHEATLEY, Spanish & Portuguese **Date of Appointment:** 1994
Rank: Associate Professor (Tenured)
Education: Ph.D. University of Michigan, 1995
Language Proficiencies (5=Native, 1=Beginner): Spanish (4), French (2), Hebrew (2)
Overseas Experience: Mexico, Argentina
Dissertations/Theses Directed Last Five Years: 0/4
Percent Time Dedicated to Latin America: 60%
Research and Teaching Specializations: Hispanic Linguistics; Second Language Acquisition and Methodology

Selected Publications:
2013 *Responses to Language Endangerment. In Honor of Mickey Noonan: New Directions in language documentation and language revitalization.* Amsterdam: John Benjamins
2009 *Formulaic Language*, 2 vols, co-edited with R. Corrigan et al, Amsterdam: John Benjamins

Courses Taught: Span 308, Advanced Writing and Reading; Span 341, Introduction to Hispanic Linguistics; Span 443, Spanish Phonetics/Phonology; Span 444, Spanish Syntax/Morphology; Span 702, Latin American Dialectology

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed online section of "Introduction to Hispanic Linguistics" course

Methodology Training: UWM CIPD Workshop: How Learning Works, 2013

Academic Experience: Milwaukee Jewish Community Relations Council, Latino-Jewish Alliance (2013-14); Co-chair, 26th UWM Linguistics Symposium (2011); 7 reviews of Spanish language textbooks, Hispanic linguistics textbook, linguistics articles (2010-2013)

Area Studies Faculty

GEORGE BARGANIER, Africology **Date of Appointment:** 2012
Rank: Assistant Professor (Untenured)
Education: Ph.D. University of California-Berkeley, 2011
Language Proficiencies (5=Native, 1=Beginner): Spanish (2)
Overseas Experience: Cuba, Haiti
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Political Economy of Race; Postcolonial Theory; Coloniality of Power; Critical Social Theory; Social Movements; Black Consciousness

Selected Publications:
2010 "The Legacy of Chairman Fred Hampton in Brazil" in *Block Reportin',* ed. JR Valrey. Oakland: Block Report Publishing

Courses Taught: Africology 300, Urban Violence; Africology 344, Political Movements and Organizations; Africology 706, Decolonizing Political Economy; Africology 818, Government and Politics in Latin America; Africology 836, Comparative Social Institutions

Distinctions: CLACS Faculty Research-Travel Award, 2014; UWM Graduate School Research Growth Initiative Award, 2013-14; University of California President's Postdoctoral Fellowship, 2011-12

Academic Experience: Research Fellow, Thelton E. Henderson Center for Social Justice, Berkeley Law, 2013-present

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RAMIRO BERARDO, Freshwater Sciences, Center for Water Policy **Date of Appointment:** 2013
Rank: Assistant Professor (Untenured)
Education: Ph.D. Florida State University, 2006
Language Proficiencies (5=Native, 1=Beginner): Spanish (5); Portuguese (2)
Overseas Experience: Argentina, Bolivia, Brazil, Paraguay, Chile
Dissertations/Theses Directed Last Five Years: 0/1
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Water Governance; Collective Action Dilemmas; Policy Networks

Selected Publications:
2014 "Bridging and Bonding Capital in Collaborative Networks: A Two-mode Analysis of a Shared-Costs Program to Tackle Regional Water Problems." *Policy Studies Journal*
2013 (with Tomas Olivier, and Marcos Meyer) "Adaptive Governance and Integrated Water Resources Management in Argentina." *International Journal of Water Governance* 1(3/4):219-236
2013 "The Coevolution of Perceptions of Procedural Fairness and Link Formation in Water Policy Networks." *Journal of Politics* 75(3):686-700

Courses Taught: Freshwater 510, Economics, Policy and Management of Water; Freshwater 650, Topics in Freshwater Sciences: Foundations of Public Policy and Applications to Freshwater

Distinctions: NSF Research Grant, 2010-2012; National Council of Scientific and Technical Research (CONICET-Argentina) Grant, 2010-2012

Academic Experience: Editorial Board Member, *Complexity, Governance & Networks* journal, 2013-2014; Presentation organized by the city of Capilla del Monte (Argentina), "Social Capital, Critical Mass, and Water Management," October 21, 2011

GILBERTO BLASINI, English **Date of Appointment:** 2002
Rank: Associate Professor (Tenured)
Education: Ph.D. UCLA, 2002
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), French (3)
Overseas Experience: Puerto Rico
Percent Time Dedicated to Latin America: 50%
Dissertations/Theses Directed Last Five Years: 0/1
Research and Teaching Specializations: Latin American/Caribbean Cinema; Postcolonial Cinemas; Queer Cinema

Selected Publications:
2013 Cartografías del terror fílmico latinoamericano. *80 grados*. 28 March
2008 "La criollización de las imágenes fílmicas o de cómo aprender el cine caribeño," in *Miradas al margen: Cine y subalternidad en América Latina y el Caribe*, Ed. Luis Duno-Gottberg, Caracas: Centro de Investigaciones de la Cinemateca de Venezuela

Courses Taught: English 316, Latin American Cinema; English 316, Latina and Latin American Female Directors; English 877, Colonial and Postcolonial Cinemas; Film Studies 669, Screening Sexuality, Queer Cinema.

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Designed new course on Latina and Latin American Female Directors; Redesigned course on Queer Cinema to have at least one-third Latin American content

Distinctions: CLACS Course Development Award, 2009; CLACS Faculty Research-Travel Award, 2010-2013

Academic Experience: Co-Moderator, Cinema Club, 2006-present; Columnist, *80 grados*, an online journal published by the University of Puerto Rico; Manuscript reviewer, *Aztlán: A Journal of Chicano Studies*; *CENTRO: Journal of the Center for Puerto Rican Studies*; *Television and New Media*; CLACS Advisory Committee, 2009-present; LACUSL Advisory Committee, 2009-present

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PAUL BRODWIN, Anthropology **Date of Appointment:** 1997
Rank: Professor (Tenured)
Education: Ph.D. Harvard University, 1991
Language Proficiencies (5=Native, 1=Beginner): Haitian Creole (3), French (3)
Overseas Experience: Haiti, Guadeloupe
Percent Time Dedicated to Latin America: 50%
Research and Teaching Specializations: Medical Anthropology; Comparative Mental Health Services

Selected Publications:
2013 *Everyday Ethics: Voices from the Front Line of Community Psychiatry.* Berkeley, CA: University of California Press
2013 Sent Sickness in Haiti (Maladi Moun). In *Diagnostic and Statistical Manual, 5th edition* (DSM-V), section on "Cultural Concepts of Distress." New York: American Psychiatric Association
2011 Marginality and Subjectivity in the Haitian Diaspora. In *Geographies of the Haitian Diaspora*,Regina Jackson, editor. New York: Routledge Press, pp. 34-50

Courses Taught: Anthro 104, Lifeways in Different Cultures: A Survey of World Societies; Anthro 440, Medical Anthropology; Anthro 560, Introduction to Research Methods in Anthropology

Distinctions: National Institute of Mental Health Grant, 2009-14; NSF Cultural Anthropology Grant, 2009

Academic Experience: Presentation to Rotary Club of Brookfield, WI about ways to support reconstruction efforts in Haiti after the January 2010 earthquake; Working with the Milwaukee Mental Health Taskforce as ad hoc consultant for mental health policy, 2009-present

BARRY CAMERON, Geosciences **Date of Appointment:** 2001

Rank: Associate Professor (Tenured)
Education: Ph.D. Northern Illinois University, 1998
Language Proficiencies (5=Native, 1=Beginner): French (3); Spanish (2)
Overseas Experience: Guatemala, El Salvador, Nicaragua
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 1/3
Research and Teaching Specializations: Igneous Petrology; Volcanology; Terroir

Selected Publications:
2011 J.A. Walker, B.S. Singer, B.R. Jicha, B.I. Cameron, M.J. Carr, and J.L. Olney, Monogenetic, behind-the-front volcanism in southeastern Guatemala and western El Salvador: 40Ar/39Ar ages and tectonic implications, *Lithos,* v. 123, p. 243-253
2007 J.A. Walker, J.E. Mickelson, R.B. Thomas, L.C. Patino, B.I. Cameron, M.J. Carr, M.D. Feigenson, and R.L. Edwards, "U-series disequilibria in Guatemalan lavas, crustal contamination, and implications for magma genesis along the Central American subduction zone," *Journal of Geophysical Research,* v. 112

Courses Taught: Geo Sci 105, Earth, Air, Fire and Water; Geo Sci 302, Igneous and Metamorphic Petrology; Geo Sci 635, Volcanology; Geo Sci 638, Advanced Igneous Petrology; Geo Sci 625, Terroir: Geology in a Glass

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed new UG course, Terroir: Geology in a Glass; developed new online Geosci 105; participated in UROP with select undergraduates

Distinctions: UWM Research Growth Initiative Award, 2009, 2013; CLACS Faculty Research-Travel Award, 2007

Academic Experience: Ongoing consultant for Guatemalan government about volcanic hazards; Featured in PBS NOVA program, "Volcano Under the City"

BRENDA CÁRDENAS, English **Date of Appointment: 2007**
Rank: Associate Professor (Tenured)
Education: MFA University of Michigan-Ann Arbor, 1995
Language Proficiencies (5=Native, 1=Beginner): Spanish (4)
Overseas Experience: Mexico
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 3/1
Research and Teaching Specializations: Creative Writing (Poetry); Latino/a Literature; Latino/a Performance Art

Selected Publications:
2013 "Nexus" and "Rupture"--written in response to the visual art of Ana Mendieta and Remedios Varo, published in *Cuadernos* de ALDEEU
2012 "On the Coast in Pedasí" regarding Pedasí, Panama, published in *Verse Wisconsin*, Issue 109, Summer
2009 *Boomerang*, Poems by Brenda Cárdenas. Tempe: Bilingual Press

Courses Taught: English 279, Intro to U.S. Latino Literature: Chicano/a Literature and Culture; English 523, U.S. Latino/a Literary Studies: Literature of the Political Imagination; English 515, Poetry in Concert with the Visual Arts; English 816, Seminar in Poetry Writing

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed and taught new theme for English 523, U.S. Latino/a Literary Studies: Literature of the Political Imagination; Developed English 279 (Introduction to Latino/a Literature: Chicano/a Literature and Culture) for online delivery

Distinctions: Appointed Poet Laureate of Milwaukee, Wisconsin, 2010-2012; Poem "Zacuanpapalotls," was chosen as a Poetry Out Loud selection by the Poetry Foundation and the National Endowment for the Arts, 2012-2013

SIMONE CONÇEICÃO, Administrative Leadership **Date of Appointment:** 2002
Rank: Professor (Tenured)
Education: Ph.D. UW-Madison, 2001
Language Proficiencies (5=Native, 1=Beginner): Portuguese (5), Spanish (3)
Overseas Experience: Brazil
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 6/0
Research and Teaching Specializations: Distance Education; Online Strategies for Teaching/Learning

Selected Publications:
2014 With Lehman, R. M. *Motivating and Retaining Online Students: Research-Based Strategies That Work.* San Francisco: Jossey-Bass.
2011 With N. L. Weber, & M. J., Baldor, M.J. "Websites de redes sociais e implicações para interações e aprendizagem informais." *Revista Renote-Novas Tecnologias na Educação*, 9,(1)

Courses Taught: Admin Lead 667, Program Planning in Adult Education; Admin Lead 687, Instructional Design & Teaching Strategies; Admin Lead 740, Innovative Technologies for Learning in Education

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Coordinate Online Master's Degree Program in Adult and Continuing Education

Distinctions: Training Lay Leaders: A Strategy to Disseminate Care Coordination Skills to Families of CYSHCN, 2012-2013; Milwaukee Public Schools Aspiring Principal Program, 2012; Bridge to Independence Grant, 2008-2011

Academic Experience: Editorial Board, *Journal of Transformative Learning,* 2011-14; CLACS Advisory Committee, 2008-14; Brazil 3000 Advisory Group, 2013-14

SARAH DAVIES CORDOVA, French, Italian, Comparative Literature **Date of Appointment:** 2011
Rank: Professor (Tenured)
Education: Ph.D. University of California-Los Angeles, 1993
Language Proficiencies (5=Native, 1=Beginner): French (5), Spanish (3), Haitian Creole (1)
Overseas Experience: Caribbean, South Africa
Dissertations/Theses Directed Last Five Years: 0/1
Percent Time Dedicated to Latin America: 55%
Research and Teaching Specializations: 19th-21st century French, Francophone, Caribbean literatures and cultures

Selected Publications:
2009 "Traduire la reine Pokou: fidélité ou trahison?" *French Literature Studies*. Amsterdam: Rodopi: 131-145
2007 "Raisonner ou résonner ? Expressions de l'Histoire et je(ux) de la mémoire dans les récits féminins haïtiens contemporains," *Interculturel Francophonies* 12 (nov-déc): 123-140

Courses Taught: French 332, Introduction to Literature and Poetry; French 431, Traversees: Haiti, Guadeloupe, Martinique; French 510 African and Caribbean Classics

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Designed and taught two new courses with Haitian writer Louis-Philippe Dalembert, Spring 2012

Methodology Training: OPI Familiarization Training, 2012; ACTFL Writing Proficiency Workshop, 2012

Distinctions: Senior Research Fellow, Faculty of Humanities, University of Johannesburg, 2012-2015; UWM Global Studies Research Fellow, 2012-2013; CLACS Faculty Research-Travel Award, 2013, 2011

Academic Experience: Co-organizer, conference, *Haiti: Dreams & Reality*, 2012

UW-MILWAUKEE

CHRISTOPHER DAVIS-BENAVIDES, Art and Design **Date of Appointment:** 1986

Rank: Professor (Tenured)
Education: MFA UW-Madison, 1986
Language Proficiencies (5=Native, 1=Beginner): Spanish (5)
Overseas Experience: Peru, Ecuador, Argentina, Brazil, Mexico
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 0/2
Research and Teaching Specializations: Ceramic; Sculpture; Cross Cultural Experience

Selected Exhibits:
2013 *XI Bienal International de Cerâmica Artística de Aveiro,* (juried), Aveiro Museum, Portugal
2012 32 Concurso Internacional de La Ceramics de L' Alcora, (juried) Castellon, Spain
2011 *FliCAM, Museo Internacional de Cerámica Fuping China, Presentación: Museo Argentino Latinoamericano,* Hoy en el Arte Galería, (invitational), Buenos Aires, Argentina

Courses Taught: Art 289/489, Woodfiring; Art 297/497, Peru Past & Present; Art 381, Intermediate Ceramics I

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Co-developed (Spanish/ Visual Art) interdisciplinary study abroad course, "Peru Past and Present: Art, Literature and Culture"

Distinctions: CLACS Faculty Research-Travel Award, 2011, 2013; UWM Arts and Humanities Travel Award, 2011

Academic Experience: CLACS Advisory Committee, 2002-present; Organized Visiting Artist lecture of Peruvian Artist, Kukuli Velarde: *Keeping History Alive,* for Artist Now! Lecture Series, 2013; Organized Visiting Artist lecture and workshop of Brazilian Artist, Norma Grimberg, 2012

MICHAEL DAY, Geography **Date of Appointment:** 1977
Rank: Professor (Tenured)
Education: Ph.D. Oxford University, 1978
Language Proficiencies (5=Native, 1=Beginner): Spanish (1), French (1)
Overseas Experience: Belize, Puerto Rico, Guatemala, Mexico, Cuba, Jamaica
Percent Time Dedicated to Latin America: 50%
Dissertations/Theses Directed Last Five Years: 0/2
Research and Teaching Specializations: Karst Landscapes and their Conservation; Geomorphology, Biogeography

Selected Publications:
2012 Day, M.J. and Hall, A.B. "On tourism in tropical karst." *Cave and Karst Science* 39(3): 119-122
2012 Day, M.J. and Reynolds, B. "Five Blues Lake National Park, Belize: A cautionary management tale." *Journal of Cave and Karst Studies* 74(2): 213-220
2011 Day, M.J. "Protection of Karst Landscapes in the Developing World: Lessons from Central America, the Caribbean and Southeast Asia." In: *Karst Management*, ed. P. VanBeynen, Springer: 439-458

Courses Taught: Geog 128, Introduction to Caves and Caving; Geog 424, Karst Geomorphology; Geog 654, Tropical Field Course: Belize; Geog 810, Introduction to Techniques of Research and Presentation

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Taught fieldwork courses in Belize, 2012, 2013, 2014

Distinctions: CLACS Faculty Research-Travel Award, 2012, 2013

Academic Experience: International Advisory Board for *Acta Carsologica*, 2004-present; International Editorial Board for *Cave and Karst Science*, 1996-present

RAOUL DEAL, Art and Design **Date of Appointment:** 1999
Rank: Senior Lecturer (Untenured)
Education: MVA Escuela Nacional de Artes, 1992
Language Proficiencies (5=Native, 1=Beginner): Spanish (5)
Overseas Experience: Mexico
Percent Time Dedicated to Latin America: 60%
Research and Teaching Specializations: Sculpture; Installation Art; Cross-Cultural Activities; Creation of Art in Community Settings

Selected Exhibits:
2013 "Ni de Aquí ni de Allá: Forging Identity in Milwaukee's Latino Immigrant Community," Latino Arts, United Community Center, Milwaukee
2008 "Implosion," Union Art Gallery, UW Milwaukee

Courses Taught: Art 100, Basic Art Experiences; Art 101, Basic Drawing I

Distinctions: UWM Alumni Association Excellence in Teaching Award, 2009; Mentoring Artist, RedLine Milwaukee, 2009; Greater Milwaukee Foundation's Mary L. Nohl Fund Arts Awards, 2005

Academic Experience: Visiting Artist, ALMA Project (Advancing Reading and Math through the Arts), Bruce Guadalupe Community School, ongoing; Curator, La Ceiba Gráfica Mexican printmakers exhibit, as a feature of the Southern Graphics Council International Conference, Milwaukee, 2013

SIMONE FERRO, Dance **Date of Appointment:** 2001
Rank: Professor (Tenured)
Education: MFA University of Iowa, 2000
Language Proficiencies (5=Native, 1=Beginner): Portuguese (5), French (5), Italian (3), Spanish (2)
Overseas Experience: Brazil
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 0/12
Research and Teaching Specializations: Improvisation; Composition; Choreographic Works using African Diaspora Movement Styles; Choreographic Works Dealing with Broad Social Themes

Selected Choreography:
2013 "Magnetic Field" University of Iowa
2012 "FALL(ing)" with the Milwaukee Ballet Company and Present Music
2011 "Maria de Buenos Aires" by Astor Piazzolla, Milwaukee, WI

Courses Taught: Dance 233, Improvisation for Dancemaking; Dance 490, Dance Repertory; Dance 497, Study Abroad: Popular Dance and Music in NE Brazil; Dance 790, Repertoire and Ensemble; Dance 801, Graduate Choreography

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed and taught Dance 497: Study Abroad in Brazil, 2011; developed a new service-learning opportunity for dance majors to be conducted in New Orleans, LA, 2011; developed hybrid course between Dance, Anthropology & Visual Art; participated in UROP with select undergraduates; reshaped the emphasis of Dance Composition II class to promote collaborative opportunities between dance students and music students

Distinctions: University of Iowa Alumni Fellow, 2013; UWM PSOA Faculty Development Grant, 2011; UWM Arts and Humanities Travel Grant, 2010-2012; CLACS Faculty Research-Travel Award, 2011-2013; UWM Cultures and Communities Course Development Grant, 2010-2011; Office of Undergraduate Research/Center for International Education Project Grants for Undergraduate Research, 2010-2012

MARIA GILLESPIE, Dance **Date of Appointment:** 2012
Rank: Assistant Professor (Untenured)
Education: M.F.A. University of California- Los Angeles, 2011
Language Proficiencies (5=Native, 1=Beginner): Spanish (1)
Overseas Experience: Mexico, Argentina, Guatemala
Dissertations/Theses Directed Last Five Years: 0/1
Percent Time Dedicated to Latin America: 35%
Research and Teaching Specializations: Contemporary Dance Practices and Choreography

Selected Choreography:
2011 *Love Letter. Fragment One.* Los Angeles Dance Festival.
2011 *Vanished Earth*, premiere at Joyce SoHo, New York, NY

Courses Taught: Dance 113, 114, 213, 214, 317, 318, Modern Dance Technique I, II, III, IV, V, VI; Dance 371, Applied Anatomy; Dance 490, Repertory and Ensemble; Dance 701, 702, Composition I, II

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Movement Research, MELT Intensive, New York, NY (courses in technique, anatomy, and composition), 2013; Kathleen Hermsedorf, FRESH! Intensive, San Francisco, CA (courses in technique and improvisation), 2014

Distinctions: CLACS Faculty Research-Travel Award, 2013, 2014

Academic Experience: Choreographer and artistic director of Oni Dance, 2005-2014; Teaching residence at La Cantera Dance School and Company A Poc A Poc, Mexico City, Mexico, 2011, 2013

GERLINDE HÖBEL, Biological Sciences **Date of Appointment:** 2007
Rank: Assistant Professor (Untenured)
Education: Dr. rer. Nat. University of Ulm, 2003
Language Proficiencies (5=Native, 1=Beginner): Spanish (5)
Overseas Experience: Costa Rica
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Ecology and Evolution; Multimodal Signaling; Sexual Selection

Selected Publications:
2013 Höbel, G. & R.C. Kolodziej. "Wood frogs (Lithobates sylvaticus) use water surface waves in their reproductive behaviour." *Behaviour* 150:471-483
2013 Rodríguez RL, Boughman JW, Gray DA, Hebets EA, Höbel G & Symes LB. "Diversification under sexual selection: the relative roles of mate preference strength and the degree of divergence in mate preferences." *Ecology Letters* 16, 964–974
2013 Rodríguez RL, Kolodziej RC & Höbel G. "Memory of prey larders in golden orb-web spiders, Nephila clavipes (Araneae: Nephilidae)." *Behaviour* 150, 1345-1356

Courses Taught: BioSci 310, General Ecology; BioSci 599, Ecology and Evolution of Amphibia; BioSci 670, Senior Seminar: Amphibian Diversity, Decline and Conservation; BioSci 929, Animal Communication; BioSci 929 Sexual Selection; CES 490, Senior Seminar: Conservation Biology of Amphibians & Reptiles

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed new lab section for BioSci 310; participated in UROP with select undergraduates

Distinctions: UWM Research Growth Initiative Award, 2011, 2014; UW-Madison/UW-Milwaukee Intercampus Research Incentive Grant, 2012

Academic Experience: Reviewer, *Caribbean Journal of Science* and *Animal Behaviour*

JEAN HUDSON, Anthropology **Date of Appointment:** 1999
Rank: Associate Professor (Tenured)
Education: Ph.D. University of California-Santa Barbara, 1990
Language Proficiencies (5=Native, 1=Beginner): Spanish (3), French (3), German (1)
Overseas Experience: Peru
Percent Time Dedicated to Latin America: 60%
Dissertations/Theses Directed Last Five Years: 2/3
Research and Teaching Specializations: Ecology (Cultural & Human Dynamics); Archaeology

Selected Publications:
2011 "Pacific Ocean Fishing Traditions: Subsistence, Beliefs, Ecology, and Households," *Ethnozooarchaeology*, edited by Umberto Albarella, Oxbow Press, Oxford
2010 "Ethnoarchaeology in a Personal Context." *SAA Archaeological Record.* January: 8-12

Courses Taught: Anthro 103, Approaches to Archaeology: Digging Up the Past; Anthro 193, Freshman Seminar: Egalitarian Societies; Anthro 309, Archaeology of Central and South America; Anthro 448, Cultural & Human Ecology; Anthro 497, Study Abroad: Peru Past & Present; Anthro 525, Zooarchaeology: Analysis of Faunal Remains

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed and taught Peru Past and Present study abroad, 2009, 2011, 2013; Developed online sections of Anthro 103, Approaches to Archaeology, and Anthro 309, Archaeology of Central and South America

Distinctions: UWM CIE/OUR Undergraduate Research Travel Award, 2013

Academic Experience: Co-chair, *Midwest Conference on Andean and Amazonian Archaeology and Ethnohistory*, Milwaukee, 2014; Co-Chair, *Both Meat and Meaning*; Member, Excellence in Archaeological Analysis Committee, Society for American Archaeology, 2010-2013; CLACS Certificate Committee, 2001-2014

JOHN L. ISBELL, Geosciences **Date of Appointment:** 1992
Rank: Professor (Tenured)
Education: Ph.D. Ohio State University, 1990
Language Proficiencies (5=Native, 1=Beginner): Spanish (3), Portuguese (2)
Overseas Experience: Argentina, Brazil, Chile, Bahamas
Percent Time Dedicated to Latin America: 25%
Dissertations/Theses Directed Last Five Years: 2/9
Research and Teaching Specializations: Clastic sedimentology; stratigraphy

Selected Publications:
2013 Gulbranson, E.L., Isbell, J. L., Montañez, I. P., Limarino, C. O., Marenssi, S. A., Meyer, K., and Hull, C. "Reassessment of mid-Carboniferous glacial extent in southwestern Gondwana" (Rio Blanco Basin), *Gondwana Research*, doi.org/10.1016/j.gr.2013.03.017
2013 Dineen, A. A., Fraiser, M. L., Isbell, J. L., "Palaeoecology and Sedimentology of Carboniferous Glacial and Postglacial Successions in the Paganzo and Rio Blanco Basins of Northwestern Argentina"in Slowakiewicz, M., ed., *Late Palaeozoic Climate Cycles: Their Evolutionary, Sedimentological and Economic Impact*: London, Geological Society Special Publication, v. 376, p. 109-140

Courses Taught: Geo Sci 511 Stratigraphy and Sedimentology; Geo Sci 515 Physical Sedimentology; Geo Sci 558 Conducted Field Trip; Geo Sci 697 Seminar in Geological Sciences: Seminar in Sedimentology

Distinctions: NSF-International Research Experiences for Students; CLACS Faculty Research-Travel Award, 2014; UWM Research Foundation Senior faculty Award, 2011

Academic Experience: Office of Polar Programs Advisory Committee, The National Science Foundation, 2012-2015; Invited Co-Editor, *Latin American Journal of Sedimentology and Basin Analysis*, 2011

RENÉ IZQUIERDO, Music **Date of Appointment:** 2004
Rank: Associate Professor (Tenured)
Education: M.A. Lehman College, 2005
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), French (3)
Overseas Experience: Cuba, Puerto Rico, Dominican Republic, Colombia
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Classical Guitar; Latin American Music

Selected Publications:
2009 Cuban music titled "The Artistry of René Izquierdo"

Courses Taught: Music 278, Afro-Caribbean and Latin American Guitar Styles; Music 489, Workshop: Guitar Technique; Music Performance 346-446 & 746, Guitar Lesson; Music 680, Classical Guitar History

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Created all syllabi and curricular studies for guitar students in the Classical Guitar Department. The curriculum for the classical guitar program is revised and adapted every semester to fit the changing needs of the students and – to some extent – evolving musical trends. Developed classes incorporating ethnomusicology, analytical and performance practice; developed course specific to guitar accompaniment and lead styles used in the Caribbean and Latin America

Distinctions: Graduate School Research Award, 2013; PSOA Travel Award, 2013

Academic Experience: Frequent public Latin American style guitar performances; performances at area K-12 schools for recruitment of the Guitar College and Pre-College division; created the "Hidden Valley International Guitar Competition" in collaboration with the Wilson Center for Arts, 2013; created an active concert series with master classes, bringing guest artists from around the world

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JONATHAN D.W. KAHL, Mathematical Sciences **Date of Appointment:** 1990
Rank: Professor (Tenured)
Education: Ph.D. University of Michigan, 1987
Language Proficiencies (5=Native, 1=Beginner): Spanish (3)
Overseas Experience: Mexico, Guatemala
Dissertations/Theses Directed Last Five Years: 2/0
Percent Time Dedicated to Latin America: 35%
Research and Teaching Specializations: Atmospheric Science; Air Pollution Meteorology

Selected Publications:
2012 (With R. Olivas Saunders) "Meteorological Analysis of Acid Deposition," in *Avances y Perspectivas de la Depositación Ácida en México*, Universidad Autonoma del Carmen, R. Cerón, J. Griselda, J. Guerra, eds., Ciudad del Carmen, Mexico
2011 (With González-Santiago, O., C. T. Badillo-Castañeda, E. Ramírez Lara, I. Balderas-Renteria) "Temporal analysis of PM10 in Metropolitan Monterrey, México," *Air and Waste Management*, 61, 573-579

Courses Taught: Atm Sci 330, Air-Pollution Meteorology; Atm Sci 297/497, Mexico: Air Pollution and Ancient Cultures; Atm Sci 505, Micrometeorology; Atm Sci 705, Air Pollution Modeling

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Established the study abroad course "Mexico: Air Pollution and Ancient Cultures," participated in UROP with select undergraduates

Distinctions: CLACS Faculty Research-Travel Award, 2013; UWM WiscAMP Award (Minority Participation Mentor), 2013, CLACS Course Development Award, 2010; SURF Award (Undergraduate Research), 2010-2012

Academic Experience: Consultant, Chicago Field Museum, "Nature Unleashed," a traveling exhibit about natural disasters; designed web site with weather forecasting exercise used by more than 100 middle/high school students from U.S. and Canada; taught at the University of Carmen, Mexico, 2010, 2012, 2013

MICHELLE LOPEZ-RIOS, Theatre **Date of Appointment:** 2006
Rank: Associate Professor (Tenured)
Education: MFA University of Houston, 2006
Language Proficiencies (5=Native, 1=Beginner): Spanish (3)
Overseas Experience: Mexico, Colombia
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Latin American and Latina/o Theater

Selected Publications and Performance (Director):
2014 "The Royal Mexican Players (with Alvaro Saar Rios)." *Monologues For Latino/a Actors: A Resource Guide to the Contemporary Latino/a Playwrights for Students and Teachers*. Ed. Micha Espinoza. Lyme, NH: Smith and Krause
2012 *Enfrascada,* Renaissance Theatreworks, Milwaukee
2011 *El Nogalar,* Renaissance Theatreworks Staged Reading, Milwaukee

Courses Taught: Theater 324, Theater in the Americas; Theatre 431, Stage Voice and Speech II.

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Train the Trainer mentoring workshop, 2013; Developed online section for Theater 324

Distinctions: Dorothy Mennen Research Grant, for travel to Colombia, 2013

Academic Experience: Director: Nuestra Voz, Nuestra Historia (Royal Mexican Players) at the UWM Studio Theatre and the Walker's Point Center for the Arts, 2007

AIMS MCGUINNESS, History **Date of Appointment:** 2001
Rank: Associate Professor (Tenured)
Education: Ph.D. University of Michigan, 2001
Language Proficiencies (5=Native, 1=Beginner): Spanish (4), French (3), Portuguese (2), German (2)
Overseas Experience: Panama, Costa Rica, Colombia
Percent Time Dedicated to Latin America: 75%
Dissertations/Theses Directed Last Five Years: 1/1
Research and Teaching Specializations: Latin America; Global/World History; 19th Century Panama

Selected Publications:
2012 (With Banerjee, Sukanya, and Steven McKay, eds.) *New Routes for Diaspora Studies*. Bloomington: Indiana University Press
2009 "Sovereignty on the Isthmus: Federalism, U.S. Empire, and the Struggle for Panama during the California Gold Rush," in *The State of Sovereignty*, edited by D. Howland and L. White, Indiana University Press
2008 *Path of Empire: Latin American Transformations and the California Gold Rush, 1848-1856*, Cornell University Press

Courses Taught: Hist 193, Freshman Seminar: Food & Energy in Global History; Hist 293, Seminar on Historical Method: Theory and Approach; Hist 372, Topics in Global History: Revolution in the Americas 1750 to the Present; Hist 600, Seminar in History: Exploration, Conquest, and Resistance; Hist 840, Colloquium on Global History

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed new course, "Revolution in Latin America;" CIPD Scholar in Teaching and Learning; co-development of online educational materials for Smithsonian exhibit, "Panamanian Passages;" participated in UROP with select undergraduates

Distinctions: UWM Research in the Humanities Award, 2009; UWM CLACS Course Development Award, 2008; UWM Graduate School Research Award, 2007

Academic Experience: CLACS Faculty Advisory Committee, 2009-2013; Curator/public lectures, Smithsonian exhibition, "Panamanian Passages," 2009; reviewer for *Hispanic American Historical Review*

ORIOL MIROSA, Sociology **Date of Appointment:** 2012
Rank: Assistant Professor (Untenured)
Education: Ph.D., UW-Madison, 2012
Language Proficiencies (5=Native, 1=Beginner): Spanish (5); Catalan (5); French (3); Portuguese (2)
Overseas Experience: Bolivia, Ecuador, Argentina, Mexico, Dominican Republic
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Globalization; Global Governance; Water; Social Movements

Selected Publications:
2012 (With Leila M. Harris) "Human Right to Water: Contemporary Challenges and Contours of a Global Debate" *Antipode* 44(3):932-949
2004 (With Lyla Mehta) *Financing Water For All: Behind the Border Policy Convergence in Water Management*. IDS Working Paper 233, Brighton: IDS

Courses Taught: Global Studies 101, People/Politics; Global Studies 471, Strategies for Realizing Security in a Global Context; Sociology 375, History of Sociological Theory; Sociology 450, Environmental Sociology

Distinctions: Wisconsin Libraries Research Fellowship, 2013; UWM Global Studies Fellow, 2012-2013; UW-Madison Excellence in Teaching Award, 2011

Academic Experience: Session organizer, Section on the Political Economy of the World System, American Sociological Association Annual meeting, 2014; CLACS Faculty Advisory Committee, 2012-2014; Global Studies Advisory Committee, 2012-2013

KATHERINE PAUGH, History **Date of Appointment:** 2009
Rank: Assistant Professor (Untenured)
Education: Ph.D. University of Pennsylvania, 2008
Language Proficiencies (5=Native, 1=Beginner): French (2)
Overseas Experience: Barbados, Jamaica
Percent Time Dedicated to Latin America: 50%
Research and Teaching Specializations: Caribbean; Atlantic World; British Empire

Selected Publications:
2014 "Yaws, Syphilis, Sexuality, and the Circulation of Medical Knowledge in the British Caribbean and the Atlantic World," in *Bulletin of the History of Medicine*
2013 "The Politics of Childbearing in the British Caribbean and the Atlantic World during the Age of Abolition, 1776-1838," in *Past & Present*
2013 "The Politics of Afro-Caribbean Fertility," *Mellon Research Initiative in Early Modern Studies*, University of California-Davis

Courses Taught: Hist 151, American History 1607 to 1877; Hist 372, Topics in Global History: Health and Healing-Early Modern Atlantic World; Hist 840, Colloquium on Global History: Slavery and Gender in Early America and the Caribbean

Distinctions: Barbara Thom Postdoctoral Fellowship, Huntington Library, 2012-2013; American Association of University Women American Postdoctoral Fellowship, 2012-2013 (declined); John Carter Brown Library Long-Term Fellowship, Brown University, 2012-2013 (declined); Monticello College Foundation Long-Term Fellowship for Women, Newberry Library, 2012-2013 (declined)

KRISTIN E. PITT, French, Italian, Comparative Literature **Date of Appointment:** 2003
Rank: Associate Professor (Tenured)
Education: Ph.D. UW-Madison, 2003
Language Proficiencies (5=Native, 1=Beginner): Spanish (4), Portuguese (3), French (1), Quechua (1)
Overseas Experience: Costa Rica, Dominican Republic, Mexico
Dissertations/Theses Directed Last Five Years: 0/2
Percent Time Dedicated to Latin America: 60%
Research and Teaching Specializations: Literature of the Americas

Selected Publications:
2013 "Discovery and Conquest Through a Poststructural and Postcolonial Lens: Clarice Lispector's *A maçã no escuro*." *Luso-Brazilian Review* 50.1
2010 *Body, Nation, and Narrative in the Americas*. New York: Palgrave Macmillan

Courses Taught: Complit 232, Gender and the Historical Novel/Women and War; Complit 350, Literary and Artistic Perspectives on Prostitution; Complit 360, Narratives of Torture; Complit 365, Literature & Cultures of the Americas: Comparative Caribbeans; Complit 533, Faulkner and the Latin American Boom

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed online version of Complit 208, World Literature in Translation

Methodology Training: Certificate in Online and Blended Teaching, 2010

Distinctions: UWM Student Success Award, 2013; UWM Global Studies Research Fellow, 2010-2011; CLACS Course Development Award, 2007, 2009; CLACS Faculty Research-Travel Award, 2007, 2009

Academic Experience: CLACS Advisory Committee, 2007-2014; CLACS Certificate Committee, 2004-2010

RAFAEL RODRÍGUEZ, Biological Sciences **Date of Appointment:** 2007
Rank: Associate Professor (Tenured)
Education: Ph.D. University of Kansas, 2002
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), German (3)
Overseas Experience: Costa Rica, Panama
Dissertations/Theses Directed Last Five Years: 0/2
Percent Time Dedicated to Latin America: 30%
Research and Teaching Specializations: Behavioral Ecology; Sexual Selection; Cognitive Ecology

Selected Publications:
2014 (With Rebar D.) "Trees to treehoppers: genetic variation in host plants contributes to variation in the mating signals of a plant-feeding insect." *Ecology Letters* 17, 203–210
2013 (With Boughman JW, Gray DA, Hebets EA, Höbel G & Symes LB.) "Diversification under sexual selection: the relative roles of mate preference strength and the degree of divergence in mate preferences." *Ecology Letters* 16, 964–974

Courses Taught: Bio Sci 310, General Ecology; Bio Sci 532, General Ecology; Bio Sci 929, Graduate Seminar

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Participated in UROP with select undergraduates

Distinctions: NSF Grants, 2009-2014; UWM Graduate School Research Award, 2013-2015

Academic Experience: Grant reviewer, Graduate Women in Science, NSF; Reviewer, *Behavioral Ecology and Sociobiology*, *Ecological Entomology;* participation in thesis committees, University of Costa Rica

KRISTIN RUGGIERO, History **Date of Appointment:** 1999
Rank: Professor (Tenured), CLACS Director (1999-present)
Education: Ph.D. Indiana University, 1979
Language Proficiencies (5=Native, 1=Beginner): Spanish (4), Italian (4)
Overseas Experience: Argentina, Mexico, Ecuador, Cuba
Percent Time Dedicated to Latin America: 100%
Dissertations/Theses Directed Last Five Years: 3/2
Research and Teaching Specializations: Medicine and Law in 19th and 20th Century Argentina

Selected Publications:
2010 *The Jewish Diaspora in Latin America and the Caribbean: Fragments of Memory.* Sussex Academic Press, 2005 (paperback edition in 2010)
2009 "Private Justice and Honor in the Italian Community in Late Nineteenth-Century Buenos Aires," *Crime, histoire, & sociétés/Crime, History & Societies*, 13(2) 55-68

Courses Taught: Hist 180, Latin American Society and Culture; Hist 393, History of Mexico; Hist 400, Topics in Latin American and Caribbean History: Cuba, Past and Present; Hist 840, Colloquium on Global History

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Co-developed new B.A. major in Latin American, Caribbean, and US Latino Studies

Academic Experience: CLACS Advisory Committee, 2000-2014; CLACS Certificate Committee, 2000-2014; James R. Scobie Memorial Award Committee, chair, 2008; James Alexander Robertson Memorial Prize Committee, member, 2006; Manuscript review for Duke University Press, University of North Carolina Press, *Law and History Review, Journal of Social Science History*

STEFAN SCHNITZER, Biological Sciences **Date of Appointment:** 2003
Rank: Professor (Tenured)
Education: Ph.D. University of Pittsburgh, 2001
Language Proficiencies (5=Native, 1=Beginner): Spanish (4)
Overseas Experience: Panama, Costa Rica, Ecuador, French Guiana
Percent Time Dedicated to Latin America: 75%
Dissertations/Theses Directed Last Five Years: 6/2
Research and Teaching Specializations: Community Ecology; Tropical Biology

Selected Publications:
2014 Mascaro, J., C.M Litton, R.F. Hughes, A. Uowolo, S.A. Schnitzer. "Is logarithmic Transformation necessary in allometry? Ten, one-hundred, one-thousand times yes." *Biological Journal of the Linnean Society* 111: 230-233
2013 Yorke, S.R., S.A. Schnitzer, J. Mascaro, S. Letcher, W.P. Carson. "Increasing liana abundance and biomass in a tropical forest: the contribution of long distance clonal colonization." *Biotropica*, 45: 317-324

Courses Taught: Bio Sci 458, Community Ecology; Bio Sci 475, Tropical Biology: Tropical Ecology in Panama

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed a hybrid course featuring a 9-day trip to Panama, hosted by the Smithsonian Tropical Research Institute on Barro Colorado Island; course includes collaboration with the Panama Canal Authority; participated in UROP with select undergraduates

Distinctions: UWM Research Growth Initiative Award, 2009, 2011, 2012-14; NSF DEB Community and Population Ecology Grant, 2013-16; NSF Collaborative Research Grant, 2010-14; NSF Career "Young Investigator" Award, 2009-2014; NSF RET in Tropical Ecology Grant, 2010-2014; UWM Research Foundation Award, 2010

Academic Experience: Reviewer, UWM Faculty Research and Creative Activities Award Proposals, 2014; Association for Tropical Biology (Bonito, Brazil) Symposium Co-organizer, 2012; Associate Editor, *Biotropica,* 2009-2012

R. JASON SHERMAN, Anthropology **Date of Appointment:** 2007
Rank: Associate Professor (Tenured)
Education: Ph.D. University of Michigan, 2005
Language Proficiencies (5=Native, 1=Beginner): Spanish (3)
Overseas Experience: Mexico
Percent Time Dedicated to Latin America: 50%
Dissertations/Theses Directed Last Five Years: 0/2
Research and Teaching Specializations: Mesoamerican Prehistory; Archaeology of Complex Societies; Ceramic Analysis; Petrography

Selected Publications:
2011 "Assessing natural clay composition in the Valley of Oaxaca as a basis for Ceramic Provenance Studies," (with L. Minc), *Archaeometry*
2010 "Expansionary dynamics of the nascent Monte Albán state," (with A. Balkansky, C. Spencer, and B. Nicholls), *Journal of Anthropological Archaeology*

Courses Taught: Anthro 101, Introduction to Anthropology: Human Origins; Anthro 225, The Aztec Empire; Anthro 310, Archaeology of Middle America; Anthro 565, Seminar in Regional Archaeology: Western Mesoamerica; Anthro 641, Power and Ideology in Archaeology; Anthro 942, Seminar: The Development of Ancient States and Empires

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed *Window on Humanity: A Concise Introduction to General Anthropology* (2nd ed.); *Mirror for Humanity: A Concise Introduction to Cultural Anthropology* (5th ed.), McGraw Hill,; Teach Anthro 225, The Aztec Empire online; Developed new courses, Archaeology of Western Mesoamerica and Power and Ideology in Archaeology; involved three UWM students (two undergrads) in archaeological field research, Quintana Roo

Distinctions: UWM Graduate School Research Award, 2008

Academic Experience: Co-director, Proyecto Arqueológico Centro de Quintana Roo, 2008-present; Organizer, Midwest Mesoamericanist Meeting, UWM, 2010; CLACS Certificate Committee, 2009-present

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HEEJU SHIN, Sociology **Date of Appointment:** 2008
Rank: Assistant Professor (Untenured)
Education: Ph.D. University of Texas at Austin, 2008
Language Proficiencies (5=Native, 1=Beginner): Spanish (3)
Overseas Experience: Mexico, Peru, Bolivia
Dissertations/Theses Directed Last Five Years: 0/1
Percent Time Dedicated to Latin America: 80%
Research and Teaching Specializations: Poverty and Inequalities; Population Studies; Gender and Family

Selected Publications:
2013 (With Britton, Marcus) "Metropolitan Residential Segregation: Very Preterm Birth among Blacks and Latinos." *Social Science & Medicine* 98: 37-45
2013 "Single Motherhood and Family Strategies in Urban Mexico and South Korea" *International Journal of Sociology of the Family* 39
2013 "Co-resident Extended Family Member and Time Allocation of Working Single Mothers in Mexico." *Journal of Family Issues* 34: 918-951

Courses Taught: Soc 261, Introduction to Statistical Thinking in Sociology; Soc 472, Population and Society; Soc 495, Sociology of International Public Health

Distinctions: UWM Graduate School Research Award, 2011-2012; UWM CIE Award for Developing Overseas Research Experiences for Undergraduates, 2010; UWM CLACS Faculty Research-Travel Award, 2010

NATASHA BORGES SUGIYAMA, Political Science **Date of Appointment:** 2007
Rank: Associate Professor (Tenured)
Education: Ph.D. University of Texas-Austin, 2007
Language Proficiencies (5=Native, 1=Beginner): Portuguese (5), Spanish (4)
Overseas Experience: Brazil, Argentina, Peru, Chile
Percent Time Dedicated to Latin America: 90%
Dissertations/Theses Directed Last Five Years: 1/1
Research and Teaching Specializations: Social Policy; Brazilian Politics; Citizenship Development

Selected Publications:
2013 (With Wendy Hunter) "Whither Clientelism? Good Governance and Brazil's Bolsa Família Program." *Comparative Politics* Vol. 46. no 1 (October): 43-62
2012 *Diffusion of Good Government: Social Sector Reforms in Brazil.* South Bend: University of Notre Dame Press
2011 "The Diffusion of Conditional Cash Transfer Programs in the Americas." *Global Social Policy* Vol. 11, no. 2/3 (December): 250-278

Courses Taught: Pol Sci 325, Latin American Politics; Pol Sci 326, Brazilian Politics and Society; Pol Sci 346 (246), U.S.-Latin American Relations; Pol Sci 368, Gender and Politics in Developing Nations; Pol Sci 950, Seminar: Democratization in Comparative Perspective; Pol Sci 976, Seminar in Comparative Public Policy

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: developed new course, Brazilian Politics and Society

Distinctions: Fulbright Scholar Award (Brazil), 2013-2014; UWM Global Studies Fellowship, 2011-2012; CLACS Faculty Research-Travel Award, 2011; UW-System Faculty Diversity Research Award, 2011

Academic Experience: CLACS Advisory Committee, 2008-2013; Contributing Editor, Brazilian Government and Politics Section, *Handbook of Latin American Studies*, Library of Congress, 2013-2014; Presenter, CLACS Summer Teacher Institute, 2012

KRISTIN M. SZIARTO, Geography **Date of Appointment:** 2011
Rank: Assistant Professor (Untenured)
Education: Ph.D, University of Minnesota, 2007
Language Proficiencies (5=Native, 1=Beginner): Spanish (3), German (2)
Overseas Experience: Mexico, Guatemala
Dissertations/Theses Directed Last Five Years: 1/4
Percent Time Dedicated to Latin America: 25%
Research and Teaching Specializations: Geographies of Social Movements; Population Geography; Feminist Geography; Pedagogy

Selected Publications:
2010 (with Helga Leitner) "Immigrants Riding for Justice: Space-time and Emotions in the construction of a counterpublic." *Political Geography* 29: 381-391

Courses Taught: Geography 110, The World: Peoples and Regions; Geography 309, Nationalities and Nations; Geography 600, Perspectives on Geography; Geography 905, Theorizing Spaces of Hegemony and Resistance

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Complete redesign of Geog 110; developed Geog 905, Theorizing Spaces of Hegemony and Resistance, first offered spring 2012

Distinctions: UWM Graduate School Research Growth Initiative Grant, 2011-2012; UWM Center for 21st Century Studies Fellowship, 2011-2012

Academic Experience: LACUSL advisory committee, 2013-14

LAURA PAOLA VILLAMIL, Anthropology **Date of Appointment:** 2008
Rank: Assistant Professor (Untenured)
Education: Ph.D. University of Michigan, Ann Arbor. 2005
Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Portuguese (3)
Overseas Experience: Mexico, Belize
Percent Time Dedicated to Latin America: 60%
Research and Teaching Specializations: Mesoamerica Archaeology; Comparative Studies of Urbanization and Ancient Cities; Archaeology of Displaced Populations, Squatters and Refugee Communities

Selected Publications:
2010 *"Proyecto Arqueológico Centro de Quintana Roo, Cerámica,"* (with Jason Sherman). Report submitted to the Consejo de Arqueología, Instituto Nacional de Antropología e Historia, Mexico
2009 *Ancient Maya Cityscapes: Insights from Lagartera and Margarita, Quintana Roo, Mexico,* BAR International Series, Archaeopress, Oxford
2008 "Creating, Transforming, Rejecting, and Reinterpreting Ancient Maya Urban Landscapes: Insights from Lagartera and Margarita," *Negotiating the Past in the Past: Identity, Memory, and Landscape in Archaeological Research*, edited by Norman Yoffee, pp. 183-214, University of Arizona Press

Courses Taught: Anthro 103, Digging Up the Past: Approaches to Archaeology; Anthro 311, The World of the Ancient Maya; Anthro 525, Topics in Regional Archaeology: The Maya; Anthro 641, Seminar in Anthropology: Ancient Cities; Anthro 942, Seminar in Prehistory and Archaeology: Cities and Urbanization

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed and teach online section of Anthro 311, The World of the Ancient Maya

Academic Experience: Co-Director, Proyecto Arqueológico Centro de Quintana Roo, 2007-present; CLACS reviewer for Student Research-Travel Awards, 2010-present

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W. WARNER WOOD, Anthropology **Date of Appointment:** 2012
Rank: Associate Professor (Tenured)
Education: Ph.D., University of Illinois at Urbana-Champaign, 1997
Language Proficiencies (5=Native, 1=Beginner): Spanish (4)
Overseas Experience: Mexico
Percent Time Dedicated to Latin America: 60%
Research and Teaching Specializations: Globalization; Mexico; Museum Studies and Public Anthropology; Environmental Culture and History; Expressive and Material Culture

Selected Exhibits/Publications:
2012 "Nuestra Casa, the Exhibition." Centennial Museum and Chihuahuan Desert Gardens, University of Texas at El Paso. Co-curated with Lucia Dura, Eva Moya, Guillermina Núñez-Mchiri, Damien Schumann, and Arvind Singhal
2011 "A River Interrupted: Making the Case for Changing Our Management of the Rio Grande." Centennial Museum and Chihuahuan Desert Gardens, University of Texas at El Paso. Co-curated with Scott Culter, Judith Rios Aranas, John Sproul, and Elizabeth Walsh
2008 *Made In Mexico: Zapotec Weavers and the Global Ethnic Art Market.* Bloomington: Indiana University Press

Courses Taught: Anthro 102, Introduction to Anthropology: Culture and Society; Anthro 723, Museum Curation and Interpretation; Anthro 724 Internship in Museum Studies

Distinctions: CLACS Faculty Research-Travel Award, 2013; Museum Assessment Program Participation Award, 2011; NHMLAC Foundation Research Experience in Oaxaca, 2013-2014; UWM Global Studies Fellow, 2013-2014

Academic Experience: Adjunct Curator of Anthropology, Milwaukee Public Museum, 2012-present; Senior Fellow, Environmental Leadership Program, Washington,D.C., 2006-present

Program Staff

ALIDA CARDOS WHALEY, Center for Latin American and Caribbean Studies **Date of Appointment:** 2012
Rank: Academic Advisor
Education: B.A. University of Wisconsin-Madison, 2011 (Latin American, Caribbean, and Iberian Studies)
Language Proficiencies (5=Native, 1=Beginner): Spanish (4.5)
Overseas Experience: Mexico, Panama, Costa Rica, England
Percent Time Dedicated to Latin America: 70%

Primary Responsibilities: Academic Advisor and Programs Coordinator for Latin American, Caribbean, and U.S. Latin@ Studies Major and Latin American and Caribbean Studies Certificate; coordinate, develop, and expand academic programs

Academic Experience: Attendee, Inaugural International Latina/o Studies Conference; Chicago, Illinois July 2014; Member, Hispanic Professionals of Greater Milwaukee (2013-present); Committee member, Chancellor's Advisory Committee on LGBT+ Advocacy (2012-present); Member, Wisconsin College Personnel Association (2013-present); Attendee, "Closing the Gap between Student Interest and Knowledge of International Careers" and "Exploring Purpose and Vision: Connecting Student Motivation to Engagement and Retention" among other workshops and professional development sessions

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THOMAS DANNER, Center for Latin American and Caribbean Studies **Date of Appointment:** 2011
Rank: Assistant Director, Administration and Initiatives
Education: M.S. University of Wisconsin-Milwaukee, 1992
Language Proficiencies (5=Native, 1=Beginner): German (3)
Overseas Experience: Chile, Costa Rica
Percent Time Dedicated to Latin America: 100%

Primary Responsibilities: Manage office and fiscal operations; oversee grant administration; coordinate faculty travel and curriculum development competitions; serve as liaison with 110 regional Latin Americanist faculty from 32 public and private institutions to promote funding opportunities available in support of travel and public programs; serve as FLAS coordinator; provide editorial support for Center publications

Grant Writing/Management: Administrator, Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) grants, 2011-present; Collaborator, Fulbright Group Projects Abroad-Chile, 2008

Distinctions: Academic Staff Professional Development Award, 2012

Academic Experience Relating to Latin American Studies: Administrator, Donald Shea Scholarship in Latin American Studies, 2011-present.

JULIE KLINE, Center for Latin American and Caribbean Studies **Date of Appointment:** 1986
Rank: Assistant Director, Evaluation and Public Engagement
Education: M.A. University of Wisconsin-Madison, 1985
Language Proficiencies (5=Native, 1=Beginner): Spanish (4) and Portuguese (3)
Overseas Experience: Brazil, Cuba, and Guatemala
Percent Time Dedicated to Latin America: 100%

Primary Responsibilities: K-16 outreach, public programming, communication, and evaluation

Selected Publications:
2011 (with Conceição, Simone C. O., Antrop-González, René) "Raising Awareness about Latin American/Latino Cultural Heritage through an Online Course," *Multicultural Learning and Teaching*: Vol. 6: Issue 1

Courses Taught: C&I 550 (579): Using Children's Literature to Explore Latin American/Latino Cultural Heritage; LACS 101: Introduction to Latin American and Caribbean Studies

Distinctions: Academic Staff Outstanding Performance and Service Award, 2013; Academic Staff Professional Development Award, 2012

Academic Experience: CLASP Executive Committee (2014-2016) coordinator, Américas Award for Children's and Young Adult Literature (1993-2011)

Campus Professional Staff

MARCY BIDNEY, UWM Libraries **Date of Appointment:** 2012
Rank: Assistant Director and Curator, American Geographical Society Library
Education: M.L.S. Drexel University, 2002
Language Proficiencies (5=Native, 1=Beginner): French (2)
Research and Teaching Specialization: Information Organization and Access; Digitization; and Cartography
Percent Time Dedicated to Latin America: 15%

Selected Publications:
2014 Bidney, M. and Clair, K.M. "Harnessing the Geospatial Semantic Web: Toward Place Based Information Organization and Access." *Cataloging & Classification Quarterly*. 52(1), 69-76
2010 Bidney, M. M. (2010) "Can Coordinates in Catalog Records be Useful?" *Journal of Map and Geography Libraries. 6*(2), 140-150
http://www.informaworld.com/smpp/ftinterface~db=all~content=a924305722~fulltext=713240930

Primary Responsibilities: Responsible for overall direction of the American Geographical Society Library services and programs; supervise staff; edit AGSL publications; coordinate Holzheimer *Maps and America* lecture series; coordinate UWM's *Academic Adventurers* lecture series; coordinate AGS Library Fellowship Program; oversee acquisitions, processing, digital spatial data services; represent AGSL and UWM Libraries at national and international forums

Academic Experience Relating to Latin American Studies: Oversee ongoing research collaboration with Mexican scholars on a recently discovered 17th century scroll, the Tira de Santa Catarina Ixtepeji

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ANNE DRESSEL, Center for Global Health Equity **Date of Appointment:** 2004
Rank: Director
Education: Ph.D. University of Wisconsin-Milwaukee, 2006 (Urban Studies)
Language Proficiencies (5=Native, 1=Beginner): French (4), Spanish (3)
Overseas Experience: Mexico, Central and South America, East and North Africa
Research and Teaching Specializations: Global Health and Environmental Justice
Percent Time Dedicated to Latin America: 15%

Primary Responsibilities: Organize and administer international exchange opportunities for College of Nursing faculty, staff, and students, including study abroad programs, faculty exchanges, and international research; coordinate visits to the College of Nursing for international visiting scholars and students; serve as College of Nursing liaison to campus and community units and organizations engaged in programs related to global health; plan and coordinate global health events and activities for faculty, staff, students, and the general public, supervise staff: research scientists, administrative support staff, graduate students, and undergraduate student workers

Courses Taught: Nursing 101, Cultural Diversity in Health Care; Nursing 110, Introduction to Global Health; Nursing 475, Global Health: Ethics and Human Rights; developed new course Nursing 620, Global Food Security and Systems

Distinctions: UWM Community-Engaged Faculty of the Year Award, 2013; Wisconsin Women in Higher Education Leadership Conference Award, 2013; UWM Academic Staff Professional Development Award, 2011

Academic Experience: Member, Carnegie Council Global Health Ethics Network; principle collaborator of a new Certificate in Spanish for the Health Professions

JANET PADWAY, UWM Libraries **Date of Appointment:** 1978
Title: Assistant Director, Collection and Resource Management
Education: M.L.S. University of Wisconsin-Madison, 1977
Percent Time Dedicated to Latin America: 15%

Primary Responsibilities: Administer Collection Management and Technical Services Division-wide operations (cataloging, acquisitions, preservation for monographs and serials); manage resources (budget planning, preparation, expenditures, collection development and management); serve on Library Executive Committee; work closely with Director on library, campus, and system-wide issues

Professional Organizations: Served on various committees of the American Library Association, Wisconsin Library Association, Wisconsin Association of Academic Librarians, OCLC Online Computer Center, Inc.; Wisconsin Library Services (WiLs) Peer Council Representative for UWM Libraries, 1984-present

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MINGYU SUN, UWM Language Resource Center **Date of Appointment:** 2008
Rank: Director
Education: Ph.D., Michigan State University, 2006
Language Proficiencies (5=Native, 1=Beginner): Chinese (5), German (3), Japanese (2)

Primary Responsibilities: The Language Resource Center serves as core support unit for the language programs and students on campus, with language student enrollment in fall 2012 of more than 3,400. Collaborate with faculty in applying technology to language instruction; administer daily operations, budget, staff, and multiple functions of the LRC; offer and organize workshops; evaluate, test and implement multimedia materials for language learning and teaching; provide training and support to faculty, staff, and students in computer-based pedagogy; develop and implement hybrid and fully online courses for the language programs; serve as liaison with the College's IT group; teach one language related course per year

Software Programs: Java, C++ and XML; familiar with Flash, PHP and MySQL, Mac OS, Windows, Linux, and Unix operating systems; very familiar with the state of the art instructional technology

Distinctions: UWM Academic Staff Professional Development Award, 2011-2014; UWM Education Technology Grant, 2013, 2011, 2010; UWM ESL Testing Lab Provost Award, 2013

MAX YELA, UWM Libraries **Date of Appointment:** 1994
Rank: Senior Academic Librarian (Special Collections)
Education: M.L.S. Simmons College, 1985
Language Proficiencies (5=Native, 1=Beginner): French (1), Spanish (1)

Primary Responsibilities: Direct full range of activities for an active special collections program; establishment of policies and procedures; reference services; bibliographic instruction; preservation and security; acquisitions; collection management and development; gifts and donor relations; cataloging policy decisions; collection outreach and promotion; public programs and presentations; exhibition management and production; internal record keeping and statistics gathering; application of automated systems; faculty and staff liaison; coordination with the UWM Archives program; coordination of a graduate internship/fieldwork program

Courses Taught: Art 309/509, Issues in Contemporary Art: Book Arts Survey, 1994-present; Library Science 603, History of Books and Printing, 2010-present

Academic Experience Relating to Latin American Studies: Curator, "Escribir la Experiencia Judía: Writing the Jewish Latin American Experience," October 18-December 31, 2013; Permanent acquisitions for Special Collections include a series of Cuban Artists' Books from Vigía Press; and the Jewish Latin America collection, a joint CLACS, Library, donor and community initiative, which focuses on published, primary-source materials that serve as documentary evidence of Jewish life in Latin America

Evaluation Staff

TERRY BATSON, Center for Urban Initiatives and Research **Date of appointment**: 2005
Rank: Researcher and Associate Director
Education: M.A. University of Wisconsin-Milwaukee, 2003

Primary Responsibilities: Design and implement evaluations; negotiate project budgets and contracts with clients; questionnaire construction for telephone, web-based and written self-report surveys; manage evaluation research project staff; perform qualitative and quantitative analyses; write reports for clients; present results to diverse groups of stakeholders; perform data collection through various methods such as focus groups, in-person interviews, observations, and self-report surveys

Principal Investigator: Multiple research and evaluation projects for a variety of clients including the Wisconsin Department of Public Instruction, Milwaukee Public Schools and National Youth Leadership Council, as well as local non-profits including the Mental Health Association, Sojourner Family Peace Center, United Community Center, Boys and Girls Clubs of Greater Milwaukee

Software Programs: Proficient user of the Statistical Package for the Social Sciences (SPSS) for conducting univariate, bivariate and multivariate analyses of data

Courses Taught: Teach senior-level *Advanced Applied Research* course during fall semesters at Alverno College

Professional Development: Evaluator's Institute, George Washington University; Washington, D.C.: specialized coursework for Certificate in Evaluation Practice, including *Applied Measurement for Evaluation*, *Linking Evaluation Questions to Analysis Techniques*, *Theories of Evaluation and Their Implications for Practice*, and *Managing for Evaluators and Those with Oversight Responsibilities*

University of Wisconsin Consortium

LACIS – CLACS

Appendix I I I – Course List

UW-MADISON

COMPLETE LIST OF COURSES OFFERED: LANGUAGE AND AREA

This reflects a complete list of courses that contain at least 25% Latin American & Caribbean content, not our complete course offerings for our degree candidates. We have removed courses dealing with Iberia and Latinos in the United States, as well as language courses not directly related to Latin America

Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	Grad	13-14	14-15
LANGUAGE AND LITERATURE								
	Cross-listed courses noted in description							
PORTUGUESE								
101	First Semester Portuguese	Staff	I	4	72	0	X	X
102	Second Semester Portuguese	Staff	II	4	51	0	X	X
201	Third Semester Portuguese	Staff	I	4	16	0	X	X
202	Fourth Semester Portuguese	Staff	II	4	15	0	X	X
221	Introduction to Luso-Brazilian Literatures	Madureira	I	4	18	0	X	X
225	3rd Yr Conversation & Composition	Albuquerque	I	3	20	0	X	X
226	3rd Yr Conversation & Composition	Sanchez	II	3	21	0	X	X
301	Intensive Portuguese	Albuquerque	I, II, S	4	25	12	X	X
302	Intensive Portuguese	Albuquerque	I, S	4	1	8	X	X
311	4th Yr Composition & Conversation	Madureira, Sanchez, Sapega, Schil	I, II	3	10	13	X	X
312	4th Yr Composition & Conversation	Sapega	I, II	3	5	7	X	X
330	History of Portuguese Language	Sapega	I	3	6	3		X
361	Portuguese Civilization	Sanchez	I	3	0	0	X	
362	Brazilian Civilization	Albuquerque	II	3	11	2	X	X

*Indicates that a course is new or has been significantly altered
^Courses offered with Title VI funds in 2012-13

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	Grad	13-14	14-15
412	Survey-Brazilian Literature pre 1890	Albuquerque	II	3	0	0	X	X
451	Lusophone African Literature *Crosslisted w. African Languages & Literature.*	Madureira	II	3	4	3		
468	Survey-Brazilian Literature since 1890	Albuquerque	II	3	6	4		
751	Seminar: Brazilian Literature: Invention of Brazil's Nordeste	Albuquerque	I	3	1	8	X	X
751	Seminar: Brazilian Literature: Lit e cinema da ditadura	Albuquerque	I	3	1	8	X	
QUECHUA								
^361	Elementary Quechua	Muyolema	I	4	3	0	X	X
^362	Elementary Quechua	Muyolema	II	4	2	0	X	X
^363	Intermediate Quechua	Muyolema	I	4	1	0		
YUCATEC MAYA								
^376	First Semester Yucatec Maya	Hurley	I	4	5	0	X	X
^377	Second Semester Yucatec Maya	Hurley	II	4	4	0	X	X
SPANISH								
101	First Year Spanish	Staff	I, II, S	4	206	12	X	X
102	First Year Spanish	Staff	I, II, S	4	585	9	X	X
203	Third Semester Spanish	Staff	I, II, S	4	1243	13	X	X
204	Fourth Semester Spanish	Staff	I, II, S	4	845	5	X	X
223	Introduction to Hispanic Cultures	Madureira, Staff	I, II, S	3	438	1	X	X

*Indicates that a course is new or has been significantly altered
^Courses offered with Title VI funds in 2012-13

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	Grad	13-14	14-15
224	Introduction-Hispanic Literatures	Pellegrini, Staff	I, II	3	698	1	X	X
311	Advanced Language Practice	Hildner, Staff	I, II, S	3	15	2	X	X
319	Topics in Spanish Language Practice: Journalism	Mercado, Egon, Pujol	I, II, S	3	96	2	X	X
319	Topics in Spanish Language Practice: Practice Through Translation	Egon, Mercado	II	3	0	0	X	X
319	Topics in Spanish Language Practice: Science and Engineering	Perez Hernandez, Oscar Armando	I	3	0	0	X	X
319	Topics in Spanish Language Practice: Medical Spanish	Gemrich, Perez Hernandez	I	3	0	0	X	X
320	Spanish Phonetics	Perez Hernandez, Armstrong, Sessarego, Tejedo-Herrero	I, II, S	3	344	1	X	X
322	Survey of Early Hispanic Literature	Ancos Garcia, Corfis	I, II, S	3	100	0	X	X
323	Advanced Language Practice-Expository Writing	Hildner, Staff	I, II, S	3	94	4	X	X
325	Advanced Conversation	Egon, , Gemrich, Harrington, Kaaikola, Rodriguez-Guridi	I, II, S	3	261	3	X	X
326	Survey of Spanish American Literature	Bilbija, De Ferrari, Hernandez, Pellegrini	I, II, S	3	175	1	X	X

*Indicates that a course is new or has been significantly altered
^Courses offered with Title VI funds in 2012-13

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	Grad	13-14	14-15
327	Introduction to Spanish Linguistics	Armstrong, Stafford, Tejedo-Herrero, Frantzen	I, II	3	178	1	X	
329	Spanish for Business *Crosslisted w. International Business.*	Staff	I, II, S	3	27	0		X
359	Spanish Business Area Study	Staff	II, S	3	24	0		X
460	Literatura Hispanoamericana: New Trends: Spanish American Narrative	De Ferrari, Medina	I, II	3	72	1	X	X
460	Literatura Hispanoamericana: Short Novels of Roberto Bola	De Ferrari	I	3	12	0		
460	Literatura Hispanoamericana: The Puerto Rican Imagination	Medina	I	3	22	1	X	X
461	Spanish American Short Story	Bilbija	II	3	5	0	X	X
462	Spanish American Theater & Drama	Hernandez	I	3	2	0	X	
463	The Spanish American Novel	Staff	II	3	2	0		
464	Spanish American Poetry & Essay	Pellegrini, Staff	I, II, S	3	13	0	X	X
465	Literature & Film in Spanish America	Staff	I, II, S	1	10	0	X	
468	Topic in Hispanic Culture: Documenting Spanish America	Comparone, Zamora, DeFerrari, Close	I	3	38	0	X	X
468	Topic: Media History in Latin Am	Goldgel-Carballo, Medina	II	3	0	0	X	X

*Indicates that a course is new or has been significantly altered
^Courses offered with Title VI funds in 2012-13

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
468	Topic: Memory and Politics: Latin American Globalization	De Ferrari, Hernandez, Medina, DeFerrari	I	3	0	0	X	X
468	Topic: Poetic Fictions in Latin American Literature	Hernandez, Medina, Alcala Galan	I, II	3	0	21	X	X
468	Topic: Race & Gender, Colonial Latin America	Cerezo Paredes, Zamora	II	3	41	0	X	X
468	Youth Rebellion: Latin American Rock	De Ferrari, Hernandez, Medina	I, II	3	22	0	X	X
545	College Teaching of Spanish	Stafford, Hildner, Hutchinson	I	3	0	26	X	X
548	Structure of Spanish Language	Stafford	I	3	0	10	X	
701	Textual Criticism: Debates and Heterodoxies	Beilin	II	3	0	5	X	
715	Topics-Hispanic Cult Studies: Canon y Canonizacion	Zamora	II	3	0	5	X	X
468	Topics-Hispanic Cult Studies : Theories of the Modern: Latin America	Goldgel-Carballo	I	3	0	12	X	
801	Seminar- Spanish American Literature: Voices of Violence	Bilbija	II	3	0	0	X	X
802	Spanish American Literature : Contemporary Narrative	Pellegrini	I	3	0	0	X	
802	Spanish American Literature: Poesia chilena Post-Pinochet	Armstrong, Sessarego	I, II	3	0	0		X
AFRICAN LANGUAGES &								
413	Contemporary African & Caribbean Drama *50% Caribbean focus. Crosslisted w. Afro-American Studies.*	Olaniyan	II	4	0	0	X	X

*Indicates that a course is new or has been significantly altered
^Courses offered with Title VI funds in 2012-13

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
AGRICULTURAL AND APPLIED								
350	World Hunger & Malnutrition	Lecturers	II	3	130	1		X
	An overview of the causes of hunger and poverty in developing nations. Over 25% Latin American content. Crosslisted w. Agronomy and Nutritional Sciences.							
373	Globalization, Poverty & Development	Barham	I, II, S	3	140	2	X	
	Addresses the process of globalization-trade, international capital flows, labor migration and remittances, and aid from the perspective of developing economies and the development process. 25% Latin American content. Crosslisted w. International Studies.							
374	Growth and Development in Global Economies	Foltz	I	3	22	0	X	X
	This course explores the roles of markets, states, and civil institutions, using economic theory, computer simulations, and historical experience to better understand the forces that shape the wealth and well-being of nations and people around the world. 30% content regarding Latin America. Crosslisted w. International Studies.							
462	Latin American Economic Development Problems	Barham	II	3	0	0	X	X
	100% Latin American Content. Crosslisted w. Economics and International Business.							
474	Economic Problems-Developing Areas	Alix-Garcia, Schecter	I, II	3	19	0	X	X
	Examines problems and principles of economic development in Latin America, Asia, and Africa. Includes 25% Latin American content.							
AGRONOMY								
203	Introduction to Global Health	Lecturers	I, II	3	50	0	X	X
	Introduces students to global health concepts through multidisciplinary speakers dedicated to improving health through their unique training. It targets students with an interest in public health and those who wish to learn how their field impacts their global issues. 30 % Latin American content. Crosslisted w. Entomology and Nutritional Science.							
375	Agriculture in Emerging Economies: Dairy in Mexico	Hueth, Rutherford, Wattiaux	II	1	20	3		X
	Includes trip to Mexico during Winter break. Crosslisted w. Animal Sciences and Applied Agricultural Economics.							
377	Cropping Systems-Tropics	Saunders, Bulane	II	3	21	3	X	X

*Indicates that a course is new or has been significantly altered
^Courses offered with Title VI funds in 2012-13

Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	Grad	13-14	14-15
	Crops and cropping systems of the tropics. The environmental requirements of the major crops, their botany, and how they fit into local farming systems will be emphasized. For students with broad interests in tropical agriculture and food production.							
AMERICAN INDIAN STUDIES								
314	Indians of North America	Neller	I, II	3	64	0	X	
	Description and analysis of native cultures, and the role of environmental and historical factors in North America. Includes Indians of Northern Mexico. 35% Latin American content. Crosslisted w. Anthropology.							
ANIMAL SCIENCES								
370	Livestock Production & Health in Agricultural Development	Reed	I	3	16	0	X	
	Physical, biological and social nature of animal agriculture systems and their improvement in developing countries; analysis of the state of livestock research and development in the developing countries and the world role of U.S. animal agriculture. 30% Latin American content.							
375	Topics: Dairy in Mexico	Hueth, Rutherford, Wattiaux	II	1	20	3	X	X
	Includes trip to Mexico during Winter break. Crosslisted w. Animal Sciences and Applied Agricultural Economics.							
ANTHROPOLOGY								
102	Archaeology & Prehistoric World	Staff	I, II	3	232	0	X	X
	Introduction to prehistoric world from origins of human culture to the beginnings of written							
104	Cultural Anthropology & Human Diversity	Bowie, Wendland, Zhou	I II, S	3	1455	3	X	X
	Introduction to Anthropology for non-majors. Includes 25% Latin American content with a focus on Andean and other Latin American peoples as examples.							
112	Principles of Archaeology	Clayton, Lindstrom, Carter	I, II	3	213	0	X	X
	Introduction to basic methods, techniques, and principles of modern anthropological archaeology. 40% of course content focuses on Latin America and the Caribbean.							
300	Cultural Anthropology: Theory & Ethnography	Salomon, Neller	I, II	3	42	2	X	X

*Indicates that a course is new or has been significantly altered
^Courses offered with Title VI funds in 2012-13

Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	Grad	13-14	14-15
	Introduction to major theoretical, ethnographic, and ethical perspectives in cultural anthropology. Includes some focus on Latin America. Students can write a paper for 25% Latin American content.							
322	The Origins of Civilization	Clayton	II	3	58	3	X	X
	Global archaeological survey of the origins of pristine civilizations beginning with the development of food production and ending with the emergence of the world's first civilizations. Focus of attention: Near East, Egypt, the Indus Valley, North China, Mesoamerica, and Peru. 25% Latin American content.							
925	Seminar: Socio-Economic Change in Underdeveloped Areas	Seidman	II	3	0	0	X	X
	50% of course content relates to Latin America. Crosslisted w. Community and Environmental Sociology, and Economics							
BOTANY								
651	Conservation Biology	Lecturers	II	3	17	3	X	X
	The application of ecological and genetic principles to biological diversity. Includes 40% focus on Latin America and 60% focus on the Caribbean. Crosslisted w. Environmental Studies, Forest & Wildlife Ecology, and Zoology.							
CHICANA/O & LATINA/O STUDIES								
230	Topics: Chicana/o & Latina/o Studies - US/Mexico Border	Arenas	I	3	0	0	X	
461	The American West to1850	Johnson	I	4	26	0	X	X
	North American frontiers through the period of the Mexican War. Major Indian cultures of North America including Northern Mexico; the frontiers and differing imperial systems of Spain, France, and England; and the westward movement of the United States through 1850. 35% Latin American content. Crosslisted w. History.							
462	American West Since 1850	Bilotte, Johnson	II	4	26	0	X	X
	The West as frontier and region since 1850. Indian-white and other interethnic relations; federal policies; the development of a resource-intensive economy, its environmental effects, and political conflicts accompanying it; and the ideology of the frontier in American culture. 25% Latin American content.							
657	Understanding Latino Immigration & Communication	Lecturers	II	3	1	0		

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Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	Grad	13-14	14-15
	Examines U.S. Latino families and communities, including social and economic conditions, cultural values, and issues of identity, race, gender, discrimination, acculturation and language. A service-learning course, students gain knowledge of and direct experience with social work issues in Latino communities as they resolve issues of identity and place. 25% Latin American content.							
COMMUNITY & ENVIRONMENTAL								
222	Food, Culture, and Society	Kloppenburg	I, II	3	21	0	X	X
	Examines social relations surrounding the production, distribution, preparation, and consumption of food in cultures. Course has over 25% Latin American content. Crosslisted w. Sociology.							
630	Sociology: Developing Societies/3rd World	Seidman	I, II	3	20	1	X	
	Review of problems and prospects of so-called "developing societies." Includes theory of economic/social development, political economic organizations of "developing" societies, history of colonialism/imperialism, attempts to industrialize and results of those attempts. 30% Latin American content. Crosslisted w. Sociology.							
DANCE								
218	African Dance Performance	Walker	I	2	0	4	X	
	Technique, practice and performance of complex African and African-based dances in relation to polyrhythmic musical and percussive accompaniment. Study of historical and cultural contexts of these forms. Development of improvisational skills in dialogue with musicians.50% Latin American content.							
ECONOMICS								
364	Survey-International Economics	Muniagurria	I, II	3	46	1	X	X
	Contemporary theory of international trade and finance applied to current economic events. 30% Latin American content.							
467	International Industrial Organizations	Muniagurria	I	3	77	0	X	X
	Study of competition among firms in an international environment (theoretical analysis and policy applications). Topics include: strategic trade, trade agreements and intellectual property rights issues, R&D and technology transfers, multinational firms. 25% Latin American content.							
ENVIR ST - GAYLORD NELSON								
244	Environment & the Global Economy	Phaneuf	II	3	0	0		X

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Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	Grad	13-14	14-15
	Introduces students to global health concepts through multidisciplinary speakers dedicated to improving health through their unique training. It targets students with an interest in public health and those who wish to learn how their field impacts their global issues. 30% Latin American content. Crosslisted w. Agronomy and Nutritional Science.							
339	Environmental Conservation	Lecturers	I, II	4	237	2	X	X
	Ecological and cultural background of conservation throughout the world. Includes 25% Latin American content. Crosslisted w. Geography.							
344	Environment & the Global Economy	Phaneuf	II	3	33	0	X	X
	Environmental implications of trade, climate change, and pollution. Over 25% of course deals with Latin American issues. Crosslisted w. Agroecology; & Applied Economics.							
GENDER AND WOMEN'S STUDIES								
102	Gender, Women & Society in Global Perspective	Ewig, Kim, Mason	I, II	3	217	0	X	X
	Global, interdisciplinary, social science-oriented analysis of gender, race, class and sexuality in relationship to social institutions and movements for social change. Focus on gender and women in institutions such as education, the economy, the family, law, media, medicine, and politics. 30% Latin American content.							
325	Global Feminisms	Tripp	I, II	3	34	1	X	X
	Explores feminism and gender across cultural contexts with emphasis on the Global South. Includes theories for the study of women and gender in foreign contexts, comparison of gender relations and feminisms across countries, and analysis of national and transnational feminist organizing. 35% Latin American content.							
424	Women's International Human Rights	Kim	I	3	43	2	X	X
	An examination of the contemporary development of international human rights and women's rights, and the fundamental contradiction between them. Analyzes core themes and issues of women's international human rights. 30% Latin American content.							
643	Women & Politics in Global Context	Tripp	II	3	0	0		X
	Examines in a global comparative context what has facilitated and held back women's political representation and the implications of women's exclusions from public life. It examines the consequences of unequal political representation. Crosslisted w. Political Science. 30% Latin American content.							

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Crs Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	Grad	13-14	14-15
644	International Development & Gender	Lastarria Cornhiel	II	3	5	2		X
	Review of gender-within-development theory and practice, examines specific gender issues including social status and roles, productive and reproductive work, access to resources, identity and citizenship, empowerment, and intersection of race, class, and ethnicity with gender. 25% Latin American content. Crosslisted w. Urban & Regional Planning.							
GEOGRAPHY								
*340	World Regions in Global Context	Olds	I, II, S	3	1173	5	X	X
	Survey of development and change within each of the world's regions (e.g., Africa, Southeast Asia, Latin America). Attention devoted to environment and society; history, economy, and demographic change; culture and politics; future challenges; key actors. Online course. 30% Latin American content.							
434	People, Wildlife & Landscapes	Naughton	I, II, S	3	2	0	X	X
	Explores how humans shape wild animal populations by modifying physical environments and by hunting, domesticating, and introducing species. Includes 25% Latin American content, covering Central and South America.							
HISTORY								
241	Latin America: 1780 to 1940	Mallon	I, II	4	3	0		X
242	Modern Latin America, 1898 to Present	Feinstein, Mallon	I	4	75	0	X	X
347	The Caribbean & its Diasporas	Scarano	II	3	32	0	X	X
422	Latino History and Politics	Lecturers	II	3	8	0		X
	Students will examine the historical, social, political, economic, and cultural experiences and conditions of Latinos, the second largest US racial/ethnic minority group. Course focus is on people who trace their origins to Mexico, the Caribbean, and countries of Latin America. Crosslisted w. Political Science.							
435	Colony, Nation & Minority: The Puerto Ricans' World	Scarano	I	3	38	0	X	X
	Crosslisted w. Chicana/o and Latina/o Studies.							
555	History of Brazil	Sweet	II	4	3	0		

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829	Research Seminar-Latin American History	Scarano, Stern	II	3	0	11		X
HORTICULTURE								
370	World Vegetable Crops	Lecturers	I	3	45	2	X	X
	40% of the course focuses on vegetables in Latin America, as well as the history, sociology and culture that lead to the domestication and utilization of these crops.							
374	Tropical Horticulture	Nienhuis, Vargas	II	2	18	0	X	X
	100% Latin American content.							
INTEGRATED LIBERAL STUDIES								
209	Intro to Global Cultures	Elder	I	3	232	0	X	X
	Includes 25% focus on Latin America.							
INTERNATIONAL BUSINESS								
320	Intercultural Communication in Business	Lindquist, Ward	I, II	3	45	2	X	X
	Focuses on various attitudes toward work, time, material possessions, business, and the relationship of these attitudes to different social, religious, philosophical, and educational backgrounds of business people from cultures around the world. 25% Latin American content.							
420	Global Marketing Strategy	Tuli	I, II	3	105	3	X	X
	Structure of foreign trading; commercial facilities available to exporters and importers; application of economic analysis in marketing decisions; contemporary trends in international economy affecting foreign trade policies and practices. 25% Latin American content. Crosslisted w. Marketing.							
615	Business in Emerging Markets	Lecturers	II	3	3	0	X	X
	Explores standard business practices in the context of the political and economic conditions in emerging national economies. Technical support provided by area studies faculty with an emphasis on concrete business plan construction by student teams. 30% Latin American content, Crosslisted w. International Studies.							
INTERNATIONAL STUDIES								
101	Introduction to International Studies	Limburg, Straus	I, II	3	460	0	X	X
	Familiarizes students with the field of international studies, and performs an interdisciplinary examination of the cultural, political, economic, and social patterns that have defined the modern world. 25% Latin American content.							

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603	Topics: Culture-Age of Globalization: Soccer *40% Latin American content.*	Smith	II	3	0	0	X	
603	Topics: Culture-Age of Globalization: Current Issues in Latin America	Vargas-Prieto	II	3	15	0		X
JOURNALISM AND MASS COMM								
621	Mass Communications in Developing Nations *Development, structure, and role of mass communication systems in Africa, Asia, and Latin America. 30% Latin American content.*	Fair	II	4	0	0	X	X
LATIN AMER, CARIB & IBERIAN								
^260	Latin America-Introduction *Interdisciplinary course crosslisted w. Anthropology, Community & Environmental Sociology, Geography, History, LACIS, Political Science, Portuguese,, Sociology, Spanish .*	Sanchez	II	4	124	0		X
440	Topics: El Salvador, Land & People	Barrett	I	2	19	1	X	
440	Topics: Tropical Horticulture *100 % Latin American content. Includes a trip to Costa Rica during spring break. Crosslisted w. Horticulture.*	Neinhuis, Vargas	II	2	17	0	X	X
440	US & Latin America Colonial Era to the Present	Barrett	I	3	9	1	X	X
	US/Latin America- A Critical Survey	Barrett	I	3-4	10	0		X
982	Seminar-Latin American Area: Legacies of War in Latin America *Crosslisted w. Agricultural and Applied Economics, Anthropology, Community & Environmental Sociology, Geography, History, Interdepartmental Studies, Political Science, Portuguese, Sociology, and Spanish .*	Stern	I	3	0	19		
982	Seminar-Latin American Area: Evil & the Caribbean Novel *Crosslisted w. Agricultural and Applied Economics, Anthropology, Community & Environmental Sociology, Geography, History, Interdepartmental Studies, Political Science, Portuguese, Sociology, and Spanish .*	De Ferrari	II	3	0	13		X

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LAW								
827	International Law	Huneeus	II	3	0	45	X	X
	Problems in private and governmental practice affected by international relations; the law applicable to questions of recognition and non-recognition of governments and nations; interpretation of treaties; jurisdiction of nations; effect of peace and war; formation, operation and function of various international agreements, and matters of international claims. 25% Latin American content.							
871	International Trade Law	Lecturer	II	3	0	0	X	
	Legal institutions affecting international transactions with a focus on U.S. laws and the principal treaties involved. Topics include the international impact of U.S. securities, antitrust and intellectual property laws, various trade laws of the U.S. and other countries, and the effects of treaties. 25% focus is on Latin America and Caribbean.							
LITERATURE IN TRANSLATION								
226	Introduction to Luso-Afro-Brazilian Literature	Madureira, Sanchez	I	3	32	0	X	X
MUSIC								
270	Ensemble-Guitar	Calderon	I, II	1	8	0	X	X
	Over 40% concentration on Brazilian and other South American composers.							
572	Advanced Ensemble-Classical Guitar	Calderon	I, II	1	0	0	X	X
	Concentration on Brazilian and other South American composers. Over40% of content is Latin American.							
POLITICAL SCIENCE								
106	Introduction to Comparative Politics	Herrera, Ringe	I, II	4	192	0	X	X
	Political institutions of major foreign nations, stressing comparison of basic principles and techniques with those of the United States. 30% Latin American content.							
316	Principles of International Law	Kinsella	I	3	141	0	X	
	An introductory course designed to introduce students to the complexities of international laws. 30% Latin American content.							
317	The Politics of Human Rights	Staff	I	4	2	0	3	X
	Examines the origins and development of human rights in international politics. The course discusses what human rights are, international human rights movements, the international search for justice after mass crimes, and international humanitarian intervention. 30% Latin American content.							

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371	International Political Economy	Copelovitch	II, S	4	93	0	X	X
	Analyzes the interaction of politics and economics in the international arena, both historically and in the contemporary era of globalization. Focuses on international trade, monetary, and financial relations in both developed and developing economies. 30% Latin American content.							
464	Mexican-American Politics	Marquez	I	3	15	1	X	X
	Crosslisted w. Chicana/o and Latina/o Studies.							
505	Challenge of Democratization	Ewig	II	3	2	0	X	X
	Focus on political philosophy and comparative institutions, cultures, economic systems and behavior, with 25% of the content relating to Latin America.							
630	Latin American Politics	Lupu	I	3	1	0	X	X
POPULATION HEALTH SCIENCES								
645	Global Health Field Course - Ecuador	Hill	II, S	3-6	3	11	X	X
	A faculty-led field experience that exposes students to global health work through discussion, observational activities and participation in applied public health activities. Students will gain knowledge about health and disease, learn and practice cross-cultural skills, and explore interdisciplinary approaches to health. 65% Latin American content.							
SOCIAL WORK								
657	Understandng Latino Im & Comm	Multiple	II	3	1	0	X	X
SOCIOLOGY								
222	Food, Culture, and Society	Kloppenburg	I, II	3	3	0	X	X
630	Soc:Devlp Societies/3rd Wld	Seidman	I, II	3	37	0	X	X
URBAN AND REGIONAL								
420	Urban & Regional Economics	Luque	I	3	0	6	X	X
		Malpezz, Lastarria Cornhiel	II	3	3	6		
644	Internatnl Developmnt & Gender	Lastarria Cornhiel	II	3	5	2		
		Staff	I	3	0	0	X	X

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LANGUAGE AND LITERATURE	Cross-listed courses noted in description							
PORTUGUESE								
103	First-Semester Portuguese	Lecturer	I	4	24	0	X	X
104	Second-Semester Portuguese	Staff	II	4	14	0	X	X
110	Accelerated Portuguese	Vasconcelos	II	3	12	0	X	X
203	Third-Semester Portuguese	Staff	I	3	16	0	X	X
204	Fourth-Semester Portuguese	Lecturer	II	3	10	1	X	X
215	Portuguese Weekend Immersion Experience	Lecturer	I	1				X
225	Understanding Brazil: Race, Class and Gender	Lecturer	II	3	12	0	X	
225	Understanding Brazil: Immigration and National Identity - Brazilian Melting Pot	Lecturer	II	3			X	
299	Ad Hoc: Portuguese Weekend Immersion	Lecturer	I	1	9	0		
310	Composition and Conversation	Vasconcelos	I	3	9	0	X	
*313	Advanced Speaking and Listening	Vasconcelos	I	3				X
360	Brazilian Culture: Music of Brazil and Portuguese Speaking Countries	Vasconcelos	II	3	29	0	X	X
446	The Portuguese Speaking World: Socio-Linguistic Perspectives	Rei-Doval	I	3				X

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457	Seminar in Brazilian Literature	Vasconcelos	II	3			X	X
699	Independent Reading: Luso-Brazilian Short Stories	Vasconcelos	II	3	1	0	X	X
SPANISH								
103	First-Semester Spanish	Staff, Suárez	I, II, S	4	594	4	X	X
104	Second-Semester Spanish	Staff	I, II, S	4	416	2	X	X
203	Third-Semester Spanish	Staff, Méndez-Santalla	I, II, S	3	303	0	X	X
204	Fourth-Semester Spanish	Staff, Ferreira	I, II, S	3	289	0	X	X
308	Advanced Writing and Reading	Suárez-Felipe, Staff	I, II	3	224	0	X	X
315	Spanish Immersion Experience	Suárez-Felipe	I, II	1	25	2	X	X
318	Advanced Speaking and Listening	Méndez-Santalla, Staff	I, II	3	171	2	X	X
319	Advanced Speaking and Listening for Heritage Speakers	Suárez-Felipe, staff	I, II	3	36	0	X	X
332	Business and Legal Spanish I	Méndez-Santalla	I	3	18	0	X	X
333	Advanced Spanish Grammar	Lecturer	I	3				X
338	Spanish for Health Professionals I	Sotomayor	I	3				X
341	Introduction to Hispanic Linguistics	Rei-Doval, staff	I, II	3	96	3	X	X

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348	Introduction to Translation: English to Spanish	Zeise	I	3	16	0	X	X
350	Introduction to Literary Analysis	Melgarejo-Acosta, Oxford, Suárez-Felipe	I, II	3	80	0	X	X
391	Social and Historical Issues in the Hispanic World:	Bird-Soto	I	3				X
441	History and Dialects of the Spanish Language	Rei-Doval	II	3	9	0	X	
442	Business and Legal Spanish II	Méndez-Santalla	II	3	11	0	X	
461	Topics in Hispanic Culture	Lecturer	I	3				X
470	Survey of Hispanic Literature and Civilization	McCaw	II	3	18	0		X
472	Survey of Spanish-American Literature and Civilization	Ferreira, Bird-Soto	I, II	3	34	0	X	X
507	Seminar on Spanish-American Literature:							
	The Latin American Novel	Ferreira	I	3	7	0	X	X
*	The Latin American Essay	Bird-Soto	II	3	13	0	X	X
545	Seminar in Hispanic	Rei-Doval	I	3	1	0		X
575	History of Hispanic-American Poetry	Melgarejo-Acosta	II	3	8	0		
595	Spanish for Reading Knowledge	Bird-Soto	S	3	8	0		
700	Practicum in Spanish Language Teaching Methods	Libby	I	1	1	9	X	X

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701	Historical Linguistics	Rei-Doval	II	3	0	14	X	X
702	Seminar in Hispanic	Libby	I	3				X
703	Seminar on Language and Society: Sociolinguistics of the Spanish-Speaking World	Rei-Doval	I	3	0	9		
769	Seminar in 20th Century Literature of Spain and/or Spanish America and Related Topics:							
*	The Latin American Short Story and Nouvelle	Ferreira	I	3				X
781	Seminar in Hispanic The Latin American Short Story	Ferreira	I	3	0	16	X	X

AREA STUDIES

Cross-listed courses noted in description

AFRICOLOGY

205	The Poetry of African, African-American and Caribbean Writers	Jones	I	3	28	0	X	X

A survey of ideas, themes, values, beliefs, and attitudes in the poetry of African, African-American and Caribbean writers; 33% of examples taken from the Caribbean.

352	Extended Families in Black Societies	Aborampah	II	3	15	0	X	X

A critical cross-national/cross-cultural analysis of the structures and functions of black extended families in the Americas and Africa; 33% of examples taken from the Caribbean and Latin America.

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451	Rites of Passage in Black Societies	Fields, Kirk	I	3	20	1	X	X
	Foundations of the use of rites of passage in different societies throughout Africa and the African diaspora; 25% of examples taken from Latin America and the Caribbean.							
*818	Race Matters: Government and Politics in Latin America and the Caribbean	Bargainer	II	3	0	8	X	X
ANTHROPOLOGY								
104	Lifeways in Different Cultures: A Survey of World Societies	Schulenburg, Samuelson, Hamlin	I, II, W	3	512	0	X	X
	Variety and diversity of human cultural adaptations. Specific peoples and cultures are discussed with respect to their similarities and uniquenesses; 25% of case studies taken from Latin America.							
*156	Food and Culture	Applbaum	I, II	3	57	0	X	X
	Social and cultural implications of food; nutritional and dietetic concerns of secondary interest; 25% of case studies taken from Latin America and the Caribbean.							
*225	The Aztec Empire	Sherman	II	3	17	0	X	X
307	World Archaeology: Foundations of Civilization	Arnold	II	3	40	1	X	X
	Cultural developments in selected areas of Old and New Worlds; emphasis on origins of plant and animal domestication, sedentary life, and transition to urban civilization; 25% of examples taken from Latin America.							
309	Archaeology of Central and South America	Hudson	II	3			X	X
311	The World of the Ancient Maya	Villamil	I	3	32	1	X	X
355	Globalization, Culture, and Environment	Heatherington	I	3	36	0	X	X

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
	Anthropological approaches to examining the concept of environmental justice as a crucial component of global security; 25% of case studies taken from Latin America and the Caribbean.							
420	Power and Ideology in Archaeology	Sherman	I	3	8	5		X
	Nature of and relationship between power and ideology in past societies; theoretical perspectives and methods used by archaeologists to study power and ideology; 25% of case studies taken from Latin America.							
421	Cities in the Ancient World	Villamil	I	3	4	7	X	X
	Cross-cultural comparison of the world's first cities; the emergence of cities and their role in the development of ancient civilizations; 25% case studies taken from Latin America.							
447	The Global Politics of Human Rights	Bornstein	I	3	7	1		X
	Historical and theoretical context of human rights discourse; anthropology of human rights; case studies of efforts to protect human rights in particular social setting; 25% of the settings taken from Latin America.							
^497	Study Abroad: Peru Past and Present: Archaeological Perspectives	Hudson	S	6	12	0		X
525	Zooarchaeology: Analysis of Faunal Remains	Hudson	II	3	20	4		X
	Theory and method, including practical labs, in the analysis of animal remains from archaeological contexts; 25% of examples taken from Peru.							
543	Cross-Cultural Study of Religion	Applbaum	I	3	21	4	X	X
	Various approaches to the study of religion; religions of selected non-Western societies including Brazil and the Caribbean; 25%							
641 *	Seminar in Anthropology: Villages and Households	Hudson	II	3	4	2	X	X
	Emphasis on comparative approach to archaeological expressions of village life from multiple world regions; 40% of case studies, readings or theoretical approaches from Latin America.							

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802	Perspectives on Prehistory	Jeske	II	3	0	24	X	X
	Surveys current theoretical and methodological concepts in archaeology, and their application to specific research problems. Readings include studies from both the old and new worlds; 25% of readings cover Latin America.							
ARCHITECTURE								
*497	Study Abroad: Understanding Latin American Urbanism in Havana	Martin	W	3	2	0	X	X
	Cross-listed with Urban Studies and Urban Planning							
ART HISTORY								
104	African, New World, and Oceanic Art and Architecture	Stone, King	II, S	3	69	0	X	X
	Major art forms in oceanic, pre-Columbian, American Indian, and African art - their functions and meanings; 25% examples taken from Latin America.							
251	Introduction to Art and Architecture of Latin America	Negri	II	3	12	0		X
*270	Pre-Columbian Art, Myth, and Legacy	Stone	I	3	25	0		
*474	Maya Art	Stone	I	3	11	2		
^497	Study Abroad: Mexico: Air Pollution and Ancient Cultures	Kahl	W	3	2	0	X	X
	Cross listed with Atmospheric Science and Natural Science							
ATMOSPHERIC SCIENCES								
^297	Study Abroad: Mexico: Air Pollution and Ancient Cultures	Kahl	W	3	2	0	X	X
	Cross listed with Art History and Natural Science							
*470	Tropical Meteorology	Evans	II	3			X	
	Dynamics and energetics of tropical circulations. Origins and evolution of equatorial disturbances and easterly waves. Structure and dynamics of tropical cyclones. Hurricane modeling and prediction; 25% of examples taken from the Caribbean and Central America.							

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BIOLOGICAL SCIENCES								
475	Tropical Biology: Tropical Ecology in Panama (Spring Break mandatory component in Panama)	Schnitzer	II	3	10	1	X	X
BUSINESS								
456	International Financial Management	Kim, Lecturer	I, II, S	3	293	0	X	X
	Introduction to international financial markets, exchange rate determination theory, concepts/ measurement of foreign risk exposure, financial instruments to hedge exchange risk, and financing multinational enterprises; 25% of examples taken from Latin America.							
465	International Marketing	Bhatnagar, Lecturer	I, W, II, S	3	476	0	X	X
	Focus is on the environment and on the modifications of marketing thinking and practices, occasioned by differences in economic, social and cultural settings of countries; 25% of examples taken from Latin America.							
496	International Business	Li, Shaffer, Lecturer	I, W, II, S	3	394	1	X	X
	The study of major factors specific to the conduct of business in international markets; focuses on the integration of marketing, finance, production, and other management functions into the world business, cultural, social, and political environments; 25% of examples taken from Latin America.							
535	Global Information Technology Management	Zahedi, Lecturer	I, II, S	3	88	0	X	X
	Management issues surrounding the effective deployment of information systems in different regions of the world; 25% of examples taken from Latin America.							
541	Cross-Cultural Management	Li, Shaffer	I, II	3	69	0	X	X
	Business cultures around the world; the impact of cultural differences in international management and negotiations; 25% of examples taken from Latin America.							
551	International Investments	Lecturer	II	3	37	0	X	X

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
	Introduce institutional arrangements, instruments, and innovations in global investments. Emphasize foreign currency return-risk analysis, risk management, and performance evaluation on international investment portfolios; 25% of examples taken from Latin America.							
*722	Global Information Technology Management *Management issues surrounding the effective deployment of IT and in different regions of the world; 25% of examples taken from Latin America.*	Lecturer	S	3	0	8		X
774	Global Financial Management *Analysis of financial problems corporations face when operating in an international environment with emphasis on management of foreign exchange risk; 25% of examples taken from Latin America.*	Bacalao	I	3	0	28		X
*795	Global Innovation Management *Intensive and critical examination of a specific management problem area or a related research question regarding innovation on a global scale; 25% of examples taken from Latin America.*	Nambisan	I	3			X	
*800	Managing Global Organizations *Theories, information, and research pertaining to management of international business including selected aspects of foreign investment decision, strategy development, organization and control of multinational operations; 25% of examples taken from Latin America.*	Shaffer	I	3	0	11		X
806	International Marketing *Examines international market development including determining objectives, evaluating market opportunities, entry strategies, and marketing mix in the international environment; 25% of examples taken from Latin America.*	*Prasad*	II	3	0	13	X	X
*809	International Business Strategy *Examines the strategic planning and action of international firms from the perspective of corporate headquarters; 25% of examples taken from Latin America.*	Lecturer	II	3	0	5	X	X

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
834	International Taxation	Lecturer	I	3	0	10	X	X
	U.S. taxation of income derived by corporations, flow-through entities, and individuals from both outbound and inbound business and investment activity; 25% of examples taken from Latin America.							
851	Global Investments	Lecturer	II	3			X	
	Introduce market structure, institutions, regulations, instruments, and innovations in global investments. Focus on management of foreign currency risk and performance of global investment portfolios; 25% of examples taken from Latin America.							
*996	Doctoral Seminar in Organizations: International Management	Shaffer	I	3			X	
	Advanced topics in organizations with focus on international management; 25% of examples taken from Latin America.							
COMMUNICATION								
350	Intercultural Communication	England, Omori, Kim	I, W, II, S	3	198	0	X	X
	Overview of intercultural communication, including communication issues for interracial and interethnic communication; 25% of examples taken from Latin America/Caribbean.							
450	Advanced Intercultural Communication	Dilbeck, England, Lim	I, W, II, S	3	184	0	X	X
	Advanced study of intercultural communication theories, research methods, and communication issues in cross-cultural, international interactions; 25% of examples taken from Latin America/Caribbean.							
675	Communication in International Mediation and Peacebuilding	Ricigliano	II	3	21	5	X	X
	The various forms of international mediatory activity employed to bring sustainable peace to areas gripped by ethnic and social conflict; 25%, taught by a Latin Americanist.							
850	Seminar in Intercultural Communication	Braman	I	3	0	9		X

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
	Examination of advanced theory and research in intercultural and international communication; methods and problems of intercultural communication research; 25% of examples taken from Latin America.							
COMPARATIVE LITERATURE								
*232	Literature and Politics: Women	Pitt	I	3			X	
*461	Film-Fiction Interaction: Global Food Narratives	Momcilovic	I	3	20	0		X
	Growth and development of film in conjunction with literary devices (narrative, setting, etc.), novels, plays, biographies, and poetry. Mutual influences of literary and cinematic arts with food as the theme; 25% of film-narrative examples taken from Latin America.							
*704	Seminar in Cutural Studies: Border Narratives, Narrative Borders	Pitt	II	3			X	X
CURRICULUM AND INSTRUCTION								
503	Assessment Issues in	Castellon	S	3	9	0	X	X
	Approaches to assessment of first and second language learning including rationale, traditional and alternative strategies, interpretation of results for placement, instruction, and program evaluation; 33% of content applicable in Spanish language education							
^*550	Current Topics in C&I: Using Children's Literature to Explore Latin American/ Latino Cultural Heritage	Kline	S	3	9	6		X
655	Applied Educational Linguistics	Antrop-Gonzalez, Castellon	I, S	3	41	3	X	X
	Explanation of linguistic principles which can be applied to language-based activities in the classroom and which can be useful in solving language-learning problems; 33% of pre-service teachers and teachers are in Spanish language education; 33% of content applicable in Spanish language education.							
DANCE								
122	African Dance & Diaspora Technique I	Bronson, World-Heil	I, II, S	2-3	545	1	X	X

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
	Aesthetics, style elements, musical accompaniment and the role of dance as an expression of the overall socio-cultural experience in Africa and the African diaspora; 25% of content is from Brazil and the Caribbean.							
123	African Dance & Diaspora Technique II *A continuation of Dance 122.*	Bronson, World-Heil	I, II	2-3	27	0	X	X
222	African Dance & Diaspora Technique III *A continuation of Dance 123.*	Bronson, World-Heil	I, II	2	9	0	X	X
223	African Dance & Diaspora Technique IV *A continuation of Dance 222.*	Bronson, World-Heil	I, II	2	3	0	X	X
320	Rituals and Culture *Sources, dimensions, and elements of ritual; values being ritualized. Creating ritual components through storytelling, singing/chanting, movement/gestures, wearing/carrying special clothing/objects; 25% of examples taken from Latin America.*	Bronson	II	3	15	0	X	X
*322	African Dance & Diaspora Technique V *A continuation of Dance 223.*	Bronson, World-Heil	I, II	3	3	0	X	X
370	World Movement Traditions: Salsa/Merengue	World-Heil	I,II, S	3	60	0	X	X
*522	African Dance & Diaspora Technique VI *A continuation of Dance 322.*	Bronson, World-Heil	I, II	3			X	X
889	Dance in Africa and the Diaspora	Bronson	II	3			X	

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
	Studies characteristics of African dance on the continent and follows these elements through the migration of African slaves and their descendants throughout the Diaspora; 33% of content is from Latin America and the Caribbean.							
ECONOMICS								
351	Introduction to International Economic Relations	Arora, Bahmani	I, II	3	185	1	X	X
	Determinants and structure of international trade, commercial policy, foreign exchange markets, and balance of payments; 25% of examples taken from Latin America.							
353	Economic Development	Mohtadi, Lecturer	I, II, S	3	146	1	X	X
	Examination of determinants of growth, modernization, poverty, and inequality in developing countries of Africa, Asia, and Latin America; analysis of development strategies; 33%							
454	International Trade	Yukhov, Chakrabarti	I, II	3	22	2	X	X
	Examination of why countries trade; who wins, who loses; facts about world trade; political economy of trade; 25% of examples taken from Latin America.							
455	International Finance	Neumann	I, II	3	33	2	X	X
	Examination of international monetary system; spot and foreign exchange markets;							
774	Economic Development - Theory	Lazkano	I, II	3	0	12	X	X
	Theories relating to production, distribution, and capital formation in less-developed nations; 25% of examples taken from Latin America.							
775	Economic Development - Policy	Mohtadi	I, II	3	0	7	X	X
	Planning, case studies, and empirical analysis of less-developed nations; 25% of case studies taken from Latin America.							
871	The Pure Theory of International Trade	Chakrabarti	I	3			X	X
872	Money in the International Economy	Neumann	II	3	0	7	X	X

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
	Examines the theory and measurement of the balance of payments, appropriate policies for internal and external balance, the problems of making international payments and the issue of exchange rate flexibility; 25% of examples taken from Latin America.							

EDUCATIONAL

822	Global Educational Studies	Tapia	I	3			X	
	Study of worldwide growth in learning needs and how to meet them; inequalities between and within countries; and proposed reforms, innovations and technologies; 25% of case studies taken from Latin America.							

ENGLISH/FILM STUDIES

316	World Cinema:							
	* Latin American Cinema	Blasini	I	3			X	
	* Latina and Latin American Women Directors	Blasini	I	3				X
*465	Women Writers in a Global Context	Banerjee	II	3			X	
	One or more significant women writers with 25% of the author examples taken from Latin America.							

ETHNIC STUDIES

375	Global Violence, Disease and Death	Lecturer	I, II	3	39	0	X	X
	Development schemas, health policies, and the role of international organizations in global incidents of suffering, violence, and death; 25% of case studies taken from Latin America/Mexico.							

GEOGRAPHY

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
110	The World: Peoples and Regions	Sziarto, McCarthy	I, II, S	3	516	0	X	X
	Introduction to regional cultural geography through a study of representative and significant areas of the earth; 25% of examples taken from Latin America.							
309	Nationalities and Nations of the World	Sziarto	I	3	57	0	X	X
	Nationalities, nations and changing borders of countries, emigration and immigration, cultural diffusion, languages and folk and popular culture; 25% of examples taken from Latin America.							
*315	Globalization and Economic Development	Yoon	I	3				X
	Geographic perspectives on world economy: geographic organization of contemporary production and consumption around the world; historical development of capitalist economy; economic geography of globalization processes; 25% of examples taken from Latin America.							
*400	Geography of Population	Sziarto	II	3			X	
	Population processes and policies in different geographical contexts. Fertility, mortality, and migration; theories of population growth; urbanization and megacities; refugees; medical and health geographies; 25% of examples taken from Latin America.							
443	Cities of the World: Comparative Urban Geography	Kenny	II	3	34	2	X	X
	Geographic analysis of world urban systems with emphasis on the cultural traditions, form, function and socio-economic development of cities; 25% of examples taken from Latin America.							
462	Cultural Geography of Latin America		II	3			X	
					UG	Grad		
540	Globalization and the City	McCarthy	I	3	19	4	X	X

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
	Spatial aspects of globalization and their impact on the city. Topics include emergence of global cities, impacts on urban development, and global era urban strategies; 25% of examples taken from Latin America.							
742	Urban and Regional Dimensions of Global Economic Change	McCarthy	II	3	0	8		X
	Geographic perspectives on urban and regional change as 'developed' and 'less developed' parts of the world become more interconnected by wider international processes of change; 25% of examples taken from Latin America/Caribbean.							
GLOBAL STUDIES								
101	Intro to Global Studies I: Peoples and Politics	Beck, Song, Mirosa	I, II	3	251	0	X	X
	Fundamental aspects of globalization; how economic, political, and cultural globalism affects contemporary societies; 25% of examples taken from Latin America.							
201	Intro to Global Studies II: Economics and the Environment	Johnson	I, II	3	99	0	X	X
	Link between International trade and environmental change; conditions related to global economy; political impact of environmental change; human dimensions of international trade and environmental change; 25% of examples taken from Latin America.							
202	Intro to Global Studies III: Globalization and Technology	Martin	I, II	3	89	0	X	X
	Globalization and information technology: history of and current trends in global transfer of technology; contemporary issues in information technology; media convergences and divisions; 25% of examples taken from Latin America.							
311	Contexts for Global Management	Applbaum	I	3			X	

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
	How globalization can impact the success or failure of business decisions; how business decisions can impact globalization; management in a global context; 25% of examples takes from Latin America.							
351	Language, Media, and Social Practice in Global Communications *Explores the impact of global communications on languages and cultures; examines implications of globalization for technologically mediated forms of communication and related social practices; 25% of examples taken from Latin America.*	Song	I	3	22	0	X	X
*361	Environment and Sustainability *Different answers to "what is sustainability?" given by ecological and social thinkers; 25% of examples taken from Latin America.*	Mirosa	I	3				X
*362	System Failure: Globalization and Language Extinction *Role of globalization in the projected extinction of a large number of the world's languages within the next century; 25% of examples taken from Latin America.*	Perley	I	3				X
*447	The Global Politics of Human Rights *Historical and theoretical context of human rights discourse; anthropology of human rights; case studies of efforts to protect human rights in particular social settings; 25% of examples taken from Latin America.*	Bornstein	I	3				X
*448	Intellectual Property in the Global Information Economy *Responses to the shift from industrial to an information economy and the evolution of markets, audiences, users, producers, and workers; 25% of examples taken from Latin America.*	Braman	I	3			X	
*451	Security, Policy and	Lim	I	3	25	0	X	X

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
	Information equity and access in a globalized context, including issues of security, intercultural communication, and current uses of communication technologies; 25% of examples taken from Latin America.							
*471	Strategies for Realizing	Ricigliano,	I	3	21	0	X	X
	Present-day strategies of those working to create or effect greater security in a global context; 25% of examples taken from Latin America.							
541	Cross-Cultural Management	Li	I	3	12	0	X	X
	Business cultures around the world; the impact of cultural differences in international management and negotiations; 25% of examples taken from Latin America.							
HISTORY								
180	Latin American Society and Culture	Ruggiero	I	3	43	0	X	X
*290	Topics in Global History: Ethnicity & Media: US, Latin America and Caribbean	Lecturer	II	3	10	0		
372	Topics in Global History:							
*	Latino, Latin American and Caribbean Cities	Lecturer	I	3	39	0	X	X
	Revolution in the Americas, 1750 to the Present	McGuinness	II	3	37	1	X	X
*	History of Media: Latin American and US Latino Worlds	Lecturer	II	3			X	
	Health and Healing Early Modern Atlantic World	Paugh	II	3			X	X
	Selected issues in global history; 75% of readings and examples taken from the Caribbean and Latin America.							
393	History of Mexico	Lecturer	I	3	28	0	X	
400	Topics in Latin American and Caribbean History: Cuba, Past and Future	McGuinness	I	3	42	1		X

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Num	Course Title	Instructor	Terms Offered	Credits	2012-13 Enrollment UG	2012-13 Enrollment Grad	13-14	14-15
600	Seminar in History: Mapping	McGuinness	I	3				X
	In-depth investigation of a period or theme in history. Emphasis on designing and writing a research paper based on primary and secondary sources; 25% of readings taken from Latin America/Caribbean.							
*839	Approaches to Global History	Johnson	II	3	0	12		
	Seminar topic traces historical developments from a global or comparative perspective; 25% of readings taken from Latin America/Caribbean.							
840	Colloquium on Global History:							
*	Latin America: Past and Present	Ruggiero	I	3			X	
	Slavery & Gender in Early America & the Caribbean	Paugh	II	3			X	
	Seminar topic traces historical developments from a global or comparative perspective; 25% of readings taken from Latin America/Caribbean.							
940	Seminar on Global History:							
	Slavery & Gender in Early America & the Caribbean	Paugh	I	3				X
	Mass Media in World History	Evans	II	3	0	6		
	Seminar topic traces historical developments from a global or comparative perspective; 25% of readings taken from Latin America/Caribbean.							
INTERNATIONAL STUDIES								
^260	Introduction to International Careers	Datey	II	2	21	0	X	X
	Introduction to a wide variety of career options in area of international studies, partly through lectures with academics and professionals from relevant fields; includes Latin American area specialists, 25%.							
*550	Senior Seminar in International Studies: Youth and Revolution	Seymour-Jorn	II	3	23	0	X	X
	Interdisciplinary seminar with emphasis on functional/regional problems in world affairs; 25% of case studies taken from Latin America/Caribbean.							

LATIN AMERICAN AND CARIBBEA

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101	Introduction to Latin American and Caribbean Studies	Lecturer	I, II	3	18	0	X	X
*200	Special Topics in Latin American, Caribbean and US Latino Studies: Puerto Rican History and Migration *Various topics that integrate the experiences of U.S. Latino populations with their*	Lecturer	I	3	9	0		
LINGUISTICS								
420	Introduction to Second Language Acquision *Principles and methods of describing and comparing the structure of two or more languages with emphasis on the implications of this comparison for language learning; 25% of examples using Brazilian Portuguese*	Eckman	I	3	23	6		X
520	Advanced Second Language Acquisition *Readings, discussions, and analyses of current issues in second-language acquisition theory; 25% of examples using Brazilian Portuguese*	Eckman	I	3			X	
M.A. IN LANGUAGE, LITERATURE, AND								
348	Introduction to Translation: English to Spanish *Basic skills necessary for professional translation. Translation of texts from English into Spanish. Summarizing texts; sight translation; 25% of translation material is in Spanish with a Latin American focus.*	Lecturer	I	3	16	0		X
702	Introduction to Translation: English to Spanish *Graduate level skills necessary for professional translation. Translation of texts from English into Spanish. Summarizing texts; sight translation; 25% of translation material is in Spanish with a Latin American focus.*	Lecturer	II	3			X	
MUSIC								
310	Introduction to World Musics	Rodger	I	3	37	1	X	X

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	Study of musical style in relation to cultural patterns among non-european peoples; 25% of examples taken from Latin America.							
NURSING								
101	Cultural Diversity in Health Care	Lecturer	I, II, W	3	684	0	X	X
	Enable student to conceptualize cultural diversity as a basic component of American society with implications for sensitivity and respect in health promotion and human relations; 25% of discussion and readings relate to individuals of Latin American/Caribbean heritage.							
110	Introduction to Global Health	Dressel	I	3	38	0		X
	An overview of the broad field of global health, using the U.N. Millennium Development Goals as a guiding framework; 25% of discussion and readings relate to individuals of Latin American/Caribbean heritage.							
*475	Global Health: Ethics and Human Rights	Dressel	II, S	3			X	X
	Ethics and human rights issues related to disparities in financial, educational, technological, environmental, and political resources available to support healthy populations across the globe; 25% of examples taken from Latin America/Caribbean.							
*620	Global Food Security and Systems	Dressel	II	3				X
	This course provides an in-depth investigation of global food systems and their impact on food security and development. in many parts of the world; 25% of examples taken from Latin America/Caribbean.							
PEACE STUDIES								
201	Introduction to Conflict Resolution and Peace	Lecturer	I, II	3	196	0	X	X
	Violent and peaceful strategies of conflict resolution; viability of various plans for permanent world peace; 25% of examples taken from Latin America.							
POLITICAL SCIENCE								

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106	Politics of the World's Nations	Horowitz	I, II	3	218	0	X	X
	Introduction to political issues facing the governments of industrialized and developing nations, democratic and authoritarian, considering the similarities and differences between these nations and America; 25% of examples from taken Latin America/Caribbean.							
175	Introduction to International Relations	Heo, Redd, Horowitz	I, II, S	3	133	0	X	X
	Introduction to international relations, including the major subfields. Essential characteristics of the international system and the foreign policy objectives of states are discussed to give the beginning student a clearer view of world politics; 25% of examples taken from Latin America/Caribbean.							
316	International Law	Beck	II	3	77	1	X	X
	Rules and principles of behavior which govern nations in their relations with one another, as illustrated in texts and cases; 25% of text and case study examples taken from Latin America/Caribbean.							
330	The Politics of International Economic Relations	Horowitz	I, II	3	48	1	X	X
	Introduction to the politics of international trade and investment in industrial, developing, and post-communist countries; 25% of case study examples taken from Latin America/Caribbean.							
337	International Organizations and the United Nations	Horowitz	I	3	63	0	X	X
	Collective security as an approach to international peace. Emphasis on the changing nature of the United Nations, its major problems, and the current national and bloc policies by member states; 25% of case study examples taken from Latin America/Caribbean.							
346	U.S. Latin American Relations	Sugiyama	I	3				X
365	Theories and Methods in International Politics	Lecturer	II	3	11	0		X
	Empirical, theoretical, and quantitative analyses of international relations; 25% of case study examples taken from Latin America/Caribbean.							
370	International Conflict	Heo	I	3	27	0	X	X

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	Theoretical and quantitative studies of international conflict and war. Includes individual, national, and systemic approaches; 25% of case study examples taken from Latin America/Caribbean.							
*372	Poverty and Politics	Sugiyama	I	3				X
	Causes and political consequences of poverty and social inequality worldwide; 25%							
952	The Politics of Developing	Sugiyama	I	3			X	
	The political consequences of democracy in developing nations; 25% of case study examples taken from Latin America/Caribbean.							
SOCIAL WORK								
^297/497	Study Abroad: Costa Rica: Intensive Spanish for Social Work Practice	Hanus	S	6	6	4	X	X
SOCIOLOGY								
235	Social Change in the Global Economy	Lecturer	I, II	3	85	0	X	X
	Global nature of contemporary economic and social change; local dimensions of globalization, economic integration, dislocation, transnationalization, popular resistance, and blacklash; 25% of examples taken from Latin America/Brazil.							
476	Sociology of International Public Health	Shin	I, II	3			X	X
	Examines social, economic, and political factors that influence inequality in health on a global level; explores how these structural factors affect individual health behaviors at a micro level; 25% of examples/case studies taken from Latin America/Caribbean.							
495	Sociology of International Public Health	Shin	I	3	26	1	X	
	Examines social, economic, and political factors that influence inequality in health on a global level; explores how these structural factors affect individual health behaviors at a micro level; 25% of examples/case studies taken from Latin America/Caribbean.							
SPORT AND RECREATION								
292	Social and Creative Dance: Swing and Salsa Dance	Lecturer	I	1	9	1	X	X

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	Zumba Fitness	Lecturer	I, II		39	0		
	Salsa, Merengue, and Bachata	Lecturer	I, II		19	2		
293	Martial Arts:			1			X	X
	Capoeira	Lecturer	I		9	0		
	Capoeira-Intermediate	Lecturer	I, II		2	0		
	Brazilian Jiu-Jitsu	Lecturer	I, II, S		22	2		
	Brazilian Jiu-Jitsu II	Lecturer	I, II		40	0		
THEATRE								
*324	Theater in the Americas: Latin American, Caribbean and Latina/o Theater	Lopez-Rios	I	3	5	0	X	X
URBAN PLANNING								
*797	Study Abroad: Understanding Latin American Urbanism in Havana	Martin	I	3	1	8	X	X
	Cross listed with Architecture and Urban Studies							
WOMEN'S STUDIES								
401	Global Feminisms	Mansson McGinty	I	3	21	3	X	X
	Interdisciplinary study of women and gender in international perspective, including topics such as work, religion, ideology, and UN conferences; 25% of case studies taken from Latin America.							

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LACIS – CLACS

Appendix I V – Project Specific
Performance Measures Forms (PMFs)

1. Project Goal #1 – Increase the Percentages of Key Indicators to Strengthen Teacher Training (AP) and Collaborations with Schools of Education (CPP-2)										
2. Performance Measures	3. Activities	4. Data / Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Increase by 20% per year the number of pre-service teachers participating in teacher training opportunities.	A1. Design and deliver four Summer Teacher Institutes (MSN/MKE)								
	A2. Support First Year Interest Group with School of Education (MSN)								
PM2. Develop one new collaboration per year with Consortial Schools of Education or with other partner institutions.	A3. Participate in design of a Global Educator Certificate at the School of Education (MKE)								
	A4. Provide workshops and website support for Tropical Ecology and Science project for Milwaukee teachers and classrooms (MKE)								
PM3. Demonstrate that 60% of pre-service and classroom teachers surveyed over the four year cycle report new content/strategies in their classroom teaching, as a result of teacher training opportunities.	A5. Conduct at least four post-secondary teaching and learning workshops for regional faculty (MKE)								
	A6. Collaborate with the Wisconsin International Outreach Consortium (WIOC)								
	A7. Support 1-2 Wisconsin teachers annually to attend national professional development institutes (MKE)								

Project Goal #2 – Increase the Percentages of Key Indicators in the New or Enhanced Collaborations with MSIs, Title III and V Eligible Institutions and Community Colleges to Incorporate LAC, Intercultural and Global Dimensions into the Curriculum (CPP-1)										
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Increase by 25% per year the development or revision of courses at MSI, Title III,V and CCs with LAC/ int'l content. PM2. Increase by 60% the number of new or enhanced academic programs with LAC/int'l dimensions by completion of the grant cycle. PM3. Demonstrate that 60% of MSI, Title III, V and CC faculty surveyed over the cycle report new content/strategies in their teaching, as a result of the professional development opportunities.	A1. Collaborate on best practices workshops and webinars for regional MSIs, Title III,V and CC faculty (MSN/MKE) A2. Contribute to Community College Passport program, Madison College Global Studies Certificate (MSN/MKE) A3. Provide Scholar Access Grants for Library Research (MKE) A4. Support at least one field research trip to LAC for MSI and/or CC faculty/staff (MSN) A5. Provide travel grants for regional faculty to attend conferences (MSN) A6. Introduce LAC/global dimensions into Indigenous Studies Certificate, CMN (MSN) A7. Support Teacher Training Workshops at Area Colleges with WIOC (MSN/MKE) (also CPP-2)								

Project Goal #3 – Increase the Indices of Enrollment and Proficiency of Students Learning LCTLs at All Levels									
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Increase by 10% the number of students enrolled in LCTLs at Consortium and partner institutions. PM2. Increase by 10% the number of students enrolled in intermediate or advanced level LCTLs by completion of the grant cycle. PM3. Develop one new collaboration per year with other LCTL partners to improve student opportunities and program efficiencies.	A1. Organize two Summer Intensive Portuguese Institutes (MSN) A2. Support Collaborative Language Program offerings in Portuguese for other UW System institutions (MSN) A3. Develop new courses for advanced Portuguese and/or Portuguese Translation track (MKE) A4. Organize two Summer Intensive Quechua Institutes in Ecuador with U of Kansas (MSN) A5. Offer one Freshman Interest Group, Yucatec Maya (MSN) A6. Participate in LCTL planning nationally to develop teaching and program strategies (MSN) A7. Develop, update, revise LCTL teaching/learning materials (MSN) A8. Establish campus LCTL working group (MSN)								

Project Goal #4 – Improve Undergraduate and Graduate Education and Placement by Increasing Percentages in Indices of Awareness, Participation, Subjective Assessment, and Learning and Career Opportunities in our Programs										
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Increase by 25% per year the number of new, expanded or revised LAC courses, including collaboration with professional schools.	A1. Customize language modules for students in professional schools (MSN/MKE) A2. Support course development grants, including theme-based study abroad, online, graduate level, STEM, and professional schools (MSN/MKE)								
PM2. Increase by 10% per year the number of students participating in career webinars and workshops at each campus and on a regional basis.	A3. Contribute to College of Nursing Clinical Rotation in Cuba setup (MKE) A4. Offer career webinars and workshops at each campus and regionally (through the Upper Midwest Initiative) and track student placements (MSN/MKE)								
PM3. Increase by 20% the number students who use their language or area studies skills in graduate studies or professions by the end of the cycle.	A5. Conduct alumni and current student surveys re: global competencies and placement (MSN/MKE) A6. Strengthen and refine social media strategies to reach larger number of students and alumni (MSN/MKE)								

Project Goal #5 – Increase the Percentage of Key Indicators in Academic and Public Constituents that Demonstrate Knowledge and Usage of Resources, Programs and Initiatives to Strengthen Latin American Language and Area Studies At and Beyond the University										
Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Develop 1-2 Library collection special projects per year that enhance the Consortium's LAC collections. PM2. Demonstrate that 60% of participants in business outreach events over the four year cycle report using program content in their business. PM3. Demonstrate that 60% of public program participants surveyed over the four year cycle report increased knowledge of/interest in LAC topics across all four years of the grant cycle.	A1. Support Consortial Libraries, including digitization and preservation projects (MSN/MKE) A2. Develop annual LAC business workshops focusing on key countries and regions (MSN/MKE) A3. Organize an extensive array of scholarly conferences, symposia and lecture series (MSN/MKE) A4. Offer the Upper Midwest Distinguished Speaker Series annually in collaboration with UIUC/UC Consortium (MSN/MKE) A5. Program annual LA Film Festivals (MSN/MKE) A6. Expand community cultural partnerships to reach diverse audiences (MKE)								

University of Wisconsin
Consortium

LACIS – CLACS

Appendix V – Letters of Support

College of Menominee Nation

June 26, 2014

Guido Podestá
Vice Provost and Dean
Division of International Studies
University of Wisconsin-Madison

Dr. Podestá:

The College of the Menominee Nation is pleased to collaborate with the University of Wisconsin-Madison National Resource Centers to incorporate international and intercultural dimensions into our curriculum, especially as we develop our forthcoming Indigenous Studies Certificate. We enjoyed meeting with several NRC staff members here at the College earlier this month and we look forward to our work together.

Diana Morris

Diana Morris, PhD
Chief Academic Officer
College of Menominee Nation

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MILWAUKEE AREA **Technical College**

MATC

June 17, 2014

Ms. Kate Maloney
National Resource Centers/FLAS Fellowships Title VI Programs
U.S. Department of Education
International and Foreign Language Education
1990 K Street, NW
Washington, DC 20006

Dear Ms. Maloney:

On behalf of Milwaukee Area Technical College (MATC), I am pleased to support the application of the University of Wisconsin Consortium for Title VI National Resource Center funding (Latin American Language and Area Studies). In particular, MATC welcomes the opportunity to collaborate with the UW-Milwaukee Center for Latin American and Caribbean Studies (CLACS) in partnership with the UW-Milwaukee Center for International Education (CIE) as we work to build global competencies for our students, faculty and staff.

At MATC (offering 85 associate degrees and 52 technical diploma programs) we pride ourselves on serving students who face economic and other challenges, yet remain in school. We serve a very diverse student population (56% students of color), many of whom are first generation college students. Nearly one-third of MATC students are low-income, and the majority students are part-time.

We look forward to collaborating on specific initiatives to further internationalize MATC. First, the proposed Southeast Wisconsin "Best Practices" four-year project (together with colleagues at other area colleges, including Alverno College and Waukesha County Technical College) will focus on annual professional development/curriculum development workshops and quarterly webinars for our faculty and staff. Second, MATC plans to work with CLACS and CIE on a potential pathways option to support transfer students pursuing global studies or area studies certificates. (Among several credit transfer agreements with four-year colleges and universities, MATC offers a guaranteed-admission program, Panther Tracks, aligned with UW-Milwaukee.) Third, this collaboration will support our efforts to build a global competency track for students in our two-year and professional degree programs.

Approximately 97% of MATC graduates live and work in Wisconsin, the vast majority in the Milwaukee area. This partnership between MATC and UWM will contribute not only to the global skills of our students and faculty; the collaboration also promises to impact workforce development in our region.

Sincerely,

S. Isahaku

Sadique Isahaku, Ph.D.
Associate Dean
School of Liberal Arts and Sciences

MADISON
AREA | TECHNICAL
COLLEGE

June 24, 2014

Guido Podestá
Vice Provost/Dean, International Studies
268 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706

Dear Vice Provost Podestá ,

Madison College is extremely pleased to support the University of Wisconsin-Madison proposals for National Resource Centers for Foreign Language and Area Studies. As a former Title VI UISFL awardee, Madison College has regularly collaborated with UW-Madison NRCs as a partner in the Wisconsin International Outreach Consortium (WIOC). Existing collaboration includes partnerships for Chinese and Arabic languages at Madison College, joint development of faculty professional development workshops, and co-sponsorship of various global education events for students and the community.

As part of the most recent proposals for NRC collaboration, Madison College is excited to partner with UW area studies and language centers to create a new *Community College Passport* program to expand access to international studies and foreign language learning opportunities. Through this new initiative, students who are enrolled in the Madison College Interdisciplinary Global Studies Certificate will have the opportunity to enroll as special students in a broad range of UW-Madison courses in area studies and foreign languages. This initiative is designed to expand the depth and breadth of community college international learning, cultivate interest in completion of area studies and foreign language bachelor's degrees, and strengthen collaborative ties between Madison College and UW-Madison. Additionally, Madison College and UW-Madison Title VI NRCs plan to collaborate on a series of annual professional development workshops for faculty. These regional workshops are designed to help faculty in targeted disciplines to infuse global content into their curriculum, discuss best practices in international education pedagogy, and expose them to the resources of UW-Madison NRCs.

These partnerships build on a strong history of cooperation between our institutions, but also strengthen and deepen this collaboration in new and substantial ways. Madison College unequivocally supports these initiatives and the overall contribution that UW NRCs make in the Madison community and the greater world of global scholarship. Madison College commits to the staffing, coordination, and institutional support for the *Community College Passport* program and will be the host site and coordinating body for the faculty professional development institutes. We look forward to this and other opportunities for collaboration.

Sincerely,

Jack E. Daniels, III, Ph.D.
President

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