

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 # P015A140095 P015B140095

University of Michigan/Regents

UNIVERSITY OF MICHIGAN
**CENTER FOR LATIN AMERICAN
& CARIBBEAN STUDIES**

A MEMBER OF THE INTERNATIONAL INSTITUTE

A proposal for designation and funding as a Title VI
comprehensive National Resource Center in Latin American &
Caribbean Studies and for Foreign Language and Area Studies Fellowships

for the period August 15, 2014 through August 14, 2018

Presented to the U.S. Department of Education
Higher Education Act of 1965, Section 602 of Title VI
CFDA No. 84.015 A & B

Date of Application: June 30, 2014

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www.ii.umich.edu/lacs

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
* If Revision, select appropriate letter(s): [] * Other (Specify): []		
* 3. Date Received: []		4. Applicant Identifier: []
5a. Federal Entity Identifier: []		5b. Federal Award Identifier: []
State Use Only:		
6. Date Received by State: []		7. State Application Identifier: []
8. APPLICANT INFORMATION:		
* a. Legal Name: The Regents of the University of Michigan		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 38-6006309		* c. Organizational DUNS: 0731335710000
d. Address:		
* Street1: Office of Research and Sponsored Projects		
Street2: 3003 S State Street		
* City: Ann Arbor		
County/Parish: []		
* State: MI: Michigan		
Province: []		
* Country: USA: UNITED STATES		
* Zip / Postal Code: 48109-1274		
e. Organizational Unit:		
Department Name: Latin American & Caribbean		Division Name: LSA: International Institute
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Ms.		* First Name: Stacey
Middle Name: []		
* Last Name: Althouse		
Suffix: []		
Title: Project Representative		
Organizational Affiliation: Office of Research & Sponsored Projects		
* Telephone Number: 734-936-1361		Fax Number: 734-763-4053, 734-764-8510
* Email: stacealt@umich.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:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A 84.015B

CFDA Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 ED-GRANTS-053014002

* Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

84.015A and 84.015B

Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="543,502.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="543,502.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

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

1. Project Director:

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

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

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

* Email Address:

2. Novice Applicant:

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

Yes No

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #(s), if available:

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

**US Department of Education
National Resource Centers/Foreign Languages and Area Studies Fellowships Programs
Proposal Submitted by the
University of Michigan Center for Latin American and Caribbean Studies
Closing Date: June 30, 2014**

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**NATIONAL RESOURCE CENTER AND FOREIGN LANGUAGE AND AREA
STUDIES AWARDS FOR LATIN AMERICA AND THE CARIBBEAN
UNIVERSITY OF MICHIGAN**

ABSTRACT

Latin American and Caribbean Studies (LACS) is a constituent unit of the International Institute (II) at the University of Michigan (UM). Coordinating an area of broad faculty and student interest at a major research university with extensive resources broad disciplinary strength, LACS is at the forefront of interdisciplinary research and training on Latin American and the Caribbean in the US.

Mission: The proposed LACS Comprehensive National Resource Center (NRC) will expand learning opportunities for undergraduate and graduate students, conduct outreach activities, and support research projects, creating a vibrant intellectual community of service to the Midwest and the nation.

Degree Programs: LACS offers an undergraduate major and minor, and a Graduate Certificate in Latin American and Caribbean studies, is a partner in the new International and Comparative Studies Major, and works closely with the department of Romance Languages and Literatures (RLL), which offers a major and minor in Spanish. We propose to create a new Health, Science, and Medicine in Latin America minor.

Faculty, Languages and Disciplines Coverage: LACS has a core faculty of 78 tenure-track affiliates. Our affiliates are productive researchers and dedicated teachers. They offer expertise in every region of Latin America and 17 academic disciplines, including social sciences, humanities, arts, natural sciences, urban planning, law, and medicine. UM offers language instruction in Spanish, Brazilian Portuguese, and Quechua.

Enhancement Activities, Outreach: LACS sponsors or cosponsors 40 public events annually, including seminars and lectures, informal roundtable discussions of current news topics, international conferences, and cultural events. LACS is building a deep, sustained outreach partnership with the University of Puerto Rico (a Hispanic Serving Institution) and outreach partnerships with teacher training programs on our campus, helping us to reach K-12 and postsecondary teachers and students across southern Michigan and the nation.

Library: The UM libraries, one of the largest research collections in the country, holds more than 125,000 items directly related to Latin American studies. UM has one of the best Latin American law collections in the country, the largest Latin American and Caribbean history collection in the state of Michigan, and notable special collections.

Overview of Projected Achievements with FY14-17 Title VI Funding: LACS proposes activities to meet areas of national need and fulfill the purpose of the NRC and FLAS programs as defined by US/ED. Additionally LACS has three program specific goals: 1) Expand access to LACS area studies resources through enhanced outreach to K-12 students and minority serving post-secondary institutions. 2) Increase offerings, enrollments, and number of students graduating with proficiency in priority LCTLs and other LACS LCTLs, at UM. 3) Increase and enhance links between LACS area studies and language training and research and professional and STEM training and research. (Health, Science and Medicine in Latin America Initiative).

Acronyms and Abbreviations

A2LP	Ann Arbor Language Partnership
AATSP	American Association of Teachers of Spanish and Portuguese
AC	Program in American Culture
ACTFL	American Council on the Teaching of Foreign Languages
ASC	African Studies Center
AY	Academic Year
BI	Brazil Initiative
CAPES	Coordination for the Improvement of Higher Education Personnel (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior)
CAUP	College of Architecture and Urban Planning
CDC/CCID	Center for Disease Control and Prevention / Coordinating Center for Infectious Diseases
CEA	CEA Study Abroad Provider
CEAL	Center for Engaged Academic Learning
CGIS	Center for Global and Intercultural Study
CIC	Committee on Institutional Cooperation
CIEE	Council on International Education Exchange
CIH	Centro de Investigaciones Históricas
CONICET	National Scientific and Technical Research Council Argentina
CREES	Center for Russian, East European, and Eurasian Studies
CRL	Center for Research Libraries
CRLT	Center for Research on Learning and Teaching
CWPS	Center for World Performance Studies
DAAS	Department for Afroamerican and African Studies
DLPS	Digital Library Production Service
EFC	Expected Family Contribution
EHESS	School for Advanced Studies in the Social Sciences
ENG	Collage of Engineering
FAPESP	Fundação de Amparo à Pesquisa do Estado de São Paulo
FERA	Formative Evaluation Research Associates
FIOCRUZ	Fundação Oswaldo Cruz
FLAS	Foreign Language and Area Studies Program
FTE	Full-Time Equivalent
GIEU	Global Intercultural Experience
GSI	Graduate Student Instructor
HRD	Human Resources Development
HSMLA	Health, Science, and Medicine in Latin America
HSTS	History of Science Technology and Society
ICPSR	Interuniversity Consortium for Political and Social Research
IDIEZ	Zacatecas Institute for Teaching and Research in Ethnology
IES	International Education of Students Abroad
II	International Institute
IIELF	International Institute Experiential Learning Fund
IIIF	International Institute Individual Student Fellowship

INCAE	Instituto Centroamericano de Administración de Empresas
ISA	International Studies Abroad
ISR	Institute for Social Research
LAC	Latin America and the Caribbean
LACS	Center for Latin American and Caribbean Studies
LAMP	Latin American Microform Project
LARRP	Latin Americanist Research Resources Project
LASA	Latin American Studies Association
L-C	Language Across the Curriculum
LCTL	Less Commonly Taught Languages
LRC	Language Resource Center
LSA	College of Literature, Science, and the Arts
MCSS	Michigan Council for the Social Studies
MED	Medical School
MIIE	Midwest Institute for International/Intercultural Education
MRLT	Michigan Research Libraries Triangle
MSU	Michigan State University
NCID	National Center for Institutional Diversity
NCSS	National Council for Social Studies
NEA	National Endowment for the Arts
NEH	National Endowment for the Humanities
NINR/NIH	National Institute of Nursing Research / National Institutes of Health
NRC	National Resource Center
NSF	National Science Foundation
NSEP	National Security Education Program
OCLC	Online Computer Library Center
PICS	Program in International and Comparative Studies
PG	Project Goals
PMF	Performance Measure Forms
RC	Residential College
RCSSI	Residential College Social Sciences
RIRA	Rackham International Research Award
RLL	Department of Romance Languages and Literatures
SAC	Screen Arts and Cultures
SALALM	Seminar for the Acquisition of Latin American Library Materials
SFSI	Sustainable Food Systems Initiative
SLIP	Spanish Language Internship Program
SMTD	School of Music, Theater, and Dance
SNRE	School of Natural Resources and Environment
SOE	School of Education
SPH	School of Public Health
SPP	School of Public Policy
SSRC IDRf	Social Science Research Council's International Dissertation Research Fellowship
UC	University Course
UFBA	Universidade Federal da Bahia
UG	Undergraduate

UM	University of Michigan
UMS	University Musical Society
UNIRIO	Universidade Federal do Estado do Rio de Janeiro
UNAM	Universidad Nacional Autónoma de México
UPR	University of Puerto Rico
USP	University of São Paulo
WCC	Washtenaw Community College
WHI	World History Initiative
WHLI	World History and Literature Initiative

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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
<i>Stacy E. Mens</i>	Project Representative
APPLICANT ORGANIZATION	DATE SUBMITTED
The Regents of the University of Michigan	4/25/2014

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
The Regents of the University of Michigan	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Stacey"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Althouse"/>	Suffix: <input type="text"/> * Title: <input type="text" value="Project Representative"/>
* SIGNATURE: <input type="text" value="Stacey Althouse"/>	* DATE: <input type="text" value="10/25/2014"/>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0048

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: _____	7. * Federal Program Name/Description: _____ CFDA Number, if applicable: _____	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name _____ Middle Name _____ * Last Name _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (Including address if different from No. 10a) Prefix _____ * First Name _____ Middle Name _____ * Last Name _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
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 fier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and 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.		
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6/25/2014

1. COMMITMENT TO LATIN AMERICAN AND CARIBBEAN STUDIES

The University of Michigan (UM) Center for Latin American and Caribbean Studies (LACS) offers a full interdisciplinary program that brings together 78 core and affiliated tenured and tenure-track faculty with Latin American and Caribbean (LAC) research interests. In 2012-2013, UM provided \$12,535,841 in calculable support to LACS programs, faculty, and staff (Table 1.1). This does not include significant investments in LAC programs by UM professional schools: Medicine, Architecture and Urban Planning (CAUP), Engineering, Nursing, Public Health (SPH), and Natural Resources and the Environment (SNRE). LACS has been extraordinarily successful in leveraging Title VI funding to secure new commitment of resources, leading to substantial growth in our program designation as an NRC in 2006, as detailed below. Continued NRC and FLAS funding will provide critical strategic resources for managing and institutionalizing this growth and shaping it to meet areas of national need, including priority LCTLs and outreach to underserved K-12 and post-secondary institutions.

1A1. In 2012-2013 UM and International Institute (II) paid \$94,934 in **support for center operations** including staff salaries and fringe benefits and \$4,750 for the LACS operating budget in 2012-13. This does not include substantial *indirect* UM operational support, disbursed to units that collaborate extensively with LACS on language instruction, Romance Languages and Literatures (RLL) and the Residential College (RC), or that have specific LAC related programs, Language Resource Center (LRC), Center for Global and Intercultural Study (CGIS), and International Center. UM is also making substantial forward-looking commitments to LACS. In 2013, LACS received a **1.2 million dollar grant from the Office of the President** for our Brazil Initiative (BI). These funds are to be spent over the coming 5-7 years, supporting expansion of research partnerships, instruction, and outreach on Brazil as a cornerstone of our engagement with LAC as a whole.

1A2. UM invests significantly in LACS **teaching staff** (see Table 1.1 lines 5-8), paying salaries and benefits for 78 regular (for faculty profiles see App. 2) and 24 lecturers and

providing equipment and office space. UM funding for LACS-related faculty research, travel, and curriculum development projects totaled approximately \$253,079 last year, not counting faculty research funds for recruitment and retention and administrative work. Since 2010, UM has hired 5 assistant professors, 1 associate professor, and 1 professor affiliated with LACS. We are working to fill an endowed chair in History with an expert on the colonial Andes. UM supports a full-time lecturer position in Quechua. In 2011 the Department of Romance Languages and Literatures (RLL) and the Department of Afroamerican and African Studies (DAAS) hired Fernando Arenas to direct the Portuguese language program, a key objective

of our last Title VI application.

1A3. Library resources: (see Table 1.1. lines 9-11, also §5).

1A4. UM has so many strong **links to institutions in Latin America, supporting both joint research and student exchanges,** that it is possible to highlight only a few. In September 2012, LACS Director and LACS faculty affiliates from Medicine, SNRE, and History joined UM President and administrators on a delegation to Brazil where we signed formal agreements with three leading universities, *Universidade de São Paulo (USP)*, *Universidade Estadual de Campinas*

Table 1.1: Institutional Financial Contributions for Latin American Studies at UM, 2012-2013		
Support for LACS Center Operations		
2.	LACS staff salary support (including benefits)	94,934
3.	Operating Budget	4,750
4.	LACS Brazil Initiative	25,744
Teaching Staff		
5.	Area faculty	5,404,269
6.	Language faculty (Span, Port)	1,591,555
7.	Quechua language faculty	22,610
8.	Faculty research/travel	253,079
Library Resources		
9.	Latin American Studies library staff	200,000
10.	Library acquisitions	177,873
11.	Library electronic resources	41,475
Student Support - UG		
12.	Undergraduate LACS awards	20,657
13.	Awards for UG co-curricular travel to LAC	64,300
14.	Scholarships for UG study abroad (for language and LAC training)	590,321
Student Support - Graduate		
15.	Graduate LACS fellowships	131,692
16.	Graduate Student Instructorships	1,425,243
17.	II Experiential Learning Fund	37,600
18.	UM Fellowships for LACS Graduate Students	2,449,739
Links to Institutions in Latin America		
19.	Extensive Contributions	See §1A4
Other Community Outreach		
20.	Extensive Contributions	See §1A5
Total Support		12,535,841

(UNICAMP), and *Universidade Federal do Estado do Rio de Janeiro* (UniRio), and two research foundations, *Fundação de Amparo à Pesquisa do Estado de São Paulo* (FAPESP) and *Fundação Oswaldo Cruz* (FIOCRUZ). The delegation led to a similar grant to SNRE for joint initiatives on sustainability with USP- São Carlos. We also established a joint grants program, with a commitment of 500,000 dollars from UM and FAPESP over five years to seed joint projects by researchers from both institutions. So far 10 projects have been funded in Dentistry, Medicine, Engineering, Environmental Sciences, and Social Sciences. Medicine has established a multilevel partnership with the USP Medical School that includes medical student and resident exchanges, faculty collaborations, and exchanges of faculty. The Quito Project is a partnership among LACS, Medicine, Nursing, and SPH and the *Pontífica Universidad Católica de Ecuador* and the National Ministry of Health in Ecuador. A “public health laboratory,” the project is dedicated to finding cost-effective, evidence-based solutions to health problems identified by local partners. The Quito Project provides a platform for faculty and graduate research, and UG service learning. Nursing has joint research projects, faculty exchange, and virtual clinical placement agreements with *USP-Riberão Preto* and with the *Faculté des Sciences Infirmières de l'Université Episcopale d'Haïti* in Léogâne, Haiti. Engineering has an institutional arrangement supporting student exchanges with the *Universidad de Concepción* in Chile.

These institutional links grow out of a decade of building in LACS but also point to significant growth in engagement with the region in coming years. UM Office of the President gave **1.2 million in funding to our Center for our Brazil Initiative (BI)** to be spent over the coming 5-7 years. This provides seed money for continued growth and innovation in the coming years, including our Health, Science, and Medicine in Latin America Initiative (HSMLA), which will create a coordinated hub for HSTS related research and training on LAC at UM, including Social Sciences, Health Sciences, and Engineering. HSMLA will build our partnership with FIOCRUZ (a leading Brazilian center for health research), the Quito Project, and emerging

projects with the *Universidad Nacional Autónoma de México* (Mexico) and *Consejo Nacional de Investigación en Ciencia y Tecnología* (Argentina), into an integrated regional network.

1A5. UM supports **outreach activities** (see §7), paying half the salary of a .5 LACS outreach specialist, and all of the salary of the .5 BI Program Manager, both of whom work with other staff to implement outreach projects. We have managed to substantially increase the impact of Title VI dollars through collaborations with the School of Music, Theater, and Dance (SMTD); and School of Education (SOE) the Residential College (RC). These units contribute faculty time, institutional support, and co-sponsorship. For instance University Musical Society (UMS) spent \$150,000 bringing LAC performing artists to Ann Arbor in 2012-2013.

1A6. UM recruits impeccably qualified students into its undergraduate, graduate, and professional programs. LACS has 127 current graduate and professional school affiliates. Forty-two dissertations on LAC topics were defended at UM between 2011-2013, in 10 academic disciplines and 5 professional schools. LACS UG and graduate students are successful in national competitions such as Fulbright, Fulbright-Hays, SSRC, Peace Corps, and NSF.

1A6. UM provides **support to LACS UG** students (Table 1.1. lines 12-14) through II Individual Student Fellowships (IIIFs) (\$12,300 for 4 summer travel awards in 2012 & 2013), BI Fellowships (\$20,657 for travel and stipends in 2013). UM supports study abroad programs with \$590,321 in scholarships to 62 undergraduates studying on UM programs in Latin America and 63 in Spain 2012-13. RC supports student travel to LAC through its Brown Fund (e.g. \$3,500 in 2013 for 7 students going to Brazil). The II Experiential Learning Fund (IIELF) supports faculty-led group travel programs incorporating experiential education abroad into LAC courses.

Graduate student support. (Table 1.1. lines 15-18) Most PhD students arrive at UM with fellowships, including tuition, fees, medical insurance, and living expenses, for at least two years of their five-year packages. Based on the number of LAC dissertations defended, we estimate an average of 28 LACS students on fellowship in each of the last five years, receiving a total of

\$1,531,264 support annually. This is a conservative estimate as many PhD students receive considerably more than 4 semesters of fellowship. In 2012-2013, UM supported over 40 Graduate Student Instructor (GSI) fellowships in LACS courses, totaling \$1,425,243. LACS graduate students consistently win substantial amounts of additional funding through UM: in 2012-2013 these included UM contributions to LACS FLAS awards, totaling \$106,443; 11 IIIFs, totaling \$37,600; 7 Rackham International Research Awards (RIRAs), totaling \$48,000; 17 Tinker Field Research Grants with UM contribution totaling \$13,249; and one LACS Gutierrez Dissertation Fellowship at \$12,000, funded by an endowment established in 2008, to support the completion of dissertations on LAC.

2. QUALITY OF CURRICULUM DESIGN

2A1. LACS offers three **undergraduate baccalaureate degree programs**, a minor, a major, and an honors major, incorporating the wide range of courses offered by our departments and schools (see App. 3). Twenty-four LACS majors and 7 minors graduated between 2011-2013. LACS also participates along with other centers in our II in a newly created major and minor in International and Comparative Studies (PICS). The number of PICS majors with LACS specializations has grown dramatically in three years (5 in 2011, 8 in 2012, and 49 in 2013). In 2013, large numbers of Spanish majors (128) and minors (52) completed courses of study that were comparable to the LACS major or minor. We have also seen a small influx of LACS students into two new sister degree programs, the International Minor for Engineers (5 LACS Students) and the Portuguese Minor (1). We are proposing, in this cycle, to develop a new minor Health, Science, and Medicine in Latin America, to attract the substantial number of students seeking to combine their training in the health professions with language and area expertise.

2A2. Appropriate Requirements. LACS majors and minors consult with their LACS advisors to craft individualized, balanced, and coordinated programs of study. Majors must reach advanced-level ACTFL proficiency in Spanish, Quechua, Portuguese, or French (measured as

successful completion of a third year language course or equivalent). They must take a least 1 course each in literature, history, anthropology, and politics, plus electives chosen from the list of LACS courses and study abroad courses up to a total of 30 credits. Minors must meet intermediate proficiency (completion of second year Spanish, Portuguese, Quechua, or French or equivalent) and take 15 credits of approved LACS courses. No more than six of these credits may be taken in a single department. The honors major has the same requirements as the standard major, but students are required to maintain a minimum GPA of 3.5 and write an honors thesis based on original research under LACS faculty supervision. Theses must be judged deserving of honors by the advisor and one other faculty reader, measured as the equivalent of an A- or better. PICS majors meet advanced language proficiency standards, three core international studies courses, a methods course, and at least one area studies course related to the language studied. They then select additional courses from within four thematic tracks, and additional elective courses in area studies. Spanish Majors at UM must satisfy advanced language proficiency (five semesters of Spanish or equivalent). They then complete 30 credits of upper level topical courses, on literature, society, culture, the arts, and theory. Of these, 27 credits must be taken in classes offered in Spanish, including Language Across the Curriculum (L-C) courses (with Spanish discussion sections) taught in History, Anthropology, and American Culture. The Portuguese minor requires intermediate (second year) language proficiency and 18 credits selected from courses taught in Portuguese on culture, film, music, history, and literature.

2B1. LACS offers a range of **training options for graduate students in a variety of fields**, as complements to the rigorous programs offered by our UM graduate and professional schools. From 2011-2013 5 students completed our Graduate Certificate Program, (including 2 Professional School Masters and 1 JD student). Between 2011-2013 53 Masters students graduated with a LACS specialization. From 2011-2013 42 students defended PhD dissertations on LACS topics in 8 professional schools and 10 academic departments (SPH, 4; SOE, 1; SNRE, 1; Social Work, 1; CAUP, 1; RLL, 9; Anthropology, 9; History, 4; Screen Arts and Culture, 2;

Ecology and Evolutionary Biology, 1; Economics, 1; Comparative Literature, 2; American Culture, 2; Sociology, 2; and Geology, 2).

2B2. UM graduate training programs are of the highest quality. LACS director and Academic Program Manager, assisted by a faculty advisory committee, run all LACS programs for graduate students. The graduate certificate program requires 12 credit hours of approved graduate-level courses in a minimum of three different departments or schools, or 9 credit hours of approved graduate-level courses in a minimum of two departments or schools outside the primary field of study, and an additional non-credit activity (such as an internship, practicum, research, professional project or similar experience) equivalent to at least a three-credit hour course. Up to six of the credit hours may include courses that are required for the student's graduate or professional degree. Up to four of the credit hours may consist of graduate-level language instruction, such as that offered in the LACS Quechua series. LACS provides funding for graduate-led events and workshops. Through our Tinker Field Research grants program we identify newly arrived students, connecting them to area specific advising and library resources, language instruction, professional development opportunities, and an intellectual community of students and faculty outside the confines of their own schools or programs.

2B3. See sections 2B1 and 2B2.

2C1. UM and LACS provide **UG academic and career advising** through LSA Academic Advising (a team of 40 advisors with advanced degrees) who meet 3 times with each incoming UG. Once students have declared a LACS concentration or minor, they meet with the LACS Academic Program Manager at least once per term to review course selection, overseas study, research, internships, fellowships, and careers. The Academic Program Manager sends students weekly email updates on jobs and fellowships and career plans. LACS Director also holds office hours open to all students in LACS degree programs and affiliated student groups. UM's International Center maintains one of the nation's largest resource libraries and most complete websites on work and study abroad. The International Center collaborates with Career Planning

and the area centers to offer a dozen international career workshops each year. Specialists on the II staff further advise graduate and undergraduate students about US/ED Fulbright awards.

Thirty-two UM students were selected for Fulbright grants (6 to LAC) in AY 2013-14; 93 were selected for Peace Corps in 2012 (approx. 25% are typically to LAC); 24 UM students won State Department internships in 2012. **Graduate and professional students** working on LAC topics plan their studies and careers under the supervision of affiliated LACS faculty and Directors of Graduate Studies in their home departments. II staff assist LACS students with external grants, including, in the past 3 years, 3 Fulbright Fellowships, 1 Fulbright-Hays, 4 SSRC IDRF, and 1 NSEP Boren Fellowship.

2C2. LACS participates in a major initiative, led by CGIS, to increase **formal arrangements for students to conduct research, participate in internships, or study abroad**. In 2013-2014, 277 undergraduates **participated in a UM study abroad or internship program in LAC**.

Twenty-four UG students participated in traditional UM sponsored semester-long study abroad programs in Buenos Aires, Santiago Chile, San Jose Costa Rica, and Salvador da Bahia. Thirty-five students participated in UM-sponsored spring or summer language courses (Buenos Aires, San José Costa Rica, Salvador da Bahia). Fifty-one UG students participated in overseas course extensions or field experiences, such as work on a conservation project in the Yasuni Biosphere Reserve, located in the Amazon basin of eastern Ecuador. Seventy-nine UG students participated in a School of Business exchange with INCAE in Costa Rica, and a Business winter break trip to Lima, Peru. Twenty-eight participated in Nursing programs in Quito and Oaxaca. In 2013-14, 63 UG students completed internships through the LSA International Internship program in Buenos Aires, Cordoba, Santiago Chile, and Cuzco. In 2012-2013, 81 Graduate and Professional students completed credit-bearing internships, volunteer experiences, work, or field placements in the region. This included 36 MA and MPH Students, 32 Professional Students (15 MD, 15 JD, 2 DDS), and 14 Doctoral Students. UM has seen a dramatic rise in co-curricular travel to LAC, **296 UG students participated in non-credit-bearing research, volunteer, internship, or**

work experiences in LAC in 2012-2013. Most consisted of service learning trips organized by student organizations affiliated with the International Center (183 students). Another 87 UGs traveled with student organizations sponsored by International Programs in Engineering. LACS and other UM units offer extensive funding for student travel (See § 1A6 and Table 1.1).

2B3. UM makes every effort to **assist students who participate in study, internships, or travel programs run by other institutions.** CGIS runs programs in partnerships with other institutions, IES in Argentina, University of Wisconsin in Chile, and CIEE in Brazil. For students seeking other options, LACS, LSA, and departmental advisors work with students to plan appropriate courses of study and to secure transfer credit towards graduation, distribution requirements, and majors. In 2012-2013, 28 UM students participated in non-UM programs run by IES, CEA, CIEE, ISA, USAC, The School for Field Studies, NYU. The International Center maintains a website, resource library, and advisors to assist students in finding internships, study abroad programs and language programs run by other institutions. The International Center and CGIS sponsor an International Fair each year to promote experiences abroad through both UM and non-UM programs, and provide resources for students to help with applications, health insurance, financial aid, and pre-approval to transfer credits from accredited programs. Nearly all of the 183 students participating in UG co-curricular travel through our International Center work with NGOs or other non-UM organizations to organize community partnerships and travel.

3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

3A1. UM offers non-language LACS area studies through 15 departments and 10 professional schools. A total of 106 non-language classes entirely on LAC area topics were offered over the past two academic years, or are anticipated for the coming year, with enrollment for 2012-14 totaling 2782 UG and 121 Graduate students. Another 63 classes included, or will include, at least 50% area content, and 45 include, or will include, 25-50% area content. (App. 3 Lines 114-335). Introductory courses to the disciplines of History (101: What is History),

Political Science (Poli Sci 140: Intro. to Comparative Politics), and Cultural Anthropology (Anthro 222: The Comparative Study of Cultures) introduce LAC from within a comparative framework. Economics includes LACS as a major component of seven courses on international or global themes. Many UM departments also offer intermediate or advanced surveys entirely on LAC. Students can take a two course sequence in History (347 Lat. Am.: The Colonial Period and 348 Lat. Am.: The National Period), or a single semester survey in Political Science (347 Lat. Am. Politics), Cultural Anthropology (319, Lat. Am. Society and Culture), Archeology (284: Aztec, Maya, and Inca Civilizations) and Sociology (495: Sociology of Lat. Am). RLL offers a two-course survey of Latin American Literature, and one semester courses on Lat. Am. Culture, Poetry, and Narrative. Many of our courses offer training in the region from an Atlantic or transnational perspective, ie. “SAC 380: Before Betty Was Ugly: Latin American and US-Spanish Language Television,” “AC 226: The Latin Tinge, Latin Music in Social Context in Latin America and the US” or “History of Art 362: Expressive Cultures of the Black Atlantic.”

3A2. Ten UM **professional schools** have either offered courses with significant LAC content in the past two years, or have such courses scheduled for 2014-2015 (App. 3., Lines 285-335). LACS uses course development funds to support efforts of active faculty affiliates in SPH, SNRE, CAUP, and Law, to deepen the treatment of LAC topics in courses in those fields (for detail see §8A3). Nursing includes a 2-week faculty led trip to Quito in “N421: Perspectives in Global Health” and “N456: Community Health Nursing” and a Spanish Language for Health Care Professionals summer program (Oaxaca, Mexico). We also work with professional schools to enrich internship and field placement programs in the region. Medicine offers funding and exchange opportunities through its Global Reach Program, including placements at USP, The Quito Project, and elsewhere. Business engages students in internship, work, and exchange programs in the region (79 UG participated in 2014). LACS and the Center for Engaged Academic Learning (CEAL) collaborate with Engineering, Nursing, and other professional schools to provide curricular supports (ie. LACS 490) to students completing field placements or

sponsored co-curricular activities in LAC. For instance, in 2013 Avery Dickens de Girón visited UM to present her research on rural communities in Guatemala to several student groups from ENG preparing summer service learning trips to Guatemala. In 2013 we also collaborated with Nursing, Quito Project and Círculo Andino, to bring Cecilia Tapia who works on reproductive health and Kichua speaking midwives in Ecuador. We will continue this project of collaborations with student-led organizations, and professional school faculty, through workshops and course development support for LACS 490: Learning through Global Engagement.

3B. Depth of specialized course coverage LACS course coverage is distinguished by a wealth of specialized and "topics" courses, organized thematically (ie. LACS 421 "Religions of the African Diaspora," and by country or sub-region, (ie. Anthro 314 "Cuba and its Diaspora"). Specialized course coverage includes classes at all levels. Several departments offer specialized first year seminars, ie. "AAS 104: Brazil the Country of the Present," and History 195 "Non-democratic regimes in Latin America and the Caribbean". Anthropology, AC, DAAS, History, and the RC offer "gateway" courses at the 200 level, ie. AAS 202 "Introduction to Afro-Caribbean Studies." As part of a program to develop globally themed sophomore seminars, the II offers specialized 200-level seminars on the region, ie. UC 254: "The Power of Ideology in Latin America" and "UC 254 History of Human Rights in Latin America". Departments also offer advanced disciplinary training in the region, such as Anthropology's "Ethnography of Latin America." UM offers a wealth of topics courses at the 300 and 400 level, especially in RLL. LACS also regularly organizes specialized topics courses and mini-courses taught by visiting professors, designed to complement our existing course offerings and language programs, such as "LACS 321: Indigenous Community and Identity in the Neoliberal Andes."

3C. Interdisciplinary courses. Growing numbers of LACS faculty are appointed to or teach in interdisciplinary departments such as DAAS, AC, SAC, and RC. Others have joint appointments in 2 or more traditional disciplinary departments such as History and RLL. This facilitates cross-listing courses and creating new courses driven by comparison and cross-

pollination among disciplines. **A total of 81 LAC content courses are expressly interdisciplinary** (identified through cross-listings, listing in interdisciplinary program, or title), indicated with ‡ in App. 3. For instance LaFountain-Stokes teaches interdisciplinary AC courses using methodologies of literary studies, performance studies, and queer theory; Perfecto teaches Environmental Studies courses that incorporate agro-ecology, development economics, and questions of social justice; Alberto, jointly appointed in History and RLL, teaches a course on “History and Fiction in Contemporary Argentina.” LACS faculty have been crucial in designing and running unique **interdisciplinary PhD programs** in History-Women's Studies, and American Culture, which regularly admit and train LAC specialists and offer interdisciplinary graduate seminars with LAC content. Anthropology-History, directed by LACS affiliate Johnson, makes LACS a nationally recognized center for innovative scholarly work combining ethnography and archival research.

3D1. UM has **sufficient LACS faculty** to offer training in the disciplines and professions at all levels (Table 3.1; App. 2). UM currently employs 78 LACS tenured and tenure-track professors (37 full, 25 associate, and 16 assistant) in 18 LSA departments (plus 1 full professor at UM Dearborn Social Sciences Dept.), and 10 professional schools. LACS also benefits from the efforts of 1 adjunct, 3 clinical, and 15 full-time Lecturers with union-negotiated contracts, several of whom have distinguished teaching and research profiles. GSIs teach discussion sections of lecture courses taught by regular faculty or Lecturers. Only very rarely do GSIs have primary responsibility for LACS courses. To complement our regular faculty and strengthen ties with overseas institutions, LACS supports the hiring of distinguished visiting professors from Latin America and elsewhere. During 2010-2014 cycle, we had visiting area studies professors from a range of countries—Limoncic (UniRio, Brazil), Baerga (UPR), Hernández (UPR) Geler (CONICET, Argentina). Hébrard (EHESS, France), distinguished historian of Brazil, originally contracted as a regular visitor with Title VI funds, is now funded with UM sources through 2016-2017.

3D2. All UM GSIs receive 20 hours of mandatory **pedagogy training** through a seminar at UM's Center for Research on Learning and Teaching (CRLT) and a 1-credit workshop at UM's Sweetland Writing Center. CRLT is a comprehensive, professionally staffed center that provides support to departments, faculty and GSIs through workshops and colloquia on lecturing, discussion techniques, classroom diversity, sexual harassment, and instructional technologies. All GSIs also have access to one-on-one consulting and mid-term course evaluation services from CRLT. GSIs who are non-native English speakers must pass English proficiency testing

Table 3.1: Area Faculty by Discipline/School		
Traditional Departments	Regular Faculty	Lecturer, Visitor, Adjunct
Department of Anthropology	10	3
Department of Comparative Literature	2	0
Department of Earth and Environmental Sciences	1	0
Department of Ecology and Evolutionary Biology	3	0
Department of Economics	2	1
Department of English Language and Literatures	4	0
Department of History	9	3
Department of History of Art	1	0
Department of Linguistics	1	0
Department of Political Science	1	0
Department of Romance Language and Literatures	14	7
Department of Social Sciences (UM Dearborn)	1	0
Department of Sociology	3	1
Department of Psychology	2	0
Sub-Total	57	8
Interdisciplinary Departments		
Department Afroamerican and African Studies	7	2
Department of American Culture	8	0
Residential College	2	5
Department of Screen Arts and Culture	2	0
Department of Women's Studies	3	1
Sub-Total	22	8
Professional Schools		
Ford School of Public Policy	1	0
Law School	1	1
Medical School	2	0
School of Education	1	1
School of Music, Theatre and Dance	6	0
School of Natural Resources & Environment	5	1
School of Nursing	1	2

School of Public Health	7	0
School of Social Work	5	0
Sub-Total	33	5
Total*	78	24
<i>*Note: Faculty members with joint appointments are counted under each department or school; totals are of individual faculty members and are less than the sum of sub-totals.</i>		

and a 3-week English summer workshop before teaching. Hiring of GSIs to staff LACS courses is handled through partner departments and programs, most of which require additional specialized GSI training and assign advanced graduate students to serve as peer mentors to new GSIs. Many departments offer course credit for mandatory pedagogy seminars, taught by experienced tenure-track faculty. GSIs also work closely with supervising professors in each course, who mentor them on facilitating discussions, lecturing, and grading.

4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

4A1. UM supports comprehensive performance-based **instruction in 3 Latin American languages**, Spanish, Portuguese, and Quechua, and we will soon add Nahuatl. Our language programs follow ACTFL proficiency guidelines, while also focusing on intercultural competency in preparing students for research and work in the region. Portuguese and Quechua are both US/ED priority languages. Our language sequences include a summer Quechua program at the Centro Tinku in Cuzco, Peru and summer or semester-long Portuguese programs at in Salvador da Bahia, Brazil, and intensive Spanish programs of varying lengths in Spain and various LAC cities. Students can enroll in language courses for UM credit at other CIC universities.

4A2. Spanish is the most common means for UGs to fulfill the LSA foreign language requirement is central to UM initiatives on international education; **enrollments in RLL and RC Spanish language sequences** averaged 5144 a year over the past two academic years. In partnership with LACS, RLL also offers specialized Spanish language instruction for current and future professional school students, Spanish 283 with sections in Business, Medical, Social Work, and Legal Spanish. RLL offers a major and minor in Spanish and Spanish with Teaching Certificate, plus an UG minor; in 2013-2014 541 students were enrolled in these programs. 135

students per year complete the interdisciplinary RC intensive Spanish program, which combines rigorous language learning with curricular flexibility and a high degree of interaction between students and instructors. A primary goal of our Spanish language programs is to train students in **linguistic, cultural, and academic skills that they will put into practice in work, study, or internships locally and in the region.** Advanced-Spanish students serve as tutors for Latino children and adults in the Ann Arbor and Ypsilanti school districts (Spanish 448; RC Lang 304, RC Lang 334). RC and RLL also participate in the Spanish Language Internship Program (SLIP) (Spanish 428 and RC Lang 204/306), a language-based community service internship coordinated by UM faculty. LSA's global internship program placed 63 students in LAC in 2013-2014, 296 UG students participated in co-curricular travel experiences in LAC, Table 4.1 reports only enrollments in language-based internships for UM credit.

RLL offers a Portuguese language sequence, an accelerated course for Spanish speakers, and an intensive language study abroad summer program in Salvador da Bahia; **an average of 84 students enroll in UM Portuguese classes each year.** Since becoming an NRC, LACS faculty and staff have worked tirelessly to put Title VI resources to work to build permanent capacity in our Portuguese language program. In 2013 we inaugurated a new minor in Portuguese (and graduated our first student), which includes rigorous language training and advanced topical offerings (on Portugal, Lusophone Africa, and Brazil) taught in Portuguese. Portuguese language instruction both serves and benefits from our vigorous interdisciplinary intellectual community around Brazilian and Atlantic studies, including two major initiatives funded by the Office of the President (The African Studies Center and the Brazil Initiative). Given the strong ties to professional schools within our Brazil Initiative, we are proposing to create a new offering "Portuguese for the Professions," which we expect to be self-sustaining within three years. Our **Quechua** program is integrated into a stellar Andean Studies research and teaching cluster, led by Anthropology, Archeology and Linguistics faculty; **23 students enrolled in Quechua in**

2012-2013 and 30 in 2013-2014. The goal of the program is to provide the skills necessary to undertake study and research experiences in Peru and other Andean countries.

Since 2012, LACS has worked with a faculty affiliate Nemser and graduate students from RLL to provide training options in **Nahuatl**, to give graduate students the skills necessary to undertake study and research experiences in Mexico. LACS is part of a national consortium of universities (area centers at Yale, U. of Chicago, UCLA, Columbia, and others) working with The Zacatecas Institute for Teaching and Research in Ethnology (*IDIEZ*) to advance Nahuatl scholarship and revitalization in the US and internationally. We have partnered with IDIEZ and with the University of Chicago to create a pilot distance learning option, enrolling 3 students (1 Master's student from Public Policy/Education and 2 Ph.D. students from RLL) in 2012-2013. By year two we will have a sustainable model for distance-based Nahuatl instruction in the CIC.

Table 4.1: Scope of Language Offerings and Total Enrollments, 2012-2014			
<i>Program and Levels offered, 2012-2014</i>	<i>Sections taught</i>	UG Enrollment	Grad Enrollment
Beginning Portuguese	4	63	2
Intermediate Portuguese	4	34	0
Accelerated Portug. for Speakers of Romance Languages	4	57	13
Advanced Portuguese	1	8	0
Study abroad courses in Brazil	4	8	0
Portuguese Language Totals:	17	170	15
Beginning Quechua	5	6	19
Intermediate Quechua	4	8	9
Advanced Quechua	4	2	9
Quechua Language Totals:	13	16	37
Beginning Spanish	69	1,536	19
Intermediate Spanish	223	6,536	12
Advanced Spanish (277, 278, 280, 287)	98	1,836	28
Intensive Spanish: Beginning	14	203	14
Intensive Spanish: Intermediate	23	393	1
Accelerated Spanish review	4	34	0
Spanish for the professions	8	168	7
Spanish pedagogy	2	43	2
Spanish linguistics	33	475	5
Spanish Internships	20	90	0
Spanish Language Totals:	494	11,314	88

4B1. All 3 languages offer **3 or more levels of training.** **Spanish** has 4 levels: elementary (Span 100; 101-102); 2nd-year (230; 231-232); 3rd-year reading, grammar, and composition

(277) and advanced academic writing, linguistics, syntax, and literature/culture courses (Spanish 300-800 courses, See Table 4.2). **Portuguese** is also taught in a 4-level sequence: elementary (Portug 100; 101-102); intermediate (Portug 231-232; 415); and advanced (Portug 235); students proceed with more advanced study through Portug 301, the summer language program in Bahia (StdAbroad 492), and advanced topical offerings (See Table 4.2). **Quechua** is offered in a 3-levels, beginning (471-472), intermediate (473-474) and advanced (LACS 475-476), any of which may be taken either on our Ann Arbor campus or during the summer in the UM program in Cuzco. We anticipate offering intermediate and advanced **Nahuatl** by AY 2015-2016.

4B2. RLL and LACS faculty members regularly offer **classes on topics other than language, linguistics, and literature**, in Spanish. See table 4.2.

Table 4.2: Academic Courses taught in Spanish and Portuguese on Non-Literature Subjects, 2012-2014.			
		Enrollment	
Spanish	Topic	UG	Grad
Hist 347 (L-C section)	Lat. Am.: The Colonial Period	20	0
Hist 348 (L-C section)	Lat. Am.: The National Period	19	0
AC 315 (L-C section)	"History of Latinos in the US"	15	1
RC Lang 324	"Women, Words and Images" "Media, Terrorists and Freedom Fighters" "Cityscapes: Politics of Urban Space in LA" "Place, Identity and Rights in the Americas" "Race and Racism in Latin America" "Indigenous Activism in the Age of Globalization"	150	0
Spanish 328	"The Incomparable Magic of Sandro:"	23	0
AC 204 (L-C section)	"Latino/a Religions and Cultures"	16	1
Spanish 420	"Cine latinoamericano: Desplaz. y mov. Sociales" "Caribbean Cinema," "Latin American Popular Cinemas" "Documentary and Non-Fiction Film in LA"	133	0
AC 405 / WS 431	"Queer Cultures of the Hisp. Caribbean and Diaspora"	23	0
Spanish 488	"Dictadura y memoria en el Cono Sur"	19	2
Spanish 855	"Violencia y consumo cultural en América Latina"	0	7
LACS 499	"Sociology of the Body," with students in Colombia	10	0
LACS 490	"Raza y nación en Argentina"	5	0
Portuguese	Topic		
Portug 301	"Culturas do Protesta no Brasil"	*	*
Portug 472	"Cinema in the Portuguese-Speaking World"	8	4
Portug 473 (RL 400)	"Popular Music in the Port.-Speaking World"	12	0
RomLang 400	"Music in the Portuguese-Speaking World"	7	6
Total Enrollment:		465	19
<i>* Will be offered in 2014-2015</i>			

4C1. RLL and RC language courses are amply staffed with over 50 full-time Lecturers and GSIs. Quechua instruction is provided by visiting Lecturers, on one-year appointments from Centro Tinku in Cuzco, Peru. UM is committed to continued support for Quechua instruction. Advanced instruction in Spanish is provided by 20 tenure-line RLL faculty (11 are LACS affiliates). Advanced instruction in Portuguese is provided by 3 tenure-line RLL faculty.

4C2. Highly trained supervisory teams oversee instruction and train teaching staff in current language pedagogy methods. A team of 7 experienced Lecturers, with advanced degrees in secondary education or language pedagogy, coordinates the Spanish and Portuguese language program in RLL. These coordinators are active members of ACTFL and AATSP. They mentor Spanish and Portuguese instructors; run a required week-long Teacher Development

Workshop each September; conduct regular classroom visits and review materials and student performance; and organize professional development workshops on such language-teaching issues as oral proficiency assessment, language acquisition classroom technology, intercultural competency, and building writing skills in a foreign language. Spanish Language Program Director, Stephanie Goetz, teaches a graduate pedagogy seminar for Spanish GSIs, Teaching Romance Languages (Rom Lang 528). RC intensive Spanish program Director (PhD in Spanish Literature) and Associate Director (PhD in 2nd-language acquisition) supervise instruction and provide training. Quechua lecturers are native speakers with advanced training in language teaching, selected for their record as instructors at Centro Tinku, a leading center for Quechua language preservation and pedagogy. Mannheim, a distinguished expert on Quechua linguistics, works closely with LACS to oversee instruction both in Cuzco and at UM. LACS provides support to attend ACTFL conferences and workshops

4D1. Performance-based instruction based on ACTFL guidelines is employed at all levels of language teaching at UM. Performance is measured in a variety of contexts, depending on the required level of language proficiency. In the 3-year RLL **Spanish and Portuguese** sequences, qualitative written and oral proficiency testing and evaluation assures that students achieve the ACTFL high-intermediate level or higher to meet the UM foreign language requirement. LACS and Spanish UGs meet regularly with faculty advisors to assess progress towards language proficiency through review of their performance in advanced academic courses conducted in Spanish and Portuguese. RC measures Spanish written/oral proficiency in a comprehensive 4-hour final testing; 80-85% of RC Spanish students pass this rigorous exam and are then required to pass at least 1 upper-level seminar in Spanish. The performance-based goal of the **Quechua** sequence is to prepare students in order to carry out work or research in the Andean region; proficiency is assessed by Quechua-fluent faculty advisors who accompany students in the field and who contribute to supervising language instructors.

4D2. UM Language Resource Center manages state-of-the-art language laboratories; offers multimedia workstations, audiovisual and recording stations, audio-video production services, satellite downlinks for customized teaching units and creative student projects, and teacher-training and classroom support services; and holds a large collection of multimedia and print instructional resources. LRC Instructional Learning Lead, Philomena Meechan (MA, Spanish linguistics), supports projects to integrate web technology and distance learning into Spanish and Portuguese courses and has developed a range of multimedia resources, including interactive versions of Spanish and Portuguese primary documents, films, and websites. Through LRC, elementary Spanish students interact via internet video-chat with students in Latin America and Spain. LACS and the Library have a growing collection of Quechua pedagogy materials.

4D3. All UGs taking Spanish, Portuguese, or Quechua to satisfy their LSA 2nd-language requirement must attain ACTFL high-intermediate level. LACS and Spanish majors, PICS majors, RC Spanish UGs, and LACS Graduate Certificate students must complete the equivalent of 3rd-year Spanish, Quechua, or Portuguese, reaching ACTFL Advanced-level proficiency in reading, writing, listening, and speaking.

5. STRENGTH OF THE LIBRARY

5A1. Library holdings at the University of Michigan Library, one of the largest research collections in the country, number more than 12 million volumes and nearly 8 million microform, map and multimedia units. Holdings directly related to LAC total more than 135,000 in English, Spanish, Portuguese, and other languages, growing at a rate of 2% annually. Spanish-language titles in all fields total 237,534 and Portuguese-language titles total 33,00. UM is also home to the Ford Presidential Library, with material on US foreign policy towards LAC, the Special Collections Library containing *important collections* such as the Cuban Hand-made Books Collections (117 titles) and the Labadie Collection of materials on "social protest" (e.g., civil liberties, and anti-globalization), with a significant portion directly related to LAC. The

Clements Library houses *research materials* on the colonial history of the Americas including 51 Caribbean, 28 Mexican, 10 Central American, and 18 South American collections. UM *professional schools* have their own libraries with relevant holdings not included in the figures above. The Law Library boasts one of the 5 best LAC law collections in the country, including primary materials in foreign and comparative law (e.g., national codes, treaties, court reports, legislation). The Kresge Business Library holds a premiere collection of materials on economic, political and social developments as well as corporate and industrial information. Additional areas of distinction include the Askwith Media Library, which holds more than 33,000 titles, including the complete holdings of the Latin American Video Archive; the Map Library, with more than 370,000 historical, military, and topographical maps; and data archives of the Population Studies Center Institute for Social Research (ISR), and Inter-University Consortium for Political and Social Research (ICPSR) that each hold important data sets based on Latin American research. The Library purchases research material in electronic format where available, for instance the Hispanic American Periodicals Index, Confidential Print: Latin America and many electronic journals and e-books.

5A2. Financial support for library staff and acquisitions. A full-time LACS librarian is supported by an ancillary staff of subject specialists and part-time catalogers, a commitment of more than \$200,000 in salary and benefits, not including staff from the professional and independent libraries. The Library's *expenditures for Latin American acquisitions* total more than \$125,000 annually, not including the expenditures of the Kresge Business Library and the Law Library. Additional funding is available for staff and collection development activities; e.g., the LACS specialist regularly attends the annual Seminar for the Acquisition of Latin American Library Materials (SALALM) conferences and has made acquisitions trips to LAC.

5B1. Research materials at other institutions are available to students through cooperative arrangements and a wide variety of *catalogs and indexes* in all formats. Mirlyn, the Library's catalog, acts as a gateway to catalogs of 3 other research libraries in Michigan and 13

other major research libraries across the Midwest. As part of the Michigan Research Libraries Triangle (MRLT), faculty and graduate students at UM, Michigan State, and Wayne State have *reciprocal borrowing privileges*. As a full member of the Center for Research Libraries (CRL) and an active partner with OCLC, the Library offers UM researchers access to wide-ranging indexes (ie. WorldCat) and collections (ie. backfiles of Latin American newspapers and dissertations). All electronic resources are available remotely to faculty, staff and students.

5B2. The Library is open to the public, making all resources accessible to anyone who visits UM, regardless of affiliation. Additionally MRLT students, faculty and staff have full reciprocal borrowing privileges. LACS visiting researchers, students, and scholars (including overseas visitors and colleagues from nearby institutions) also enjoy full library benefits, including off-campus access to digital materials. LACS and the II work with faculty at the University of Puerto Rico and other MSIs to provide access to Library resources through short-term residencies. The Library participates in many *cooperative projects that build resources and expand access to LAC materials* on campus and worldwide. The Library is a member of SALALM and a participant in CRL's LAMP, the Latin Americanist Research Resources Project, LARRP, the Mid-west Organization of Librarians for Latin American Studies), and Hathi Trust, which currently includes approximately 336,000 volumes (5%) in Spanish or Portuguese. Of the total items available, many are fully accessible to the general public.

Since 2013, LACS has worked with the Library's Scholarly Publishing Office to transform our Law in Slavery and Freedom website, developed with Title VI funds, into *Translating the Americas, a digital platform for publication and open access distribution of translations of important, previously published articles and book chapters*. The aim is to share research and teaching materials relating to Latin America and the Caribbean not currently available in English and to make research publications by UM faculty widely available in Spanish, Kreyol, and Portuguese. SOP also works with LACS and RLL faculty on our newly created **bilingual open-access journal, *Política Común***, dedicated to literary and cultural studies that engage with

political and historical thought, intellectual history, visual culture, and psychoanalytic theory.

6 QUALITY OF STAFF RESOURCES

6A1. Qualifications of faculty and staff. This center draws upon a world-class faculty across disciplines and regional specializations. LACS faculty affiliates have been recognized by such distinctions as induction into the National Academy of Sciences (4 faculty), American Academy of Arts and Sciences, and National Academy of Education; as well as 4 NSF, 2 MacArthur, 4 Guggenheim, 3 Kellogg, 2 National Institutes of Nursing, and 11 Fulbright awards. At present LACS affiliate faculty serve as PIs on a total of 51 external grants from NIH, NSF, Ford Foundation, NEH, Woodrow Wilson International Center for Scholars, the Breast Cancer Research Foundation, National Geographic Society, Department of Interior, among others.

LACS Director Hoffnung-Garskof holds a PhD in History from Princeton University. He has published extensively on the history of migration, race, and popular culture in the Caribbean and among Latina/os in the US. He is the author of *A Tale of Two Cities: Santo Domingo and New York after 1950*, and recipient of a Social Science Research Council International Migration Fellowship and a Spencer Foundation/NAE Post-Doctoral Fellowship. His publications also include “The Migrations of Arturo Schomburg: On Being *Antillano*, Negro, and Puerto Rican in New York, 1891-1917,” *Journal of American Ethnic History* 21, no. 1 (2001): 3-49; “To abolish the law of castes: Merit, manhood, and the problem of color in the Puerto Rico liberal movement, 1873-1898,” *Social History*, Vol. 36, No. 3 (August 2011): 312-342; and “The Immigration Reform Act of 1965,” in *Making the Familiar Strange: Iconic American Texts after the Transnational Turn*, ed. Brooke Blower and Mark Bradley, Ithaca: Cornell University Press, Forthcoming. LACS is blessed with superbly qualified professional staff with extensive overseas experience. **Academic Program Manager Ureña Valerio** received a BA in History from the University of Puerto Rico (1999), where she also did graduate training in Latin American and Caribbean Studies, and now holds a PhD in History from the University of Michigan (2010); a

native speaker of Spanish, she is fluent in Portuguese, German, and Polish. She maintains an active research profile in Latin American and European Studies. Her book “The Stakes of Empire: Civilizing Agendas and the Mapping Out of Polishness in the German Empire, Africa, and Brazil, 1840-1914” is under contract with Ohio University Press. Ureña Valerio manages Title VI activities and budget, FLAS and Tinker competitions, coordinates the LACS thesis seminar, teaches specialized summer courses, and serves as advisor to graduate and undergraduate LACS students and organizations. **Brazil Initiative Program Manager Martins** is a native speaker of Portuguese and is fluent in Spanish. She came to LACS with graduate training in communication studies and 15 years of experience in arts administration and cultural events production in Brazil. Over more than a decade of service at LACS, she has developed extensive expertise in organizing academic and cultural exchanges, outreach, budgeting, strategic planning and development, coordination of overseas partnerships, and communications, all components of her position as Brazil Initiative Program Manager. She is also a professional translator, who has published numerous Portuguese translations of academic books and articles, including works by Scott, Alberto, and Caulfield.

6A2. UM provides **professional development opportunities for faculty** through support for research, on-campus programming, and for travel to professional conferences. In addition to support for management of external grants, LSA allocates additional research monies to each department to be distributed to faculty members annually. UM allocates additional research funds to new hires, and through endowed chairs, collegiate professorships, and university professorships. Supplemental internal research funding is available through UM Institute for the Humanities, II, LSA Dean's Office, National Center for Institutional Diversity (NCID), Eisenberg Institute for Historical Studies, Office of the Vice President for Research, Rackham Graduate School, the Center for International Business Education, UM-FAPESP and UM-FIOCRUZ Partnerships, LACS Brazil Initiative, and the William Davidson Institute. Tenure-track faculty members receive at least 1 term of leave prior to tenure. Tenured faculty members

receive 1 term of sabbatical leave after every 12 terms of on-campus service. UM provides leave time and top-up awards to faculty who receive outside research awards. UM provides pedagogy training, evaluation, and consultation to faculty through CRLT, including teaching orientations and workshops for new faculty, more than 200 specialized courses on classroom management, diversity, the science of learning, and the use of technologies throughout the year, and customized workshops and retreats for departments. CRLT, LRC, Honors Program, Media Center, LSA Instructional Technology Committee, and LACS provide competitive funding opportunities for pedagogy innovation and course development.

UM provides **professional development and learning opportunities for Staff** at the office of Human Resources Development (HRD), which offers a full range of professional development courses in university administration and workplace skills; LSA employment policies specify that all staff, in consultation with their supervisors, identify HRD training programs that advance their abilities to carry out their jobs effectively. LACS supports Center staff with funding for professional travel to conferences or workshops (Budget Line 18).

6A5. Teaching, supervising, and advising students. Tenure-track faculty teach 3-4 courses per year (depending on department or school). Department chairs and Center Directors typically teach 2-3 courses a year. UM lecturers teach 4 to 6 courses per year, according to the terms of their union-negotiated contract. All faculty hold regular office hours for advising and for supervision of theses and dissertations. LACS Director Hoffnung-Garskof teaches three courses per year and spends up to 10 hrs/wk advising LACS students. Ureña Valerio spends 45% of her time coordinating FLAS, LACS UG programs, Tinker Grants, and our graduate certificate, and advising students in those programs. She also teaches LACS 499 (Reading and Research in Latin American and Caribbean Studies independent study) and supervises Honors thesis projects (LACS 399) along with students' main LACS advisors in other departments. Martins spends 10% of her time on projects to integrate UG students into the Brazil Initiative, including exchange opportunities, arts residencies, internships, and courses.

6B1. Our well-trained and highly motivated staff (Ureña Valerio, 100% FTE; Martins, 50% FTE and our anticipated new shared position 50% Outreach Specialist) is more than adequate to handle the diverse and complex tasks required by our Center as it has grown in size and national prestige. An additional 10 staff members in the II and LSA shared services unit support LACS administrative operations including grant administration, IT services, development, design, financial services, communications, and human resources. Student assistants provide crucial support for programming, publications, and data collection. II staff members also coordinate projects and initiatives among various area studies centers. With this staffing arrangement we will be fully capable of carrying out the activities proposed for the 2014-2018 NRC cycle.

The LACS Advisory Board provides Center **oversight** on curriculum, programming, and outreach. This Board is composed of the LACS director, former directors, and additional tenured faculty from a range of fields, currently Scott (Law, History), Caulfield (History), Stern (Medicine), Williams (RLL Spanish), Mannheim (Anthropology), and Arenas (RLL-DAAS-Portuguese). The Brazil Initiative is overseen by a Steering Committee composed of the LACS Director, the Faculty coordinators of the FIOCRUZ Partnership, Stern (Medicine), and the Social Sciences Research Network, Caulfield (History), and three other tenured faculty members: Pires (Linguistics), Alberto, and Langeland (both History and RLL). The Fellowships and Graduate committee each year includes members from all the relevant language programs, and at least one professional program. This year's committee included Langeland (Portuguese/History), Mannheim (Anthropology), Hoey (CAUP), Sattersfield (RLL), Stern (Medicine), Pedraza (Sociology). Members of this committee oversee competitions for FLAS, Tinker, and other student grants and consider admission to the LACS Graduate Certificate Program. UM Latin American librarian Llamas regularly consults with LACS faculty and meets with the LACS director to determine acquisition priorities.

6B2. Staffing for Outreach activities includes a full-time, dedicated Outreach specialist, shared with other II centers (.25 from LACS Title VI budget), to coordinate II wide outreach

efforts, collect evaluation data, and serve as a resource for individual center outreach activities. At LACS, Martins (who previously served as LACS Outreach Specialist) coordinates Brazil related outreach activities. Specific collaborations or projects, such as **UPR, WHLI, and Indigenous Languages** are staffed through hourly positions, providing key disciplinary or language skills and timely assistance (See budget lines). Ureña and LACS director provide academic leadership and supervision for outreach efforts.

6C. UM is nationally recognized for its commitment to **non-discrimination policies**. LACS follows UM procedures in job, grant, and fellowship announcements and selection, which are stringently reviewed by Human Resources to ensure encouragement of applications from underrepresented groups. The Office of the Associate Provost for Academic and Multicultural Affairs assists in recruitment of these applicants. Of 78 regular LACS faculty, 55% are women (including 2 past LACS directors), 36% are Hispanic, and 9% are African-American.

7. OUTREACH

One of our primary project goals this cycle (see App. 4) is to expand our longstanding outreach efforts to bring LACS area studies resources to K-12 institutions and minority serving post-secondary institutions. For a summary of our existing and pilot efforts see table 7.1.

LACS Outreach Activities, Annual Averages for 2012-13 and 2013-14

Events	Number of Events	UM presenters	Visiting presenters	# Educators served	# Students served	General Public	Total attendance
Lectures	22	2	19	127	226	26	379
Conferences	5	17	10	49	181	19	249
Workshops	11	21	8	42	138	8	188
Exhibitions	2			32	72	10	114
Poetry readings	1	0	2	5	15	10	30
Film Screenings	7			12	33	270	315
Performances	5	0	7	20	110	1290	1,420

Bate-Papo Series (Presentations in Portuguese)	3	0	4	12	36	4	52
WHI, MIIE, and other K-14 Professional and Curriculum Development events	8	8		71	94		165
Collaborative events with MSIs (e.g. UPR) and Communities Colleges (e.g. Washtenaw Community College)	3	7		15	55	5	75
K-12 events (e.g. En Nuestra Lengua, Quechua Workshops, Samba workshops in schools)	7			42	1,271		1,313
Community Outreach (e.g. Brazil Samba Carnival at Festifools)	2	7	7			3,000	3,000
TOTAL	75	62	57	427	2,231	4,642	7,300

7A1. Local and regional:

i. LACS works to spread awareness and knowledge of Latin American indigenous languages in southeast Michigan through **Latin American Indigenous Languages Outreach** program. We began this project with a workshop by Quechua Instructor Collado, assisted by Howard Tsai (PhD '12), at Hartland High School in Hartland, Michigan in conjunction with the school's "World Language Week." We plan to undertake more such outreach activities in the coming cycle, including partnering in AY 14-15 with SMTD on a production of the Maya folktale *The Disobedience of the Daughter of the Sun* that will take place in April 2015. We will create on-campus and K-12 instructional materials and workshops on Maya language and culture. As Nahuatl instruction is established through CIC, we will work to include it in our outreach events.

ii. LACS works to incorporate LAC content into teacher training and preparation through **collaborations with SOE and Department of Music Education, SMTD**. In 2010 LACS worked with other Area Studies Centers in our II and our School of Education to create the **World History Initiative (WHI)**. LACS contributed experts to annual three-day workshops for in-service secondary school teachers from Michigan school districts. WHI workshops helped teachers build specific LAC content knowledge, to engage in comparative analysis across different regions of the world, to develop models for connecting teaching about global themes to teaching about local experiences, and to expand access to teachable resources, as teachers and students faced new World History and Geography requirements. We are seeking resources to extend the WHI for another four years, and to expand in three areas: (1) we will **incorporate UM area center expertise in world literature**; the WHI will become the World History and Literature Institute (WHLI), including new series of workshops designed to provide teachers with resources to use literature and art to help their students learn about the global past. The goal is to help secondary teachers meet the new demands created by the Common Core Literacy and College Readiness standards, providing resources for teaching domain-specific literacy with global content. (2) We will expand the audience at half of the WHLI workshops to formally **include pre-service teachers from UM** undergraduate and graduate programs, as well as nearby teacher training institutions -- Eastern Michigan, Oakland University, Michigan State University, Henry Ford and Washtenaw Community Colleges (3) We will **increase our reach through the use of technology**. We already make resources from WHI workshops -- recorded lectures, powerpoint presentations, and pedagogical materials -- available to the public through our website. We will webcast the workshops to interested schools and teachers across Michigan, at step toward extending WHLI beyond MI. LACS will work with other II Centers and the **UM Department of Music Education** to develop and implement a new two-course world music sequence. This sequence *Introduction to Music Cultures of the World 1 and 2*, offered in alternating summers, will introduce LAC content and an international and intercultural

dimension, into the summer-only MA program in Music Education, which enrolls primarily in-service K-12 music teachers. The two-course sequence will allow all summer MA students to become familiar with a broad range of musical experience from across the globe and methods for incorporating global musical diversity into K-12 teaching. In years 1 and 3 the course will introduce the music of Middle East and North Africa, South Asia, East Asia, Southeast Asia. LACS will provide funding for years 2 and 4, when the course will introduce the music of Europe, Native North America and Latin America, Sub-Saharan Africa. This partnership builds on previous outreach on the topic of LAC music. Over the past two years we have brought specialists on Samba and Colombian Musica Llanera (Grupo Tucandira) to visit classes and ensembles at SMTD, and K-12 schools.

iii. UM offers an UG Spanish Major with a Teaching Certificate jointly administered by RLL and the Secondary Education Program in our SOE. This program is the premier conduit for training secondary school Spanish teachers in our state. Supported by rigorous coursework, these pre-service language teachers participate in innovative internship program directed by LACS affiliate Coolican, the Ann Arbor Language Partnership (A2LP). Each year 90 interns provide Spanish language instruction and LAC cultural content to every student in grades 3 and 4 in Ann Arbor public elementary schools, more than 2000 students in 21 schools. Working with LACS faculty affiliate Elizabeth Moje, (Associate Dean, School of Education), we are proposing to further integrate LAC area content and global themes into teacher education. We will create a pathway for pre-service Secondary Spanish educators to take our existing Language Across the Curriculum classes in Latin American History (History 347, History 348). These classes focus on intercultural and global themes, such as the encounter among indigenous Latin American societies, European colonists, and enslaved Africans, indigenous and creole languages and cultures, and global interaction through trade and conquest. Students do additional readings in Spanish and participate in Spanish language discussion sections. LACS will provide supports to

pre-service language teachers, helping them to translate their college-level work into topical lesson plans for their A2LP placements and future Spanish classrooms.

iv. Since 2009 LACS has worked to **expand access to international education for underserved populations in local schools** through collaboration with a project called **En Nuestra Lengua**, led by a LACS affiliate (Satterfield). En Nuestra Lengua offers a Saturday enrichment program for 105 bilingual (Spanish-English) K-12 students from Ann Arbor and Ypsilanti public schools. The purpose of this program is to build first language literacy in Spanish and academically oriented cultural knowledge about Latin America. Students from this background have difficulty gaining admission to four-year colleges and have lower participation rates in international programs once they reach college, in part because they lack opportunities for language training as part of their K-12 education. Through support to En Nuestra Lengua LACS is working to bring more students with advanced first language Spanish literacy and academic exposure to Latin American cultures into the area studies pipeline in our state.

7A2. National: In 2014 LACS developed a pilot **partnership with the Colleges of Education, Humanities, and Social Sciences at the University of Puerto Rico, Rio Piedras (UPR)**, for the purposes of K-16 outreach. UPR is a major public research university and MSI, holding a Title V grant from the US/Department of Education. The College of Education at the UPR trains thousands of teachers each year who go on to work in public and private schools in Puerto Rico. The Colleges of the Humanities and Social Sciences at UPR provide topical instruction to students enrolled in the College of Education and other professional schools. There are no Title VI National Resource Centers on the island of Puerto Rico. There are also no Hispanic serving institutions in the State of Michigan. Thanks to deep existing ties between our institutions (including graduate recruitment, joint research symposia, and extensive faculty exchange) we are working together to expand access to the area studies and language resources at UM, making them available to the faculty and students at the UPR, to in-service teachers in region around UPR, and, by extension, to their K-12 students. In each of the next four years the

II will send mixed delegations of area studies experts (representing LACS and 8 other area studies centers) to UPR for K-16 professional and curriculum development workshops, organized around topics that cross multiple disciplines and allow representation from different world regions. Each will include sessions for UPR faculty and students (including pre-service K-12 teachers) and sessions for in-service K-12 teachers from the surrounding San Juan metropolitan area. Instructional materials related to the workshops will be translated into Spanish and English and will be made available on a website for further use and dissemination. As part of a broader effort to build capacity at the UPR, LACS will also provide funds to UPR Area Studies and Language faculty for travel to international/domestic professional development conferences. LACS will dedicate funds to acquisitions of area-studies materials (i.e. books, primary sources, and journal subscriptions) for the José M. Lázaro library, UPR's main research library, and Centro de Investigaciones Históricas (CIH) in the College of the Humanities. LACS will also provide funding to 1-2 UPR faculty each year to travel to UM for library residencies of 1-2 weeks. These residencies will allow colleagues at UPR to take advantage of the extensive resources in our Center and on our campus to update and develop LAC-oriented syllabi. We also will provide funding to 1-2 in-service/pre-service teachers affiliated with UPR to attend each WHLI workshop on our campus.

7B1. Local and Regional: LACS engages in **outreach to post-secondary institutions** by sharing visitors and co-sponsor events with WCC, Kalamazoo College, and Eastern Michigan University (examples from 2013-2014 include the residency of the late Dominican painter, Fernando Ureña Rib, and the screening of the documentary film, “The Dream is Now”, which was followed by a presentation on “Latin America Immigration and U.S. Policies”). Upcoming WHLI will **include faculty and students from** Henry Ford and WCC. LACS and other II centers collaborate extensively with the **Midwest Institute for International/Intercultural Education (MIIE)**, a Title VI-funded consortium of two-year colleges in the Midwest region dedicated to improving international studies and foreign language training at each member

campus. Our support includes arranging for library privileges at UM for MIIIE members; assisting in the creation of international curriculum packets for targeted courses at community colleges; and providing LACS faculty or graduate students as speakers for its annual workshop on specific trans-national themes. LACS also contributes to MIIIE's biannual Cross-Institutional Sharing Conference, which focuses on curriculum and professional development for faculty, international studies academic programming, and planning international-intercultural activities. Starting in July 2014 MIIIE will be a national consortium with affiliates from all over the 50 states. As detailed above, we work to include nearby teacher training institutions in WHLI.

7B2. National Our UPR partnership (§ 7A2) is a K-16 project, including UPR faculty and graduate students in area studies.

7C. Business, Media, and the general public. In addition to our long-running LAC Film series, in 2013 we inaugurated a **Lusophone Film Series**, organized by Portuguese Program director Arenas, including two screenings at the Michigan Theater (a local independent movie house). We also added a new dimension to a longstanding collaboration with Philip Galinsky (Director, New York Samba School) and Magalí (independent musician, Rio de Janeiro). These two experts came to LACS for residencies in each of the past two NRC grant cycles, offering hands-on workshops about samba at SMTD and for UGs, and presentations to more than 1000 Ann Arbor public school students. In April 2014 we brought them back for a new project to inject Brazilian music and cultural expression into Festifools, an annual student-organized street parade with music, costumes, and puppets attended by 3000 community residents.

LACS has a close partnership with the UM Communications Office, which works to provide media outlets with appropriate UM faculty experts. As a result our faculty regularly responds to requests for interviews or information from national, regional, and local print and broadcast journalists during major news stories on Latin America. Communications also links UM faculty and research to more than 500 Spanish language news outlets in the United States and overseas through the UM Spanish Language News Service. The service sends out bilingual press releases

on LACS visitors, faculty research, and events and provides support to LACS outreach efforts through the UM Spanish Language Web portal. LACS also has a close relationship with prominent journalists through the Knight Wallace Journalism Fellows program, which brings outstanding mid-career professional journalists to UM for a year. These fellows frequently enroll in or audit LACS courses, and since 2008 LACS faculty members Alberto and Hoffnung-Garskof have lectured Wallace fellows each year in preparation for trips to Argentina and Brazil. We also partner with local arts and culture organizations, such as UMS, in their outreach efforts toward the general public. Three articles on Latin American performers produced by LACS since 2012 received more than 840 unique hits on the UMS website.

8. Program Planning and Budget

Renewed Title VI funding will provide critical resources allowing us to sustain the high volume and high quality of our activities, to capitalize on growing interest in engagement in the region on our campus, and to innovate and grow in critical directions that directly relate to **the purpose of the NRC program** as outlined on the US/ED website, meet areas of national need, and fulfill our project goals as outlined in App. 4, especially in language instruction, outreach, professional and STEM research and training, and area studies training.

8A1. Foreign language training. We propose to continue to strengthen and increase enrollment in **Portuguese language instruction**. To meet growing demand from professional school students who participate in BI activities, we seek funding in the current cycle to expand our language offerings to include Portuguese for the Professions (see Budget line 6). We expect this class to be self-sustaining (through tuition) by 2018. We will continue our Bate Papo (Portuguese language discussion) series and our Lusophone Film Series, both of which provide support to language instruction. We will expand our partnerships with the Universidade Federal do Estado do Rio de Janeiro (UNIRIO) and Universidade de São Paulo (USP), which include co-

teaching of classes at a distance, student exchanges in the arts and social sciences, and credit-bearing faculty led trips. We will also continue our successful program bringing short-term visiting faculty from Brazil through CAPES, Fulbright, Law School, and BI Funding. None of these require Title VI contribution. We propose to continue **language instruction in Quechua**. Title VI will play a critical role in securing this extremely successful priority language program, contributing 50% of the Lecturer salary in years 1, 3, and 4, and 100% in year 2, ensuring continuity in the program during an anticipated gap in funding when our current Mellon grant expires. Title VI funds also provide crucial support to international travel from Cuzco, and library and course materials (Budget Lines 5, 16, 22). We seek funding to continue our partnership with the University of Chicago IDIEZ to develop distance based instruction in **intermediate and advanced Nahuatl** (see §4A2, Budget Line 7). We seek funding to continue and expand our outreach efforts in Latin American indigenous languages, including K-16 and on-campus Quechua and Nahuatl workshops, including critical hourly support for these activities (Budget Lines 30, 51). We propose to continue support for our existing, and successful, L-C program, which offers discussion sections of advanced topical courses in Spanish. We will develop **L-C offerings to target pre-service teachers** (Budget Line 32) and **pre-health students** (Budget Line 37). We propose to continue our support of **Spanish Language Internship programs** (§4A2; Budget Line 33). LACS also proposes to use Title VI funds to enrich existing sections of **Spanish for the Professions** through internet technologies modeling patient care or client interactions in Latin America (Budget Line 35).

8A2. LACS proposes to support **instruction in fields needed to provide full understanding of the region** through course and curriculum development. We seek funding to support efforts to build curricular and co-curricular training opportunities linked to our **Health, Science, and Medicine in Latin America Initiative (HSMLA)**. For instance we will develop a new **undergraduate minor in Health, Science, and Medicine in Latin America** combining advanced language proficiency, opportunities for field experiences, and coursework. (Budget

line 37). We will continue our **minicourses taught by visiting faculty from Latin America** (Budget Lines 8 and 39). We will continue to work with LSA to support LAC topical spring-summer half-term courses that fulfill LSA distribution requirements (Budget Line 39). LACS requests funds to support 3 interdisciplinary regional workshops (**Andean Workshop, Caribbean Workshop, and Mesoamerica Initiative**), led by graduate and professional students, focused on the training and research needs of students working in particular areas within Latin America and the Caribbean (Budget Lines 43, 44, 46). LACS also requests funds to support an **Atlantic History Initiative**, an active collaboration with our African Studies Center. In the last cycle LACS and ASC supported a major collaborative research practicum “Getting the Documents to Speak” at the Instituto Juan Marinello, Havana, Cuba in 2012. This included scholars and students from Senegal, France, Germany, and Cuba and included a follow up research symposium “Back from the Archive” at UM in fall 2010. (Budget Line 45). We propose to bring Latin American and Caribbean Writers and Artists to campus for residencies, including workshops, exhibitions, class visits, in collaboration with Arts at Michigan, the Center for World Performance Studies (CWPS), SMTD, Art and Design, and other UM partners (Budget line 51).

8A3. LACS seeks funding to support our efforts to provide **resources for training and research in international and foreign language aspects of professional and other fields** of study. In addition to support for Spanish and Portuguese for the Professions, we will continue our collaboration with CEAL, SPH, Nursing, MED and ENG to connect professional students doing field placements or service projects in LAC with appropriate areas studies and language training. Through our HSMLA initiative we seek to strengthen links between interdisciplinary research on science, health, and medicine in LAC and the training of health related professional students. This includes expanding existing overseas partnerships with FIOCRUZ and our Quito Project (both of which support research collaboration and summer training opportunities for students) to include two emerging partnerships with CONICET (Buenos Aires) and UNAM (Mexico City). Emerging collaborations include “Human Milk Banking in Brazil” “Cold War

Science in Latin America,” and “Genetics, Race, and Identity in South America.” Course and curriculum development (Budget Line 37) builds on and supports research-focused activities (Budget Line 49), and will be supported by the inclusion of HSM related translations in *Translating the Americas*. LACS staff and faculty will make visits to The Quito Project to strengthen institutional collaboration and connect students and researchers to appropriate area studies resources (Budget Line 15). We propose to support **Law and Legal Studies** curricular initiatives, including the development of a new course on Contemporary Slavery, with 50% Latin American content. We will also support the incorporation of LAC visitors to the Law School clinic on Human Trafficking (Budget Line 38). We propose to continue our collaboration with a cluster of faculty working on Sustainable Food System Initiative (SFSI), including Perfecto (SNRE) and three newly hired LAC specialists in **SNRE** (Blesh), **CAUP** (Hoey), and **SPH** (Jones), towards a LAC-focused graduate seminar in Food Security to be taught in winter 2015. Activities include the visit in fall 2014 of Dr. Fernando Funes, a leading agroecologist in Cuba, and a research meeting on food sovereignty in winter 2015. (Budget Line 33). LACS seeks funds to collaborate with the William Davidson Institute on an annual events series bringing LAC and US business professionals together with UM faculty and students for workshops and networking opportunities (Budget Line 40).

8A4. LACS contributes to instruction and research on key topics in world affairs, such as contemporary slavery and human trafficking, sustainability and food systems, and will participate in 3 topical **initiatives with II partners**. **The New Scramble for Africa** (Budget Line 42), will be a workshop including LACS, ASC, and our East Asian Centers, investigating competition for influence and resources in current foreign and trade policy with Africa. **States of Emergency: Disasters and the Politics of Hazard** (Budget Line 41) examines the place of calamity in politics and culture, providing an opportunity to evaluate the social strains produced by events such as the earthquakes in Haiti and Chile in a global perspective. LACS proposes also to continue our successful initiative on **Race, Ethnicity, and Indigeneity** (Budget 51), drawing

on multiple faculty engagements with LAC scholars. This initiative includes the visit of Mariela Eva Rodriguez (CONICET-UBA), in fall 2014, to teach courses in RLL such as “Races, Lands and Languages. Indigenous People’s fights in Southern Patagonia.” We will continue **Literature, Culture, Theory** (Budget Line 54), led by Williams (RLL), a series on Latin America as a region that produces criticism and theory rather than just as an object of study. We propose continued support for **Gender, Sexuality, and Identity** (Budget Line 47), an initiative led by Caulfield (History) and LaFountain-Stokes (RLL, AC) including events and workshops on wide-ranging topics such as paternity and DNA testing in Brazil and drag performance in the Caribbean. Our **Comparative Politics Collaborative** (Budget Line 48) supports instruction on Latin American topics in courses in Political Science and Sociology; for instance, we held several events during this Title VI cycle dealing with the Political Crisis in Venezuela (2013), Democracy at the Crosshairs: Political Trust and Polarization in Ecuador (2013), and the Quality of Democracy in Latin America (2010), which culminated in a book of collected essays. We will also continue our initiative on the theme of **Environmental Struggles and Cultural Preservation** (Budget Line 49), focused on research and programming that mutually reinforces course development efforts with Sustainable Food Systems Initiative and other SNRE, CAUP, SPH, and Anthropology faculty. LACS also proposes to continue providing support to our publishing ventures (Budget Line 11) *Política Común* and *Translating the Americas* (see §5B2).

8A5. Building and maintaining specialized library collections. Please see §5 and for acquisitions (Budget Line 19), travel (Budget Line 17) and Quechua language pedagogy materials (Budget Line 22).

8A6. Outreach. For detailed discussion of Outreach projects, see §7 and Budget Lines 9 and 10 (Outreach Personnel), 21 (Supplies) and 25-29 (K-16 Outreach Efforts).

8B1. The project timeline. Please see Appendix 6.

8B2. Use of resources and personnel to achieve objectives. LACS has demonstrated our ability to implement our proposed initiatives through two grant cycles. Portuguese language

training and Brazilian studies, *Translating the Americas*, and the Law in Slavery and Freedom Project are now largely internally funded. We are proposing projects that will strategically leverage available resources in order to preserve and expand programs that meet national need, NRC objectives, and program specific goals as outlined in App. 4. We plan to use future Title VI funds to create lasting change on our campus, by strengthening relationships with K-12 teachers through our teacher training programs, building sustainable partnerships with MSIs, welcoming new faculty affiliates in diverse fields (ie. three new hires in Sustainable Food Systems group), building outwards from our BI to other parts of the region (ie. our HSMLA initiative).

8C. Cost-effectiveness. Total budget allocations for the above activities fit within US/ED recommendations. NRC funds are used to build on cost-shared activities or to leverage additional UM support. The NRC budget is based on a firm base of institutional support as described in §1.

8D. Long-term impact. Thanks to deep institutional commitment and Title VI support we are training and placing experts in areas of national need *and* providing basic information, linguistic proficiency, and cultural competency to a much wider range of non-experts among students and the general public. The activities we propose will have a major impact on our efforts, supporting high quality instruction of Spanish and leveraging UM funds to preserve and expand offerings in Quechua and Portuguese and Nahuatl. Our course development proposals will create, enrich, or transform more than two-dozen courses. Our professional school collaborations, Health, Science, and Medicine initiative, workshops and programming, international research collaborations, and cross-II initiatives are the foundation of enriched UG, graduate, and professional educational training at UM. These efforts engage our students with artists, professionals, and scholars from outside our institution, encourage them to expand the boundaries of traditional Latin American and Caribbean Studies, and bring diverse perspectives and lively debate to our campus. This has a long-term impact on the students themselves, who carry their language skills and cultural expertise with them into successful professional careers. But the impact is also visible in our

institution, which has evolved as we have used workshops and lectures to build institutional ties, collaborative research initiatives to reshape our curriculum, and language study programs to propel students into important research and service communities.

9. IMPACT AND EVALUATION

9A. LACS courses, fellowships, and events have augmented the national supply of specialists on the area, as shown through the following indices. A total of 106 non-language classes enrolled 2782 UG and 121 Graduate students from 2012-14. Another 118 classes with at least 25% area content enrolled 5048 UGs and 527 graduate students. In 2010-2013, 24 LACS UG concentrators and 7 minors graduated and 521 other UGs graduated with at least 15 credit hours in LACS non-language courses. More than 11,000 students enrolled in LACS language courses in 2012-2014, including **238 in priority languages** and more than 1800 in advanced-level language courses. 550 students participated in a study, volunteer, or work experience in LAC countries. Between 2010-2013 42 students defended PhD dissertations on LACS topics; 9 of those doctoral research projects were initiated with FLAS fellowships. In 2012-2013 alone, LACS and II awarded research and internship fellowships to 9 UGs and 28 graduate and professional school students for work in Latin America. Our events, an average of 40 per year, are well attended and respond to the needs of our students, faculty, and members of the broader community. In a programming survey administered in 2011-2012 the vast majority of respondents (88.6%) found our events to be either “very valuable” or “valuable.” **LACS substantially increased the number of advanced Portuguese courses available on our campus.** Portuguese 471, 472, 473 were approved and offered for the first time during the previous grant cycle (**NRC GPRA Measure 3**), and we since **created a new minor in Portuguese (NRC GPRA Measure 4).**

Table 9.1. Impact Summary Table (Section 9A)

Impact on University

Non-Language Enrollments (2012-2014)	8478
Language Enrollments (2012-2014)	11402
Students who participated in study, work, or volunteer programs in Latin America and the Caribbean (2012-2013)	550
Graduating Concentrators (2010-2013)	24
Graduating Minors (2010-2013)	7
Graduating seniors who took 15 or more credits of LACS courses (2010-2013)	521
Graduate Affiliates (current)	119
Graduating graduate and professional students who took 15 or more credits of LACS courses (2010-2013)	54
Dissertations defended on LACS topics (2010-2013)	42
Dissertations (2010-2013): Humanities and Social Sciences	31
Dissertations (2010-2013): Natural Sciences	3
Dissertations (2010-2013): Professional Schools	8
Newly developed or enhanced courses (2010-2014)	77
Visiting faculty (2010-2014)	6
Workshops, lectures, and other campus events (average per year, 2012-2014)	40
Impact on Community and Region	
Outreach Events (average per year, 2010-2014)	14
Other Outreach Efforts	(See §7)
National Impact	
Faculty Publications (2010-2014): Books	16
Faculty Publications (2010-2014): Peer reviewed articles	115
Faculty Awards, National (2010-2014)	41
Placement	(See §9D)
Outreach efforts with MSIs at national level: events and professional/curriculum development activities prepared in collaboration with University of Puerto Rico (2010-2014)	6
National and Global Impact through LACS Website, Publishing, and Social Media Platforms	
Website (# site visits for 2012-13)	8,140
Translating the Americas (# of title requests since Nov. 2014)	1,645
YouTube channel (# of total video views since 2012)	1,212
Facebook (# of current likes)	290
Instagram (# of followers since March 2014)	18
LinkedIn group (# of current members)	11

9B. Commitment to Diversity. UM is recognized as a national leader in commitment to equal access and treatment for all students. All campus venues and events are fully accessible for those with motor or sight impairments. The Adaptive Technology Computing Site accommodates the information technology needs of physically, visually, learning, and ergonomically impaired students, faculty, and staff. The Office of Multicultural Initiatives focuses on retention and success of students who are members of historically underrepresented groups. In accord with UM mandates, LACS strives to increase diversity among students and program participants on the basis of gender and underrepresented minority status, as well as

diverse opinions, disciplines, experiences, and needs. Of 120 current LACS graduate student affiliates, 52% are women, 34% are Hispanic, 5% are African-American, and 4% Asian (for faculty, §6C).

9C1. Evaluation Plan. CREES and other UM AS centers have collaborated with external consultants from Formative Evaluation Research Associates (FERA: Tice, McNulty) to develop a comprehensive evaluation plan and Performance Measure Forms (PMFs) with Project Goals (PGs) for cross-center activities and customized elements for center-specific activities (Table 9.2 and App. 4). FERA is a 100% woman-owned, Ann Arbor-based corporation (DUNS #083426965) with a diverse staff with international experience (including fluent Spanish-speakers); it has provided program evaluation services for K-16 educational institutions and non-profits for 40 years.

9C2. LACS makes use of a comprehensive self-study and long-range planning process in 2008, an external review in 2010, and data collected for our annual reports, including surveys on programming, degree offerings, courses, and library resources to measure our success in fulfilling the commitments laid out in our evaluation plans for the past two NRC-FLAS grant cycles, and recalibrate our efforts. LACS has responded to this data with key initiatives that have dramatically improved our Center's functioning, including staff reorganization, the push to create a joint faculty position Portuguese and DAAS, collaborations with ASC, CWPS, ENG, CEAL, SOE, and new course offerings and funding opportunities to students (such as Tinker Field Research Grants). In the past, we collaborated with an independent evaluation team from SOE to

Table 9.2: LACS Evaluation Plan, FY2014-17

Overarching Evaluation Questions:

- To what extent do LACS activities have an impact on the university, community, region & nation?
- To what extent do LACS activities address national needs identified by US/ED?
- To what extent does LACS generate information that is disseminated to the public & other outreach constituencies (K-12 schools, postsecondary institutions, business, and media)?
- To what extent does LACS offer high quality language & area studies courses & academic program options?
- To what extent do students, particularly students that are traditionally underrepresented, have need, &/or are pursuing professional or STEM studies, enroll in LACS courses, & pursue LACS-focused degrees?

<ul style="list-style-type: none"> • To what extent are students placed into post-graduate employment, education, & training in areas of national need & into positions using LACS language & area studies skills? • How effective are efforts to increase the numbers of students being placed? How can they be improved? • To what extent does LACS achieve project-specific goals identified in its PMFs (App. 4)?
<p>Methods: A combination of quantitative & qualitative methods will be used to evaluate this work, including: 1) annual review of student & other UM records (courses, education abroad, graduates); 2) annual surveys of entering & graduating LACS students; 3) online survey of graduate-level LACS alumni(ae) (Year 3); 4) annual documentation of resource dissemination (events, web usage); 5) on-line follow-up surveys with UPR & community college faculty, K-12 educators, and students (Years 2-4); 6) focus groups; 7) key interviews & site visits.</p>
<p align="center">FLAS Evaluation Plan</p>
<p>Overarching Evaluation Questions:</p> <ul style="list-style-type: none"> • To what extent have UM's activities & training improved supply & diversity of LACS specialists? • To what extent have students, particularly students that are traditionally underrepresented, have need, &/or are pursuing professional or STEM studies furthered language acquisition through enrollment in intermediate & advanced LACS priority language classes? How can these efforts be improved? • To what extent are students placed into post-graduate employment, education, & training in areas of national need & into positions using LACS language & area studies skills? • How effective are efforts to increase the numbers of students being placed? How can they be improved?
<p>Methods: A combination of quantitative & qualitative methods will be used to evaluate this work, including: 1) annual review of student & other UM records (courses, graduates); 2) annual review of student language proficiency test scores reported in US/ED's IRIS system; 3) online survey of LACS past FLAS recipients (Year 3) to complement US/ED's biennial survey of specific cohorts of FLAS recipients; 4) interviews.</p>
<p align="center">Project Goals (for Performance Measures, see App. 4)</p>
<ol style="list-style-type: none"> 1. Expand access to LACS area studies resources through enhanced outreach to K-12 students and minority serving post-secondary institutions 2. Increase offerings, enrollments, and number of students graduating with proficiency in priority LCTLs and other LACS LCTLs, at UM. 3. Increase and enhance links between LACS area studies and language training and research and professional and STEM training and research.

develop **quantifiable, outcome-measure-oriented data**. These evaluation instruments were crucial for measuring impact, but we were too ambitious in our evaluation proposal. We have decided to develop new evaluation tools to achieve **specific, measurable, achievable, relevant, and time-bound** outcomes (see §9B1). This new evaluation plan will build on our existing reporting mechanisms to provide more consistent metrics of outcomes, and will enhance our efforts to measure (and improve) the effectiveness of our programs on an ongoing basis.

9D. For enrollments see Table 9.1. As part of our pilot assessments for our evaluation plan we collected partial **placement data for students who held FLAS fellowships on priority languages**, between 1997-2014. (Note that most FLAS recipients in the more recent rounds of fellowships are still working towards their degrees). The data demonstrate that LACS activities and **training are contributing to an improved supply of specialists on Portuguese and**

Quechua in a broad range of academic subjects. Of 32 respondents, 27 are currently working in higher education (including community colleges, regional public universities, liberal arts colleges, and research universities), 2 in K-12 education, 2 for federal, state or local governments, 1 for a foreign government, 1 in the private sector, 1 for a non-profit. Half of these respondents use the language skills they developed at UM daily in their current employment. Another 25% use their language skills weekly or occasionally. Current placements include the Department of Economic Development and Commerce of Puerto Rico, University of Pennsylvania, Max Planck Institute, Florida Immigrant Advocacy Center, Pomona College, Universidad San Francisco de Quito, Philiber Associates, Houston Community College, and University of Central Arkansas. Past placements include the Veteran's Administration, Institute for Agriculture and Trade Policy, US Chamber of Commerce, USCIS, the Smithsonian Institution, and the Federal Courts. Qualitative responses are useful too. Student 1 (PhD student, higher education): "When I was a graduate student -- and I technically was one for far longer than I would have preferred, nobody encouraged me to study Brazil. Nobody except for two faculty members in LACS who supported my curiosity." Student 2 (professional Masters' student, public sector): "I have found that potential employers (in higher education) are particularly impressed by my Graduate Certificate in LACS, and the fact that I received a FLAS." We also track **undergraduate placement**. In 2012-2013, the majority of graduated LACS UG students were placed in the private sector (29%), graduate study (26%), elementary/secondary education (16%). 25 students had employments in public and non-profit sectors. LACS UG students pursue a remarkable range of career trajectories reflecting LACS language and area training and service learning experiences. One recent LACS UG worked at the Fellowship of Reconciliation Human Rights Program, Colombia; others worked for The Grameen Development Bank, Mexico; as a Service Employees International Union organizer in Miami; as a Senior Portfolio Associate, Calvert Foundation; as a documentary film maker; as a

musician and bandleader in Ann Arbor; and as a coordinator for the Venezuelan National Baseball team.

9E. LACS fills a crucial social mission and national need, identified by US/ED through NRC GPRA Measures. LACS teaches priority languages, offers degree programs in priority languages, area studies, and international studies, and helps to create an informed citizenry with respect to our closest neighbors and some of the most pressing issues of our time: global health, urban planning, trade and inequality, sustainability, political reform and social movements, human rights and the law, and human trafficking. LACS is central to University and community efforts to build linguistic proficiency and cultural competency in Spanish. We work to provide high quality instruction, and to increase enrollments in 2 priority LCTLs, Portuguese and Quechua, while also building a rich intellectual and cultural environment in Brazilian and Andean studies to support those language programs. At the same time, our collaborative efforts, such as the new PICS (International Studies) major, reflect (and confirm) a scholarly focus on comparative, global, and transnational rather than simply regional and national themes. We are proud of our **efforts to expand our dissemination of knowledge beyond the university to our community and region**, through extensive K-16 outreach and events targeting the general public. Total attendance at WHI workshops (since 2009) was 133 teachers, with an impact on more than 30,000 students in Michigan. 91% of respondents to our survey (a 35% response rate) report using materials from WHI in their classrooms. Seventy-nine percent report sharing materials from WHI with other teachers. En Nuestra Lengua serves more than 100 K-12 students from Ann Arbor, Ypsilanti, and surrounding cities. (For more statistics see Table 7.1). We are also proud of the increasing national and international profile of our outreach efforts. The LACS website and YouTube channel covering topics in 2013-2014 such the political unrest in Venezuela, Pope Francis and the Future of Religion in Latin America, Community Organizing in Argentina, and Quechua language and culture have been visited by more than 8,500 users. *Translating the Americas* has been accessed by more than 1,600 unique users since it was

inaugurated in Nov. 2013 (including more than 1000 pdf downloads of translated articles), providing LAC instructional materials to educators and scholars all over the world. These LACS activities address national needs and disseminate information to the public.

9D1. FLAS fellowships address areas of national need determined by the US/ED-LCTL priorities. Of 131 FLAS awards made over the 2003-2006, 2006-2010, 2010-2014 grant cycles, 125 have supported students studying the 2 priority languages we offer (62.5 for Brazilian Portuguese; 49.5 for Quechua); 12 have supported students studying LCTLs through other programs (7 Haitian Creole, 2 Nahuatl, and 2 K'ich'e Maya), 4 have supported professional school students (Law, SNRE, Social Work) studying Advanced Spanish.

9D2. See §9B3 for placement data for UG students and students who held FLAS fellowships on **priority languages** between 1997 and 2013. The data demonstrate that the activities and training offered by LACS contribute to an improved supply of specialists on Portuguese and Quechua, languages determined by US/ED as areas of national need, in a broad range of academic subjects. LACS is remarkably successful in **placing our PhD students**. Of the 42 dissertations defended between 2010-2013, 28 had initial placements in higher education (out of those 20 held tenure-track positions or postdoctoral fellowships), 1 had employment in the federal government, and 1 worked in the for profit sector. Hundreds of former LACS students hold tenured or tenure-track positions at institutions such as University of Texas, Carnegie-Mellon, UCSD, UPenn, NYU, Rutgers, Harvard, UW-Milwaukee, Duke, Pittsburgh, Brown, Florida, University of Central Arkansas, Princeton, Barnard, Arizona, Indiana, and St. Josephs. To name just a few notable LACS students who have made major national and global impact, Rachel Albalak (PhD, Biological Anthropology, 1997) is Director of the CDC Caribbean Regional Office; Ada Ferrer (PhD, History, 1995), professor of History at NYU, won the John Hope Franklin Prize for best article on race and racism in 2013; Laurent Dubois (PhD, History, 1998) is Director of the French and Francophone Studies and Co-Director of the Franklin Humanities Center Haiti Laboratory at Duke; Rebekah Pite (PhD, History and Women's Studies,

2007), Associate Professor of History and Program Chair of Latin American and Caribbean Studies at Lafayette College, won best Latin American Cuisine Book award by Gourmand World Cookbook Awards and Southern Cone Studies Section Book Award in Social Sciences by LASA for *Creating a Common Table in Twentieth Century Argentina* (UNC Press, 2013); Sam Erman (JD-PhD, Law and American Culture, 2010), Assistant Professor of Law at USC Gould, clerked for Supreme Court Justices Stevens and Kennedy, 2010-2012; and Randall Hicks (PhD, Anthropology, 2013) is International Relations Analyst at the Office of Child Labor, Forced Labor, and Human Trafficking with the US Department of Labor. Anthropology & History PhD student, Federico Helfgott, won the 2013 ProQuest Distinguished Dissertation Award.

10. FLAS AWARDEE SELECTION PROCEDURES

10A1. Advertising. FLAS funds are requested for 5 Graduate AY and 5 Graduate Summer fellowships in Quechua, Brazilian Portuguese, and Nahuatl, and 2 UG AY and 2 UG Summer fellowships in Quechua and Brazilian Portuguese. Announcements for the FLAS competition are distributed through LACS, II, departmental, and professional school email networks and websites beginning in September. The FLAS coordinators at all II centers hold two FLAS information sessions, one for departmental and professional school administrators and one for potential applicants, to spread awareness of the award and answer questions about application processes. LACS also offers an information session tailored to the needs of UGs. Messages and fliers contain detailed information about applications and deadlines. The FLAS coordinator works directly with administrators and faculty to identify eligible applicants.

10A2. Timetable. The competition is announced in early September and advertised throughout Fall; the application deadline is February 1. Center files and applicant lists are prepared; copies are forwarded to selection committee members, who meet to agree on applicant

ranking in late February-early March. For Graduate AY awards, admission results are checked in relevant departments and schools and adjustments are made as needed to the final ranked list, which is approved by the director of LACS. Awardees and alternates are informed of their status in mid-March, and have until April 15 to express their intentions.

10A3. Process. Committee members individually rank all applicants on academic merit. LACS staff collects student financial data. All students are put into one of three categories: high need, moderate need, low need, based on the EFC portion of the FAFSA (and other verifiable measures should they be available). All FLAS applicants are encouraged to complete FAFSA to establish financial need. Students who do not complete the FAFSA will automatically be put in the low need category. The selection meeting begins with a systematic reminder of the principles and rules governing FLAS awards. The committee agrees to a final combined ranking, taking into account program priorities such as our commitment to priority LCTLs and to students with demonstrated financial need. Preference will be given to students with high demonstrated need over students with equal or equivalent academic qualifications with low or medium need. **At least 60% of Graduate award funds, and 100% of requested UG awards, will be given to students studying L/LCTLs;** in fact, we expect the percentage going to priority languages will be much higher. To date, 112 of 125 awards made by LACS have gone to study Quechua and Portuguese (see §9F1 and §10.3).

10B. Application. Applicants submit an application form (available online), a statement of purpose outlining the applicant's need for language and area study as it relates to academic and professional goals, 2 letters of recommendation, a language report documenting ability to learn a foreign language, postsecondary transcripts, and copies of any standardized test scores (such as

GRE, GMAT, LSAT, SAT, ACT) used to support the applicant's entrance to UM. All FLAS applicants are encouraged to complete the FAFSA to establish financial need.

10C1. Selection Committee. The selection committee is composed of 4 LACS faculty members, appointed by the Director, and must include *at least* 1 language specialist and 1 member each from professional schools, humanities, and social sciences. The committee includes members fluent in Spanish, Portuguese, and when possible, Quechua.

10C2 Criteria: Basic criteria for FLAS awards are: past performance in language study; academic achievement and professional promise; commitment to a Latin America-related career; usefulness of language in applicant's career plans as indicated in statement of purpose.

Preference is given to: students proposing L/LCTL study (Quechua and Portuguese), particularly those who are pursuing advanced level L/LCTL proficiency. Preference is also given to UG and Grad students with demonstrated financial need, as determined by EFC from the FAFSA. UGs must test at or above 1st-year proficiency in the study language (Quechua or Portuguese) and combine language with area studies, international studies, or international aspects of a professional studies program.

11. COMPETITIVE PRIORITIES

Table 11.1. Competitive Priorities	
<u>NRC Competitive Preference Priority 1</u>	LACS proposes significant and sustained collaborative activities with the University of Puerto Rico (a Title V institution) supporting area studies instruction for pre-service and in-service teachers (see §7A2, 7B2), and additional collaborations with Community Colleges through WHLI and MIIIIE (See 7A1i).
<u>NRC Competitive Preference Priority 2</u>	LACS proposes a range of collaborations with SOE and SMTD for training of pre-service and in-service teachers (see §7A1ii).
<u>FLAS Competitive Preference Priority 1</u>	LACS will give preference when awarding fellowships to undergraduate students and graduate students who demonstrate financial need (see §10A3, 10C2).
<u>FLAS Competitive Preference Priority 2</u>	At least 60% of Graduate FLAS awards and 100% of requested UG awards will be given to students studying Quechua and Portuguese (see §10A3, 10C2).

Appendix 1: Project Budget



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

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

Name of Institution/Organization
University of Michigan / Center for Latin American and Caribbean Studies

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	111,391	142,848	102,020	105,701		461,960
2. Fringe Benefits	25,435	32,128	24,543	25,200		107,306
3. Travel	10,000	8,000	10,000	8,000		36,000
4. Equipment						
5. Supplies	14,850	14,550	14,250	13,250		56,900
6. Contractual						
7. Construction						
8. Other	74,900	60,700	72,700	68,700		277,000
9. Total Direct Costs (lines 1-8)	236,576	258,226	223,513	220,851		939,166
10. Indirect Costs*	18,926	20,658	17,881	17,668		75,133
11. Training Stipends	288,000	288,000	288,000	288,000		1,152,000
12. Total Costs (lines 9-11)	543,502	566,884	529,394	526,519		2,166,299

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is 55.5%

- (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 Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8% NRC, 0%

FLAS%

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.					
University of Michigan / Center for Latin American and Caribbean Studies		Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS							
Budget Categories							
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)							

Section C-Budget Narrative

Latin American and Caribbean Studies
University of Michigan
National Resource Center Proposed Budget
August 25, 2014-August 14, 2018

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Priorities	Page Ref.
A. SALARIES						
Administrative						
1 Program Manager, L. Ureña Valerio 50% of 100% time Oversees US/ED budget development and implementation; prepares US/ED reports; manages programming and LACS degree programs; supervises FLAS applicant recruitment process; manages LACS Fellowships and administers FLAS awards; serves as academic advisor to LACS students and student orgs.	25,291	25,797	26,313	26,839		23
2 Office Coordinator, TBA 600 hours at \$18.00/hr Provides support with data collection for US/ED reports, helps coordinate events, and assists with the day to day functioning of the center.	10,800	10,800	10,800	10,800		
3 Student Assistants, TBA 400 hours at \$12.00/hr	4,800	4,800	4,800	4,800		
4 Indigenous Languages Program Coordinator, TBA 950 hours at \$21.00/hr Assists with the coordination of distance learning courses, collaborations with other institutions, and outreach events related to Quechua, Nahuatl, and other LCTLs.	19,950	19,950	0	0	Abs.	27-28
Language Instruction						
5 Quechua Instructor 53% of full-time Lecturer appointment in year 1, 50% in years 3-4, 100% in year 2. See Narrative, p.	18,000	34,880	17,889	18,381		35
6 Portuguese for the Professions Instructor, TBA 17% of a Lecturer's full-time salary to teach a one term 4-credit course for year 1 and 2 and 8.5% of salary for year 3 and 4	5,550	5,861	3,089	3,174		34
7 Indigenous Languages Distance Learning Courses Tutor, TBA \$20/hr for 3 hrs/week for 30 weeks (fall, winter, spring) per student, a total of up to 4 students per year Support for intermediate and Advanced Nahuatl/CIC courses (LACS 47813, 47814, 47815) offered in partnership with U. Chicago and IDIEZ. Courses are offered following U. Chicago quarter system.		7,200	7,200	7,200		35
Area and Other Instruction						
8 Mini-courses by visiting professors Visiting professors to teach one minicourse per year on topics such as		4,000	4,000	4,000		36

"Race, Gender, and Nation in the Caribbean," "Public Health in Latin America," "Citizenship and Politics," etc.						
Outreach Personnel						
9 Program Associate, TBA 50% of 100% time Coordinates K-16 outreach programming with MSIs institutions, Community Colleges, and K-12 public school system. To assist with event logistics, distributing evaluation surveys and compiling responses.	20,000	20,400	20,808	21,224	Abs. CPP1, CPP2	4, 26, 38
10 University of Puerto Rico-UM Partnership Coordinator, Juan Hernández 50 hours at \$20/hr Coordinates the annual K-16 workshops at UPR and follow up on curriculum development and website instructional materials.	1,000	1,000	1,000	1,000	Abs. CPP1	27
11 Graduate Student Assistant, TBA 200 hours at \$15/hr To assist with LACS publishing efforts such as <i>Política Común</i> , <i>Translating the Americas</i> , newsletter, etc.	3,000	3,000	3,000	3,000		38
School of Education - World History and Literature Initiative						
12 SoE World History and Literature Coordinator, TBA 150 hours at \$20/hr Teacher training activities developed in cooperation with the School of Education to internationalize the curriculum in high schools, middle schools, community colleges, and MSIs (ie. UPR)	3,000	3,060	3,121	3,183	Abs. CPP1, CPP2	29
School of Music - World Music Course						
13 School of Music faculty, TBA Partial one-term salary contribution for 1 UM faculty Partial salary contribution for 1 UM faculty to teach one summer course in World Music for educators enrolled in Music Education Master's Degree in year 2 and 4.		2,100		2,100	Abs. CPP2	29-30
SALARIES SUBTOTAL	111,391	142,848	102,020	105,701		
B FRINGE BENEFITS						
<i>Program Manager, L. Ureña Valero, at 31%</i>	7,840	7,997	8,157	8,320		
<i>Office Coordinator, TBA, at 8%</i>	864	864	864	864		
<i>Student Assistant, TBA, at 8%</i>	384	384	384	384		
<i>Indigenous Languages Program Coordinator, at 8%</i>	1,596	1,596	0	0		
<i>Quechua Instructor, TBA, at 31%</i>	5,580	10,813	5,546	5,698		
<i>Portuguese for the Professions Instructor, TBA, at 31%</i>	1,721	1,817	958	984		
<i>Indigenous Languages Distance Learning Tutor, TBA, at 8%</i>	0	576	576	576		
<i>Mini-courses by visiting professors, at 8%</i>	0	320	320	320		
<i>Outreach Program Associate, TBA, at 31%</i>	6,200	6,324	6,450	6,579		
<i>UPR Partnership Outreach Coordinator, J. Hernández, at 8%</i>	80	80	80	80		
<i>Graduate Student Assist, LACS Publishing Efforts, TBA, at 8%</i>	240	240	240	240		
<i>SOE/WHaLI Coordinator, TBA, at 31%</i>	930	949	968	987		
<i>School of Music--World Music Course faculty, TBA, at 8%</i>	0	168	0	168		

14 FRINGE BENEFITS SUBTOTAL	25,435	32,128	24,543	25,200	
C TRAVEL					
Foreign Travel					
15 Travel for site visits of summer programs in Latin America (i.e. Summer Quechua Language Program in Cuzco and other LAC projects in Quito, etc.) Travel, lodging, meals, and incidentals for up to 2 faculty/staff per year	4,000	4,000	4,000	4,000	37
16 International Travel for Quechua Lecturer Travel, lodging, meals, and incidentals for 1 lecturer per year	2,000	2,000	2,000	2,000	35
17 International Travel - Latin American Library Specialist To build and maintain contacts with book dealers, institutes, publishers, etc. who are in-country and to facilitate the discovery and acquisition process. Travel, lodging, meals, and incidentals for 1 library specialist travel in year 1 and 3	2,000	2,000	2,000	2,000	38
Domestic Travel					
18 Professional Development for Staff Travel, lodging, conference fees, meals, and incidentals for up to 2 staff and director To enable LACS director, Program Manager and other staff to travel to the Title VI and other conferences and workshops each year.	2,000	2,000	2,000	2,000	
TRAVEL SUBTOTAL	10,000	8,000	10,000	8,000	
D SUPPLIES					
19 UM Library acquisitions Latin American and Caribbean Studies materials	5,000	5,000	5,000	5,000	38
20 UPR Partnership Library acquisitions Latin American and Caribbean Studies materials for José M. Lázaro and CIH UPR libraries	2,000	2,000	2,000	1,000	32
21 Outreach supplies, copying, and communication Books and educational materials for K-16 outreach programs (i.e. En Nuestra Lengua, etc.) Rental equipment for simultaneous translation at UPR-UM partnership annual workshop Books and other educational supplies for WHaLI WHaLI/UPR Technology Support: taping/editing/web development/ online streaming Contribution to Duke University for NRC Web Portal	2,000 2,000 1,000 500 250	2,000 2,000 1,000 500 250	2,000 2,000 1,000 500 250	2,000 2,000 1,000 500 250	31, 38, 45 32 29 29, 32
22 Quechua language pedagogy materials Development of pedagogy materials and Quechua Language Reference Library Teaching supplies & materials (recording equipment and media)	800 300	500 300	300 200	300 200	38 38
23 Office supplies, copying, and communication Printing, mailing, and other office supplies	500	500	500	500	
24 Latin American and Caribbean Film Series Advertising, film rentals, shipping and mailing	500	500	500	500	

SUPPLIES SUBTOTAL	14,850	14,550	14,250	13,250	
E. OTHER					
K-16 Outreach Efforts					
<p>25 World History and Literature Initiative for Teachers Presentations by faculty on world history and literature and new approaches to pedagogy to teachers during 3 day-long workshops. Teachers will develop curriculum units which will be vetted by faculty experts and then piloted in the teacher's classroom. The units will be refined and annotated by SOE researchers on how materials can be successfully used in various classroom environments. In collaboration with UM area centers (representing the regions of Africa, East Asia, Russia, East Europe and Eurasia, Middle East and North Africa, South Asia, and South East Asia), and UM SOE. Professional service fees for 2 presenters per year Travel funds for 2 teachers from University of Puerto Rico Secondary School and/or pre-service education students from UPR College of Education to attend the WHI workshops at UM</p>	600 3,000	600 3,000	600 3,000	600 3,000	32 32
<p>26 University of Puerto Rico-UM Partnership—MSI Cross-Center Collaboration in Area Studies Curriculum Development Workshop—one 2-day workshop per year at UPR for UPR instructors/pre-service teacher education students and K-12 teachers from the San Juan-area public and private schools. In collaboration with UM area-studies centers (representing the regions of Africa, East Asia, Russia, East Europe and Eurasia, Middle East and North Africa, South Asia, and Southeast Asia), UPR Colleges of Education, Humanities, and Social Sciences. Domestic travel, lodging, meals, and incidentals for 1-2 UM presenters and LACS staff Professional service fees for UPR-UM Partnership Website (ie. translation of instructional materials and website maintenance)—100 hours at \$20/hr</p>	4,000 2,000	4,000 2,000	4,000 2,000	4,000 2,000	32 32
<p>Professional Development Workshops for UPR and other MSI/Community College Language 27 and Area Studies faculty To enable 1-2 faculty from MSI and Community Colleges to attend LAC conferences and workshops for professional development Domestic/International travel, lodging, conference fees, meals, and incidentals for 1-2 faculty per year</p>	3,000	3,000	3,000	3,000	32
<p>28 UPR Post-Secondary Curriculum Development Program To support instructional/course development projects on Latin America and the Caribbean through the use of UM Library collections and sources by UPR faculty Domestic travel, lodging, meals, and incidentals for up to 2 faculty per year</p>	4,000	4,000	4,000	4,000	32
<p>29 Midwest Institute for International/Intercultural Education (MIIE) LACS will recruit faculty and/or advanced graduate students from UM to present at the Annual MIIE August workshops, and/or to support speakers in the seminars working on LAC subjects. In exchange, the lesson modules developed by MIIE faculty will be available online for highschool teachers. Ground transportation for 1 presenter</p>	500	500	500	500	32-33

<p>Professional service fees for 1 presenter Professional service fees for development of LAC modules</p> <p>30 LACS K-12 School Events Teacher training workshops focusing on country specific topics as well as shared LAC topics. The workshops will often include experiential components (i.e. musical performances, traditional ceremonies, language activities, etc.) and are accompanied by teacher packets and web-based offerings. Domestic travel, meals, and incidentals for 1-2 speakers per year Professional service fees</p>	<p>500 1,000</p>	<p>500 1,000</p>	<p>500 1,000</p>	<p>500 1,000</p>	<p>500 1,000</p>	<p>32-33 32-33</p>
Evaluation						
<p>31 Evaluation Specialist, Karin Tice Collaboration with FERA and School of Social Work Curtis Center to do program evaluation 14.29% of 100% time</p>	<p>8,000</p>	<p>8,000</p>	<p>8,000</p>	<p>8,000</p>	<p>Abs Abs</p>	<p>42</p>
Course Development						
<p>32 Course Development: UM SOE Pre-Service Secondary School Spanish Teachers Audiovisual materials and course supplies</p>	<p>800</p>	<p>800</p>	<p>800</p>	<p>800</p>	<p>Abs, CPP2</p>	<p>30-31, 35</p>
<p>33 Course development for Architecture/Urban Planning, SPH, SNRE courses with LACS focus Contribute to integrate and develop new courses with LAC focus in the professional schools of Architecture and Urban Planning, Public Health, and Natural Resources and the Environment Domestic/International travel, lodging, meals, and incidentals for 1-2 area specialists per year Professional service fees</p>	<p>2,000 1,000</p>	<p>2,000 1,000</p>	<p>2,000 1,000</p>	<p>2,000 1,000</p>	<p>Abs Abs</p>	<p>37 37</p>
<p>34 Course development for RC PALMA and SLIP Courses Audiovisual materials and course supplies</p>	<p>1,000</p>	<p>1,000</p>	<p>1,000</p>	<p>1,000</p>	<p>Abs</p>	<p>15, 35</p>
<p>35 Spanish for the Professions Collaboration with School of Engineering, Medicine, Law, and Business to enrich sections of Spanish for the Professions through technologies and guest speaker presentations that allow for experiences modeling patient care or client interactions in Latin America Audiovisual materials, equipment, course supplies Professional service fees</p>	<p>1,000 500</p>	<p>1,000 500</p>	<p>1,000 500</p>	<p>1,000 500</p>	<p>Abs Abs</p>	<p>35 35</p>
<p>36 Portuguese for the Professions Collaboration with Brazil Initiative, African Studies Center, School of Engineering, Medicine, Law, and Business to create Portuguese for the Professions courses that attend the particular needs of students in the professional schools. Domestic/International travel, lodging, meals, and incidentals for 1 visiting professor (staying 4 months), we expect to gradually receive more support from UIM sources after year 1.</p>	<p>5,000</p>	<p>2,500</p>	<p>2,500</p>	<p>2,500</p>	<p>Abs</p>	<p>35</p>

<p>37 Course development for Health, Science, and Medicine Contribute to integrate and develop new courses with LACS focus in the health sciences that will serve as the basis for a Health in Latin American and the Caribbean new minor Domestic/International travel, lodging, meals, and incidentals for 1-2 area specialists Professional service fees</p> <p>38 Course Development in Law and Legal Studies To develop a new course on Contemporary Slavery with 50% LAC content and support the incorporation of LAC visitors of the Law School clinic on Human Trafficking Domestic/International travel, lodging, meals, and incidents Professional service fees</p> <p>39 Travel for LACS Visiting Professors Travel support for visiting professors coming to UM to teach LACS mini-courses and spring/summer half term courses Domestic/International travel, lodging, meals and incidentals for 2 visiting professors staying for a short term period (up to 4 months) in year 1 and 2 and 1 visiting professor in year 3 and 4.</p>	<p>2,500 1,000</p> <p>2,500 1,000</p> <p>1,500 500</p> <p>10,000</p>	<p>1,500 500</p> <p>5,000</p>	<p>1,500 500</p> <p>5,000</p>	<p>35 35</p> <p>37 37</p> <p>36</p>
Events				
<p>40 School of Business Global Impact Speaker Series Collaboration with UM William Davidson Institute and the Business School to invite 1 speaker per year to give a presentation on LAC topics Domestic/International travel, lodging, meals, and incidentals for 1 speaker Professional service fees</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>37 37</p>
<p>41 States of Emergency: Disasters and the Politics of Hazard LACS will collaborate with area-studies centers (Russian, East European, and Eurasian Studies, East Asian Studies, African Studies, South Asian Studies, Southeast Asian Studies, and North African and Middle Eastern Studies) to organize a symposium in year 4 to analyze the place of calamity in political and cultural lives, social strains produced by such crisis, and structural changes brought about (or not) to their aftermath. Domestic/International travel, lodging, meals, and incidentals Professional service fees Advertising</p>	<p>1,500 300 200</p>	<p>1,500 300 200</p>	<p>37 37 37</p>	<p>37 37 37</p>
<p>42 New Scramble for Africa in the Post-Cold War Era LACS will collaborate with area-studies centers (Russian, East European, and Eurasian Studies, East Asian Studies, African Studies, South Asian Studies, Southeast Asian Studies, and North African and Middle Eastern Studies) to organize an international conference in year 3 on the new set of international players scrambling for Africa's land and natural resources in the Post-Cold War era (ie. Brazilian and other LAC economic ventures and humanitarian aid in Africa) Domestic/International travel, lodging, meals, and incidentals Professional service fees</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>37 37</p>	<p>37 37</p>
<p>43 Andean Workshop Supports events on the Andes and the graduate-student led "Cicilo Andino" Speaker Series Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers</p>	<p>1,000</p>	<p>1,000</p>	<p>1,000</p>	<p>36</p>

<p>44 Caribbean Workshop</p>	<p>Supports events and graduate-student led workshops related to the Caribbean region Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Professional service fees</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>36 36</p>
<p>45 Atlantic History Initiative</p>	<p>Supports events related to our interdisciplinary, cross-regional Atlantic Studies initiative Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Professional service fees</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>36 36</p>	
<p>46 Mesoamerica Initiative</p>	<p>Supports events on campus on Mesoamerican cultures and languages particularly for students and student organizations doing co-curricular projects in the area Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Professional service fees</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>36 36</p>	<p>36 36</p>	
<p>47 Gender, Sexuality, Identity</p>	<p>Supports events that provide close examination of the intersection of gender, sexuality, and identity politics in LAC countries Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Professional service fees</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>38 38</p>	<p>38 38</p>	
<p>48 Comparative Politics Collaborative</p>	<p>Supports events on campus on Latin American and Caribbean politics from a comparative, transregional perspective Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Professional service fees</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>38 38</p>	
<p>49 Health, Science, and Medicine in Latin America</p>	<p>Continues our efforts to bring experts and practitioners from Latin America and US colleagues to give presentations in year 1 and 3 in areas such as Nursing, Public Health, and Medicine. These visitors will be crucial to the creation of the Health in Latin America and Caribbean new minor.</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>35 35</p>	
<p>50 Environmental Struggles and Cultural Preservation</p>	<p>Supports events on environmental struggles in LAC countries and the relationship between the environment, changing landscapes, and cultural preservation Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Professional service fees</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>38 38</p>	
<p>51 Latin American and Caribbean Writers and Artists Series</p>	<p>Continues our efforts to bring Latin American or Caribbean writers or artists to be in residence at UM for 2-3 weeks during the academic year.</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>38 38</p>	

<p>52 Race, Ethnicity, and Indigeneity Supports events on the study of race, ethnicity, and indigeneity in LAC countries from varied perspectives such as Archaeology, History, Anthropology, Literary Criticism, Political scientists, Medicine, Public Health. Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Professional service fees</p>	<p>3,000 3,500</p>	<p>3,000 3,500</p>	<p>3,000 3,500</p>	<p>36 36</p>
<p>53 Latin American Languages A workshop or seminar on Latin American languages, especially indigenous languages such as Nahuatl and Maya responding to Emerging Nahuatl Language and Maya study groups Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Professional service fees</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>37-38 37-38</p>
<p>54 Literature, Culture, Theory A workshop emphasizing Latin America as a region that produces criticism and theory, rather than just an object of study, and bringing key intellectual producers from the region to UM. Domestic/International travel, lodging, meals, and incidentals for 1-2 speakers Professional service fees</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>1,500 500</p>	<p>28 28</p>
<p>OTHER SUBTOTAL</p>	<p>74,900</p>	<p>60,700</p>	<p>72,700</p>	<p>68,700</p>
<p>TOTAL DIRECT COST</p>	<p>236,576</p>	<p>258,226</p>	<p>223,513</p>	<p>220,851</p>
<p>INDIRECT COST at 8% OF DIRECT COSTS</p>	<p>18,926</p>	<p>20,658</p>	<p>17,881</p>	<p>17,668</p>
<p>TOTAL CENTER SUPPORT REQUESTED</p>	<p>255,502</p>	<p>278,884</p>	<p>241,394</p>	<p>238,519</p>

**Latin American and Caribbean Studies
University of Michigan
Foreign Language Area Studies Proposed Budget
2014-2015, 2015-2016, 2016-2017, and 2017-2018**

	<i>Title VI Funds</i>			
	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
Graduate FLAS Academic Year awards				
(to be awarded for Quechua, Brazilian Portuguese, or Intermediate or Advanced Nahuatl)				
6 institutional payments @ \$18,000/ea	\$108,000	\$108,000	\$108,000	\$108,000
6 subsistence allowances @ \$15,000/ea	\$90,000	\$90,000	\$90,000	\$90,000
Subtotal: Graduate Academic Year Fellowships	\$198,000	\$198,000	\$198,000	\$198,000 *
Graduate FLAS Summer awards				
(to be awarded for Quechua, Brazilian Portuguese, or Nahuatl)				
6 institutional payments @ \$5,000/ea	\$30,000	\$30,000	\$30,000	\$30,000
6 subsistence allowances @ \$2,500/ea	\$15,000	\$15,000	\$15,000	\$15,000
Subtotal: Graduate Summer Fellowships	\$45,000	\$45,000	\$45,000	\$45,000 *
Undergraduate FLAS Academic Year awards				
(to be awarded for Intermediate or Advanced Quechua or Brazilian Portuguese)				
2 institutional payments @ \$10,000/ea	\$20,000	\$20,000	\$20,000	\$20,000
2 subsistence allowances @ \$5,000/ea	\$10,000	\$10,000	\$10,000	\$10,000
Subtotal: Undergraduate Academic Year Fellowships	\$30,000	\$30,000	\$30,000	\$30,000 *
Undergraduate FLAS Summer awards				
(to be awarded for Intermediate or Advanced Quechua or Brazilian Portuguese)				
2 institutional payments @ \$5,000/ea	\$10,000	\$10,000	\$10,000	\$10,000
2 subsistence allowances @ \$2,500/ea	\$5,000	\$5,000	\$5,000	\$5,000
Subtotal: Undergraduate Summer Fellowships	\$15,000	\$15,000	\$15,000	\$15,000 *
TOTAL FLAS FUNDING REQUESTED	\$288,000	\$288,000	\$288,000	\$288,000

* Addresses FLAS Program Competitive Preference Priority (Narr., pp. 47-49)

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Faculty and Staff Biographies 2012-2014**

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Appendix 2

A. Faculty Biographies

Paulina Alberto

Associate Professor - Department of History, Department of Romance Languages and Literatures

Education and Academic Experience: B.A., University of Pennsylvania, 1997, Ph.D., University of Pennsylvania, 2005

Overseas Experience: Brazil, Argentina

Languages: Portuguese (5), Spanish (5), French (4)

Percentage of time devoted to LACS: 75

LACS courses offered: Spanish 430 (F 05 and F09), Port 473 (F06), Hist 348 (W06, 07, 09), Hist 691/796 (F09, F13)

Research and training specialization: Modern Latin American history and historiography; Brazil; Argentina; ideologies of race, nation, and citizenship; intellectual/cultural history; Afro-Latin America diaspora

Recent Publications:

Terms of Inclusion: Black Intellectuals in Twentieth-Century Brazil. University of North Carolina Press (2011).

“Of Sentiment, Science, and Myth: Shifting Metaphors of Racial Inclusion in Twentieth-Century Brazil.” *Social History* 37:3 (August 2012), 261-296.

“When Rio was Black: Soul Music, National Culture, and the Politics of Racial Comparison in 1970s Brazil,” *Hispanic American Historical Review*, 89:1 (February 2009)

“Para Africano Ver: African-Bahian Exchanges in the Reinvention of Brazil’s Racial Democracy, 1961-63,” *Luso-Brazilian Review*, 45:1 (June 2008).

Distinctions: 2013 Warren Dean Memorial Prize (CLAH) and 2012 Roberto Reis Book Award (BRASA).

David Allan

Professor and Associate Dean - School of Natural Resources & Environment

Education and Academic Experience: B.S., University of British Columbia, 1966, M.S., University of Michigan, 1968, Ph.D., University of Michigan, 1971

Overseas Experience: Central America, Venezuela, Mexico

Languages: Spanish (3)

Percentage of time devoted to LACS: 25

LACS courses offered: SNRE 220

Research and training specialization: Landscape influences on river ecosystems, including human alteration of land use; stream ecology; conservation biology; tropical river systems

Recent Publications:

(with M.M. Castillo) *Stream Ecology: Structure and Function of Running Waters*, 2nd edition, Springer, 2007.

(with M.A. Palmer and N.L. Poff) “Freshwater Ecology,” in Lovejoy and Hannah, *Climate Change and Biodiversity* (2005).

(with M.M. Castillo, G.W. Kling, and R.L. Sinsabaugh) “Seasonal and interannual variation of bacterial production in lowland rivers of the Orinoco Basin,” *Freshwater Biology*, 44:1400-1414 (2004).

(with M.M. Castillo and G. W. Kling) “Bottom-up controls on bacterial production in tropical lowland rivers,” *Limnology & Oceanography* 48:1466-1475 (2002).

Dissertations supervised to date: 5

Distinctions: 2003-04, EPA grant to study environmental stressors and stream health.

Alicia Alvarez

Clinical Professor of Law - Law School

Education and Academic Experience: B.A., Loyola University, J.D., Boston College Law School

Overseas Experience: El Salvador

Languages: Spanish (5)

Percentage of time devoted to LACS: 10

Research and training specialization: Community development clinics, poverty law, corporate law, dispute resolution

Distinctions: Fulbright Scholar

Fernando Arenas

Professor - Department of Afro-American and African Studies, Department Romance Languages and Literatures

Education and Academic Experience: Ph.D. (1994) University of California, Berkeley. Luso-Brazilian Literatures, Scholar's Exchange Program. (1989) Brown University. Portuguese and Brazilian Studies. M.A. (1988) University of California, Berkeley. Latin American Studies. B.A. (1986) Northern Arizona University. French and Political Science (magna cum laude)

Overseas Experience: Brazil and Portugal (2012), Cape Verde and Portugal (2009), Mali (2007-08), South Africa, Mozambique, and Angola (2006), Cape Verde, Portugal, France, São Tomé & Príncipe, and Senegal (2005), Portugal and Angola, August (2001), Guinea-Bissau, São Tomé & Príncipe, Angola, and Mozambique (2000).

Languages: Portuguese (5), English (5), Spanish (5), French (4), Italian (3), Cape Verdean Creole (3)

Percentage of time devoted to LACS: 50

LACS courses offered: Port 471, Port 472, Port 473

Research and training specialization: Lusophone Cultural Studies (film, popular music, literature, history, geopolitics, and critical theory) focusing on Brazil, Lusophone Africa, and Portugal

Recent Publications:

Lusophone Africa: Beyond Independence (University of Minnesota Press, 2011)

“A Filmografia de Licínio Azevedo: Retratos da Pós-Guerra em Moçambique.” *Filmes da África e da Diáspora*. Eds. Alessandra Meleiro & Mohamed Bamba, Editora da Universidade Federal da Bahia (EDUFBA), 2012.

“Fernando Pessoa: o drama homoerótico.” *O corpo em Pessoa: corporalidade, género, sexualidade*. eds. Ana Klobucka and Mark Sabine (Lisbon: Assírio & Alvim, 2010).

“Teaching Lusophone African Fiction.” *Teaching the African Novel*. Ed. Gaurav Desai. New York: MLA Publications, 2009.

“Cinematic and Literary Representations of Africans and Afro-descendants in Contemporary Portugal: Conviviality and Conflict on the Margins.” *Caderno de Estudos Africanos* 24 (2012) : 165-186.

“The Renaissance of Angolan Cinema.” *Portuguese Literary and Cultural Studies* 15/16 (2010) : 203-214.

Dissertations supervised to date: 9

Robin A. Beck, Jr.

Assistant Professor of Archaeology – Department of Anthropology

Education and Academic Experience: B.A., University of North Carolina, Chapel Hill (1991), Ph.D., Northwestern University (2004)

Overseas Experience: Alto Pukara, Bolivia

Languages: Spanish (4)

Percentage of time devoted to LACS: 25%

Research and training specialization: Archeology of death and burial, archeology of South America, prehistoric iconography, archeology and ethnohistory of complex societies in Eastern North America and the Andes of Bolivia and Peru, early colonial encounters

Publications:

“On Delusions,” *Native South* 2 (2009): 111-120.

“Catawba Coalescence and the Shattering of the Carolina Piedmont, 1540-1675,” in *Mapping the Mississippian Shatter Zone: The Colonial Indian Slave Trade and Regional Instability in the American South*, ed. Robbie Ethridge and Sheri Shuck-Hall, Lincoln: University of Nebraska Press, 2009.

(with Victor Plaza Martinez) “Comunidades y espacio público ritual en el Formativo: Excavaciones en Alto Pukara, 2000-2001,” *Textos Antropológicos* 15 no. 2:23-38, 2005.

Ruth Behar

Professor - Department of Anthropology, Department of Women’s Studies

Education and Academic Experience: B.A., Wesleyan University (1977), M.A., Princeton University (1980), Ph.D., Princeton University (1983)

Overseas Experience: Spain, Mexico, Cuba, Argentina

Languages: Spanish (5)

Percentage of time devoted to LACS: 100

LACS courses offered: AN 314/AC 313

Research and training specialization: Popular religion, women’s studies, and life histories; contemporary Cuban culture since the Revolution; Jewish immigration to Cuba; cultural anthropology of Spain and Mexico

Recent Publications:

Traveling Heavy: A Memoir in Between Journeys. Duke, 2013.

Cuéntame algo aunque sea una mentira: Las historias de la comadre Esperanza, Mexico City: Fondo de Cultura Económica, 2009.

The Portable Island: Cubans At Home in the World, edited with Lucía M. Suárez, New York: Palgrave, 2008.

An Island Called Home: Returning to Jewish Cuba, Rutgers University Press, 2007.

The Vulnerable Observer: Anthropology That Breaks Your Heart, Beacon, 1997.

(Ed.) *Bridges to Cuba/Puentes a Cuba*, University of Michigan Press, 1995.

Translated Woman: Crossing the Border with Esperanza’s Story, Beacon, 1993.

Dissertations supervised to date: 12

Distinctions: 1988, MacArthur Prize Fellow; 1995, John Simon Guggenheim Fellow; 2007 Fulbright Fellow; multiple UM Teaching, Research, and Mentoring Awards.

Robyn Burnham

Associate Professor - Department of Ecology & Evolutionary Biology

Education and Academic Experience: Ph.D., University of Washington 1987

Overseas Experience: Ecuador, Peru, Brazil

Languages: Spanish (3), Portuguese (3)

Percentage of time devoted to LACS: 75

LACS courses offered: EBB 463 Neotropical Plants

Research and training specialization: Plant biology of Amazonian lianas: systematics, biogeography, population densities, and habitat specializations

Recent Publications:

Burnham, R.J. and C. Revilla-Minaya 2011. "Phylogenetic Influence on Twining Chirality in Lianas from Amazonian Peru." *Annals of the Missouri Botanical Garden* 98(2): 196-205.

Burnham, R.J. and G.S. Tonkovich 2011. "Climate, Leaves, and the Legacy of Two Giants." *New Phytologist* 190(3): 514-516.

Burnham R.J. 2009. "An Overview of the Fossil Record of Climbers: Bejucos, Sogas, Trepadoras, Lianas, Cipós, and Vines." *Revista Brasileira de Paleontologia*. 12(2): 149-160.

Burnham, R.J. 2008. "Hide and Go Seek: What Does Presence Mean in the Fossil Record?" *Annals of the Missouri Botanical Garden*. 95(1): 51-71. 10.3417/2007002

Dissertations supervised to date: 4

Amy Carroll

Assistant Professor - Department of American Culture, Department of English, Program in Latina/o Studies

Education and Academic Experience: A.B., Princeton University (1990), MA, University of Chicago (1993), MFA, Cornell University (1995), Ph.D., Duke University (2004)

Overseas Experience: Mexico City, Mexico; Tijuana, Mexico

Percentage of time devoted to LACS: 80

LACS courses offered: grad courses: "Border Arts & Literature," "Toward a Benjaminian Cultural Studies," "Performance & Performativity: An Inter-American Introduction," "Postscripting the Post-?: Carbon-Footprinting the Global and the Neoliberal," AC 698 (required introductory grad seminar); **undergrad courses:** "Codeswitch," "Latino/a Literature," "Borderwork."

Research and training specialization: Contemporary Mexican and U.S. cultural production, including performance, installation, video and net-art from NAFTA era Mexico City and the U.S.-Mexico border, New Mexican cinema (from approximately 2000 onward), visual, materialist, and performance poetry from greater Mexico (and the Americas) from the late 1960s onward.

Recent Publications:

REMEX: Toward an Art History of the NAFTA Era. Austin: The University of Texas Press, under advance contract.

FANNIE + FREDDIE/The Sentimentality of Post-9/11 Pornography (with a foreword by Claudia Rankine). New York: Fordham University Press, March 2013 (distributed by Fordham and Oxford University Presses). (104 pages)

Dissertations supervised to date: 2 (the total number of students whose PhD or MFA committees I have served is 17)

Distinctions: Winner of Fordham University's 2011-2012 Poets Out Loud Prize, selected by Claudia Rankine, Winner of the 2013 Louis I. Bredvold Prize for Scholarly or Creative Publication, University of Michigan, Department of English Language and Literature; Winner of the 2013 Golden Crown Literary Society (GCLS) Poetry Award.

Martín Castillo Collado

Visting Professor of Quechua - Department of Anthropology and LACS

Education and Academic Experience: M.A., Universidad Mayor de San Simon

Overseas Experience: Bolivia

Languages: Quechua (5), Spanish (4), English (2)

Percentage of time devoted to LACS: 100

LACS courses offered: LACS 471, 472, 473, 474, 475, 476

Research and training specialization: Andean oral literature, Quechua as a second language, intercultural education and Andean linguistics.

Publications:

“Kawsaykutikawsay” (Quechua Poem, MED-UNICEF, 2009).

Qapaq yachay: Antología de literatura quechua para niños (MED-UNICEF, 2007).

Llaqta taki harawi: Tradiciones orales en quechua (MED-UNICEF, 2007)

Sueann Caulfield

Associate Professor - Department of History

Education and Academic Experience: Ph.D. New York University (1994)

Overseas experience: Family history in 20th century Brazil

Languages: Spanish (5), Portuguese (5), French (1), Italian (1)

Percentage of time devoted to LACS: 100

LACS courses offered: “Latin America: The National Period”, “History of Human Rights in Latin America”, “History of Human Rights in Brazil”, “Gender and Sexuality in International Human Rights Law”

Research and training specialization: Latin America, Brazil, race, gender/sexuality, political history

Recent Publications:

“The Right to a Father's Name: State Efforts to Erase the Stigma of Illegitimacy in Twenty-First-Century Brazil,” Keynote article, *Law and History Review*, vol. 30, issue 1 (2012): 1-36. Will appear in Portuguese as “O direito do nome do pai: os esforços do estado de apagar a marca de ilegitimade no Brasil democrático,” *Revista do Arquivo Edgard Leuenroth* (Campinas, Brazil), forthcoming 2014.

Dissertations supervised to date: 8

Distinctions: 2012 University of Michigan Provost’s Fellowship for Scholarly Research and Writing; 2010 Human Rights Faculty Fellowship, UM Center for International and Comparative Studies; 2009 National Endowment for the Humanities Research Fellowship.

Barry Checkoway

Professor - School of Social Work, College of Architecture and Urban Planning

Education and Academic Experience: B.A. Wesleyan College, M.A. Pennsylvania University, Ph.D. Pennsylvania University (1977)

Overseas Experience: Argentina, Chile, Costa Rica, Mexico, Peru

Languages: Spanish (4)

Percentage of time devoted to LACS: 25

Research and training specialization: Community-based initiatives to promote health in Latin America; community organization

Dissertations supervised to date: 10

Distinctions: Ford Foundation grant; Kellogg Foundation grant; World Health Organization grant; National Academy of Sciences.

John D. Ciorciari

Assistant Professor - Gerald R. Ford School of Public Policy

Education and Academic Experience: Harvard AB, JD; Oxford, Ph.D.

Overseas Experience: Research on transitional justice in Colombia (2011)

Languages: Spanish (2)

Percentage of time devoted to LACS: 10

LACS courses offered: PubPol 621; PubPol 674 (Ford School's International Economic Development Program course on Colombia in 2011)

Research and training specialization: International law, human rights, international politics

Recent Publications:

Hybrid Justice (with Anne Heindel), Ann Arbor, MI: University of Michigan Press, 2014

"Archiving Memory after Mass Atrocities," *Rapport Center for Human Rights*, University of Texas, Working Paper no. 4 (Apr. 2012)

"A Weak Link in the Human Rights Regime: The Importance of Third-Country Records in Upholding the Right to the Truth" (with Jesse Franzblau, forthcoming)

Dissertations supervised to date: None focused on LACS

Santiago Colás

Associate Professor – Department of Comparative Literature and Residential College

Education and Academic Experience: Ph.D., Duke University (1991)

Overseas Experience: Argentina, Mexico

Languages: Spanish (5)

Percentage of time devoted to LACS: 100

LACS courses offered: CompLit 430, RC HUMS 334

Research and training specialization: 19th and 20th century literature of Argentina, Central America, Caribbean

Publications:

“The Difference that Time Makes: Hopelessness and Potency in Borges’ ‘El Aleph,’” *Thinking with Borges*, ed. William Egginton and David Johnson, Davies Group Publishers, 2009.

“Writing Life and Love: Julio Cortázar and Gilles Deleuze,” *Angelaki* 11.1: 199-207 (2006).

“Inventing Autonomies: Meditations on Julio Cortázar and the Politics of Our Time,” *New Centennial Review* 5.2: 1-34 (2005).

“Living Invention, or, The Way of Julio Cortázar,” *Revista de Estudios Hispánicos*, Winter 2003.
Postmodernity in Latin America: The Argentine Paradigm, Duke, 1994.

Dissertations supervised to date: 11

Maria J. Coolican

Clinical Assistant Professor– School of Education

Education and Academic Experience: Ph.D., The University of Michigan (1996); M.Ed., George Washington University (1991); B.A., The University of Virginia (1987)

Overseas Experience: Italy, France, UK

Languages: Spanish (2), French (4)

Research specialization: Language program design, curriculum design and development for language programs, reform in teacher education, student teaching, national standards, public school restructuring and reform, urban education, catholic education.

Distinctions: Ann Arbor Language Partnership (An Ann Arbor Public Schools grant), Provost’s grant, CRLT grant.

Milton S.F. Curry

Associate Dean and Associate Professor of Architecture - Taubman College of Architecture and Urban Planning

Education and Academic Experience: Master of Architecture, Harvard Graduate School of Design (1992 - with distinction), Bachelors of Architecture, Cornell University (1988)

Percentage of Time Devoted to LACS: 50

LACS courses offered: Forthcoming seminar(s) on architecture, cultural theory and race in US and Latin America. 1) Seminars on architecture, cultural theory, and race in US and Latin America: Living for the City: Social Imaginaries of the Americas Metropolis (2013, 2014). 2) Proseminar for Master of Science students in entrepreneurship and contemporary design inquiry. Master of Science Proseminar (2012, 2013).

Research and training specializations: Approaches to architecture and urban design that acknowledge political, social, and cultural contexts and allow for the discipline to be impactful and accessible to broad polities of people.

Recent Publications:

2012 CriticalProductive Journal Issue V2.1: Post-Capitalist City, Winter 2013, 136 pages. Editor in Chief, academic peer-reviewed publication (CriticalProductive, Inc.: Ann Arbor, MI, 2012, Distributed by Disticor).

2012 "Urban Space: Production of Race" Book Chapter (peer-reviewed) Where are the Utopian Visionaries, Periscope Press, Pittsburgh, 2012, 46-53.

2012 "Occupying Space" CriticalProductive Issue V2.1: Post-Capitalist City (Winter 2012-13), 6-7. (CriticalProductive, Inc.: Ann Arbor, MI, 2012; Distributed by Disticor).

Jason De León

Assistant Professor - Department of Anthropology

Education and Academic Experience: Ph.D. Anthropology, Pennsylvania State University (2008), M.A. Anthropology, Pennsylvania State University (2004), B.A. Anthropology, University of California, Los Angeles (2001)

Languages: English (5), Spanish (5)

Percentage of time devoted to LACS: 50

LACS courses offered: Anthr 458

Research/Teach Specializations: Violence and Suffering, Materiality, Undocumented Migration and Deportation, Archaeology of the Contemporary, Security and Law Enforcement, Mexico/US Border

Recent Publications:

(In Press) J. De León, C. Gokee, and A. Schubert "By the Time I Get to Arizona": Citizenship, Materiality, and Contested Identities along the U.S.-Mexico Border. *Anthropological Quarterly*.

(In Press) J. Beck, I. Ostereicher, G. Sollish, and J. De León Scavenging Behavior in the Sonora Desert and Implications for Documenting Border Crosser Fatalities. *Journal of Forensic Sciences*.

(In Press) C. Gokee and J. De León, "Sites of Contention: Archaeology and Political Discourse in the US-Mexico Borderlands." *Journal of Contemporary Archaeology*.

(2013) J. De León, Undocumented Migration, Use-Wear, and the Materiality of Habitual Suffering in the Sonoran Desert. *Journal of Material Culture* 18(4): 1-32.

(2013) J. De León, The Efficacy and Impact of the Alien Transfer Exit Program: Migrant Perspectives from Nogales, Sonora, Mexico. *International Migration* 51(2): 10-23.

Jorge Delva

Professor and Associate Dean for Research - School of Social Work

Education and Academic Experience: BSW, U. of Hawaii (1989), MSW, U. of Hawaii (1992), Ph.D., University of Hawaii (1996), Postdoctoral fellow, Johns Hopkins University (1997-1998)

Overseas Experience: Chile

Languages: Spanish (5) French (3)

Percentage of time devoted to LACS: 40

LACS courses offered: DOC 848 Psychosocial Factors in Mental Health and Illness; NIMH Pre-and Postdoctoral Training Seminar SSW 615 Drugs, Society & Human Behavior; SSW 643 Drug Policies, Prevention, Treatment, Law, and Social Policy; SSW 683 Evaluation in Social Work

Research and training specialization: Substance abuse, cross-cultural research, evaluation research, survey research

Publications:

Delva, J., Horner, P., Sanders, L., Martinez, R., Lopez, W.D., & Doering-White, J. (2013). "Mental health Problems of Children of Undocumented Parents in the United States: A Hidden Crisis." *Journal of Community Positive Practices XIII*(3), 25-35.

Delva, J., Andrade, F., Sanhueza, G., & Han, Y. (in press). "Associations of Maternal and Adolescent Religiosity and Spirituality with Adolescent Alcohol Use in Chile: Implications for Social Work Practice Among Chilean Social Workers." *International Social Work*. NIMHMS: 458174.

Delva, J., Grogan-Kaylor, A., Andrade, F., Hynes, M., Sanchez, N., & Bares, C.B. (Forthcoming, 2014). *An agenda for Longitudinal Research on Substance Use and Abuse with Hispanics in the U.S. and with Latin American Populations*. In Y. F. Thomas & L. N. Price (Eds.), *Drug Use Trajectories among African American and Hispanic Youth*. Springer Pubs.

Delva, J., Momper, S., Grinnel-Davis, C., & Padilla, M. (in press). *Cultural Variations and Relevance to Etiology*. In S. Brown & R.A. Zucker (Eds.), *Handbook of Adolescent Substance Abuse*. Oxford Press.

Dissertations supervised to date: 11

Distinctions: NIH grants

Bill DeYoung

Professor of Dance - School of Music, Theatre and Dance

Education and Academic Experience: B.A., San Diego State College, B.F.A., California Institute of the Arts, M.F.A., California Institute of the Arts (1973)

Overseas Experience: Mexico, Costa Rica, Chile, Venezuela, Paraguay

Languages: Spanish (4)

Percentage of time devoted to LACS: 10

Research and training specialization: Dance: intercultural/ interdisciplinary/ collaborative; contemporary dance/choreography of Latin America

Selected Coreography:

Many works as Co-director of National Ballet of Costa Rica (1989, 1990) and while in residence with the National Ballet Company of Paraguay (1993-1994) and the Instituto the Bellas Artes in Mexico (1997).

Number of MFA theses supervised to date: 15

Distinctions: Kellogg National Fellowship; 2 National Endowment of the Arts Choreography Fellowships; Jerome Foundation Award; Fulbright Senior Lecture and Research Fellowship (Costa Rica, 1992).

Sandra Torijano DeYoung

Associate Professor of Dance - School of Music

Education and Academic Experience: B.F.A., Universidad Nacional de Costa Rica (1987)

Overseas Experience: Costa Rica, Mexico, Paraguay

Languages: Spanish (5)

Percentage of time devoted to LACS: 25

Research and training specialization: Modern dance of Costa Rica; Latin American dance styles

Selected Coreography:

“The Last Full Moon,” created for Danza Una, National University of Costa Rica (2008), “Canto America Suite,” Institut del Teatre, Barcelona (2005), “Cruces De Fuego, Mariposa Morena, Soul Masks,” Michigan (1999), “Arbol de la Esperanza Mantente Firme (Frida Kahlo),” Michigan (1997, 1999); Costa Rica (1998), “Doble Viento,” Michigan (1997).

Distinctions: Costa Rican National Prize for Performance and Choreography (1996)

Ana Diez-Roux

Associate Professor of Epidemiology - School of Public Health

Education and Academic Experience: M.D., University of Buenos Aires (1985), M.P.H., Johns Hopkins University (1991), Ph.D., Johns Hopkins University (1995)

Languages: Spanish (5)

Percentage of time devoted to LACS: 25

LACS courses offered: Issues in epidemiologic analysis; Multilevel analysis

Research and training specialization: Social determinants of health in Latin America; urban health; chronic disease epidemiology; neighborhoods and cardiovascular risk in a multiethnic cohort; multiethnic study of atherosclerosis

Publications:

(with CD Oliveira CD, CC Cesar, & FA Prioetti) “A Case-Control Study of Microenvironmental Risk Factors for Urban Visceral Leishmaniasis in a Large City in Brazil, 1999-2000,” *Revista Panameña de Salud Pública* 20(6):369-376, 2006.

(with NL Fleischer NL, M Alazraqui, & H Spinelli) “Social Patterning of Chronic Disease Risk Factors in a Latin American City,” *Journal of Urban Health* 85(6):923-37, 2008.

Dissertations supervised to date: 14

David Doris

Associate Professor – Department of History of Art, Center for Afroamerican and African Studies

Education and Academic Experience: M.A. Hunter College, New York (History of Art) (1993), M.A. Yale University (1996), M.Phil. Yale University (1998), Ph.D. Yale University (History of Art) (2002)

Overseas Experience: Nigeria, Ghana

Languages: Yoruba (3), French (3), Spanish (2)

Percentage of time devoted to LACS: 20

Research and training specialization: History of African art and visual culture; Yoruba visual culture; anthropology of aesthetics, cultural spectacles.

Distinctions: 2006-2007 Getty Residential Fellowship, Getty Research Institute; 2004 Roy Sieber Memorial Award for Outstanding Dissertation in the History of African Art, Arts Council of the African Studies Association.

Steven Dworkin

Professor of Romance Linguistics – Department of Romance Languages and Literatures

Education and Academic Experience: B.A., Carleton University (1968), M.A., University of Illinois (1969), Ph.D., University of California-Berkeley (1974)

Overseas Experience: Spain

Percentage of time devoted to LACS: 25

LACS courses offered: Span 355: New World Spanish

Research and training specialization: Spanish linguistics and dialectology

Publications:

“Three New Introductions to Romance Linguistics,” *Romance Philology* 52 (1998-99), 319-331.

Distinctions: 2006-2007 Getty Residential Fellowship, Getty Research Institute; 2004 Roy Sieber Memorial Award for Outstanding Dissertation in the History of African Art, Arts Council of the African Studies Association.

Megan J. Eagle

Clinical Instructor - RN, MS/MPH School of Nursing

Education and Academic Experience: MPH Epidemiology and International Health, University of Michigan. (2013), MSN, University of California, San Francisco (1995), B.A. Brown University, (1988)

Overseas Experience: Adaptation of Home based life-saving skills training for midwives to address maternal mortality in Ecuador.

Languages: Spanish (5)

Percentage of time devoted to LACS: 25

LACS courses offered: Nursing 421 Perspectives in Global health (with field component in Ecuador)

Research and training specialization: Clinical practice focuses on health care for Latino populations in the United States, research is US primary health care, Maternal/child health in Latin America, chronic disease in Latin America. Teaching is both primary care nurse practitioner clinical courses, undergraduate health promotion and global health.

Publications:

Marvicsin, D., Boucher, N. & Eagle, M. (2013). "Youth Bullying: Implications for Primary Care Providers." *The Journal for Nurse Practitioners*.

Marvicsin, D., Eagle, M., Munro, M., Harlow-Rosentraub, K., Pohl, J. "Lessons Learned from Examining After Hours Call Patterns in Two Nurse-Managed Health Centers." *Journal for Nurse Practitioners*. (Submitted).

Joseph Eisenberg

Assistant Professor - School of Public Health

Education and Academic Experience: B.S., University of California Berkeley (1982), M.P.H., University of California Berkeley (1991), Ph.D., University of California Berkeley (1992)

Overseas Experience: Ecuador

Languages: Spanish (3)

Percentage of time devoted to LACS: 25

LACS courses offered: EPID 600 (Fall), EPID 602 (Winter)

Research and training specialization: Andes, infectious disease epidemiology, water quality

Publications:

(with ME Hasing, G Trueba, MI Baquero, K Ponce, W Cevallos, OD Solberg) "Rapid Changes In Rotaviral Genotypes In Ecuador," *Journal of Medical Virology* 81:2109-2113, 2009.

(with S Batterman, R Hardin, ME Kruk, ML Carmen, A Michalak, B Mukherjee, E Renne, H Stein, C Watkins, ML Wilson) "Drivers of water quality variability in northern coastal Ecuador," *Environmental Science and Technology* 43(6):1788-97, 2009.

(with OD Solberg, ME Hasing, G Trueba, K Levy, K Nelson, A Hubbard) "Following The Water: A Controlled Study Of Drinking Water Storage In Northern Coastal Ecuador," *Environmental Health Perspectives* 116(11):1533-40, 2008.

(with JA Trostle, A Hubbard, J Scott, W Cevallos, SJ Bates) "Raising the Level of Analysis of Food-Borne Outbreaks: Characterizing Food-sharing Networks within and across Rural Villages in Coastal Ecuador," *Epidemiology* 19(3): 384-390, 2008.

(with SJ Bates, J Trostle, WT Cevallos, A Hubbard) "Relating diarrheal disease to social networks and the geographic configuration of communities in rural Ecuador," *American Journal of Epidemiology* 166(9): 1088-1095, 2007.

Dissertations supervised to date: 5

Frieda Ekotto

Professor and Associate Chair of African Studies – Center for Afroamerican and African Studies,
Department of Comparative Literature, Department of Romance Languages and Literatures

Education and Academic Experience: Ph.D., University of Minnesota (1994)

Overseas experience: Francophone and Anglophone Caribbean; Philosophy and LGBTIQ in Sub-Saharan Africa

Languages: French (5), Spanish (3)

Percentage of time devoted to LACS: 25

LACS courses offered: FR 244, Race and Cultural Diversity in the Francophone World; FR 469, African and Caribbean Literature; FR 470, African and Caribbean Literature in French; Caribbean Cinema

Research and training specialization: French and Francophone literature, including Caribbean; 20th century narratives and theater; Francophone cinema

Dissertations supervised to date: 15

Distinctions: Caribbean Philosophical Association 2014 Nicolás Guillén Award

Christian Epinoza-Pino

Lecturer III (non-tenure track) - Residential College

Education and Academic Experience: MS, Economic Geology, MA, Applied Economy

Overseas Experience: Chile; US Latinos in public schools

Languages: Spanish (5), Russian (4)

Percentage of time devoted to LACS: 100

LACS courses offered: RC Lang 324, “Capitalism and Social Revolutions in Latin America”; RC Lang 334; RC Lang 314, PAMA: working with the Latino Community in Ann Arbor

Research and training specialization: Economics, Political Economy in Latin America, Education and Language Acquisition. Other related research fields are social issues like Globalization, migration, human rights, income inequality, discrimination in Latin America and USA.

Niedja Fedrigo

Lecturer IV (non-tenure track)- Department of Romance Languages and Literatures

Education and Academic Experience: M.A., Eastern Michigan University (1992)

Overseas Experience: Brazil

Languages: Portuguese (5), Spanish (5)

Language Pedagogy:

ACTFL Portuguese Workshop, 1999; UM workshops on instructional technology, 1993-99; mini-grant for exploring use of videoconferencing for foreign language instruction, 1998

Percentage of time devoted to LACS: 100

LACS courses offered: Port 100, 101, 102, 150, 231, 232, 350, 415, 450

Research and training specialization: Brazilian culture, language and literature

Publications:

Conexões Luso-Afro-Brasileiras (electronic resource, University of Michigan Library), 1999

William Fink

Professor - Department of Ecology and Evolutionary Biology, Museum of Zoology

Education and Academic Experience: B.A., University of Miami (1967), M.S. University of Southern Mississippi (1969), Ph.D., George Washington University (1976)

Overseas Experience: Colombia, Brazil, Panama, Venezuela, Bahamas

Languages: Spanish (2), Portuguese (2)

Percentage of time devoted to LACS: 25

Research and training specialization: South American fish

Publications:

(with J.S. Albert), "Phylogenetic relationships of fossil Neotropical electric fishes (Osteichthyes: Gymnotiformes) from the upper Miocene of Bolivia," *Journal of Vertebrate Paleontology*, 27(1): 17-25 (2007)

(with R.E. Reis and M.L. Zelditch), "Ontogenetic allometry of body shape in the Neotropical catfish *Callichthys* (Teleostei: Siluriformes)," *Copeia* (1998) 1:177-182

(with M.L. Zelditch) "Shape analysis and taxonomic status of the *Pygocentrus* piranhas (Ostariophysi, Characiformes) from the Paraguay and Paran river basins of South America," *Copeia* 1:179-182 (1997)

(with J.S. Albert) "Sternopygus xingu, a new species of electric fish from Brazil (Teleostei: Gymnotoidei), with comments on the phylogenetic position of *Sternopygus*," *Copeia* 1:85-102 (1996).

Dissertations supervised to date: 15

Distinctions: 12 NSF grants, 1978-95; 1974-76, Smithsonian Institution Predoctoral Fellowship; 1975-76, King Fellowship.

Kent Flannery

James B. Griffin Distinguished University Professor of Anthropological Archaeology – Department of Anthropology

Education and Academic Experience: Ph.D., University of Chicago, 1964

Overseas Experience: Mexico, Guatemala, Peru

Languages: Spanish (4)

Percentage of time devoted to LACS: 100

LACS courses offered: AN 284, AN 486, AN 488

Research and training specialization: Archaeology of Mexico and Peru

Recent Publications:

2012 (with J. Marcus) *The Creation of Inequality: How Our Prehistoric Ancestors Set the Stage for Monarchy, Slavery, and Empire* (with Kent Flannery). Harvard University Press, 631 pp.

2005 (with J. Marcus) *Excavations at San José Mogote 1: Household Archaeology*, Museum of Anthropology, University of Michigan

2003 (with J. Marcus) *The Cloud People: Divergent Evolution of the Zapotec and Mixtec*, Percheron Press

2001 (with J. Marcus) *La civilización zapoteca*, Mexico: Fondo de Cultura Económica

1986 (Ed.) *Guilá Naquitz: Archaic Foraging and Early Agriculture in Oaxaca, Mexico*, Academic Press

Distinctions: 1996, American Academy of Arts and Sciences; 1992, Alfred V. Kidder Award, American Anthropological Association, for lifetime achievement in Mesoamerican archaeology; 1978, National Academy of Sciences; American Philosophical Society.

Roberto Frisancho

Arthur F. Thurnau Professor of Biological Anthropology – Department of Anthropology, Center for Human Growth & Development

Education and Academic Experience: B.H., National University of Cuzco, Peru (1962), M.A., Pennsylvania State University (1966) Ph.D., Pennsylvania State University (1969)

Overseas Experience: Bolivia, Peru

Languages: Spanish (5), Portuguese (5), French (5), Quechua (5)

Percentage of time devoted to LACS: 50

LACS courses offered: AN 563

Research and training specialization: Andes

Publications:

Humankind Evolving: Exploration on the Origins of Human Diversity, Kendall/Hunt, 2006.

(with P.C. Juliao, V. Barcelona et al.) “Developmental Components of Resting Ventilation among High Altitude Andean Natives,” *American Journal of Physical Anthropology*, 109 (1999), 281-301

(with S. Farrow et al.) “Role of Genetic and Environmental Factors in the Increased Blood Pressures of Bolivian Blacks,” *American Journal Human Biology*, 11 (1999), 15-35

Human Adaptation and Accommodation to Environmental Stress, Michigan, 1993.

Dissertations supervised to date: 24

Distinctions: 1960-64, Fulbright Fellow; 1991-95, National Science Foundation Grant; 2008, Franz Boas Distinguished Achievement Award (American Human Biology Association).

David Frye

Lecturer IV (non-tenure track) – Department of Anthropology

Education and Academic Experience: B.A., Wesleyan University, 1978; M.A., Princeton University (Anthropology), 1982; Ph.D., Princeton University (Anthropology), 1989

Overseas Experience: Mexico, 2980-present (total of 40 months), Cuba, 1991-present (total of 3 months)

Languages: Spanish (5); Portuguese (2)

Percentage of time devoted to LACS: 100

LACS courses offered: Cultural Anthropology 319 (Latin American Society and Culture), Cultural Anthropology 320 (Mexico: Society and Culture)

Research and training specialization: Latin American societies and cultures, Mexican society and culture, anthropology and history, ethnography of Mesoamerica

Recent Publications: As translator:

Art beyond Itself: Anthropology for a Society without a Story by Néstor García Canclini (Universidad Autónoma Metropolitana, Mexico). Duke University Press, 2014.

Revolution in the Andes: The Age of Tupac Amaru by Sergio Serulnikov (Associate Professor of History, Universidad de San Andrés, Buenos Aires). Duke University Press, 2013.

Embers of the Past: Essays in Times of Decolonization, a work of cultural criticism on subalternity and decolonization with special attention to the case of Bolivia, by Javier Sanjinés (University of Michigan). Duke University Press, 2013.

Writing across Cultures: Narrative Transculturation in Latin America, a work of cultural criticism by Ángel Rama (Argentina), translated and edited with an introduction by David Frye. Duke University Press, 2012.

Olga Gallego

Lecturer IV (non-tenure track)- Department of Romance Language and Literatures

Education and Academic Experience: Licenciatura, Universidad Complutense de Madrid (1983), M.A., Pennsylvania State University (1988), Ph.D., Pennsylvania State University (1993)

Language(s): Spanish (5)

Percent of time devoted to LACS: 100

LACS courses offered: Spanish 275, Spanish 310, Spanish 333, Spanish 410, Spanish 411, Spanish 415, RL 528

Research and training specialization: Advanced Spanish syntax, Spanish phonetics, advanced composition and style, foreign language teaching and learning, second language acquisition, teaching materials development.

Publications:

(with Smith, Godev, Kelley, Esparragoza) *Más allá de las palabras: Intermediate Spanish*, Second Edition, John Wiley & Sons, 2009.

(with Godev) *Más allá de las palabras: Mastering Intermediate Spanish*, John Wiley & Sons, 2004.

(with Godev) *Más allá de las palabras: A Complete Program in Intermediate Spanish*, John Wiley & Sons, 2004.

(with Godev) *Más allá de las palabras: Intermediate Spanish*, John Wiley & Sons, 2003

Distinctions: 1997, LSA Excellence in Teaching Award

Susan Gelman

Professor – Department of Psychology
Interim Dean – College of LSA

Education and Academic Experience: PhD, Psychology, Linguistics minor, Stanford University (1984),
BA Psychology and Classical Greek, Oberlin College (1980)

Languages: French (3), Spanish (2)

Percent of time devoted to LACS: 25

Research and training specialization: Developmental Psychology, Cognitive Development, Language
Acquisition, Conceptual Organization, Induction, Causal Reasoning, Biological Theories in Children

Recent Publications:

Banaji, M. R., & Gelman, S. A. (Eds.) (2013). “Navigating the Social World: What Infants, Children, and
Other Species Can Teach Us.” New York: Oxford University Press.

Mannheim, B., Gelman, S.A., et al. (2011). “A Developmental Analysis of Generic Nouns in Southern
Peruvian Quechua.” *Language Learning and Development*, 7, 1-23.

Distinctions: J.S. Guggenheim Fellowship 1996, Frederick G. L. Huetwell Professorship University of
Michigan 1999-present, Elected Fellow of the Cognitive Science Society 2010, Elected Fellow of the
American Psychological Association 2011, Developmental Psychology Mentor Award Division 7
American Psychological Association 2012, Elected to the National Academy of Sciences 2012.

Stephanie Goetz

Lecturer III (non-tenure track) - Department of Romance Language and Literatures
Director, Spanish Language Program

Education and Academic Experience: M.A. in Hispanic Linguistics (2006), Indiana University; B.S. in
Secondary Education and B.A. Spanish (2004), Ohio University.

Language(s): Spanish (5), French (3), German (2)

Percent of time devoted to LACS courses: 100

LACS courses offered: RLL 528, 993, Spanish 101, 230, 277

Laura Goodison

Professor - Department of English Language and Literatures, Department of Afroamerican and African Studies

Education and Academic Experience: School of the Art Students' League, NY, 1969

Overseas experience: Jamaica

Percent of time devoted to LACS courses: 50

LACS courses offered: CAAS 202

Research and training specialization: Caribbean poetry; creative writing

Publications:

From Harvey River: A Memoir of My Mother and Her Island, NY: Amistad, 2008.

Controlling the Silver, University of Illinois Press, 2005.

Fool-fool Rose is Leaving Labour-in-Vain Savannah, Ian Randle Publishers, 2005.

Travelling Mercies, Toronto: McClelland and Stewart, 2001.

Guinea Woman: New and Selected Poems, Manchester: Carcanet Press, 2000.

Turn Thanks: Poems, U. Illinois Press, 1999.

Distinctions: Musgrave Gold Medal for contributions to Jamaican literature, 1999; Daily News Prize, 1997; Commonwealth Poetry Prize, 1986.

Colin Gunckel

Assistant Professor - Department of American Culture, Department of Screen Arts and Cultures, Latina/o Studies Program

Education and Academic Experience: B.A., Spanish, University of Texas at Austin (1997), B.A., Media Arts, University of New Mexico (2002), M.A., Cinema and Media Studies, UCLA (2004), Ph.D., Cinema and Media Studies, UCLA (2009).

Overseas experience: Mexico

Languages: Spanish (5)

Percent of time devoted to LACS courses: 50

Research and training specialization: Mexican and Latin American cinema, U.S film history, Latino/a and Chicano/a media, Chicano/a art and culture, cinema exhibition and reception studies; Mexican and Latin American cinema, Latino/a and Chicano/a media, Chicano/a art and culture, cinema exhibition and reception studies.

Publications: "I Was Participating and Documenting": Chicano Art through the Photography of Oscar Castillo." In *The Oscar Castillo Papers and Photograph Collection*. Edited by Colin Gunckel. Los Angeles, CA: UCLA Chicano Studies Research Center, 2011.

"Art and Community in East L.A.: Self Help Graphics & Art from the Archive Room." *Aztlán: A Journal of Chicano Studies*, 36, no. 2 (Fall 2011): 157-170.

"We Were Drawing and Drawn into Each Other": Asco's Collaboration through Regeneración." In *Asco: Elite of the Obscure* [exhibition catalog]. Edited by C. Ondine Chavoya and Rita Gonzalez. Los Angeles, CA: Los Angeles County Museum of Art, 2011.

Sandra Gunning

Associate Professor - Department of English Language and Literatures, Department of Afroamerican and African Studies

Education and Academic Experience: Ph.D., University of California Berkeley (1991)

Overseas experience: Anglophone Caribbean

Languages: French (2)

Percent of time devoted to LACS courses: 25

LACS courses offered: CAAS 558

Research and training specialization: 19th and 20th century African American literature, women writers, travel writing.

Publications:

Moving Home: Gender, Writing and Travel in the Nineteenth-Century African Diaspora, Duke University Press, 2009.

(edited, with Tera W. Hunter and Michele Mitchell) *Dialogues of Dispersal: Gender, Sexuality and African Diasporas*, Blackwell, 2004.

“Kate Chopin’s Local Color Fiction and the Politics of White Supremacy,” *Arizona Quarterly* 51, 1995.

“Nancy Prince and the Politics of Mobility, Home and Diasporic (Mis)Identification,” *American Quarterly* 53 n. 1, 2001.

“Traveling with Her Mother’s Tastes: The Negotiation of Gender, Race and Location in Wonderful Adventures of Mrs. Seacole in Many Lands,” *Signs* 26 n. 4, 2001.

Lorraine Gutiérrez

Arthur F. Thurnau Professor - School of Social Work, Department of Psychology

Education and Academic Experience: B.A., Stanford (1976), M.A., University of Chicago (1978), M.A., University of Michigan (1986), Ph.D., University of Michigan (1989)

Languages: Spanish (1)

Percent of time devoted to LACS courses: 10

LACS courses offered: Psychology/American Culture 317 – Community Research, Psychology 325: Practicum in Multicultural Communities

Research and training specialization: Empowerment theory and practice, the experiences of women of color, and multicultural organizational and community change strategies

Publications:

(with R.M. Ortega) “Multicultural Social Work Research: Implications for Social Work Education,” *Education for Multicultural Social Work Practice: Implications for Social and Economic Justice* (L.M. Gutierrez, M. Zuniga & D. Lum, eds.), Alexandria, VA: CSWE Press, 2002.

Nesha Haniff

Lecturer IV (non-tenure track)- Department of Afroamerican and African Studies, Department of Women's Studies

Education and Academic Experience: B.A., University of Michigan, MPH, University of Hawaii, Ph.D., University of Michigan (1984)

Overseas experience: Director, Pedagogy of Action HIV/AIDS Education Program in South Africa and the Caribbean; Senior Program Advisor, Jamaica Aids Support for Life Service Organization; Senior Program Advisor, Latin American and Caribbean Aids Support Service Organization, 2000-2006.

Languages: Jamaican Patois (4), English Pidgin Languages of the Caribbean (4), French (1)

Percent of time devoted to LACS: 25

LACS courses offered: Homophobia in the Black world; The Caribbean African American and Africa; Introduction to the Caribbean

Research and training specialization: HIV/AIDS education; race gender and health in the Caribbean, homophobia in Jamaica

Publications:

The Pedagogical and Ideological Practice of Microbicide Advocacy Work in Jamaica and Belize: Conscientization and Politicization on Sexism and Homophobia Research on Advocacy in India, Nigeria and Jamaica, ICASO, Toronto, 2007.

“HIV Perspectives from Jamaica” in *Financing Gender Equality: Commonwealth Perspectives, Commonwealth Perspectives*, 8th Ministers of Womens' Affairs meeting in Kampala, June 2007.

Stand Up for her Rights: Empowering Women to Protect Themselves from HIV, a Manual for Community Activists, Inter-American Development Bank Monographs, 2006

Abortion as a Contraceptive Choice in Guyana, New York: Population Council, 1993

Male Attitudes to Family Planning in St. Lucia, New York: IPPF, 1990

Blaze a Fire: Significant Contributions of Caribbean Women, Toronto: Sister Vision, 1989.

Sioban Harlow

Professor - School of Public Health

Education and Academic Experience: B.A. University of California-Berkeley (1980), Ph.D. The Johns Hopkins University (1988)

Overseas experience: Mexico, Ecuador

Languages: Spanish (4)

Percent of time devoted to LACS: 100

LACS courses offered: Health, Evidence and Human Rights; Reproductive Epidemiology, Foundations of International Health.

Research and training specialization: Reproductive and occupational epidemiology, including health status of women working in export production, Women's Health, Health and Human Rights

Recent Publications:

(with Vogtmann, Cruz Valdez A., Cruz Valdez J.C., Lazcano Ponce) “HPV Knowledge in Mexican College Students: Implications for Intervention Programmes,” *Health & Social Care in the Community*, 2011.

(with García-Pérez, Erdmann., Denman) “Pelvic Pain and Associated Characteristics among Women in Northern Mexico.” *International Perspectives on Sexual and Reproductive Health*, 2010.

(with Garcia-Perez) “When Coitus Produces Pain: An Exploration of Female Sexuality in Northwest Mexico.” *Salud Pública*, 2010.

Distinctions: 1999, National Institute of Aging Grant; 1999, National Institute of Nursing Research Grant; 1999, Burroughs Wellcome Fund Grant; 1992-98, National Institute of Child Health and Development Grant; 2013 MICHR Distinguished Clinical and Translational Research Mentor Award; 2013 Rackham Distinguished Graduate Mentor Award, University of Michigan.

Jean-Michel Hebrard

Visiting Professor - Department of History, Institute for the Humanities

Education and Academic Experience: Philosophy (Diplôme d'études supérieures, University of Montpellier, France), Linguistics (Diplôme d'études approfondies, University Paris III, France)

Overseas experience: Brazil, Dominican Republic, Senegal, Gambia, Mexico

Languages: French (5), English (5), Portuguese (5), Spanish (2), Italian (1)

Percentage of time devoted to LACS: 50

LACS courses offered: Getting the documents to speak; The Catholic Empires of the Atlantic World; Brazil History and Culture

Research and training specialization: Colonial history, cultural history; identity and naming in slave societies of the Atlantic world (Brazil, Saint-Domingue, Senegambia), 18th-19th centuries; circulation of African descendants in the Atlantic world, 18th-20th centuries (Senegambia, Saint-Domingue, New Orleans, Vera Cruz, France, Belgian).

Recent Publications:

(with Rebecca Scott) "Les papiers de la liberté: Une mère africaine et ses enfants à l'époque de la révolution haïtienne," *Genèses: Sciences sociales et histoire*, n. 66 (March 2007), pp. 4-29.

"Esclavage et dénomination: imposition et appropriation d'un nom chez les esclaves de la Bahia au XIXe siècle," *Cahiers du Brésil contemporain*, 53-54, 2003, pp. 31-92.

(with Hebe M. Mattos and Rebecca Scott) "Écrire l'esclavage, Écrire la liberté: Pratiques administratives, notariales et juridiques dans les sociétés esclavagistes et postesclavagistes, approche comparative (Brésil, Antilles, Louisiane) – Introduction," *Cahiers du Brésil contemporain*, no. 53-54 (2003), p. 5-11.

Dissertations supervised to date: In Brazil (co-direction): 5, in US (committee member): 2, in France (master director): 3.

Michelle Heisler

Associate Professor- School of Medicine and School of Public Health

Associate Director, Global Reach, School of Medicine

Education and Academic Experience: M.D., Harvard Medical School; M.P.A., Woodrow Wilson School, Princeton University; B.A., Amherst College.

Overseas Experience: Ecuador, Brazil, Peru

Percentage of time devoted to LACS: 25

Research and training specialization: Patient self-management of chronic illnesses, patient-doctor relations, disparities in processes and outcomes in chronic illnesses.

Recent Publications:

(with Choi, Piette, Rosland, Langa, and Brown) "Adults with Cardiovascular Disease Who Help Others: A Prospective Study of Health Outcomes," *J Beh Medicine*, 2013.

(with Maslowsky, Valsangkar, Chung, Rasanathan, Trujillo, Ochoa, Chiriboga, Astudillo, and Merajver) "Engaging Patients Via Mobile Phone Technology to Improve Follow-Up and Management After Hospitalization in Quito, Ecuador," *Telemed J E Health*, 2012.

(with Spencer, Rosland., Sinco, Kieffer, Palmisano, and Anderson) "The Effectiveness of a Community Health Worker Intervention among African American and Latino Adults with Type 2 Diabetes: A Randomized Controlled Trial," *American Journal of Public Health*, 2011.

(with Rosland and Piette) "The Impact of Family Member Behavior and Communication Patterns on Chronic Disease Outcomes: A Systematic Review," *Journal of Behavioral Medicine*, 2011.

Distinctions: 5 NIH grants.

Juan R. Hernández

Visiting Professor - Department of History and LACS

Education and Academic Experience: Ph.D., University of Michigan, 2007; M.A., University of Michigan, 2002; B.A., University of Puerto Rico, 2000.

Overseas experience: Dissertation research, Santiago, Chile, 2004-2005; Foreign Language Area Studies awardee, Brazil Language School, Baurú, São Paulo, Brazil, 2002; conference presentations in Cuba (2001), Mexico (2006), Canada (2007), and Chile (2013).

Languages: Spanish (5), Portuguese (5)

Percent of time devoted to LACS courses: 100

LACS courses offered: Space and Identity in Latin American History (LACS 321.203/Hist. 329.203)

Research and training specialization: Latin American contemporary history; violence and memory in Chilean postdictatorship culture; urban space and culture in Latin America; recent history; history of science and technology; history of music in the Caribbean; colonial Latin American history; Atlantic history.

Publications:

“History, Space and Nation in Chile’s Transition to Democracy.” *Historia y Sociedad*. Universidad de Puerto Rico, Río Piedras: Año XX-XXI, 2009-2010.

“Transparencias que se derriten: el “Iceberg” del 92 y la identidad chilena en la Transición.” *Revista El Amauta*. Universidad de Puerto Rico, Recinto de Arecibo: Núm. 5, 2008.

Book Review: Forging Diaspora: Afro-Cubans and African Americans in a World of Empire and Jim Crow, Frank Andre Guridy. *Caribbean Studies*. Instituto de Estudios del Caribe: Vol 41, No. 1, January-June 2013.

Distinctions:

Juror Best Book Contest Latin American Studies Association’s Recent History

Section 2014; elected to the Board of Directors to Latin American Studies Association’s Recent History Section, May 2014; Pier reviewer, *Revista Tramas*, Universidad Autónoma Metropolitana de México, 2014; Pier reviewer, *Historia y Sociedad*, Universidad de Puerto Rico, 2010.

Alejandro Herrero-Olaizola

Arthur F. Thurnau Professor - Department of Romance Language and Literatures

Education and Academic Experience: Ph.D., University of Southern California

Overseas experience: Mexico, Argentina, Colombia, Cuba

Languages: Spanish (5), English (5), French (2)

Percentage of time devoted to LACS courses: 100

LACS courses offered: Colombian Narco-Stories, The Latin American Best-Seller, Globalization, Latin America, and Cultural Consumption, Reading the Trans-Atlantic

Research and training specialization: 20th century Latin American literature and culture; Colombia

Publications:

The Colombian Condition: Global Violence as Cultural Commodity [monograph in progress; expected completion 2013-14].

Teaching the Latin American Boom (co-edited with Professor Lucille Kerr). New York: MLA Options for Teaching, forthcoming, 2015.

The Censorship Files: Latin American Writers and Franco’s Spain. Albany: SUNY Press, 2007.

“El mercado del crimen: ética y justicia poética en Nam Le.” *Novela negra y otros crímenes*. Ed. Gustavo Forero. Bogotá: Planeta, 2013. 253-263.

Dissertations supervised to date: 2

Distinctions: Fulbright Grant, 2010; UM Humanities Award, 2009.

Lesli Hoey

Assistant Professor - Taubman College of Architecture and Urban Planning

Education and Academic Experience: Ph.D. and M.A. Cornell University, B.A. Earlham College

Overseas experience: Peru, Bolivia, Nicaragua, Kenya, Albania, Southeast Asia

Languages: Spanish (5), Quechua (3)

Percent of time devoted to LACS: 40

LACS courses offered: UP 658: Urban and Regional Planning in Developing Countries

Research and training specialization: Food Systems Planning, Development Planning, Evaluation and Qualitative Planning Methods

Publications:

Pelletier, D, Frongillo, EA, Gervais, SG, Hoey, L, Menon, P, Ngo, T, Stoltzfus, RJ, Shamsir Ahmed, AM., Ahmed, T. (2012) "Nutrition Agenda Setting, Policy Formulation and Implementation: Lessons from the Mainstreaming Nutrition Initiative." *Health Policy and Planning*, 27:19-31.

Hoey, L. (2011) "Adaptive Strategies for Policy Implementation in Urban Contexts: Lessons from Bolivia's Zero Malnutrition Program," pp 3-25. In Herzer, L. (Ed). *Reducing Urban Poverty: A New Generation of Ideas*. Washington DC: Woodrow Wilson International Center for Scholars and USAID. Available at:

<http://www.wilsoncenter.org/publication/reducing-urban-poverty-new-generation-ideas>

Pelletier, D, Corsi, C, Hoey, L, Faillace, S. and Houston, R. (2011). "The Program Assessment Guide: An Approach for Structuring Contextual Knowledge and Experience to Improve the Design, Delivery and Effectiveness of Nutrition Interventions." Supplement issue of the *Journal of Nutrition*, Sept 28: 1-8

Distinctions: 2012 Signs of Sustainability Award for Food, Agriculture & Nutrition Group (Ithaca, NY); 2011 Urban Poverty Paper Competition winner, sponsored by Woodrow Wilson Center's Comparative Urban Studies Project, USAID's Urban Program Team, Int'l. Housing Coalition, World Bank, Cities Alliance; Peter B. Andrews Memorial Thesis Prize.

Robert Jansen

Assistant Professor - Department of Sociology

Education and Academic Experience: B.A., Linfield College (1999), M.A., UCLA (2003), Ph.D., UCLA (2009)

Overseas experience: Peru

Languages: Spanish (4)

Percent of time devoted to LACS courses: 50

LACS courses offered: Sociology 495.001 (W10, W11), Sociology 422.001 (W12, F12)

Research and training specialization: Sociology of Latin America; Comparative-Historical and Ethnographic Methods; Theory; Political Sociology; Cultural Sociology

Recent Publications:

"Toward a Postcolonial Sociology: The View from Latin America," (with José Bortoluci) *Political Power and Social Theory* 24 (2013):199-229.

"Populist Mobilization: A New Theoretical Approach to Populism." *Sociological Theory* 29(2): 75-96. (2011).

"Resurrection and Appropriation: Reputational Trajectories, Memory Work, and the Political Use of Historical Figures," *American Journal of Sociology* 112(4) (January 2007): 953-1007.

Distinctions: University of Michigan Society of Fellows; Andrew W Mellon Fellowship in Latin American Sociology; Theda Skocpol Dissertation Award, American Sociological Association section on Comparative and Historical Sociology, 2011; Distinguished Contribution to Scholarship Award, American Sociological Association section on Political Sociology, 2012.

Katherine Jenckes

Assistant Professor - Department of Romance Language and Literatures

Education and Academic Experience: B.A., Reed College (1992), Ph.D., University of Oregon (2001)

Overseas experience: Chile, Argentina

Languages: Spanish (5)

Percent of time devoted to LACS: 100

LACS courses offered: Literatura y cultura chilena 1960-presente; Latin American Poetry

Research and training specialization: Poetic language and testimony in post-dictatorship Chile and Argentina

Publications:

Reading Borges after Benjamin: Allegory, Afterlife, and the Writing of History, SUNY Press, 2008

“The ‘New Latin Americanism,’ or the End of Regionalist Thinking?,” *The New Centennial Review* 4.3 (2004).

“Against a Sepulchral Rhetoric of the Past: Poetry and History in the Early Borges,” *Latin American Literary Review*, 62 (2004).

“Materialidad y hegemonía: Laclau, de Man y los límites del lenguaje,” *Mimesis y Política* (2004)

“The Work of Literature and the Unworking of Community, or Writing in Lumpirica,” *The New Centennial Review*, 3 (2003): 67-80.

Paul Christopher Johnson

Associate Professor - Department of History, Department of Afroamerican and African Studies

Director, Doctoral Program in Anthropology and History

Education and Academic Experience: Ph.D., University of Chicago, 1997

Overseas experience: Brazil, Honduras

Languages: Portuguese (5), Spanish (5), French (3), German (2), Garifuna (1)

Percent of time devoted to LACS: 100

LACS courses offered: Religion in Latin America

Research and training specialization: African diaspora, religion, “race” and popular culture in Brazil and the Caribbean; modern history of Brazil

Publications:

Diaspora Conversions: Black Carib Religion and the Recovery of Africa (The University of California Press, 2007).

Secrets, Gossip, and Gods: The Transformation of Brazilian Candomblé, Oxford, 2002.

“Migrating Bodies, Circulating Signs: Brazilian Candomblé, the Garifuna of the Caribbean, and the Category of ‘Indigenous Religions,’” *History of Religions* 41 (2002): 301-27.

“Models of the Body in the Ethnographic Study of Religion: The Cases of Brazilian Candomblé and the Garifuna of the Caribbean,” *Method and Theory in the Study of Religion* 14:170-95.

Distinctions: 2007, Wesley-Logan Prize of the American Historical Association; 2003, Best Book Award (analytic-descriptive), American Academy of Religion; 2003-2004, NEH Fellowship Award.

Sherrie Kossoudji

Associate Professor - School of Social Work, Department of Economics

Education and Academic Experience: Ph.D., Michigan (1984)

Overseas experience: Mexico

Languages: Spanish (3)

Percent of time devoted to LACS: 25

Research and training specialization: Unauthorized migration to the United States; transnational populations, immigrant assimilation; female immigrants and work.

Publications:

“Migration and the Labor Force.” *Blackwell Encyclopedia of Race, Ethnicity, and Nationality*. In submission. 2014.

“Legalization, Then and Now, Revisited.” *Immigration Perspectives*. Immigration Policy Center. Washington, D.C. 2013.

Researching Migration: Stories from the Field. 2007. Edited by Sherrie Kossoudji, Louis DeSipio, and Manuel Garcia y Griego. New York: SSRIC Books. http://www.ssrc.org/pubs/researching_migration.pdf

“Immigrant and Native Asset Accumulation in Housing: Asset Choices and Urban Housing Markets,” 2006. Chapter 10 in *Immigration: Trends, Consequences and Prospects for the United States*, Barry Chiswick, editor.

“IRCA’s Impact on the Occupational Concentration and Mobility of Newly-Legalized Mexican Men,” in *How Labor Migrants Fare, Population Economics series*. Heidelberg and New York: Springer, pp. 333-50, 2004.

Lawrence La Fountain-Stokes

Associate Professor - Department of American Culture, Department of Romance Language and Literatures, Department of Women's Studies
Director, Latina/o Studies Program

Education and Academic Experience: Ph.D., Columbia Univ., B.A., Harvard College

Overseas experience: Puerto Rico, Cuba, Dominican Republic

Languages: English (5), Spanish (5), Portuguese (4)

Percentage of time devoted to LACS: 50

LACS courses offered: AC 213, AC 243, AC 327, AC 381, Spanish 420, Spanish 428, Spanish 430, Spanish 440, Spanish 428, Spanish 821.

Research and training specialization: Hispanic Caribbean, U.S. Latina/o, migration, gender and sexuality, cultural studies, literature, film, performance.

Recent Publications:

2014 “Speaking Black Latino/a/ness: Race, Performance, and Poetry in Tato Laviera, Willie Perdomo, and Josefina Báez.” Stephanie Álvarez and William Luis, eds. *The AmeRícan Poet: Essays on Tato Laviera*. New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY, 2014. 240-57.

2014 “Martina, Catalina, Elián, and the Old Man: Queer Tales of a Transnational Cuban Cockroach.” Una Chaudhuri and Holly Hughes, eds. *Animal Acts: Performing Species Now*. Ann Arbor: Univ. of Michigan Press, 2014. 84-91.

2014 “Epistemología de la loca: localizando a la transloca en la transdiáspora.” Diego Falconí Trávez, Santiago Castellanos, and María Amelia Viteri, eds. *Resentir lo queer en América Latina: diálogos desde/con el Sur*. Barcelona: Editorial Egales, 2014. 133-47.

2013 *Abolición del pato. Collection of short stories*. San Juan de Puerto Rico: Terranova Editores, 2013.

Dissertation supervised to date:5

Distinctions: Woodrow Wilson National Fellowship Foundation (2006); Career Enhancement Fellowship for Junior Faculty, Ford Foundation (2006); Michigan Campus Compact 2006 Faculty/Staff Community Service-Learning Award.

David Lam

Professor - Department of Economics, Population Studies Center

Education and Academic Experience: Ph.D., Economics, UC Berkeley; M.A., Latin American Studies, Univ. Texas.

Overseas experience: Brazil and South Africa

Languages: Spanish (3), Portuguese (3)

Percentage of time devoted to LACS: 20

LACS courses offered: Econ 466, Economics of Population; Econ 665, Development Economics; Econ 667, Economic Demography

Research and training specialization: Economics of labor markets and inequality in developing countries.

Publications:

“Progress through School and the Determinants of School Dropout in South Africa,” with Nicola Branson and Clare Hofmeyr, *Development Southern Africa*, 2014, 31(1): 106–126

“The Influence of Older Classmates on Adolescent Sexual Behavior in Cape Town, South Africa,” (with Leticia Marteleto and Vimal Ranchhod), *Studies in Family Planning*, June 2013, 44(2): 147-167.

“How the World Survived the Population Bomb: Lessons from Fifty Years of Extraordinary Demographic History,” *Demography*, November 2011, 48(4): 1231-1262. (Population Association of America Presidential Address).

Explaining the Persistence of Racial Gaps in Schooling in South Africa,” (with Cally Ardington, Nicola Branson, and Murray Leibbrandt), *African Population Studies*, 2011.

Schooling as a Lottery: Racial Differences in Progress through School in Urban South Africa,” (with Cally Ardington and Murray Leibbrandt) *Journal of Development Economics*, July 2011, 95(2):121-136

Distinctions: 1989-1990, Fulbright Research Award

Rebecca Lange

Professor - Department of Earth and Environmental Sciences

Education and Academic Experience: B.A., University of California-Berkeley (1983); Ph.D., University of California-Berkeley (1989)

Overseas experience: Mexico

Percent of time devoted to LACS courses: 25

Research and training specialization: Mexican Volcanic Arc; magmatism and volcanism

Publications:

(with SE Ownby and CM Hall) “The eruptive history of the Mascota volcanic field, western Mexico: Age and volume constraints on the origin of andesite among a diverse suite of lamprophyric and calc-alkaline lavas,” *Journal of Volcanological and Geothermal Research*, 177:1077-1091, 2008.

(with S Ownby, H Delgado Granados, and CM Hall) “Volcán Tancitaro, Michoacán, Mexico: ⁴⁰Ar/³⁹Ar constraints on its history of sector collapse,” *Journal of Volcanological and Geothermal Research*, doi:10.1016/j.jvolgeores.2006.10.009, 2007.

(with CB Lewis-Kenedi, CM Hall, and H Delgado Granados) “The eruptive history of the Tequila volcanic field, western Mexico: Ages, volumes and relative proportions of lava types,” *Bulletin of Volcanology*, 67: 391-414, 2005.

Distinctions: F. W. Clarke Medal (Geochemical Society), 1995; University of Michigan Teaching Award, 1997.

Victoria Langland

Associate Professor - Department of History, Department of Romance Language and Literatures

Education and Academic Experience: Ph.D. History, Yale University (2004); M.Phil. History, Yale University (2001); M.A. History, Yale University (1998); M.A., Latin American and Caribbean Studies University of Chicago (1995); B.A. Latin American and Caribbean Studies, University of Chicago (1992).

Overseas experience: Brazil

Languages: Spanish (5), Spanish (5), French (2)

Percentage of time devoted to LACS: 100

LACS courses offered: LACS 349/Hist 349

Research and training specialization: Latin American History, especially Brazil and the Southern Cone; dictatorships and the politics of memory; gender history; student and other social movements.

Publications:

Speaking of Flowers: Student Movements and the Making and Remembering of 1968 in Military Brazil, Duke University Press, 2013.

Distinctions: Faculty Development Award, University of California Davis, 2010; Schlesinger Research Fellowship, John F. Kennedy Library Foundation, 2009; Visiting Fellowship, Kellogg Institute for International Studies, University of Notre Dame, Fall 2009.

María Carmen De Mello Lemos

Associate Professor - School of Natural Resources & Environment

Education and Academic Experience: B.S., Universidade Federal de Juiz de Fora (1983), M.S., Massachusetts Institute of Technology (1990), Ph.D., Massachusetts Institute of Technology (1995)

Overseas Experience: Brazil, Mexico, Chile, Bolivia

Languages: Portuguese (5), Spanish (3)

Percentage of time devoted to LACS: 75

LACS courses offered: ENVIRON 313, SNRE 563, SNRE 555

Research and training specialization: Human dimensions of global climate change in LA countries (water, agriculture and disaster-relief), the role of technocrats and popular social movements in policymaking in Brazil

Recent Publications:

(with C. Kirchhoff, and N. E. Engle) "What influences climate information use in water management? The role of boundary organizations and governance regimes in Brazil and the U.S. Environmental Science & Policy. 2012. Available online: <http://dx.doi.org/10.1016/j.envsci.2012.07.001>

(with H. Eakin). Institutions and change: The challenge of building adaptive capacity in Latin America. In Adaptive Capacity to Global Change in Latin America. Special Issue edited by Hallie Eakin and Maria Carmen Lemos. Global Environmental Change 20 (2010) 1–3. 2011.

Dissertations supervised to date: 9

Distinctions: James Martin 21st Century School Fellow Professor, Environmental Change Institute, Oxford University, 2006-2007; Kavli Fellow, US National Academy of Sciences, 2007; National Academies of Science, NRC Committee on Human Dimensions of Global Change, member 2008.

Olga Lopez-Cotín

Senior Lecturer IV (non-tenure track) - Residential College

Education and Academic Experience: Lic., Universidad de Sevilla (1987), M.A., University of Michigan (1989), Ph.D., University of Michigan (1993)

Overseas experience: Chile

Languages: Spanish (5)

Pedagogy training for language instructors: 1995, Andrew W. Mellon Foundation Technology Workshop, Middlebury College.

Percentage of time devoted to LACS: 75

LACS courses offered: RCLang 154, 194; two regular seminars (RCLang 324) on Latin America: “Women Writers in Latin America: Home, Nation and Identity in the 20th Century” and “The City Imagined: Visual and Literary Narratives on Latin American Urban Spaces.”

Research and training specialization: 20th Century Latin American literature, gender and cultural.

Publications:

“La Habana imaginada de Fernando Pérez en *Suite Habana: Estética y topografía poética de una ciudad escindida*,” en Fátima Serra, ed. *Agentes de cambio: perspectivas cinematográficas de España y Latinoamérica en el siglo XXI*(Madrid, Pliegos 2014). Forthcoming.

“Andrea Maturana o la erótica del paisaje urbano.” *Anales de la literatura chilena* 3 (2002).

“La vida íntima de Marie Goetz de Mariana Cox de Stuvén: Hacia una construcción del sujeto femenino,” *Anales de la literatura chilena* 1: 53-70 (2000).

“‘Maldita yo entre las mujeres’ de Mercedes Valdivieso: una arqueología del diabolismo femenino,” *Cincinnati Romance Review*, 15, (1996), 206-213.

Distinctions: UM Matthews Underclass Teaching Award, 2009

Jody Lori

Clinical Assistant Professor - School of Nursing

Education and Academic Experience: B.S.N., University of Michigan (1980); M.S., University of Michigan (1992).

Overseas experience: Guatemala

Languages: Spanish (4)

Percent of time devoted to LACS: 25

Research and training specialization: International health; nurse-midwifery.

Publications:

Yi, C., Lori, J.R. & Martyn, K. (2008). “Development of prenatal event history calendar with African American Women.” *JOGNN*, 37(4).

Ford, B, Lantz, P, Lori, J., et al. (2005). “Health Disparities: Poverty, Discrimination, and the Lifecourse of African American Women, *African American Perspectives*, Fall Issue.

Ransom, S, McEntree, J, Siefert, K, Lori, J., et al. (2005). “Interdisciplinary Solutions for Conditions Leading to African American Birth Outcome Disparities,” *African American Perspectives*, Fall Issue.

Betsy Lozoff

Professor - Medical School, Center for Human Growth & Development, School of Public Health

Education and Academic Experience: B.A., Radcliffe College (1965), M.D., Case Western Reserve University (1971), M.S., Case Western Reserve University (1981).

Overseas experience: Guatemala, Costa Rica, Chile

Languages: Spanish (3)

Percent of time devoted to LACS: 35

LACS courses offered: Pediatrics 499, Pediatrics 599

Research and training specialization: Iron deficiency and infant behavior; cross-cultural issues in Pediatrics

Publications:

Lozoff B, Castillo M, Clark KM, Smith JB. "Iron-fortified vs. Low-Iron Infant Formula: Developmental Outcome at 10 years." *Arch Pediatr Adolesc Med*;166:208-215, 2012. PMID: PMC3312311

Lozoff B, Smith, JB, Kaciroti N, Clark KM, Guevara S, Jimenez E. "Functional Significance of Early-Life Iron Deficiency: Outcomes at 25 Years." *J Pediatr*. 163: 1260-1266, 2013. PMID: PMC3795923

Angulo-Barroso RM, Peirano P, Algarin C, Kaciroti N, Lozoff B. "Motor Activity and Intra-Individual Variability According to Sleep-Wake States in Preschool-Aged Children with Iron-Deficiency Anemia in Infancy." *Early Hum Dev*. 89: 1025-1031, 2013. PMID: PMC3882897

Chamorro R, Algarin C, Garrido M, Causa L, Held C, Lozoff B, Peirano P. "Nighttime Sleep Macrostructure is Altered in Otherwise Healthy 10-year-old Overweight Children." *Int. J. Obes*. 2013 Dec 19. doi: 10.1038/ijo.2013.238, 2013. [Epub ahead of print]

Dissertations supervised to date: 2

Distinctions: National Institutes of Health (NICHD) Merit Award

Ashley Lucas

Associate Professor - Residential College, School of Music, Theatre & Dance

Director, Prison Creative Arts Program

Education and Academic Experience: B.A., Yale; M.A. and Ph.D., UC San Diego

Overseas experience: U.K., Ireland, Brazil, South Africa

Languages: Spanish (4), Portuguese (2)

Percent of time devoted to LACS courses: 100

Research and training specialization: U.S. Latina/o theatre, prison theatre around the world, multicultural and ethnic theatre.

Publications:

Lucas, Ashley. "When I Run in My Bare Feet: Music, Writing, and Theatre in a North Carolina Women's Prison." *American Music*. Vol. 31, No. 2, Summer 2013, pp. 134-162.

"Performing the Queer Frontera: Gregory Ramos' Play Border Stories." *Revista de Literatura Mexicana Contemporanea*, Núm. 53, Año 18, Abril-Junio 2012, pp. xxxv-xl.

Theses supervised to date: 4 grad theses and 5 Honors thesis

Distinctions: Fall 2011—UNC Institute for Arts and Humanities Faculty Fellowship, 2010-2012 – UNC Faculty Engaged Scholars Fellowship, 2006-2008 – Carolina Postdoctoral Fellowship for Faculty Diversity in the Department of Dramatic Art at UNC.

Bruce Mannheim

Professor - Department of Anthropology

Education and Academic Experience: B.A., City College-CUNY (1972); M.A., University of Chicago (1977); Ph.D., University of Chicago (1983).

Overseas experience: Peru, Bolivia

Languages: Quechua (5), Spanish (5)

Percent of time devoted to LACS: 100

LACS courses offered: LACS 471-476; AN 676

Research and training specialization: Deterritorialized area studies; Colonial Latin American historiography; Quechua linguistics and linguistic anthropology; Andean language, culture, and history.

Publications:

(with Guillermo Salas Carreño) 'Wak'a: Entifications of the Andean sacred' In *The Archaeology of W'akas: Explorations of the Sacred in the pre-Columbian Andes* ed. Tamara Bray, Boulder: University of Colorado Press.

(with Susan A. Gelman) 'El aprendizaje de los conceptos genéricos entre niños quechua hablantes monolingües' *Bulletin de l'Institut Français d'Études Andines* 42 (3): (2014).

Confession. In *Lexikon of the Hispanic Baroque*, ed. Evonne Levy and Kenneth Mills, Austin: University of Texas Press. 86-90 (2013).

(with Thomas B.F. Cummins) "The River Around Us, The Stream Within Us, the Traces of the Sun and Inka kinetics," *Res* 59/60, (2011) 5-21.

The Language of the Inka Since the European Invasion, Texas, 1991.

Dissertations supervised to date: 36

Distinctions: President, Society for Latin American Anthropology; 1999-2000, National Endowment for the Humanities Fellow; 1995-1996, John Simon Guggenheim Fellow.

Joyce Marcus

Robert L. Carneiro Distinguished University Professor of Anthropology - Department of Anthropology, Museum of Anthropology

Director, Museum of Anthropological Archaeology

Education and Academic Experience: Ph.D., Harvard University (1974)

Overseas experience: Guatemala, Mexico, Peru

Languages: Spanish (4)

Percent of time devoted to LACS courses: 100

LACS courses offered: AN 284 (co-taught with K Flannery in Winter 2014), AN 394, AN 489, AN 617, AN 689, AN 417, AN 617, AN 683, AN 663-664

Research and training specialization: Ethnohistory of the Maya; archaeology of Mexico, Guatemala, and Peru; Mesoamerican writing systems.

Recent Publications:

The Creation of Inequality: How Our Prehistoric Ancestors Set the Stage for Monarchy, Slavery, and Empire (with K.V. Flannery). Harvard University Press, 631 pp. 2012 Monte Albán. Mexico: Fondo de Cultura Económica, 2009.

(with P. R. Williams) *Andean Civilization*. Cotsen Institute of Archaeology Press, 2009.

(with J. A. Sabloff) *The Ancient City*. SAR Press, 2008.

(with K.V. Flannery) *Excavations at San José Mogote 1: Household Archaeology*. Museum of Anthropology, University of Michigan, 2005.

Dissertations supervised to date: 25 as chair; 25 as committee member

Distinctions: 2012-2015, Class V Secretary, National Academy of Sciences; 1997, American Academy of Arts and Sciences; 1997, American Philosophical Society, Membership Panel; 1995, LSA Excellence in Research Award; Chair of the Lewis and Clark Fund.

Sofia D. Merajver

Professor - Medical School, School of Public Health

Director, Breast Cancer Program and Breast and Ovarian Cancer Risk Evaluation Program

Education and Academic Experience: MD, Univ of Michigan (1987); PhD Univ of Maryland (1978)

Overseas experience: Ecuador, Bolivia, Argentina

Languages: Spanish (5), Portuguese (2)

Percent of time devoted to LACS: 20

LACS courses offered: UC 254: "Global Health for the 21st Century"; planning a course on Comparative Global Health of Latin America and Africa.

Research and training specialization: Breast cancer: molecular and signaling determinants of metastases; cancer genetics, cancer prevention; global cancer health

Recent Publications:

Mooney, C.J., Merajver, S.D. (In Press). Breast Cancer Screening Recommendations: Dynamic Extrapolation of Limited Data. *Breast Cancer Research and Treatment*.

Iniesta, M.D., Chien, J., Wicha, M., Merajver, S.D. (2010). "One-Hit Effects and Cancer." *Cancer Prevention Research*, 3(1), 12-5.

Chang, C.W., Wu, M., Merajver, S.D., Mycek, M.A. (2009). "Physiological Fluorescence Lifetime Imaging Microscopy Improves Forster Resonance Energy Transfer Detection in Living Cells." *Journal of Biomedical Optics*, 14(6).

Elizabeth Moje

Associate Dean for Research and Community Engagement and Professor - School of Education; Professor

Education and Academic Experience: MA, Eastern Michigan University (1990); PhD, Purdue University (1994)

Languages: French (3), Spanish (2)

Percentage of time devoted to LACS: 25

LACS courses offered: ED 118; ED 402; ED 706/737

Publications:

(with CJ Lewis and P Enciso) Eds., *Reframing Sociocultural Research on Literacy: Identity, Agency, and Power*, Lawrence Erlbaum Associates, 2007.

(with DG O'Brien) Eds., *Construtions of Literacy: Studies of Literacy Teaching, and Learning in and out of Secondary Schools*, Lawrence Erlbaum Associates, 2001.

"A call for New Research on New and Multi-Literacies." *Research in the Teaching of English* 43:4 (2009): 328-362.

"Foregrounding the Disciplines in Secondary Literacy Teaching and Learning: A Call for Change," *Journal of Adolescent and Adult Literacy*, 52:2 (2008): 96-107.

Distinctions: Edward B. Fry Book Award, National Reading Conference, 2007; Arthur F. Thurnau University Professorship, University of Michigan, 2004.

Anthony Mora

Assistant Professor - Department of History, Department of American Culture, Latina/o Studies Program

Education and Academic Experience: PhD, Notre Dame (2002)

Overseas Experience: Mexico

Languages: Spanish (3)

Percentage of time devoted to LACS: 25

LACS courses offered: Introduction to Latino Studies (Fall 2009, 2010) History of Latinos in U.S. (Winter 2008, 2010) Topics in Chicano History (Fall 2007, 2008) Historiography of the U.S. Mexican Border (Winter 2008, 2010)

Research and training specialization: Historical construction of race, gender, and sexuality; how racial and national ideologies influenced the meaning of Mexican identity along the nineteenth-century U.S./Mexico border.

Publications:

Border Dilemmas: Racial and National Uncertainties in New Mexico, 1848-1912, Duke University Press, 2010.

"Resistance and Accommodation in a Border Parish," *Western Historical Quarterly*, Fall 2005, Vol. 36, N. 3, pp. 301-326.

"A Fixed Border's Shifting Meanings: The United States and Mexico, 1821 to 2007," in *Labor Market Issues along the U.S.-Mexico Border*, Tucson: University of Arizona Press, 2009

Distinctions: Arrington Prucha Prize in Western American Religious History, 2006; Visiting Scholar, American Academy of Arts and Sciences, Cambridge, MA, 2006-2007.

Marie S. O'Neill

Associate Professor - School of Public Health

Education and Academic Experience: (2000) Ph.D. University of North Carolina at Chapel Hill (Epidemiology), (1997) M.S. Harvard University (Environmental Health Sciences), (1990) B.A.

Brown University (Environmental Studies/Hispanic Literature and Culture)

Overseas experience: 2001, Investigator in Environmental Health, Instituto Nacional de Salud Pùblica (Cuernavaca, Mexico), 1999-00, Fullbright Scholar, Centro Nacional de Salud Ambiental (Metepc and Mexico City, Mexico).

Languages: Spanish (5)

Percentage of time devoted to LACS: 80

Distinctions: 1999-00, Fullbright Scholar, Centro Nacional de Salud Ambiental (Metepc and Mexico City, Mexico).

Robert Ortega

Associate Professor - School of Social Work

Education and Academic Experience: B.A., University of Michigan (1977), M.S.W., University of Michigan (1983), M.A., University of Michigan (1987), Ph.D., University of Michigan (1991)

Languages: Spanish (3)

Percentage of time devoted to LACS: 25

LACS courses offered: Introduction to Interpersonal Practice; Interpersonal Practice in Groups

Research and training specialization: Impact of NAFTA on US/Mexico/Canada youth, child maltreatment, clinical practice in social work, community-based research.

Publications:

(with Grogan-Kaylor et al.) "Racial and Ethnic Diversity in the Initial Child Welfare Experience," in M.B. Webb et al., eds. *Child Welfare and Child Well-Being: New Perspectives from the National Survey of Child and Adolescent Well-Being*, New York: Oxford University Press, 2010.

(with C Hutchins and M Quintanilla) *Nuestra Familia, Nuestra Cultura: Promoting & Supporting Latino Families in Adoption and Foster Care. AdoptUSKids Program, Department of Health and Human Services, Administration for Children and Families, 2008.*

(with LM Gutierrez and A Yeakley) *Latinos and Social Work Education: A Comprehensive Bibliography with Annotations. Council on Social Work Education's Education Series, 2006.*

Dissertation supervised to date: 11

Distinctions: 2007 University of Michigan Latino Circle Award for Exemplary Service; 2006 University of Michigan Latino/a Task Force, Faculty Award.

Maxwell Owusu

Professor - Department of Anthropology, Department of Afroamerican and African Studies

Education and Academic Experience: B.Sc., London School of Economics (1963), M.A., University of Chicago (1966), Ph.D., University of Chicago (1968)

Languages: Spanish (3)

Percentage of time devoted to LACS: 50

LACS courses offered: AN 414 / CAAS 444, AN 439

Research and training specialization: Anthropology of law; socioeconomic development and underdevelopment; Caribbean society.

Distinctions: 1993, LSA Excellence in Education Award

Jeffery Paige

Professor - Department of Sociology

Education and Academic Experience: Ph.D., University of Michigan (1968)

Overseas experience: Nicaragua, El Salvador, Costa Rica

Languages: Nicaragua, El Salvador, Costa Rica

Percentage of time devoted to LACS: 75

LACS courses offered: SOC 450

Research and training specialization: Social origins of dictatorship; democracy and socialist revolution in Central America; coffee elites of El Salvador, Costa Rica and Nicaragua

Publications:

“‘In a War against the Spanish’: Andean Protection and African Resistance on the Northern Peruvian Coast,” *The Americas*, July 2006.

“Coffee, Revolution, and Democracy in Central America,” in *Nature, Raw Materials and Political Economy* (ed. Paul Ciccantell, Gay Seidman, David Smith), pp. 333-352, Elsevier, 2005.

Coffee and Power: Revolution and the Rise of Democracy in Central America, Harvard University Press, 1998.

“Agrarian Policy and the Agrarian Bourgeoisie in Revolutionary Nicaragua,” in *Globalization, Urbanization and the State: Selected Studies on Contemporary Latin America* (ed. S.R. Pattnayak), University Press of America, 1996.

“Coffee and Power in El Salvador,” *Latin American Research Review*, 28(3): 7-40 (1993).

Dissertation supervised to date: 8

Distinctions: 1998 Finalist, Lionel Gelber Award for Best Book in International Relations

Julia Paley

Assistant Professor - Department of Anthropology

Education and Academic Experience: B.A., University of Pennsylvania (1986), M.A., Harvard (1992), Ph.D., Harvard (1994)

Overseas experience: Chile, Ecuador

Languages: Spanish (5)

Percentage of time devoted to LACS: 100

LACS courses offered: Ethnography of Latin America (Fall)

Research and training specialization: Multiple meanings and practices of democracy; participatory democracy, Ecuador’s indigenous movement, and democracy promotion by international financial institutions

Publications:

Democracy: Anthropological Approaches, Santa Fe: School for Advanced Research Press, 2008

“Accountable Democracy: Citizens’ Impact on Public Decision Making in Postdictatorship Chile,” *American Ethnologist* 31(4): 497-513 (2004).

“Toward an Anthropology of Democracy,” *Annual Review of Anthropology*, 31:469-96 (2002).

Distinctions: 2006, National Science Foundation Grant; 2003, Fulbright Scholar; 2001, American Ethnological Society Sharon Stephens Prize for the Best First Book by a Junior Scholar.

Silvia Pedraza

Professor - Department of Sociology, Department of American Culture

Education and Academic Experience: B.A., University of Michigan (1967), M.A. Education, University of Michigan (1971), M.A. Sociology, University of Chicago (1977), Ph.D., University of Chicago (1980)

Overseas experience: Cuba, Mexico, Colombia, Dominican Republic, Venezuela, Spain.

Languages: Spanish (5), French (4)

Percentage of time devoted to LACS: 50

LACS courses offered: SOC 304/ AC 304, SOC 404 / AC 404, SOC 504 / AC 504

Research and training specialization: Immigration, race and ethnicity in America, historical and contemporary; Latin American and Asian immigration to the U.S.; labor migration vs. refugee exodus; Cuba and Venezuela: revolution and exodus.

Recent Publications:

Cuba and Venezuela: Revolution and Reform, manuscript in progress (with Carlos Antonio Romero).

Editor for the *Section on Refugees for the Encyclopedia of Migration*, ed, Frank Bean and Susan K. Brown, Springer Publishers, forthcoming.

Political Disaffection in Cuba's Revolution and Exodus, Cambridge University Press (2007)

"Cuba's Catholic Church and the Contemporary Exodus," *Religion, Culture, and Society: The Case of Cuba*, ed. Margaret E. Crahan, Woodrow Wilson Center for Scholars, 2003.

Distinctions: American Sociological Association: the Julian Samora Distinguished Career Award from the Latino/a Sociology Section, 2009; and elected Chair of 3 of its sections: Sociology of Latinos/as in the US; Racial and Ethnic Minorities; and International Migration Sections; also elected to its Council. Teaching Excellence Award, University of Michigan College of Literature, Science, and the Arts.

Ivette Perfecto

Professor - School of Natural Resources & Environment

Education and Academic Experience: B.S., Universidad Sagrado Corazón, Puerto Rico (1977), M.S., University of Michigan, (1982), Ph.D., University of Michigan (1989)

Overseas experience: Mexico, Puerto Rico

Languages: Spanish (5)

Percentage of time devoted to LACS: 50

LACS courses offered: SNRE 270 (Fall), ENVIRON 316 (Winter), ENVIRON 318 (Spring), SNRE 639.075 (Food Sovereignty)

Research and training specialization: Agro-ecology, sustainable food systems, tropical ecology, and biological diversity.

Publications:

with Chappell, Wittman, Bacon, Ferguson, García Barrios, García Barrios, Lima, Méndez, Morales, Soto Pinto, Vandermeer) "Food Sovereignty: An Alternative Paradigm for Poverty Reduction and Biodiversity Conservation in Latin America," *F1000Research* (2013) 2: 235.

(with Vandermeer) "Complex traditions: Intersecting Theoretic Frameworks in Agroecological Research," *Agroecology and Sustainable Food Systems* 37 (2013): 76-89.

(with Vandermeer) "Syndromes of Production in Agriculture: Prospects for Socio-Ecological Regime Change." *Ecology and Society* 17 (4) (2012): 39.

Dissertation supervised to date: 11

Distinctions: Elected member of the Scientific Council of the Regional Institute of Biodiversity (IRBIO) for Central America and the Dominican Republic (2012, 3 year appointment); George Willie Pack Professorship; SNRE Outstanding Faculty Award, 2007-2008; Fulbright Scholar (Brazil, 2004-2005).

Acrisio Pires

Associate Professor - Department of Linguistics, Department of Romance Language and Literatures

Education and Academic Experience: B.A., University of Brasilia, M.A. University of Brasilia, Ph.D., University of Maryland at College Park (2001)

Overseas experience: Brazil, Portugal, United States

Languages: Portuguese (5), French (5), Spanish (3), Italian (2), German (1)

Percentage of time devoted to LACS: 20

LACS courses offered: LING 446/LACS 446 – Comparative Linguistics; LING 492/792 – Comparative syntax: Variation and Change in the Romance Languages

Research and training specialization: Comparative linguistics, syntax, language change, Romance linguistics (Portuguese, French and Spanish) and psycholinguistics: first and second language acquisition/learning.

Publications:

Pires, Acrisio, and Jason Rothman, eds. 2009a. *Minimalist Inquiries into Child and Adult Language Acquisition: Case Studies across Portuguese*. In Series Studies on Language Acquisition. Berlin: Mouton de Gruyter. 354p+viii.

Pires, Acrisio. 2011. "Linguistic Competence, Poverty of the Stimulus and the Scope of Native Language Acquisition." In *Multiple Perspectives on Bilingualism*. Ed. C. Flores. Braga, Portugal: Humus Publishers, p. 115-43.

Pires, Acrisio, Jason Rothman and Ana L. Santos. 2011. "L1 Acquisition Across Portuguese Dialects: Modular and Interdisciplinary Interfaces as Sources of Explanation." Special Issue: Acquisition at the Linguistic Interfaces. *Lingua* 121.4: 605-22.

Dissertation supervised to date: 8

Monica Ponce de León

Dean and Eliel Saarinen Collegiate Professor of Architecture and Urban and Regional Planning- Taubman College of Architecture and Urban Planning

Education and Academic Experience: B.Arch, University of Miami (1989), M.A.U.D., Harvard Graduate School of Design (1991)

Overseas experience: Venezuela, Ecuador, Chile

Languages: Spanish (5)

Percentage of time devoted to LACS: 25

Research and training specialization: Latin American architecture; eco-tourism; public infrastructure for the tropics

Publications:

"Villanueva – Globalization and Culture," in *Latin American Architecture 1929-1960: Contemporary Reflections*, ed. Carlos Brillembourg, Monacelli Press, pp.144-147 (2004).

(with Ana Maria Duran) "The Lesser Evil: Eco-Tourism in the Amazon Rain Forest," *GAM Graz Architecture Magazine*, 1: 98-111 (2004)

"Obras" and "Ensenanza," in *III Foro Internacional de Arquitectura: Entre la práctica y la enseñanza*, Colegio de Arquitectura de la USFQ, Quito, Ecuador, pp. 72-97 and 98-111 (2003).

Daniel Ramirez

Assistant Professor - Department of History, Department of American Culture

Education and Academic Experience: B.A., Yale College (1995), M.A. Duke University (2001), Ph.D. Duke University (2005)

Overseas experience: Mexico

Languages: Spanish (5), French (2), Portuguese (1)

Percentage of time devoted to LACS: 25

LACS courses offered: Latina/o Religions and Cultures, Fall 2009, Winter 2010 Evangelicalisms of the Americas, Fall 2010 (doctoral seminar) Latin American Religious History, Fall 2011 (doctoral seminar)

Research and training specialization: Mexico, Religion, Migration, Indigenous Studies; immigration, race and ethnicity in the Americas; African American studies; Mesoamerican/Latin American/Afro-Latino religions; Asian American religions; religious musics in the Americas; evangelicalisms of the Americas; Church and State; (post)colonial religious history; politics and religion; Spanish Reformation.

Publications:

“Pentecostalism in Latin America,” essay in Cecil M. Robeck and Amos Yong, eds., *The Cambridge Companion to Pentecostalism* (Cambridge University Press, forthcoming)

“‘Call Me Bitter’: Life and Death in the Diasporic Borderlands and the Challenges/Opportunities for Norteamericano Churches,” *Perspectivas*, Hispanic Theological Initiative Occasional Papers, Princeton Seminary (Fall 2007): 39-66.

Distinctions: “Strategic Pedagogical Intervention in the Latina/o Religious History Doctoral Pipeline,” Wabash Center for Teaching and Learning in Theology and Religions (2010-2011); Louisville Institute First Book Grant for Minority Scholars, “Migrating Faith: A Social and Cultural History of Pentecostalism in the U.S. and Mexico, 1906-1966,” 2008-09.

Yeidy Rivero

Associate Professor - Department of Screen Arts and Culture

Education and Academic Experience: B.A., University of Puerto Rico, Rio Piedras (1991), M.A., State University of New York at Stony Brook (1993), Ph.D., University of Texas at Austin (2000)

Overseas experience: Cuba, Colombia

Languages: Spanish (5)

Percentage of time devoted to LACS: 50

LACS courses offered: SAC 380: Before Betty was Ugly, SAC 381: Latino/as in the Media

Research and training specialization: Television studies; race and media; global media; Latino/a, Spanish Caribbean, Latin American, and African Diaspora Studies

Publications:

Tuning Out Blackness: Race and Nation in the History of Puerto Rican Television. Durham, NC: Duke University Press, 2005.

Contemporary Latina/o Media: Production, Circulation and Politics, co-edited with Arlene Dávila. New York University Press, fall 2014.

Broadcasting Modernity: Cuban Commercial TV, 1950-1960. Under contract, Duke University Press.

“Our Betty: The Legacy of the Yo soy Betty la fea Success in Colombia.” In Janet McCabe and Kim Akass (eds.) *TV Betty Goes Global*. London: I.B. Tauris, 2013, 45-63.

Dissertation supervised to date: 2

Distinctions: LSA Michigan Humanities Award (Fall 2012), University of Michigan, Ann Arbor; LSA Associate Professor Support Funds (2011), University of Michigan, Ann Arbor; Visiting resident scholar, Annenberg School for Communication, University of Pennsylvania (2009).

Elizabeth Roberts

Associate Professor - Department of Anthropology

Education and Academic Experience: Ph.D., University of California-Berkeley

Overseas experience: Mexico City, Ecuador

Languages: Spanish (5)

Percentage of time devoted to LACS: 25

LACS courses offered: Critical Theories of Medicine and Healing; Nature/Culture Now!

Research and training specialization: Reproductive technology and ethics, Andes, medical anthropology, race, religion, bio-technology, Mexico, environmental Health, epigenetics.

Publications:

2012 *God's Laboratory: Assisted Reproduction in the Andes*. University of California Press.

2013 "Assisted Existence: An Ethnography of Being and Care." *Journal of the Royal Anthropological Institute* 19, 562-580.

2012 "Scars of Nation: Surgical Penetration and the State in Ecuador," *Journal of Latin American and Caribbean Anthropology* 17/2, 215-237.

Ian Robison

Lecturer IV (non-tenure track) - Residential College, Department of Sociology

Education and Academic Experience: B.A., Hons., Queen's University (1980), M.Phil., Oxford (1982), Ph.D., Yale University (1990)

Overseas experience: Mexico

Languages: Spanish (3), French (3)

Percentage of time devoted to LACS: 25

LACS courses offered: Political Struggles in Mexico (RC SSci 360.001, RC CORE 409.06); Mexican Labor in North America (RC SSci 463 / Soc 453, RC CORE 409.06)

Research and training specialization: International and comparative political economy with focus on North America, Mexico

Publications:

"Political Economy, Relationship to Area and International Studies," in *International Encyclopedia of the Social and Behavioral Sciences*. New York: Elsevier, pp. 719-23, 2002.

"Does Neoliberal Restructuring Promote Social Movement Unionism? U.S. Developments in Comparative Perspective," in Bruce Nissen, ed., *Unions in a Globalized Environment: Changing Borders, Organizational Boundaries, and Social Roles*. Armonk, N.Y.: M.E. Sharpe, pp. 189-235, 2002.

(With Michael Dreiling.) "El ACLAN y el movimiento sindical canadiense," in Graciela Bensusán, ed., *Estándares laborales después del TLCAN*. Mexico City: FLACSO, Friedrich Ebert Stiftung, and Plaza y Valdes Editores, pp. 127-165, 1999.

Dissertation supervised to date: 3

Distinctions: 2003-2015 Social Sciences and Humanities Research Council, Government of Canada, member of the "Rethinking Institutions for Work and Employment in the Global Era" research team; 2007-2009 Office of International Programs, University of Michigan; 2008 Global Intercultural Exchange for Undergraduates (GIEU), University of Michigan.

María Isabel Rodríguez

Lecturer IV (non-tenure track) - Residential College

Education and Academic Experience: B.A., Universidad de Salamanca (1988), M.A., University of Rochester (1992)

Languages: Spanish (5), French (3), Portuguese (2)

Percentage of time devoted to LACS: 25

LACS courses offered: RC Lang 294 (Fall/Winter), 324 (topic seminars in Spanish: Winter), ELI390/EDU390/LING286/RCSOCSCI390 (Spring/Summer: Migrant outreach)

Research and training specialization: Applied linguistics (Second Language Acquisition/Academic writing), Community Service Learning: Pedagogy

Publications:

(with John McLaughlin and Carolyn Madden "University and Community Collaborations in Migrant ESL," in J. Richey (ed.), *New Directions in Adult and Community Education*. No. 117. Spring 2008.

(with M.C. Colombi and J. Pellettieri) *Palabra abierta* (textbook for advanced Spanish composition), Houghton Mifflin, 2001 (second edition, 2006)

Distinctions: 2008, LSA Excellence in Education Award; 2007, Michigan Campus Compact Award; 2003, LSA Excellence in Education Award; 2003, The Republic Faculty Excellence Award; 2002, Latino Task Force Faculty Recognition Award.

Jaime Rodríguez Matos

Assistant Professor - Department of Romance Language and Literatures

Education and Academic Experience: B.A., University of New Hampshire (1998), M.A., Columbia (1999), M. Phil, Columbia (2002), Ph.D., Columbia (2005)

Languages: Spanish (5)

Percentage of time devoted to LACS: 100

LACS courses offered: 382: Latin American Literature of the 20th Century; 476: Latin American Poetry of the 20th Century; 485: The Caribbean (20th Century): Literature, Philosophy, Politics; 488: The Baroque in Cuban Literature; 488: Caribbean Rewritings of Greek Tragedies; 855: The Uses of Literature in Contemporary Latin America

Research and training specialization: Caribbean literature, Latin American poetry, Latino/a culture, political theory and philosophy

Publications:

"Respuesta a 'Historia a contrapelo: Estado de Excepción y temporalidad en la Transición española,' de Cristina Moreiras Menor," *Tiresias* (2008).

"Pedro Juan Soto's Spiks," in *Encyclopedia of Hispanic American Literature*. Ed. Luz Elena Ramirez. New York: Facts on File, 2008.

"Polyphony in Spanish Sentimental Romance," *Hispanic Review* 73.2 (Spring 2005), pp. 231-254.

Distinctions: UM Outstanding Teaching Award, 2007-2008; President's Fellow, Columbia University, 2004-2005.

Javier Sanjinés

Professor - Department of Romance Language and Literatures

Education and Academic Experience: B.A., Universidad Mayor de San Andrés (1971), M.A., Université de Paris (1974), LLD, Superior District Court of La Paz (1979), Ph.D., University of Minnesota (1988)

Overseas experience: Bolivia, Peru, Ecuador, Chile

Languages: Spanish (5), French (3)

Percentage of time devoted to LACS: 100

LACS courses offered: SP 485, SP 470, Indigenista Narrative of the Andes, Nineteenth Century Literature, Latin American Literature and State Formation

Research and training specialization: Latin American Subaltern Studies/Postcolonial Studies, Bolivia, Andes

Publications:

Embers of the Past. Essays in Times of Decolonization (Duke University Press, 2013). Modified English version of *Rescaldos del Pasado*.

Rescaldos del pasado: Conflictos culturales en sociedades postcoloniales, La Paz, Bolivia: PIEB, 2009.

Mestizaje Upside-Down: Aesthetic Politics in Modern Bolivia, Pittsburgh University Press, 2004.

El espejismo del mestizaje, La Paz, Bolivia : PIEB, 2005.

Dissertation supervised to date: 3

Distinctions: 1995, Rockefeller Postdoctoral Fellow

Teresa Satterfield

Associate Professor - Department of Romance Language and Literatures

Education and Academic Experience: B.A., Iowa State University (1985), B.S., Iowa State University (1985), M.A., University of Illinois-Chicago (1990), Ph.D., University of Iowa (1995)

Overseas experience: Surinam, Colombia, U.S. – Puerto Rico, Guatemala

Languages: Spanish (5), Portuguese (3), French (3)

Percentage of time devoted to LACS: 80

LACS courses offered: Sp 355, Spanish in the US; Sp 373 Bilingualism in the Spanish-speaking World; Spanish 487, Romance-Based Pidgins and Creole Languages; Spanish 487, A History of Afro-Hispanic Language; Spanish 487, Language of Reggaeton

Research and training specialization: Bilingualism, Computational Language Models, Spanish in the U.S. and Caribbean, Afro-Hispanic Communities and Cultures

Recent Publications:

Tjunelis, V., T. Satterfield & J. Benkí. 2013. "Linking Service-Learning Opportunities and Domestic Immersion Experiences in US Latino Communities: A Case Study of the En Nuestra Lengua Project." *Hispania* 96(2): 264-282.

Rosen, J. & Satterfield, T. 2013. "Conditions and Consequences of Language Choice: A linguistic inquiry using ABMs." In Turnitsa, C., Youngman, P., Carmichael, T. & Hadzikadic, M. (eds.), *Society for Modeling and Simulation International, Emerging M&S Applications in Industry and Academia Symposium-Modeling and Humanities Symposium 2013*. Simulation Series Vol. 45: 5, 107-117.

Dissertation supervised to date: 3

Julius Scott

Lecturer IV (non-tenure track) - Department of History, Department of Afroamerican and African Studies

Education and Academic Experience: Ph.D., Duke University (1986)

Overseas experience: Haiti, Jamaica

Languages: Spanish (4), French (4)

Percentage of time devoted to LACS: 25

LACS courses offered: CAAS 558.001; Introduction to the Black Atlantic

Research and training specialization: The Caribbean world in the seventeenth, eighteenth, and nineteenth centuries; slavery and emancipation; the Black Atlantic

Publications:

The Common Wind: Currents of Afro-American Communication in the Era of the Haitian Revolution. Oxford (in preparation).

(Ed., with Laurent Dubois) *Origins of the Black Atlantic.* Routledge, 2010.

“Crisscrossing Empires: Ships, Sailors, and Resistance in the Lesser Antilles in the Age of Revolution,”

The Lesser Antilles in the Age of European Expansion, ed. R.L. Paquette, University of Florida, 1996.

Rebecca Scott

Charles Gibson Distinguished University Professor - Department of History, Law School

Education and Academic Experience: A.B., Harvard, Radcliffe College (1971), M.Phil., London School of Economics (1973), Ph.D., Princeton University (1982)

Overseas experience: Cuba, Senegal, Brazil

Languages: Spanish (5), French (5), Portuguese (4)

Percentage of time devoted to LACS: 75

LACS courses offered: Hist 347, Colonial Latin America [Fall 2013]; Hist 691, Readings in Latin American and Caribbean History [2013]; The Law in Slavery and Freedom [2013]; The Boundaries of Citizenship [2012]; Atlantic Histories: Africa and the Americas [2010]

Research and training specialization: Slavery and the law in the Atlantic world; Emancipation and postemancipation societies; Cuba: race, nationalism, and popular mobilization; Brazil: contemporary slavery.

Publications:

Freedom Papers: An Atlantic Odyssey in the Age of Emancipation, with Jean M. Hébrard (Harvard University Press, 2012).

“Public Rights and Private Commerce: An Atlantic Creole Itinerary,” *Current Anthropology*, 2007.

Degrees of Freedom: Louisiana and Cuba after Slavery, Harvard U. Press, 2005.

(With F. Cooper and T. Holt) *Beyond Slavery: Exploration on race, Labor, and Citizenship in Post-Emancipation Societies*, University of North Carolina Press, 2000.

Defining the Boundaries of Freedom in the World of Cane: Louisiana, Cuba, and Brazil after Emancipation,” *American Historical Review*, 99, (1994), 70-102.

Slave Emancipation in Cuba: The Transition to Free Labor, 1860-1899, Princeton, 1985.

Dissertation supervised to date: 12

Distinctions: 2006, Guggenheim Fellowship; 2004, National Endowment for the Humanities Fellowship; 2002, American Academy of Arts and Sciences; 1996, The Hudson Professorship; 1994-97, Arthur F Thurnau Professorship; 1990, MacArthur Prize Fellowship.

Susan Scott-Parrish

Associate Professor - Department of English Language and Literatures

Education and Academic Experience: B.A., Princeton University (1986), M.A., University of California, Berkeley (1990), Ph.D., Stanford University (1998)

Percentage of time devoted to LACS: 25

LACS courses offered: Graduate Course: "Hazarding the Atlantic in the Long 17th Century"

Undergraduate Course: "Travels and Travails in New Worlds, 1600-1860" (Win, 2010)

Research and training specialization: British Caribbean, 17th-18th centuries

Publications:

American Curiosity: Cultures of Natural History in the Colonial British Atlantic World (Omohundro Institute of Early American History and Culture/UNCP, 2006).

"Richard Ligon and the Atlantic Science of Commonwealths," *William and Mary Quarterly* (April 2010).

Dissertation supervised to date: 12

Louise K. Stein

Professor - School of Music, Theatre and Dance

Education and Academic Experience: B.M., Oberlin (1975), M.A., Chicago (1984), Ph.D., University of Chicago (1987)

Overseas experience: Spain, Peru, Italy

Languages: Spanish (5), Italian (4), French (3), German (3), Latin (2), Portuguese (2), Dutch (2), Catalan (2)

Percentage of time devoted to LACS: 50

Research and training specialization: Early modern Spanish, colonial Latin American, and Italian music; emphasis on theatrical music and opera; currently writing about earliest opera production by Spanish patrons, Madrid, Rome, Naples, Lima.

Publications:

"Opera," *Lexikon of the Hispanic Baroque: Technologies of a Transatlantic Culture*, ed. Kenneth Mills and Evonne Levy (Toronto: University of Toronto Press, 2013).

"'Para restaurar el nombre que han perdido estas Comedias,' The Marquis del Carpio, Alessandro Scarlatti, and Opera Revision in Naples," in *Fiesta y ceremonia en la corte virreinal de Nápoles* (siglos XVI y XVII), ed. José-Luis Colomer, Giuseppe Galasso, and José Vicente Quirante (Madrid: Centro de Estudios Europa Hispánica, 2013), 415-446.

"A Viceroy Behind the Scenes: Opera, Production, Politics, and Financing in 1680s Naples," for *Culture, State, and Colonies in the interdisciplinary volume Structures of Feeling in Seventeenth-Century Cultural Expression*, ed. Susan McClary (Toronto: University of Toronto Press, 2013), 209-249.

"El manuscrito de música teatral de la Congregación de Nuestra Señora de la Novena. Su música, su carácter y su entorno cultural," *El manuscrito musical de la Congregación de Nuestra Señora de la Novena*, ed. Antonio Álvarez Cañibano (Madrid: Instituto Nacional de las Artes Escénicas y la Música, 2011), 53-101.

Distinctions: 2012 NEH Senior Fellowship for University Teachers; 2011 ACLS Senior Fellowship; 2011 Franklin Research Grant from the American Philosophical Society 1996, NEH Fellowship for University Teachers; 1996, Noah Greenberg Award, American Musicological Society; 1979-80, Fulbright-Hays Fellowship.

Alexandra Minna Stern

Professor - Department of American Culture, Department of History, Department of Women's Studies, Medical School

Education and Academic Experience: B.A., San Francisco State University (1990), M.A., University of California, San Diego (1993), Ph.D., University of Chicago (1999)

Overseas experience: Guatemala, Chile, Mexico, Brazil, Argentina

Languages: Spanish (5), Portuguese (3), French (2)

Percentage of time devoted to LACS: 30

Research and training specialization: Medical history, border culture, and gender history; history of science and medicine; Mexico, U.S. – Mexico Border

Publications:

“Eugenics and Racial Classification in Mexican America,” in Katzew and Deans-Smith, eds., *Race and Classification: The Case of Mexican-America*, Stanford University Press, 2009), 151-173.

“What Mexico taught the World about Pandemic Influenza Preparedness and Community Mitigation Strategies,” *Journal of the American Medical Association* 302:11 (September 16, 2009), 1221-1222.

Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America, University of California Press, 2005.

Dissertation supervised to date: 3

Dorceta Taylor

Professor - School of Natural Resources & Environment

Education and Academic Experience: M.F.S. Social Ecology (1985) Yale University, M.A. and M.Phil. Sociology (1987) Yale University, Ph.D. Environmental Sociology (1991) Yale University

Overseas experience: Jamaica, U.S. Virgin Islands, British Virgin Islands, Brazil, Costa Rica, Mexico

Languages: Spanish (2), French (1)

Percentage of time devoted to LACS: 25

LACS courses offered: Climate Change, Tourism and Sustainable Development in the Caribbean - Winter; Environment, Poverty and Inequality - Fall; Environmental History – Fall

Research and training specialization: Social movements; environmental justice; leisure and natural resource use; poverty and urban issues; race, gender and ethnic relations; environmental history, environmental policy, tourism, sustainable development

Publications:

2014 *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York University Press. In Press.

2011 “The Evolution of Environmental Justice Activism, Research, and Scholarship.” *Environmental Practice*. 13(4): 280-301.

2011 “Racial and Gender Differences in Job Mobility and Wages of Employees in Environmental Organizations.” *Environmental Practice*. 13(4): 370-385.

Dissertation supervised to date: 15

Frank Thompson

Lecturer IV (non-tenure track) - Department of Economics, Residential College

Education and Academic Experience: B.A. University of Kansas (1964), M.A. Harvard University (1968), M.A. University of Michigan (1989), Ph.D. Harvard University (1973), Ph.D. University of Michigan (1998)

Overseas experience: Cuba

Languages: Spanish (2), Spanish (2)

Percentage of time devoted to LACS: 25

LACS courses offered: Econ 461 Economics of Development (once each year)

Research and training specialization: Cuba, Latin America, development economics, political economy

Publications:

Review of Bert Hoffmann, *The Politics of the Internet in Third World Development: Challenges in Contrasting Regimes with Case Studies of Costa Rica and Cuba*, *Review of Radical Political Economics*, 38:3 (2006), pp. 448-449

Review of Pedro Monreal (ed.), *Development Prospects in Cuba: An Agenda in the Making*, *Review of Radical Political Economics*, 36:3 (2004), pp. 420-424. (A somewhat longer version of this review appears in *Lateinamerika Analysen*, 6 (2003), pp. 160-165

“Cuban Economic Performance in Retrospect,” *Review of Radical Political Economics*, 37:3 (2005), pp. 311-319.

Rocio Titunik

Assistant Professor - Department of Political Science

Education and Academic Experience: Ph.D., Agricultural and Resource Economics, UC-Berkeley, 2009

Overseas experience: Overseas Experience in Mexico in 2004, while external consultant for Mexico’s Secretary of Social Development (SEDESOL). Task: Evaluation and research design for low income large-scale housing programs.

Languages: Spanish (5)

Percentage of time devoted to LACS: 30

LACS courses offered: PolSci 347

Research and training specialization: Causal inference in the social sciences, political methodology, American politics, Latin American politics

Publications:

“Enhancing Geographic Discontinuities Through Matching,” with Luke Keele and Jose Zubizarreta. Forthcoming in *Journal of the Royal Statistical Society: Series A*.

“When Natural Experiments Are Neither Natural Nor Experiments,” with Jasjeet Sekhon. *American Political Science Review*, 106(1): 35-57, 2012.

“Housing, Health and Happiness,” with Matias Cattaneo, Sebastian Galiani, Paul Gertler and Sebastian Martinez. *American Economic Journal: Economic Policy*, 1(1): 75-105, February 2009.

Distinctions: Eldersveld Prize for outstanding research contributions, Department of Political Science, University of Michigan, 2012. Thomas R. Ten Have Citation for exceptionally creative or skillful research on causal inference for “Geographic Boundaries as Regression Discontinuities”, 2011. Robert H. Durr Award for best paper applying quantitative methods to a substantive problem for “Exploiting Tom DeLay: A New Method for Estimating Incumbency Advantage and the Effect of Candidate Ethnicity on Turnout”, 2009.

Michael Towmey

Professor - Department of Social Sciences

Education and Academic Experience: B.S., Notre Dame (1967), M.A., Cornell (1970), Ph.D., Cornell University (1974)

Overseas experience: Peru, Colombia, Mexico

Languages: Spanish (4)

Percentage of time devoted to LACS: 20

LACS courses offered: (at UM-Dearborn) Introduction to International Economics, International Trade Theory, International Finance, International Trade and Development, Multinational Corporations and NAFTA, Central America and the Caribbean, The Third World through the Novel

Research and training specialization: International trade and finance; economic development, agriculture, macroeconomics

Publications:

A Century of Foreign Investment in the Third World, Routledge, 2000

“Patterns of Foreign Investment in Latin America in the Twentieth Century,” *Latin America and the World Economy Since 1800*, ed. J. Coatsworth and A. Taylor, Harvard, 1998

Multinational Corporations and the North American Free Trade Agreement, Praeger, 1993; Sp. Trans.,

Las corporaciones multinacionales y el tratado de libre comercio, Fondo de Cultura Económica, 1996

Distinctions: 1979, 1983, 1985, 1991-92, Fulbright Lecturer, Mexico and Colombia

Howard Tsai

Visiting Professor - Department of Anthropology and LACS

Education and Academic Experience: B.A., UCLA; PhD, University of Michigan

Overseas experience: Jequetepeque Valley, northern Peru

Languages: Spanish (4), Mandarin (5), Quechua (2)

Percentage of time devoted to LACS: 50

LACS courses offered: (1) Inca, Aztec, and the Spanish Conquest. (2) Indigenous movement and identity in the Neoliberal Andes.

Research and training specialization: Archaeology and anthropology of Andean South America

Publications:

2012 “Adobe Bricks and Labor Organization on the North Coast of Peru.” *Andean Past* Vol. 10, pp.133-169.

Richard Tucker

Adjunct Professor (non-tenure track) - School of Natural Resources & Environment

Education and Academic Experience: B.A., Oberlin College (1960), Ph.D., Harvard University (1966)

Overseas experience: Central America, Argentina

Languages: Spanish (2), French (4), German (2)

Percentage of time devoted to LACS: 20

LACS courses offered: Environ 490 (Winter)

Research and training specialization: Environmental history; tropical agro-ecology

Publications:

Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World, University of California Press, 2000

(ed.) *Changing Tropical Forests: Historical Perspectives on Today's Challenges in Central and South America*, Durham, NC: Forest History Society, 1992

John Vandermeer

Asa Gray Distinguished University Professor, Arthur F. Thurnau Professor - Department of Ecology and Evolutionary Biology

Education and Academic Experience: B.A., University of Illinois (1961), M.A., University of Kansas (1966), Ph.D., University of Michigan (1968)

Overseas experience: Costa Rica, Nicaragua, Mexico, Guatemala, Brazil

Languages: Spanish (5)

Percentage of time devoted to LACS: 25

Research and training specialization: Biology; dynamics of rain forest succession following catastrophic damage Ecology of multidimensional agroecological systems

Publications:

(with I. Granzow de la Cerda et al.) "Hurricane disturbance and tropical tree species diversity," *Science* 290: 788-791 (2000)

(with van Noordwijk, M., Anderson, J., Ong, C., and I. Perfecto) "Global Change and Multi-species Agroecosystems: Concepts and Issues," *Agriculture Ecosystems and Environment*, 67: 1-22 (1998)

(with I. Perfecto) *A Breakfast of Biodiversity: The Political Ecology of Rain Forest Deforestation*, Institute for Food Development Policy, 1996

Dissertation supervised to date: 28

Distinctions: 1986, 1996, Fulbright Scholar; 1996, Sokal Scholar; 1994-97, Alfred Thurnau Distinguished Professor; 1975-99, 8 NSF awards; Asa Gray University Distinguished University Professor, 2009.

Gustavo Verdesio

Associate Professor - Department of Romance Language and Literatures

Education and Academic Experience: Licenciado en Letras, Universidad de la República (Uruguay) (1984), M.A., Northwestern (1988), Ph.D., Northwestern University (1992)

Overseas experience: Uruguay, Peru, Chile

Languages: Spanish (5), Portuguese (2), Italian (3), Latin (2), Greek (2), French (2)

Percentage of time devoted to LACS: 100

LACS courses offered: Spanish 328, 470, 472, 473, 865, 881

Research and training specialization: Colonial discourses; Indigenous cultures from the Americas; Pre-columbian Archaeology; Cultural Studies; Theory; Uruguay

Publications:

“Invisible at a Glance: Indigenous Cultures of the Past, Ruins, Archaeological Sites, and Our Regimes of Visibility” in *Ruins of Modernity*. Eds. Julia Hell and Andreas Schonle. Durham and London: Duke UP, 2010. 339-353.

“El drama de la restitución de restos humanos y sus actores en Uruguay y Argentina: El Estado, los/las arqueólogos/as y las comunidades de Pueblos Originarios.” In *El regreso de los muertos y las promesas de oro: Usos y significados de la cultura indígena*. Ed. Carina Jofre. Catamarca, Argentina: U of Catamarca P, 2010. 123-139.

“Verba volant, scripta manent: Orality and Literacy in I the Supreme” In *Postmodernism's Role in Latin American Literature: The Life and Works of Augusto Roa Bastos*, Ed. Helene Carol Weldt-Basson. London: Palgrave, 2010. 129-152.

Dissertation supervised to date: 2

Antonia Villarruel

Professor - School of Nursing, School of Public Health

Associate Dean for Research and Global Affairs

Education and Academic Experience: BSN, Nazareth College (1978), MSN, University of Pennsylvania (1982), Ph.D., Wayne State University (1993)

Overseas experience: Mexico

Languages: Spanish (5)

Percentage of time devoted to LACS: 25

Research and training specialization: HIV, sexual risk communication, Mexico

Publications:

Villarruel A.M., et al. (2010). “Cuidalos! Testing of a Latino Parent Adolescent Computerized Sexual Communication Intervention.” *Journal of Family Relations*. 59 (5) 533-543.

Villarruel AM, Zhou, et al. (2010) “Examining Long-Term Effects of Cuidate—A Sexual Risk Reduction Program: Results of a Randomized Controlled Trial.” *Revista Panamericana de Salud Publica*. 27 (5), 345-351.

Dissertation supervised to date: 6

Distinctions: Edge Runner, American Academy of Nursing (2011)

President's Award, Health Behavior Intervention Research, Friends of the National Institute of Nursing Research (2011); Elected Member to the Institute of Medicine; President's Award – Health Behavior Intervention Research, *Friends of the National Institute of Nursing Research Testing a Latino Web-based Parent Adolescent Sexual Communication Intervention*. Co-PI. NINR, NIH. 2012-present. *Using Second Life to Develop Facilitator Capacity to Implement a Latino HIV Prevention EBI*. Co-PI. NIMH, NIH. 2012-present.

E.J. Westlake

Associate Professor - School of Music, Theatre and Dance

Education and Academic Experience: BIS, University of Minnesota-Minneapolis (1985), MA, Theatre Arts, Portland State University (1990), Ph.D., University of Wisconsin-Madison (1997)

Overseas experience: Nicaragua, Guatemala

Languages: Spanish (3), French (1)

Percentage of time devoted to LACS: 25

Research and training specialization: Central American theater, community-based theater, public art

Publications:

“No Hint as to the Author is Anywhere Found: Problems of Using 19th-century Ethnography in Latin American Theatre History,” *Theatre Historiography: Critical Questions*. Bial, Magelsson, eds. University of Michigan Press, 2010.

“The Güegüence Effect: The National Character and the Nicaraguan Political Process.” Political Performances. Haedicke, Heddon, Oz and Westlake, eds. Rodopi Press, 2009.

Our Land Is Made of Courage and Glory: Nationalist Performance of Nicaragua and Guatemala, Carbondale: Southern Illinois University Press, 2005.

“(Re)writing the Nation from the Margins: The Case of Ocho de Marzo,” in *Intercultural Communication and Creative Practice: Women, Performance and Civic Discourse in Global Context*, ed. Laura Lengel, Westport: Greenwood, 2005.

“(Re)writing the Nation from the Margins: The Case of Ocho de Marzo.” in *Casting Gender: Women and Performance in Intercultural Contexts*. Eds. Laura Lengel. Peter Lang: New York, 2005.

Gareth Williams

Professor - Department of Romance Language and Literatures

Education and Academic Experience: Ph.D., University of California-Davis (1992)

Overseas experience: Spain

Languages: Spanish (5)

Percentage of time devoted to LACS: 100

LACS courses offered: Terror and Guerrilla Warfare in Latin America 2666 by Roberto Bolaño, Latin American Realisms from Independence to the Present; Survey of Spanish Literature II (From the Enlightenment to the Present); Survey of Modern Latin American Literature; Latin American Narratives of the 1990s; The Literature and Culture of the Mexican Revolution; Introduction to Latin American Culture; Latin American Detective Fiction; The Life and Times of José María Arguedas; Culture and State in Contemporary Mexico

Research and training specialization: Modern and Contemporary Latin American literature and political thought. Mexico, Southern Cone

Publications:

The Mexican Exception: Sovereignty, Police, and Democracy. New York: Palgrave Macmillan Press, 2011. (277pp.)

The Other Side of the Popular: Neoliberalism and Subalternity in Latin America. Durham: Duke University Press, 2002. (375pp.)

“‘Comrades, There Are Moments in Life That Are Truly Momentary’: Humor and the Administration of Public Matters”. *Humor in Latin American Cinema*. Ed. Juan Poblete. (forthcoming)

“Mexican Photography: Paul Strand, Manuel Álvarez Bravo, Susan Meiselas.” San Francisco Museum of Modern Art. <http://blog.sfmoma.org/tag/fotomex/> June 2012.

Dissertation supervised to date: 20

Robin Wilson

Associate Professor - School of Music, Theatre and Dance

Education and Academic Experience: B.A., Washington University, M.F.A., Temple University

Overseas experience: Cuba, Suriname, New Orleans, Haiti

Languages: Spanish (1)

Percentage of time devoted to LACS: 25

LACS courses offered: Dance 358/CAAS 348, African Dance in the Americas, Africanist Dance Traditions: From Minstrelsy to Hip Hop (Winter); Dance 141 Intro to Afro-Caribbean Dance (Spring)

Research and training specialization: Choreography and movement, African Diaspora dance forms in the Americas, Afro-Cuban dance, intersection of African retentions with “western” movement forms; Dance and Culture of the African Diaspora, including the US, Caribbean, especially Cuba and Haiti

Publications:

Encyclopedia of African American Culture and History, “Africanist Dance”

“HeLa and Mo” 2013, “Lightmotifs” 2012, “Hokey Pokey Women and Honky Tonk Men” 2009,

“Shattered Globes” 2008, “Slave Moth” 2004, “Ndebele” 2002, “Slips of Night” 2000

Dissertation supervised to date: 3, 6 MFA Thesis committees, 52 MFA theses

Distinctions: 1990-1993 Kentucky Artist in Residence; 1997 Marcus Artist, Washington University; 1999 Maggie Allessee Award for Choreography, 2012-2013 Shirley Verrett Award.

B. LACS Director

Jesse Hoffnung-Garskof

Associate Professor- Department of History and Department of American Culture
Director, Center for Latin American and Caribbean Studies

Education and Academic Experience: AB, Harvard University. PhD. Princeton University

Overseas experience: Dominican Republic, Cuba, Puerto Rico

Languages: Spanish (5), Portuguese (3)

Percent of time devoted to LACS: 90

LACS courses offered: AC 226, History 346, LACS 490

Research and training specialization: Caribbean, migration, popular culture

Publications:

Historia de dos ciudades: Santo Domingo y Nueva York después de 1950, trans. Aurora Martínez. Santo Domingo: Academia de la Historia Dominicana, 2013.

“The Immigration Reform Act of 1965,” *Making the Familiar Strange: Iconic American Texts after the Transnational Turn*, ed. Brooke Blower and Mark Bradley, Ithaca: Cornell University Press, Forthcoming.

“Las Migraciones de Arturo Schomburg: Ser Antillano, Negro Y Puertorriqueño En Nueva York. 1891-1917.” *Trans. Edgardo Pérez-Morales. Translating the Americas* 1 (Fall 2013).

“Latin American Studies and United States Foreign Policy.” *International Institute Journal* 2, no. 1 (2013).

“To abolish the law of castes: Merit, manhood, and the problem of color in the Puerto Rico liberal movement, 1873-1898.” *Social History*, Vol. 36, No. 3. (August 2011). 312-342.

Dissertations and/or theses supervised: 4

Distinctions: Spencer Foundation/National Academy of Education Postdoctoral Fellowship (2004)

C. LACS Staff Biographies

Elizabeth Martins

Title: Brazil Initiative Program Manager

Contact Information: 734.764.2211, bmartins@umich.edu

Education and Academic Experience: B.A. Communication Studies (Universidade da Cidade, Rio de Janeiro, 1985); Graduate Study, Communications (Universidade Federal da Bahia, Brazil, 1996-1998)

Overseas Experience: Brazil, Europe

Languages: Portuguese (5), Spanish (4)

Percentage of time devoted to LACS: 50 (half-time position)

Lenny A. Ureña Valerio

Title: Academic Program Manager

Contact Information: 734.763.3025, lurena@umich.edu

Education and Academic Experience: B.A. History (University of Puerto Rico, 1999); M.A. History (University of Michigan, 2002); Ph.D. History (University of Michigan, 2010)

Overseas Experience: Brazil, Peru, Ecuador, Germany, Poland

Languages: Spanish (5), Portuguese (4), French (3), German (4), Polish (3)

Percentage of time devoted to LACS: 100

LACS courses offered: LACS 321/Hist 329, LACS 399, LACS 499

Research specialization: Imperial/Colonial Studies, history of medicine and public health, European migration to South America, Brazil

Publications:

“The Stakes of Empire: Civilizing Agendas and the Mapping Out of Polishness in the German Empire, Africa, and Brazil, 1840-1914,” Ohio University Press, forthcoming.

“An Empire of Scientific Experts: Polish Physicians and the Medicalization of the German Borderlands, 1880-1918.” In *Liberal Imperialism in Europe: An Anthology*. Edited by Matthew Fitzpatrick. New York: Palgrave MacMillan, 2012.

“An Ethnography of Knowledge: Doctors in Motion, Imperial Agendas, and the Study of Polish and German Subjectivities from a (Post) Colonial Perspective,” *Historia y Sociedad* (Revista del Departamento de Historia de la Universidad de Puerto Rico), Vols. 18/19 (2012).

Distinctions: 2010 Distinguished Dissertation Award in Polish Studies, Polish Institute of Arts and Sciences; Fulbright-Hays Doctoral Dissertation Research Fellowship, 2003-2004; Rackham Predoctoral Fellowship, 2005-2006.

Karin E. Tice

Position: President and Senior Partner, Formative Evaluation Research Associates, Inc. (FERA)

Education and Academic Experience: B.A., Latin American Studies, Friends World College, 1978; M.A., Applied Anthropology, Teachers College/Columbia University, 1982; Certificate in Latin American Studies, Institute of Latin American and Iberian Studies, School of International Affairs, Columbia University, 1983; Ph.D., Anthropology, Columbia University/Teachers College, 1989

Professional experience: Consultant, Office of Educational Evaluation, New York City Board of Education, April-June 1986; Consultant, New Age Inc. "Intergenerational Initiatives in Support of Families: A Statewide Planning Conference," May 1985; Lecturer in Anthropology, Eastern Michigan University, Fall 1986; President, Formative Evaluation Research Associates, Inc. (FERA), 1986-present

Languages: Spanish (5), Portuguese (4), Catalan (2), Kackchiquel (2), Kuna (2)

Overseas experience: Panama, Spain, Guatemala, Mexico, Switzerland, Europe, Eastern Europe, Thailand, Central and South America

Percentage of time devoted to LACS (evaluation): 5

Evaluation specialization: Strategic leadership, evaluation design and implementation, dissemination of evaluation findings, teaching about evaluation

Recent publications and evaluation reports:

Jewish Community Youth Foundation: Ten Years of Impact. Princeton, NJ: Jewish Youth and Family Services, 2013.

The State of Opportunity? The Road Ahead for Michigan: Examining Access and Equity for Michigan's Young People, Cradle to Career. Grand Haven: MI: Council of Michigan Foundations, 2012.

Advancing the Common Good: Baseline Health Evaluation Report (2009-2011). Battle Creek, MI: United Way of the Battle Creek and Kalamazoo Region, 2012.

Jewish Teens Engaged in Grantmaking and Leadership: Ten Years of Impact (2000-2010). Denver, CO: Rose Youth Foundation, 2011.

United Way Strategic Restructuring Efforts: A National Set of Case Studies. Battle Creek, MI: United Way of Greater Battle Creek, 2008.

Global Fund for Community Foundations Final Evaluation Report (2006-2008). Brussels, Belgium: Global Fund for Community Foundations/European Foundation Center, 2008. (Available at www.wings-globalfund.org)

Youth Grantmakers from Communities of Color: National Case Studies. Grand Haven, MI: Council of Michigan Foundations, 2007.

Amy Fox McNulty

Position: Senior Associate, Formative Evaluation Research Associates (FERA)

Education and Academic Experience: AFS Exchange Student in Ankara, Turkey, 1988-89; Universidad de Costa Rica, Spring 1992; B.A. Sociology/Anthropology, Middlebury College, 1993; M.A., Applied Anthropology, University of South Florida, 1998

Professional experience: Evaluation Research Intern, Institute for Community Research, 1997; Graduate Assistant, Department of Anthropology, University of South Florida, 1996-98; Research Associate, David C. Anchin Center, University of South Florida, 1998-99; Research Assistant, Formative Evaluation Research Associates, Inc. (FERA), 1999-2001; Project Associate, FERA, 2001-12; Senior Associate, FERA, 2012-present

Language proficiency: Spanish (3), Turkish (2)

Overseas experience: Turkey, Costa Rica

Time devoted to LACS (evaluation): 5

Evaluation specialization: Qualitative data collection and analysis, formative and outcome evaluations, and group processes, especially data interpretation workshops.

**Appendix 3:
Course List: 2012-13 and 2013-14 (with enrollments), and 2014-15**

Language Courses	1
Latin American and Caribbean Studies—Quechua	1
Romance Languages and Literatures—Portuguese	1
Residential College—Spanish Language Program	1
Romance Languages and Literatures—Spanish	2
Language Teaching Training Courses for Pre-Service Educators	4
Area Studies Courses	5
Romance Languages and Literatures—Spanish	5
Linguistics	9
Romance Languages and Literatures—Portuguese	10
English	10
French	10
American Culture	10
Anthropology	11
Afroamerican and African Studies	12
Comparative Literature	13
Economics	13
History	14
History of Art	15
Latin American and Caribbean Studies	15

LACS- University of Michigan

Political Science	16
Residential College	16
Screen Arts and Cultures	17
Sociology	17
Women's Studies	17
Business School	17
Law School	18
Nursing School	18
School of Architecture and Urban Planning	18
School of Education	18
School of Kinesiology	19
School of Music, Theater, and Dance	19
School of Natural Resources and Environment	19
School of Public Health	20
School of Public Policy	20
Study Abroad	20
University Courses	21

Ref Lane	Course number	Course Type	Course subtype	Interdisciplinarity	Language of Instruction	% LACS Constant	Hrs	Title	Instructor	Term	2012-2013 UG	2012-2013 G	2013-2014 UG	2013-2014 G	Offer 2014-2015
Language															
Latin American and Caribbean Studies-- Quechua															
1	LACS 471	Language	Quechua		Quechua		4	Elementary Quechua I	Castillo Collado	F	1	2	1	6	X
2	LACS 471	Language	Quechua		Quechua		4	Elementary Quechua I	Castillo Collado	W	2	3			X
3	LACS 471	Language	Quechua		Quechua		4	Elementary Quechua I	Breca Marnheim	S					X
4	LACS 472	Language	Quechua		Quechua		4	Elementary Quechua II	Castillo Collado	W	1	3	1	5	X
5	LACS 472	Language	Quechua		Quechua		4	Elementary Quechua II	Breca Marnheim	S					X
6	LACS 473	Language	Quechua		Quechua		4	Intermediate Quechua I	Castillo Collado	F	3	1	2	4	X
7	LACS 473	Language	Quechua		Quechua		4	Intermediate Quechua II	Castillo Collado	W	2	1	1	3	X
8	LACS 474	Language	Quechua		Quechua		4	Intermediate Quechua II	Breca Marnheim	S					X
9	LACS 474	Language	Quechua		Quechua		4	Intermediate Quechua II	Castillo Collado	W	0	2	1	3	X
10	LACS 475	Language	Quechua		Quechua		4	Advanced Quechua I	Breca Marnheim	S					X
11	LACS 475	Language	Quechua		Quechua		4	Advanced Quechua I	Castillo Collado	W	0	2	1	2	X
12	LACS 476	Language	Quechua		Quechua		4	Advanced Quechua II	Castillo Collado	W	0	2	1	2	X
13	LACS 476	Language	Quechua		Quechua		4	Advanced Quechua II	Breca Marnheim	S					X
Romance Languages and Literatures--Portuguese															
14	Port 100	Language	Portuguese		Portuguese		8	Intensive Elementary Portuguese	Fedrigo	S					X
15	Port 101	Language	Portuguese		Portuguese		4	Elementary Portuguese I	Fedrigo	F	17	0	18	2	X
16	Port 102	Language	Portuguese		Portuguese		4	Elementary Portuguese II	Fedrigo	W	14	0	14	0	X
17	Port 231	Language	Portuguese		Portuguese		4	Second-year Portuguese I	Fedrigo	F	9	0	8	0	X
18	Port 232	Language	Portuguese		Portuguese		4	Second-year Portuguese II	Fedrigo	W	8	0	9	0	X
19	Port 235	Language	Portuguese		Portuguese		3	Advanced Practice in Portuguese	Fedrigo	F			*	*	X
20	Port 280	Language	Portuguese		Portuguese		3	Portuguese for Speakers of Romance Languages	Fedrigo	W			14	5	X
21	Port 287	Language	Portuguese		Portuguese		3	Advanced Portuguese Conversation and Composition	Mester	W			8	0	X
22	Port 350	Language	Portuguese		Portuguese		1-3	Independent Study in Portuguese	Fedrigo	F, W					X
23	Port 415	Language	Portuguese		Portuguese		3	Portuguese for Romance Language Speakers	Fedrigo	F	14	3	17	1	X
24	Port 416	Language	Portuguese		Portuguese		3	Portuguese for Romance Language Speakers	Fedrigo	W	12	4			X
25	Port 450	Language	Portuguese		Portuguese		1-3	Independent Study in Portuguese	Arenas	F					X
26	Port 450	Language	Portuguese		Portuguese		1-3	Independent Study in Portuguese	Arenas	W					X
Study Abroad Portuguese Courses															
27	StdAbnd 404	Language	Portuguese		Portuguese		6	CGIS: Intensive Language and Culture in Salvador da Bahia, Brazil	Varies	S	2	0	5	0	X
28	StdAbnd 491	Language	Portuguese		Portuguese		1-15	Study Abroad courses in Bahia, Brazil	Varies	F					X
29	StdAbnd 491	Language	Portuguese		Portuguese		1-15	Study Abroad courses in Bahia, Brazil	Varies	W					X
30	StdAbnd 492	Language	Portuguese		Portuguese		1-15	Study Abroad courses in Bahia, Brazil	Varies	F	0	0	1	0	X
31	StdAbnd 492	Language	Portuguese		Portuguese		1-15	Study Abroad courses in Bahia, Brazil	Varies	W					X
Residential College--Spanish Language Program															
32	RC Lang 194	Language	Spanish		Spanish		8	Intensive Spanish I	Lopez-Corin	F	24	0	37	0	X
33	RC Lang 194	Language	Spanish		Spanish		8	Intensive Spanish I	Lopez-Corin	W	4	0	12	0	X
34	RC Lang 204	Language	Spanish		Spanish		2-3	Spanish Language Internship Program, I	Sanchez-Snell	F	6	0	3	0	X
35	RC Lang 294	Language	Spanish		Spanish		5-8	Intensive Spanish II	Rodriguez	F	49	0	43	0	X
36	RC Lang 294	Language	Spanish		Spanish		5-8	Intensive Spanish II	Rodriguez	W	18	0	25	1	X
37	RC Lang 304	Language	Spanish		Spanish		1	PALMA: Spanish in the Community	Espinosa-Pino	F	5	0			X
38	RC Lang 304	Language	Spanish		Spanish		1	PALMA: Spanish in the Community	Espinosa-Pino	W	3	0	2	0	X

Ref Line	Course number	Course Type	Course subtype	Interdisciplinary	Language of Instruction	% LACS Content	Hrs	Title	Instructor	Term	2012-2013 UG	2012-2013 G	2013-2014 UG	2013-2014 G	Offer 2014-2015
39	RC Lang 306	Language	Spanish		Spanish		3	Spanish Language Internship Program II	Sanchez-Snell	F	21	0	13	0	X
40	RC Lang 306	Language	Spanish		Spanish		3	Spanish Language Internship Program II	Sanchez-Snell	W	13	0	16	0	X
41	RC Lang 314	Language	Spanish		Spanish		4	Accelerated Review - Spanish	Espinosa-Pino	F	13	0	10	0	X
42	RC Lang 314	Language	Spanish		Spanish		4	Accelerated Review - Spanish	Espinosa-Pino	W	5	0	6	0	X
43	RC Lang 334	Language	Spanish		Spanish		3-4	Tutoring Adults and Bilingual Children	Espinosa-Pino	F	12	0			X
44	RC Lang 334	Language	Spanish		Spanish		3-4	Tutoring Latino/a Adults and Children: Spanish in the Community	Espinosa-Pino	W	6	0	11	0	X
Romance Languages and Literatures—Spanish															
45	Span 100	Language	Spanish		Spanish		8	Intensive Elementary Spanish	Purdy; Primorac; Perez; Hillyery	F	14	1	12	1	X
46	Span 100	Language	Spanish		Spanish		8	Intensive Elementary Spanish	Primorac; Noverr; and other lecturers	W	19	5	13	1	X
47	Span 100	Language	Spanish		Spanish		8	Intensive Elementary Spanish	Colman; Dorantes; Primorac; Iglesias-Garrido; Morrillo; Bevernoti; GSIs	SP	21	0	38	6	X
48	Span 101	Language	Spanish		Spanish		4	Elementary Spanish	Orecho; Perez; Other Lecturers; GSIs; Blanco Herrera; Thomas; Padilla Lara; Levinson; Meade; Candler; Piper	F	185	8	147	6	X
49	Span 101	Language	Spanish		Spanish		4	Elementary Spanish	Orecho; Quin	SP					X
50	Span 102	Language	Spanish		Spanish		4	Elementary Spanish II	Orecho; Calixto; other lecturers; GSIs	W	154	3	209	1	X
51	Span 102	Language	Spanish		Spanish		4	Elementary Spanish II	GSIs	S					X
52	Span 103	Language	Spanish		Spanish		4	Review Elementary Spanish	Alegre Figuero; Noverr; Other Lecturers; Reddi; Angulo Blanco; Santoro	F	307	0	282	0	X
53	Span 103	Language	Spanish		Spanish		4	Review Elementary Spanish	Ricardi; GSIs	W	85	0	126	1	X
54	Span 103	Language	Spanish		Spanish		4	Review Elementary Spanish	Alegre Figuero; Rivas-Munillo; Other lecturers	SP	18	0	18	0	X
55	Span 103	Language	Spanish		Spanish		4	Review Elementary Spanish	Munillo; Other lecturers	SP	18	0	18	0	X
56	Span 113	Language	Spanish		Spanish		4	Accelerated Reading in Spanish	Munillo; Other lecturers	S	0	0	5	0	X
57	Span 230	Language	Spanish		Spanish		8	Intensive 2nd-year Spanish	GSIs; Primorac; Orecho	F	0	6			X
58	Span 230	Language	Spanish		Spanish		8	Intensive 2nd-year Spanish	Hillyery; De Los Santos; Orecho	W	29	0	21	0	X
59	Span 230	Language	Spanish		Spanish		8	Intensive 2nd-year Spanish (4 sections abroad in Costa Rica, Argentina and Granada)	Dorantes; Noverr; Calixto; Iglesias Garrido	F	0	0	14	1	X
60	Span 230	Language	Spanish		Spanish		8	Intensive 2nd-year Spanish	De Los Santos; Alegre Figuero; Rivas-Munillo; Cuevas; Primorac; Noverr	S	0	0	28	0	X
61	Span 231	Language	Spanish		Spanish		4	2nd-year Spanish	Purdy; Stasny; Other Lecturers; Moutinos; De La Torre; Ferrati; Rivas-Munillo; Calixto	F	679	1	622	1	X
62	Span 231	Language	Spanish		Spanish		4	2nd-year Spanish	Moutinos; Bonfil; other lecturers	W	278	0	324	4	X

Ref Labs	Course number	Course Type	Course subtype	Interdisciplin- ary	Language of Instruction	% LACS Content	Hrs.	Title	Instructor	Term	2012- 2013 UG	2012- 2013 G	2013- 2014 UG	2013- 2014 G	Offer 2014- 2015
63	Span 231	Language	Spanish		Spanish		4	2nd-year Spanish	Perez; Hillbery; Dewees; McAlister; Other Lectures	SP	43	0	32	0	X
65	Span 231	Language	Spanish		Spanish		4	2nd-year Spanish	Perez; Hillbery; Dewees; McAlister; Other Lectures	S	0	0	13	0	X
66	Span 232	Language	Spanish		Spanish		4	2nd-year Spanish II	De La Torre; McAlister; Other Lecturers; Iglesias; De Los Santos Plata; Rama; Gonzalez	F	713	2	616	2	X
67	Span 232	Language	Spanish		Spanish		4	2nd-year Spanish II	McAlister; Barrios; Other Lecturers	W	735	1	651	1	X
68	Span 232	Language	Spanish		Spanish		4	2nd-year Spanish II	Larritz; Robles Gila; Barrios; Almenara, ten Haaf; Other Lecturers	SP	90	0	72	0	X
69	Span 232	Language	Spanish		Spanish		4	3 sections in Spring	Larritz; Robles Gila; Barrios; Almenara, ten Haaf; Other Lecturers	S	90	0	42	0	X
70	Span 277	Language	Spanish		Spanish		4	Reading, Grammar, and Composition	Pollard; Coll Ramirez; Alegre Figuero; other lecturers; GSIs; Gomez; Coll Ramirez; Pastor Rodriguez; Yi; Olmedo Gomez	F	331	2	276	4	X
71	Span 277	Language	Spanish		Spanish		4	Reading, Grammar, and Composition	Barrios; Alegre Figuero; Gomez; other lecturers; GSIs	W	189	3	173	5	X
72	Span 277	Language	Spanish		Spanish		4	Reading, Grammar, and Composition	Barrios; Alegre Figuero; Gomez; other lecturers; GSIs	SP	25	0	15	1	X
73	Span 277	Language	Spanish		Spanish		4	Reading, Grammar, and Composition	Barrios; Alegre Figuero; Gomez; other lecturers; GSIs	S	0	0	11	0	X
74	Span 278/Am Cult 224	Language	Spanish		Spanish		4	Spanish for Heritage Language Learners	Alegre Figuero; Coll Ramirez	F	8	0	7	0	X
75	Span 280	Language	Spanish		Spanish		3	Conversation Through Spanish/Lat Am Film	Freire Hermida; Noverr; McAlister II; Robles; Gallego; Calisto	F	145	0	142	1	X
76	Span 280	Language	Spanish		Spanish		3	Conversation Through Spanish/Lat Am Film	Herrero-Olaizola; Freire Hermida; Noverr; Collings; other lecturers	W	162	1	169	0	X
77	Span 280	Language	Spanish		Spanish		3	Conversation Through Spanish/Lat Am Film	Herrero-Olaizola; Freire Hermida; Noverr;	SU	14	0			X
78	Span 283	Language	Spanish		Spanish		3	Spanish for the Professions	Collings; other lecturers Doran; Hillberry;	F	69	1	48	0	X
79	Span 283	Language	Spanish		Spanish		3	Spanish for the Professions	Doran; Gomez; Alegre- Figuero	W	26	0	25	6	X
80	Span 287	Language	Spanish		Spanish		3	Advanced Composition and Style	Shanny Carruthers; Iglesias Garrido; Coll Ramirez; Gallego; Noverr	F	43	1	46	0	X
81	Span 287	Language	Spanish		Spanish		3	Advanced Composition and Style	Gallego	SP			10	0	X
82	Span 287	Language	Spanish		Spanish		3	Advanced Composition and Style	Perez; Sianay Carruthers; other lecturers	W	45	0	25	0	X

Ref Line	Course number	Course Type	Course subtype	Interdisciplinary	Language of Instruction	% LACS Content	Hrs	Title	Instructor	Term	2012-2013 UG	2012-2013 G	2013-2014 UG	2013-2014 G	Offer 2014-2015
83	Span 289	Language	Spanish		Spanish		3	Introduction to Translation	Pollard	F	49	0	52	0	X
84	Span 289	Language	Spanish		Spanish		3	Introduction to Translation	Pollard	W	77	0	55	0	X
85	Span 299	Language	Spanish		Spanish		1-3	Introductory Internship		F	1	0	1	0	X
86	Span 308	Language	Spanish		Spanish		3	Academic Writing	Lopez-Lerma; Pous; Herbert	F	22	0	23	0	X
87	Span 308	Language	Spanish		Spanish		3	Academic Writing	Kroll; Herbert	W	25	0	24	0	X
88	Span 330/Span 298	Language	Spanish		Spanish		3	Intro to Spanish Linguistics	Satterfield; Carrubert; Garcia-Amaya	F	40	0	45	0	X
89	Span 330/Span 298	Language	Spanish		Spanish		3	Intro to Spanish Linguistics	D'Introno; Garcia-Amaya	W	45	0	42	1	X
90	Span 350	Language	Literature		Spanish		3	New World Spanish	Satterfield	SP			24	0	
91	Span 355	Language	Spanish		Spanish		3	New World Spanish	Satterfield	F			25	1	X
92	Span 355	Language	Spanish		Spanish		3	New World Spanish	Henrickson	W	24	1	20	0	X
93	Span 355	Language	Spanish		Spanish		3	New World Spanish	Henrickson	SP			24	0	X
94	Span 410	Language	Spanish		Spanish		3	Spanish Phonetics and Phonology	Satterfield; Henrickson; Garcia-Amaya	F	13	0	19	1	X
95	Span 410	Language	Spanish		Spanish		3	Spanish Phonetics and Phonology	Henrickson	W	20	0	25	0	X
96	Span 411	Language	Spanish		Spanish		3	Advanced Syntax	Satterfield	F	7	1	16	0	X
97	Span 411	Language	Spanish		Spanish		3	Advanced Syntax	D'Introno	W					X
98	Span 413	Language	Spanish		Spanish		3	Teaching Spanish/Applications of Linguistics	Garcia-Amaya	F			0	2	X
99	Span 413	Language	Spanish		Spanish		3	Teaching Spanish/Applications of Linguistics	Garcia-Amaya	W			23	0	X
100	Span 415	Language	Spanish		Spanish		3	Problems in Spanish Translation	Gallego	W	22	0	27	0	X
101	Span 415	Language	Spanish		Spanish		3	Problems in Spanish Translation	Gallego	SP	26	0			X
102	Span 428	Language	Spanish		Spanish		3	Internship in Spanish		F	2	0	2	0	X
103	Span 428	Language	Spanish		Spanish		3	Internship in Spanish		W	0	0	0	0	X
104	Span 428	Language	Spanish		Spanish		3	Internship in Spanish		SP	0	0	2	0	X
105	Span 428	Language	Spanish		Spanish		3	Internship in Spanish		S	0	0	0	0	X
106	Span 448	Language	Spanish		Spanish		3	Hispanic Culture through Community Service: "Am Arbor Languages Partnership"	Coolican; Curten-Preis; Wilson	F	4	0			X
107	Span 448	Language	Spanish		Spanish		3	Hispanic Culture through Community Service: "Am Arbor Languages Partnership"	Coolican; Curten-Preis; Wilson	W	40	0			X
108	Span 487	Language	Spanish		Spanish		3	Studies in Hispanic Linguistics	Dworkin; Satterfield; Henrickson; Garcia-Amaya	F	47	0	24	0	X
109	Span 487	Language	Spanish		Spanish		3	Studies in Hispanic Linguistics	Dworkin; Satterfield; Henrickson; Garcia-Amaya	W	17	0			X
110	Span 487	Language	Spanish		Spanish		3	Studies in Hispanic Linguistics	Dworkin; Satterfield; Henrickson; Garcia-Amaya	S	22	0			X
Language Teaching Training Courses for Pre-Service Educators															
111	RLL 528	Language	Teaching training		Spanish		3	Teaching Romance Languages	Gallego/Goeitz	F	0	14	0	7	X
112	EDUC 419	Area Studies	Teaching training		English	at least 25	2	Teaching Methods for World Language Minors	Coolican; Cardiner	F	10	2	2	1	X
113	EDUC 420	Area Studies	Teaching training		English	at least 25	2	Teaching World Languages in the Secondary School	Coolican; Graves	F	21	1	9	5	X

Ref Line	Course number	Course Type	Course subtype	Interdisciplinarity	Language of Instruction	% IACS Content	Hrs	Title	Instructor	Term	2012-2013		2013-2014		2014-2015	
											UG	G	UG	G	UG	G
Area Studies																
Romance Languages and Literatures--Spanish																
114	Span 295	Area Studies	Literature		Spanish	at least 50	3	Intro to the Study of Literature/Intro to Hispanic Literature	Viera-Ramos; Pous; Other Lecturers	F	159	1	88	0		X
115	Span 295	Area Studies	Literature		Spanish	at least 50	3	Intro to the Study of Literature/Intro to Hispanic Literature (50% Latin America)	Vihliti; Vega; Almenara; Horowitz	W	61	0	65	1		X
116	Span 296	Area Studies	Literature		Spanish	at least 50	3	Intro to the Study of Literature/Intro to Hispanic Literature (50% Latin America)	Piscy, Dajcs	SP						X
117	Span 296	Area Studies	Literature		Spanish	100	3	Special Topics in Hispanic Literatures and Cultures: Sexualidades y generos disidentes en la cultura latinoamericana contemporanea	Almenara	F	20	0				X
118	Span 296	Area Studies	Literature		Spanish	100	3	Special Topics in Hispanic Literatures and Cultures: "Eva Peron: mito nacional y cultural" -- Argentina	Bevernotti	F			23	0		X
119	Span 296	Area Studies	Literature		Spanish	100	3	The "Aztecs" Thought Otherwise: Indigenous Culture in Mexico	Vega	W			9	0		X
120	Span 296	Area Studies	Literature		Spanish	100	3	Retailing, Recycling and Remixing Latin American Culture	Barrios	W			18	0		X
121	Span 328	Area Studies	Literature		Spanish	100	3	Representaciones Culturales de la Diferencia (Latin America)	Almenara	W			24	0		X
122	Span 329	Area Studies	Non-Literature		Spanish	100	3	Popular Culture in Latin America: "Rock Argentino and Rock en Espafiol"	Verdesio	W			23	0		X
123	Span 331	Area Studies	Non-Literature		Spanish	100	3	The Incomparable Magic of Sandro: Argentinian Easy Listening from the 60s and 70s and its Other (Rock Nacional)	Verdesio	W			28	0		X
124	Span 332	Area Studies	Literature		Spanish	100	3	Great Books of Spain and Latin America: 2666 by Roberto Bolaño	Williams	W			26	0		X
125	Span 335	Area Studies	Literature		Spanish	at least 50	3	Short Narrative in Latin America/Spain	Dewees	F						X
126	Span 335	Area Studies	Literature		Spanish	at least 50	3	Contemporary Literature (50% Latin America)	Noemi	F	22	0				X

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127	Span 337	Area Studies	Literature		Spanish	at least 50	3	Contemporary Literature (50% Latin America)	Noemi	W	24	0			X
128	Spanish 341	Area Studies	Non-Literature	†	Spanish	100	3	Introduction to Colonial/Modern Latin American Culture	Nemser	F			20		X
129	Span 342	Area Studies	Non-Literature	†	Spanish	100	3	Intro to Contemporary Latin American Culture	Piney	F	23	0			X
130	Span 355	Area Studies	Non-Literature	†	Spanish	100	3	Intro to Contemporary Latin American Culture	Piney	W	19	0			X
131	Span 350	Area Studies	Literature		Spanish	100	3	Independent Study (Latin Am. Lit.)	Satterfield	W			2	0	X
132	Span 368	Area Studies	Literature	†	Spanish	100	3	Literature and the Other Arts (Latin America)	Rodrigz-Matos	F	27	0			X
133	Span 368	Area Studies	Literature	†	Spanish	at least 50	3	Literature and the Other Arts (50% Latin America)	Szpiech	W	17	0	17	0	X
134	Span 371	Area Studies	Literature	†	Spanish	at least 50	3	Literature and the Other Arts (50% Latin America)	Pous; Rodrigz-Matos	SP	17	0			X
135	Span 373	Area Studies	Literature	†	Spanish	100	3	Hispanic Literatures and Cultures: "Human Rights Violations," "Borges y sus mundos"	Verdesio; Jenckes	F	22	0	46	0	X
136	Span 373	Area Studies	Literature	†	Spanish	at least 50	3	Hispanic Literatures and Cultures: "Bilingualism in the Spanish-Speaking World," "Lainzo Religions and Cultures" (50% Latin America)	Satterfield; Ramirez	W	28	0	30	1	X
137	Span 373	Area Studies	Literature	†	Spanish	100	3	Hispanic Literatures and Cultures: "Gender and Sexuality in Latin America and the Caribbean"	LaFountain-Stokes	SU	15	0			X
138	Span 381	Area Studies	Literature		Spanish	100	3	Survey of Latin American Lit. I	Nemser	F					X
139	Span 382	Area Studies	Literature		Spanish	100	3	Survey of Latin American Lit. I	Nemser	W	23	0	15	0	X
140	Span 382	Area Studies	Literature		Spanish	100	3	Survey of Latin American Lit. II	Williams; Jenckes; Viera-Ramos; Rodriguez	F	21	0	25	1	X

Ref LJae	Course number	Course Type	Course subtype	Interdisciplin arity	Language of Instruction	% LACS Content	Hrs	Title	Instructor	Term	2012- 2013 UG	2012- 2013 G	2013- 2014 UG	2013- 2014 G	Offer 2014- 2015
141	Span 382	Area Studies	Literature		Spanish	100	3	Survey of Latin American Lit. II	Williams; Noemi	W	48	1	39	0	X
142	Span 420 (AC 420)	Area Studies	Non-Literature	‡	Spanish	100	3	Latin Am and Latino/a Film Studies: "Caribbean Cinema," "Cine Latinoamericano: Desplazamientos y Movimientos Sociales," "Latin American Popular Cinemas: De que estamos hablando cuando hablamos de lo popular?"	LaFountain-Stokes; Herrero-Oraizola; Couret	F	49	0	43	0	X
143	Span 420 (AC 420)	Area Studies	Non-Literature	‡	Spanish	100	3	Latin Am and Latino/a Film Studies: "Caribbean Cinema," "Cine Latinoamericano: Desplazamientos y Movimientos Sociales," "Double Exposures: Documentary and Non- Fiction Film in Latin America," "An/Other Latin American Cinema: Latin American Women's Cinema"	LaFountain-Stokes; Herrero-Oraizola; Couret	W	25	0	16	0	X
144	Span 430	Area Studies	Non-Literature	‡	Spanish	at least 50	3	Advanced Studies in Hispanic Culture and Society: "Queer Culture of the Hispanic Caribbean and Diaspora," "Argentina in History and Fiction," "Cinema Post-Dictatorship in Spain and Argentina"	LaFountain-Stokes; Alberto; Boalick	F			53	0	X
145	Span 430	Area Studies	Non-Literature	‡	Spanish	at least 50	3	Advanced Studies in Hispanic Culture and Society: "Argentina in History and Fiction," "Cubans Seen, Cubans Heard: The Cuban Cultural Boom(erang) of 1990s Madrid"	Piney; Alberto	W	45	0			X
146	Span 435	Area Studies	Literature		Spanish	100	3	Independent Study – Literary and Cultural Studies (Lat America)	Garcia-Amaya	F	0	0	4	0	X
147	Span 435	Area Studies	Literature		Spanish	100	3	Independent Study – Literary and Cultural Studies (Lat America)	Sajines	W	5	0	9	0	X

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148	Span 435	Area Studies	Literature		Spanish	100	3	Independent Study – Literary and Cultural Studies (Lat America)	Satterfield	SP	1	0			X
149	Span 437	Area Studies	Literature		Spanish	100	3	Introduction to Literary Studies and Criticism: "Political Resistance in Prison: Contemporary Latin America"	Pous	W	23	0			X
150	Span 438	Area Studies	Non-Literature		Spanish	at least 50	3	Economics and Politics in Lat Am/Spain	Sanjines	F			26	0	X
151	Span 438	Area Studies	Non-Literature		Spanish	at least 50	3	Economics and Politics in Lat Am/Spain	Sanjines	W			24	2	X
152	Span 440	Area Studies	Literature		Spanish	at least 50	3	Lit and Cultures of the Borderlands (50% Latin America and Caribbean)	LaFountain-Stokes	W	24	1	38	1	X
153	Span 467	Area Studies	Literature	†	Spanish	at least 50	3	Lit and Artistic Movements in Latin America/Spain: "Madrid's Cuban Cultural Boom(eraug): The Geography, Music, Film, and Literature of the 1990s Cuban Diaspora"	Piney	F	23	0			X
154	Span 470	Area Studies	Literature		Spanish	100	3	Latin Am Lit, 16th-19th Centuries	Nenser, Viera-Ramos; Verdesio	F	18	0	20	3	X
155	Span 473	Area Studies	Literature		Spanish	100	3	Colonial and Postcolonial Lit (Latin America)	Verdesio	W			18	0	X
156	Span 475	Area Studies	Literature		Spanish	100	3	Latin Am Narrative - 20th Century	Herrero-Olatzola, Sanjines	F	28	0	22	0	X
157	Span 475	Area Studies	Literature		Spanish	100	3	Latin Am Narrative - 20th Century	Herrero-Olatzola; Sanjines; Viera-Ramos	W	24	0	20	0	X
158	Span 476 Span 476	Area Studies	Literature		Spanish	100	3	Latin American Poetry	Jenckes; Rodriguez-Matos	F	24	0			X
159		Area Studies	Literature		Spanish	100	3	Latin American Poetry	Jenckes	W	22	0			
160	Span 485 (RoomLang 498.001)	Area Studies	Literature		English	100	3	Case Studies in Peninsular Spanish and Latin American Literature: "The Mexican Revolution as Cultural Phenomenon"	Williams	F			8	0	X

Ref Code	Course number	Course Type	Course subtype	Interdisciplinarity	Language of Instruction	% LACS Content	Hrs	Title	Instructor	Term	2012-2013 UG	2012-2013 G	2013-2014 UG	2013-2014 G	Offer 2014-2015
	Span 485														
161		Area Studies	Literature		Spanish	100	3	Case Studies in Peninsular Spanish and Latin American Literature: "Popular Consciousness in the Andean Region"	Sanjines	W	18	0			X
	Span 485														
162		Area Studies	Literature		Spanish	100	3	Case Studies in Peninsular Spanish and Latin American Literature: "From Cabaret Voltaire to Latin America and Back: The Negative History and Travels of the Surreal"	Williams	SP			21	0	
	Span 488														
163		Area Studies	Literature		Spanish	100	3	Topics in Hispanic Literatures and Cultures: "Nature and Discourses of Autonomy in Lat Am"	Horowitz	F					X
	Span 488														
164		Area Studies	Literature		Spanish	100	3	Topics in Hispanic Literatures and Cultures: "Autobiography Understood as Cultural Consumption." "Dictadura y Memoria en el Cono Sur" (South America)	Vertesio; Langland	W	22		19	2	
	Span 822														
165		Area Studies	Literature		Spanish	at least 50	3	Religion and Culture (50% Latin America)	Rodriguez-Martos	F			0	9	
	Span 823 (History 698.003, LACS 655.002)														
166		Area Studies	Literature		English	100	3	Race, Ethnicity, and Class: "The Andean Indigenista Novel and the Development of Consciousness"	Sanjines	W	0	4			
	Span 855														
167		Area Studies	Literature		Spanish	100	3	Special Topics Seminar: "Ideology and Aesthetics: Theory and Literature in/and Latin America," "Afro-Hispanic Language"	Jenckes; Satterfield	F			1	12	X
	Span 855														
168		Area Studies	Literature		Spanish	100	3	Special Topics Seminar: "Literature and the So-Called Primitive Accumulation in Latin America," "Violencia y consumo cultural en America Latina"	Williams; Herrero-Olazola	W	0	9	0	7	X
	Span 865														
169		Area Studies	Literature		Spanish	100	3	Empire and Independence in the Americas	Vertesio	F	1	8			X
	Span 865														
170		Area Studies	Literature		Spanish	100	3	Empire and Independence in the Americas	Nemser	W			0	6	X
	Ling 446 (LACS 446.001)														
171		Area Studies	Linguistics		English	at least 50%	3	Comparative Linguistics (Brazil)	Pires	F	10	0			X

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172	Ling 446 (LACS 446.001)	Area Studies	Linguistics		English	at least 50%	3	Comparative Linguistics (Caribbean)	Baptista	W			14	0	0		X	
Romance Languages and Literatures- Portuguese																		
173	Port 301	Area Studies	Literature		Portuguese	100	3	Culturas de Protesto no Brasil	Langland	F								X
174	Port 471	Area Studies	Literature		Portuguese	at least 50	3	Literature in the Portuguese-Speaking World (Brazil)	Arenas	W	3	4						X
175	Port 472	Area Studies	Literature		Portuguese	at least 50	3	Cinema in the Portuguese-Speaking World (Brazil)	Arenas	F			8	4				X
176	Port 473	Area Studies	Non-Literature		Portuguese	at least 50	3	Popular Music in the Portuguese-Speaking World (Brazil)	Arenas	W			12	0				X
177	Port 635	Area Studies	Non-Literature		Portuguese	at least 50	3	Independent Study (Brazil)	Arenas	F			0	1				X
178	Port 635	Area Studies			Portuguese	100	1-3	Independent Study (Brazil)	Arenas; Langland	W	0	1	0	1				
English																		
179	Engl 375	Area Studies	Literature		English	at least 50	3	World Literatures in English: "Postcolonial Literatures" (English Caribbean)	Khan	F								X
180	Engl 375	Area Studies	Literature		English	at least 50	3	World Literatures in English: "From Indo to Indigenous Peoples: Representing Natives on the World Stage," "Subcontinentals Abroad: The Indo-Caribbean Diaspora," "Postcolonial Literatures"	Lyons, Khan	W	18	0	12	0				X
181	Engl 384 (DAAS 384, AC 406)	Area Studies	Literature	†	English	100	3	Caribbean Literature	Goodison	F			28	0				X
182	English 387 (AC 327.001)	Area Studies	Literature	†	English	at least 50	3	Latino/Latino Literature of the US (50% readings and lectures on Latin America and the Caribbean)	Carrol	W	16	0						X
183	Engl 640 (AC 601.001)	Area Studies	Literature	†	English	at least 50	3	Border Literature and Arts (50% Latin America)	Carrol	W			12	0				X
French																		
184	French 340 (Compl: 350.001)	Area Studies	Literature	†	French	100	3	Francophone Literature of the Caribbean	Clej	W	15	0						X
185	French 469	Area Studies	Literature		French	at least 50	3	African and Caribbean Literature	Hayes	F	3	0						
186	French 670	Area Studies	Literature		French	at least 50	3	African/Caribbean Literature in French	Hayes	F	0	4						
American Culture																		
187	AC 311	Area Studies	American Culture		English	at least 50	3	Latino/a Religious and Cultures (50% Latin America)	Ramirez	F			8	0				X

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188	AC 496	Area Studies	American Culture		English	at least 50	3	Indigenous Peoples of the Americas and the Academic Disciplines (50% Latin America)	Vertesio	W	8	2			X
189	AC 498	Area Studies	American Culture		English	at least 50	3	Humanities Approaches to American Culture: "Latina Oral History" (with 50% Latin American cases)	Conera	F			11	1	X
190	AC 498 (NativeAm 498.001)	Area Studies	American Culture		English	at least 50	3	Humanities Approaches to American Culture: "Indigenous Peoples and the Disciplines" (50% Latin America)	Vertesio	W			6	1	X
Anthropology															
191	Anthrcul 158	Area Studies	Cultural Anthropology		English	100	3	First Year Seminar: "Khipu, Cloth, and Chimonies: A History of Information in the Andes," "Native Andeans Today"	Brezine; Mannheim	F	15	0	14	0	X
192	Anthrcul 222	Area Studies	Cultural Anthropology		English	at least 50	4	The Comparative Study of Cultures (50% Mexico and Central America)	Frye	F	73	0	71	0	
193	Anthrcul 284	Area Studies	Archaeology		English	100	4	Aztec, Maya and Inca Civilizations	Marcus; Flannery	W	158	0	155	0	X
194	Anthrcul 296	Area Studies	Archaeology		English	100	3	Shamans, Shrines, and Sacrifice: The Archeology of Religion and Ritual in the Americas	Wright	S	25	0			
195	Anthrcul 300	Area Studies	Cultural Anthropology/study abroad		English	100	3	Doing Ethnography in Havana and in Cuba (this course takes place in Cuba)	Behar	W	13	0			X
196	Anthrcul 301	Area Studies	Cultural Anthropology/study abroad		English	100	3	The Ethnographer's Craft (this course takes place in Cuba)	Behar	W	13	0			X
197	Anthrcul 314 (AC 313.001)	Area Studies	Cultural Anthropology	†	English	100	4	Cuba and its Diaspora	Behar	F	20	0	15	0	X
198	Anthrcul 319	Area Studies	Cultural Anthropology		English	100	4	Latin American Society and Culture	Frye	F	58	0	46	0	X
199	Anthrcul 320	Area Studies	Cultural Anthropology		English	100	4	Mexican Culture	Frye	W	23	0	22	0	X
200	Anthrcul 349	Area Studies	Cultural Anthropology		English	at least 50	3	Indigenous Political Movements (50% Latin America)	Kirsch	F			25	0	X
201	Anthrcul 439	Area Studies	Cultural Anthropology		English	at least 25	3	Economic Anthropology (25% Latin America and the Caribbean)	Owusu	W	30	0	35	0	X
202	Anthrcul 458	Area Studies	Cultural Anthropology		English	at least 50	3	Topics in Sociocultural and Linguistic Anthropology: "Anthropology of Undocumented Migration" (50% Latin America)	De Leon	F	19	0	0	0	X

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203	Anthr 458	Area Studies	Cultural Anthropology		English	at least 50	3	Topics in Sociocultural and Linguistic Anthropology: "Material Culture and Violence," "Traveling Home" (50% Latin America)	De Leon, Behar	W	20	0	16	0	X
204	Anthr 658	Area Studies	Cultural Anthropology		English	at least 25	3	Special Topics in Sociocultural Anthropology: "Form and Interpretation" (25% Andes)	Manheim	W			9	0	X
Afroamerican and African Studies															
205	DAAS 104	Area Studies	Afroamerican and African Studies	†	English	100	3	First Year Seminar-Intro to Caribbean Studies: More than a Beach	Goodison	F	19	0			
206	DAAS 202 (AC 406)	Area Studies	Afroamerican and African Studies	†	English	100	3	Introduction to Afro-Caribbean Studies	Goodison	F	49	0	42	0	X
207	DAAS 202	Area Studies	Afroamerican and African Studies	†	English	100	3	Introduction to Afro-Caribbean Studies	Goodison	F	49	0	42	0	X
208	DAAS 202	Area Studies	Afroamerican and African Studies	†	English	100	3	Introduction to Afro-Caribbean Studies	Turtis	W	30	0			
209	DAAS 211	Area Studies	Afroamerican and African Studies	†	English	at least 75		Dynamics of the Black Diaspora	Fadlallah	F			21	0	X
210	DAAS 290	Area Studies	Afroamerican and African Studies	†	English	100	2	Caribbean Folklore and Resistance	Khan	F			69	0	X
211	DAAS 421 (Hint 421.001, LACS 421.001, Religion 421.001)	Area Studies	Afroamerican and African Studies	†	English	100	3	Religions of the African Diaspora (Caribbean and Brazil)	Johnson	F	15	1	10	0	X
212	DAAS 444 (AnthrCul 414.001)	Area Studies	Afroamerican and African Studies	†	English	100	3	Introduction to Caribbean Societies and Cultures	Owusu	F	53	0	49	0	X
213	DAAS 458	Area Studies	Afroamerican and African Studies	†	English	100	3	Issues in Black World Studies: "Afro Latin America"	Gilman	F			13	0	X
214	DAAS 458 (IntiStds 401.005)	Area Studies	Afroamerican and African Studies	†	English	at least 30	3	Issues in Black World Studies: "Business and Politics in Developing Countries" (30% Latin America)	Pitcher	W			17	0	X
215	DAAS 490	Area Studies	Afroamerican and African Studies	†	English	at least 50	2	Special Topics in Black World Studies: "Race and the Media" (50% Latin America)	Gilman	W	26	0			X

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216	DAAS 495 (Hist 303.005)	Area Studies	African American and African Studies	†	English	100	4	Transforming History: Haiti, Cuba and the Caribbean Region	Turtis	F	11	0			
Comparative Literature															
217	COMPLIT 241	Area Studies	Literature		English	at least 50	3	Topics in Comparative Literature: "America in the Plural" (50% Latin America)	Meade	W			5	0	X
218	COMPLIT 430	Area Studies	Literature		English	100	3	Comparative Studies in Fiction: 20th Century Latin American Narrative	Colas	W	11	0	4	0	X
Economics															
219	Econ 340	Area Studies	Economics		English	at least 25	3	International Economics (25% Latin America and the Caribbean)	Deardorff, Visenc	F	91	0			X
220	Econ 340	Area Studies	Economics		English	at least 25	3	International Economics (25% Latin America and the Caribbean)	Deardorff	W	101	0	115	0	X
221	Econ 340	Area Studies	Economics		English	at least 25	3	International Economics (25% Latin America and the Caribbean)	Chakrabarti	S	32	0			
222	Econ 441	Area Studies	Economics		English	at least 25	3	International Trade Theory (25% Latin America and the Caribbean)	Levchenko, Zimring	F	66	0	34	3	X
223	Econ 441	Area Studies	Economics		English	at least 25	3	International Trade Theory (25% Latin America and the Caribbean)	Levchenko, Zimring	W	72	1	91	3	X
224	Econ 461	Area Studies	Economics		English	at least 50	3	Economics of Development I (50% Latin America and the Caribbean)	Annachalan	F			66	0	X
225	Econ 461	Area Studies	Economics		English	at least 50	3	Economics of Development I (50% Latin America and the Caribbean)	Annachalan	W	60	2	63	1	X
226	Econ 462	Area Studies	Economics		English	at least 50	3	Economics of Development II	Thornton	F	28	3			X
227	Econ 462	Area Studies	Economics		English	at least 50	3	Economics of Development II	Thornton	W	31	0	35	0	X
228	Econ 494 (Hist 494.001)	Area Studies	Economics	†	English	at least 50	3	Topics in Economic History: Topics in the History of the Atlantic Economy	Whitley	F	14	1	38	0	X
229	Econ 663 (Hist 622.001)	Area Studies	Economics	†	English	at least 50	3	Topics in World Economy History I: "The History of Atlantic Economics" (50% Latin America and the Caribbean)	Whitley	F	0	4	1	3	X

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230	Econ 665	Area Studies	Economics		English	at least 25	3	Economic Development of Under-Developed Countries (25% Latin America and the Caribbean)	Thornon	F	0	11	0	11	X
History															
231	Hist 101	Area Studies	History		English	at least 25	4	What is History? (25% Latin America and the Caribbean)	Alberto; Mir	F	71	0	81	0	X
232	Hist 195	Area Studies	History		English	at least 50	4	The Writing of History: "From Birmingham to Bahia: Comparing Race in the United States and Brazil"	Casidy	F	16	0			
233	Hist 226 (AC 226.001)	Area Studies	History	‡	English	at least 50	4	The Latin Tinge: Latin Music in Social Context in Latin America and the U.S.	Hoffnung-Garskof	W	13	0			X
234	Hist 232 (RC/DIV 302.001, UC 254.006)	Area Studies	History	‡	English	100	3	History of Human Rights in Latin America and the Roots of Social Protest in Brazil	Caulfield	W	15	0	14	0	X
235	Hist 347 (History 478.10, Anthro/Cult 346.001)	Area Studies	Cultural Anthropology		English	100	4	Latin America: The Colonial Period	Scott	F	54	3	49	2	X
236	Hist 348 (Hist 478.001)	Area Studies	History		English	100	4	Latin America: The National Period	Caulfield	W	46	3	42	2	X
237	Hist 349 (LACS 349.001)	Area Studies	History		English	100	3	"US Interventions in Latin America," "Revolutionary Movements in Latin America"	Turtis; Langland	F	26	0			X
238	Hist 377 (AC315.001, LatinoAm 315.001)	Area Studies	History	‡	English	at least 50	3	History of Latinos in the US (50% Latin America and the Caribbean)	Ramirez	F					X
239	Hist 377 (AC315.001)	Area Studies	History	‡	English	at least 50	3	History of Latinos in the US (50% Latin America and the Caribbean)	Hoffnung-Garskof	W	22	1			X
240	Hist 397	Area Studies	History		English	at least 50	4	History Colloquium: "Slavery, Freedom and Race in the Age of Revolution" (50% Latin America and the Caribbean)	Scott III	W	10	0			X
241	Hist 473 (LACS 473.001, DAAS 483.001)	Area Studies	History	‡	English	100	3	Brazil History and Culture	Hebrand	F	11	3			X

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242	Hist 477 (RC SocSci 461.001)	Area Studies	History	†	English	at least 50	3	Law, History, and Dynamics of Social Change: "Gender, Sexuality, and International Human Rights" (50% Latin America)	Caulfield	F			21	0	X
243	Hist 691	Area Studies	History		English	100	3	Studies in Latin American and Caribbean History: "Atlantic Perspectives"	Scott	F	0	6			X
244	Hist 691	Area Studies	History		English	100	3	Studies in Latin American and Caribbean History: Race and Nation in Latin America	Alberto, Paulina	W	0	4			X
History of Art															
245	HistArt 362	Area Studies	History		English	at least 50	3	Expressive Cultures of the Black Atlantic: Vision and Time (50% Latin America and the Caribbean)	Doris	W	14	0			X
Latin American and Caribbean Studies															
246	LACS 399	Area Studies	Area Studies		English	100	3	Honors Thesis-Writers' Seminar	Ureña Valero	W	2	0			X
247	LACS 321 (History 329.201)	Area Studies	History	†	English	at least 75	3	Germania on the Move: German Migration and Local Communities in Latin America and the Caribbean, 1790s to 1940s	Ureña Valero	SU					X
248	LACS 321 (Hist 329.203)	Area Studies	History	†	English	100	3	Space and Identity in Latin American History	Hernandez	SU	19	0			X
249	LACS 321	Area Studies	Anthropology	†	English	100	3	Indigenous Community and Identity in the Neoliberal Andes	Tsai	SP			4	0	X
250	LACS 321	Area Studies	Archaeology	†	English	100	3	The Archaeology of Mexico and Peru: Inca, Aztec, and the Spanish Conquest	Tsai	SU			8	0	X
251	LACS 490 (KomLang 400.001)	Area Studies	History	†	Spanish	100	1	Topics in Latin American and Caribbean Studies Mini Course: "Raza y Nación en Argentina"	Geler	F			5	0	
252	LACS 490 (LACS 590.001, AmCult 405.004)	Area Studies	Area Studies	†	English	at least 75	1	Topics in Latin American and Caribbean Studies Mini Course: "Learning Through Global Partnerships" (75% Latin America)	Hofthung-Garskof	W			6	2	X
253	LACS 499	Area Studies	Area Studies		Portuguese, Spanish (depends on independent project)	100	1-3	Reading and Research in Latin American and Caribbean Studies	Alberto, Sfeir-Younis	F	2	0	1	0	X
254	LACS 499	Area Studies	Area Studies		English, Portuguese, Spanish	100	1-3	Reading and Research in Latin American and Caribbean Studies	Ureña Valero, Fedrigo, Sfeir-Younis	W	8	1			X

Ref Line	Course number	Course Type	Course subtype	Interdisciplinarity	Language of Instruction	% LACS Content	Hrs	Title	Instructor	Term	2012-2013 UG	2012-2013 G	2013-2014 UG	2013-2014 G	Offer 2014-2015
255	LACS 499	Area Studies	Area Studies		English	100	1-3	Reading and Research in Latin American and Caribbean Studies	Ureña Valerio	SP	1	0			X
Political Science															
256	PolSci 140	Area Studies	Political Science		English	at least 30	4	Intro to Comparative Politics (30% Latin America)	Inglehart	F	175	0	185	0	X
257	PolSci 140	Area Studies	Political Science		English	at least 30	4	Intro to Comparative Politics (30% Latin America)	Clark	W	90	0	95	0	X
258	PolSci 347	Area Studies	Political Science		English	100	3	Political and Society in Latin America	Tinimik	W			44	0	X
259	PolSci 682	Area Studies	Political Science		English	at least 25	3	Democratization in Global Perspectives (25% Latin America and the Caribbean)	Inglehart	F			0	7	X
Residential College															
260	RCLang 324	Area Studies	Humanities	†	Spanish	100	4	Readings in Spanish: "Women, Words, and Images: Literary and Visual Dialogues on Gender in Latin America"	Lopez-Cotin	F	15	0			X
261	RC Lang 324	Area Studies	Political Science	†	Spanish	100	4	Readings in Spanish: "Media, Terrorists, and Freedom Fighters," "Indigenous Activism in the Age of Globalization"	Espinosa-Pino	F	14	0	14	0	X
262	RC Lang 324	Area Studies	Urban Studies	†	Spanish	100	4	Readings in Spanish: "Cityscapes: The Politics of Urban Space in Latin America," "Music and Politics in Latin America"	Marquardt	F	12	0	11	0	X
263	RC Lang 324	Area Studies	Humanities	†	Spanish	100	4	Readings in Spanish: "Place, Identity, and Rights in Latin America"	Munoz	F	13	0			
264	RC Lang 324	Area Studies	Humanities	†	Spanish	100	4	Readings in Spanish: "Women, Words, and Images: Literary and Visual Dialogues on Gender in Latin America"	Lopez-Cotin	W	13	0			X
265	RC Lang 324	Area Studies	Political Science	†	Spanish	100	4	Readings in Spanish: "Indigenous Activism in the Age of Globalization"	Espinosa-Pino	W	10	0	13	0	X
266	RC Lang 324	Area Studies	Sociology	†	Spanish	100	4	Readings in Spanish: "Race and Racism in the Americas"	Munoz	W	11	0			
267	RC Lang 324	Area Studies	Urban Studies	†	Spanish	100	4	Readings in Spanish: "Cityscapes: The Politics of Social Space in Latin American Cities," "Music and Politics in Latin America"	Marquardt	W	12	0	12	0	X
268	RCHum 235 (Dance 342.001)	Area Studies	Arts	†	English	100	3	Topics in World Dance (25% Latin America and Caribbean)	Genie	W	19	0	13	0	X
269	RCHum 258	Area Studies	Arts	†	English	100	4	Afro-Cuban Drumming and Styles	Gould	F	11	0			X

Ref Lane	Course number	Course Type	Course subtype	Interdisciplinarity	Language of Instruction	% LACS Content	Hrs	Title	Instructor	Term	2012-2013 UG	2012-2013 G	2013-2014 UG	2013-2014 G	Offer 2014-2015
270	RCHum 258	Area Studies	Arts	†	English	100	4	Afro-Cuban Drumming and Styles	Gould	W	13	0	16	0	X
Screen Arts and Cultures															
271	SAC 380 (AC 380.001, LatinoAm 380.001)	Area Studies	Screen Arts and Cultures	†	English	at least 50	3	Studies in Transnational Media: Before Benny Was Ugly: Latin American and US-Spanish Language Television (50% Latin America and the Caribbean)	Rivero	W			29	0	X
272	SAC 381 (AC 381.001)	Area Studies	Screen Arts and Cultures	†	English	at least 50	3	Latinas/os and Media (50% Latin America and the Caribbean)	Rivero; Gumckel	F	28	0	26	0	X
273	SAC 381 (AC 381.001, COMM 478.001)	Area Studies	Screen Arts and Cultures	†	English	at least 50	3	Latinas/os and Media (50% Latin America and the Caribbean)	Frank	SP	10	0			X
Sociology															
274	Soc 346	Area Studies	Sociology		English	at least 30	3	Sociology of the Body (30% Latin America)	Sfeir-Younis	F	68	0			X
275	Soc 346	Area Studies	Sociology		English	at least 30	3	Sociology of the Body (30% Latin America)	Sfeir-Younis	W			66	0	X
276	Soc 304 (AC 304.001)	Area Studies	Sociology	†	English	at least 30	3	American Immigration (30% Latin America and the Caribbean)	Pedraza	W	49	0	75	0	X
277	Soc 450 (PolSci 450.001)	Area Studies	Sociology	†	English	at least 50	3	Political Sociology (50% Latin America and the Caribbean)	Paige	W			72	0	X
278	Soc 461	Area Studies	Sociology		English	at least 30	3	Social Movements (30% Latin America and the Caribbean)	Bortoluci	SP			22	0	
279	Soc 495	Area Studies	Sociology		English	100	3	Sociology of Latin America	Jansen	F	20	0			X
280	Soc 560	Area Studies	Sociology		English	at least 30	3	Power, History, and Social Change (30% Latin America and the Caribbean)	Paige	W			1	5	
Women's Studies															
281	WomenStd 324 (Anthreal 325.001)	Area Studies	Women's Studies	†	English	at least 25	4	Childbirth & Culture (25% Latin American)	Renne	F			148	0	X
282	WomenStd 324 (Anthreal 325.101)	Area Studies	Women's Studies	†	English	at least 25	4	Childbirth & Culture (25% Latin America)	Kirby	SP	39	0			
283	WomenStd 304 (DAAS 304.001)	Area Studies	Women's Studies	†	English	at least 25	3	Gender and Immigration: "Identity, Race, and Place" (25% Latin America and the Caribbean)	Fadhallah	F	13	0			X
284	WomenStd 304 (DAAS 304)	Area Studies	Women's Studies	†	English	25	3	Gender and Immigration: "Identity, Race, and Place" (25% Latin America and the Caribbean)	Fadhallah	W					X
Business School															
285	BA 612	Area Studies	Business		English	at least 25	2.25	Business Strategies for the Base of the Pyramid (25% Latin America and the Caribbean)	London	F	0	96	0	109	X
286	STRAT 310	Area Studies	Business		English	at least 25	3	The World Economy (25% Latin America and the Caribbean)	Gang, Zhou	F	63	0	47	0	X

Ref Line	Course number	Course Type	Course subtype	Interdisciplinarity	Language of Instruction	% LACS Content	Hrs	Title	Instructor	Term	2012-2013 UG	2012-2013 G	2013-2014 UG	2013-2014 G	Offer 2014-2015
287	STRAT 310	Area Studies	Business		English	at least 25	3	The World Economy (25% Latin America and the Caribbean)	Caszar, Shari	W	57	0	39	0	X
288	STRAT 361	Area Studies	Business		English	at least 25	3	International Management (25% Latin America and the Caribbean)	Gang, Nguyen	W	59	0	46	0	X
289	STRAT 392	Area Studies	Business		English	at least 30	3	Dynamic Capabilities Through Corporate Development (with an optional abroad learning experience in Santiago de Chile)	Anuradha	W	58	0	53	0	X
Law School															
290	Law 877	Area Studies	Law		English	at least 50	2	The Law in Slavery and Freedom (50% Latin America and the Caribbean)	Scott	F			0	13	X
Nursing School															
291	Nursing 421	Area Studies	Nursing	†	English	at least 25	2-4	Introduction to Global Health: Issues and Challenges (25% Latin America)	Eagle	W			11	2	X
292	Nursing 456	Area Studies	Nursing		English	at least 25	8	Community Health Nursing (25% Latin America)	Ziamba	F	71	0	72	0	X
293	Nursing 456	Area Studies	Nursing		English	at least 25	8	Community Health Nursing (25% Latin America)	Ziamba	W	68	0	67	0	X
294	Nursing 520 (WomensSid 432.004)	Area Studies	Nursing	†	English	at least 25	2-3	Introduction to Global Health: Issues and Challenges (25% Latin America)	Eagle	F	1	9			X
School of Architecture and Urban Planning															
295	UP 443	Area Studies	Urban Planning		English	at least 30	3	History Urban Form (30% Latin America)	Fishman	F	0	16	1	13	X
296	UP 658	Area Studies	Urban Planning		English	at least 30	3	Planning in Developing countries (30% Latin America)	Shatkin	F	0	16			X
297	UP 671	Area Studies	Urban Planning		English	at least 25	3	Public Policy and Transportation (25% Latin America)	Grengs	F	0	11	1	24	X
School of Education															
298	EDUC 390 (RC SocSci 390, ELI 390.001, LING 386.001)	Area Studies	Education, Language, and Outreach	†	English and Spanish	at least 50	1-3	Community Service and Language, Education, and Culture: Migrant Worker Outreach	Axelson, Madden; Bogart; Bailey, Bogart	F	15	0	16	0	X
299	EDUC 390 (RC Soc Sci 390.001, ELI 390.001, LING 386.001)	Area Studies	Education, Language, and Outreach	†	English and Spanish	at least 50	1-3	Community Service and Language, Education, and Culture: Migrant Worker Outreach	Bailey; Dyer	W			18	0	X

Ref Line	Course number	Course Type	Course subtype	Interdisciplinarity	Language of Instruction	% LACS Content	Hrs	Title	Instructor	Term	2012-2013 UG	2012-2013 G	2013-2014 UG	2013-2014 G	Offer 2014-2015
300	EDUC 390 (RC) Soc Sci 390.001, ELI 390.001, LING 396.001)	Area Studies	Education, Language, and Outreach	‡	English and Spanish	at least 50	1-3	Community Service and Language, Education, and Culture: Migrant Worker Outreach	Rodriguez, DesJardins; Kelly; Espinoza-Spino	SP	10	0	13	0	X
301	EDUC 390 (RC) Soc Sci 390.001, ELI 390.001, LING 396.001)	Area Studies	Education, Language, and Outreach	‡	English and Spanish	at least 50	1-3	Community Service and Language, Education, and Culture: Migrant Worker Outreach	Rodriguez, DesJardins	SU	6	0			X
School of Kinesiology															
302	Kinesiology 302	Area Studies	Kinesiology	‡	Portuguese	100	3	Health, Wellness, and Sport in Rio de Janeiro, Brazil	Afonso	S	0	17			
School of Music, Theater, and Dance															
303	Dance 101	Area Studies	Dance		English	at least 50	1	Modern Dance I (50% Latin America and the Caribbean)	Deyoung Jr, Deyoung-Torrijano	F	14	1	16	0	X
304	Dance 202	Area Studies	Dance		English	at least 50	1	Modern Dance II (50% Latin America and the Caribbean)	Deyoung Jr, Deyoung-Torrijano	F	13	0	6	0	X
305	Dance 231	Area Studies	Dance		English	at least 50	2	Sophomore Dance Composition (50% Latin America and the Caribbean)	Deyoung-Torrijano	F	14	0	11	0	X
306	Musicology 122	Area Studies	Musicology		English	at least 25	3	Intro to World Music (25% Latin America and the Caribbean)	Castro, Ho	W	46	0	43	0	X
307	Musicology 458	Area Studies	Musicology		English	at least 25	3	Music in Culture (25% Latin America and the Caribbean)	Ho	W			11	0	X
308	THEMUS 212	Area Studies	Theater		English	at least 25	3	Introduction to World Performance (25% Latin America and the Caribbean)	TBD	W					X
School of Natural Resources and Environment															
309	Environ 110 (AOSS) 171.001, Biology 110.001, Earth 171.001, ENSCEN 171.001)	Area Studies	Natural Resources and Environment	‡	English	at least 25	4	Intro to Global Change II (25% Latin America and the Caribbean)	Kling	F	86	0	76	0	X
310	Environ 111 (AOSS) 172.001, ENSCEN 172.001, Geog 111.001, Earth 172.003)	Area Studies	Natural Resources and Environment	‡	English	at least 25	4	Intro to Global Change II (25% Latin America and the Caribbean)	Allan; Van de Puijijm	W	62	0	49	0	X
311	Environ 270	Area Studies	Natural Resources and Environment		English	at least 25	3	Our Common Future (25% Latin America and the Caribbean)	Perfetto	F	50	0	100	0	X

Ref Line	Course number	Course Type	Course subtype	Interdisciplinarity	Language of Instruction	% LACS Content	Hrs	Title	Instructor	Term	2012-2013 UG	2012-2013 G	2013-2014 UG	2013-2014 G	Offer 2014-2015
312	Environ 313	Area Studies	Natural Resources and Environment		English	at least 30	3	Environment and Development: "Dilemmas of Power and Place in a Global World" (30% Latin America and the Caribbean)	Lemos	W	13	0			X
313	Environ 318 (EEB 318.001, RCDIV 318.001)	Area Studies	Natural Resources and Environment	†	English	at least 50	4	Food, Land, and Society (50% Latin America and the Caribbean)	Perfecto; Badgley	W			15	0	X
314	NRE 555	Area Studies	Natural Resources and Environment		English	at least 50	3	Climate and Development: "Impacts, Mitigation and Adaptation in Less Developed Countries" (50% Latin America and the Caribbean)	Lemos	W	0	15	0	12	X
315	NRE 563	Area Studies	Natural Resources and Environment		English	at least 25	3	International Environmental Policy (25% Latin America and the Caribbean)	Agrawal	W			0	19	X
316	NRE 639	Area Studies	Natural Resources and Environment		English	100	1	Food Sovereignty (Cuba Trip)	Perfecto	F			0	18	X
School of Public Health															
317	EHS 502	Area Studies	Public Health		English	at least 25	3	Environmental Health in Developing Areas (25% Latin America and the Caribbean)	Nriagu	W	0	7			X
318	HMP 677	Area Studies	Public Health		English	at least 25	3	Health Care Organization: An International Perspective (25% Latin America and the Caribbean)	Liang	F	2	28			X
School of Public Policy															
319	PUBPOL 475	Area Studies	Public Policy		English	at least 25	1.5	Trade Policy as an Instrument for Economic Development (25% Latin America and the Caribbean)	Trejos	F	16	0	15	1	X
320	PUBPOL 717	Area Studies	Public Policy		English	at least 25	3	Social Activism, Democracy, and Globalization from the Perspective of the Global South (25% Latin America and the Caribbean)	Henry	F	1	19	1	14	X
Study Abroad															
321	Study Abrod 303	Area Studies	Study Abroad		Spanish	100	12	ICADS, Costa Rica	Varies	F	1	0	0	0	X
322	Study Abrod 303	Area Studies	Study Abroad		Spanish	100	12	ICADS, Costa Rica	Varies	W	5	0	3	0	X

Ref Line	Course number	Course Type	Course subtype	Interdisciplinarity	Language of Instruction	% LACS Content	Hrs	Title	Instructor	Term	2012-2013 U/G	2012-2013 G	2013-2014 U/G	2013-2014 G	Offer 2014-2015
323	Study Abrd 356	Area Studies	Study Abroad		Spanish	100	16	Guajuato, Mexico	Varies	S					X
324	Study Abrd 363	Area Studies	Study Abroad		Spanish	100	16	Santiago, Chile	Varies	F	3	0	2	0	X
325	Study Abrd 363	Area Studies	Study Abroad		Spanish	100	16	Santiago, Chile	Varies	W	4	0	5	0	X
326	Study Abrd 366	Area Studies	Study Abroad		Spanish	100	8	Dominican Republic (Latin American and Caribbean Health and Nutrition)	Varies	S	4	0	10	0	X
327	Study Abrd 383	Area Studies	Study Abroad		Spanish	100	8	CGIS: Cuba in the 21st Century	Behar	W			5	0	X
328	Study Abrd 494 and 496	Area Studies	Study Abroad		Spanish	100	15	Latin American Societies and Cultures: Buenos Aires, Argentina	Varies	F			6	0	X
329	Study Abrd 494 and 496	Area Studies	Study Abroad		Spanish	100	15	Latin American Societies and Cultures: Buenos Aires, Argentina	Varies	W	13	0	10	0	X
University Courses															
330	UC 254	Area Studies	Literature	‡	English	100	3	Sophomore Interdisciplinary Seminar: "The Power of Ideology in Latin America"	Sanjines	W	9	0	14	0	
331	UC 254	Area Studies	Public Health	‡	English	at least 50	3	Sophomore Interdisciplinary Seminar: "Global Health Equity for the 21st Century: Thought, Conscious, and Action" (50% Latin America)	Menzler	W	23	0	20	0	
332	UC 390	Area Studies	American Culture	‡	Spanish	at least 50	1	Language Across the Curriculum Program: Spanish Language Section for AC 315/Hist 477	Morales	W	11	1			X
333	UC 390	Area Studies	History	‡	Spanish	100	1	Language Across the Curriculum Program: Spanish Language Section for Hist 347	Silva	F	10	0	10	0	X
334	UC 390	Area Studies	History	‡	Spanish	100	1	Language Across the Curriculum Program: Spanish Language Section for Hist 348	Silva	W	12	0			X
335	UC 390	Area Studies	History	‡	Spanish	100	1	Language Across the Curriculum Program: Spanish Language Section for Hist 348	Sierra Becerra	W			0	7	X

Appendix 4: Project-specific Performance Measures Forms

<p>2. Increase by 25% of course content in new and existing courses taught by Midwest region community college faculty that incorporate LACS materials by the end of the grant as compared to Year 1 baseline data.</p>	<p>-Encourage the incorporation of LAC materials and resources into community college courses by collaborating with MIIE annual workshop (see Narr., pp. 32-33). -Continue collaboration with Washtenaw Community College to organize events and bring LAC speakers to WCC courses. - Provide funding to community college language and area studies educators to attend professional development conferences with LAC focus. -Collaborate with UM School of Education and area studies center to organize 2 WHaLI workshops a year for K-14 educators.</p>							
<p>3. Increase by 25% the number of new and existing courses taught by K-12 teachers that incorporate LAC content and resources by the end of the grant as compared to Year 1 baseline data.</p>	<p>- Collaborate with UM SoE and area studies center to organize 2 WHaLI workshops a year for K-14 educators. -Continue and update web resource materials for K-12 teachers and pre-service education students. -Offer World Music course in UM Music of Education Department for two years of the grant.</p>							

	<p>-Continue collaboration with K-12 public school teachers to organize LAC cultural and language events (such as Quechua, Nahuatl, and other LCTLs workshops and Brazilian cultural events). -Support En Nuestra Lengua, SLIP, PALMA with LAC course materials to be used in schools. -Collaborate with SoE to support UM pre-service Spanish teachers to provide them with LAC course materials and resources.</p>							
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Project Goal 2: Increase offerings, enrollments, and number of students graduating with proficiency in priority and other LAC LCTLs at UM.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase by 25% the number of LAC language course offerings at intermediate and advance levels over the next 4 years when	-Hire an Indigenous Languages Program Coordinator that assists with the coordination of distance learning courses and identifies potential institutional partners.								

<p>compared to Year 1 baseline data.</p>	<ul style="list-style-type: none"> - Develop partnerships with UM units and overseas institutions to increase language abroad opportunities for UM credit. -Sustain current LAC offerings in Quechua and Portuguese. -Partner with U. Chicago and IDIEZ to offer intermediate and advanced Nahuatl (see Narr., p. 35). -Support development of intermediate and advanced courses in Portuguese for the profession. -Create “Portuguese for the Professions” course. -Bring visiting professors that could teach mini-courses or short-term area studies courses in Portuguese. 							
<p>2. Increase by 5% annually the number of students completing intermediate and advanced level courses in LAC LCTLs languages over the next 4 years when compared to Year 1 baseline.</p>	<ul style="list-style-type: none"> -Raise visibility of LCTLs, especially LAC indigenous languages, by organizing public cultural events and language workshops on campus. -Increase advertising of LAC LCTLs and FLAS Fellowships to a broad range of students including study abroad returnees, 							

	<p>students in professional schools and STEM fields. -Award at least 75% of FLAS Fellowships for intermediate and advanced level language study. - Collaborate with language instructors and Quechua director (Mannheim) to identify additional ways to strengthen enrollments and retention. -Support undergraduate and graduate students interested in working with communities where LCTLs are spoken by awarding fellowships for internships and research experiences abroad.</p>						
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	<p>Spanish sections for pre-service teachers and pre-health students. -Actively recruit students from different fields and diverse backgrounds into LACS undergraduate degrees and certificate program.</p>										
<p>2. Increase by 20% the supply and diversity of LAC experts with language and area expertise to meet national needs over the next 4 years when compared to Year 1 baseline.</p>	<p>- Continue working closely with the professional schools to make students aware of LACS programming and funding opportunities. - Advise students about employment opportunities in government, education, business, and nonprofit sector. -Collaborate with the William Davidson Institute and the Business School to bring 1 speaker per year to present on LAC topics. -Continue developing and creating courses, such as “LACS 490: Learning Through Global Engagement,” and “LACS 321.202:</p>										

	<p>Indigenous Community and Identity in the Neoliberal Andes,” for students interested in learning about service and nonprofit sectors (see Narr., p. 10-11).</p>								
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Appendix 6: Timeline

Activity	Year One 2014-15	Year Two 2015-16	Year Three 2016-17	Year Four 2017-18
Language Instruction	<ul style="list-style-type: none"> Bring Quechua lecturer from Peru (Budget, line 16) Develop and disseminate Quechua and Language pedagogy materials (Budget, line 22) Inspect and supervise intensive summer programs (Budget, line 16) Portuguese for the Professions (Budget, lines 6 and 36) RC PALMA and SLIP courses (Budget, line 34) Spanish for the Professions (Budget, line 35) UM SOE Pre-Service Secondary School Spanish teachers (Budget, line 32) 	<ul style="list-style-type: none"> Bring Quechua lecturer from Peru (Budget, line 16) Develop and disseminate Quechua and Language pedagogy materials (Budget, line 22) Inspect and supervise intensive summer programs (Budget, line 16) Nahuatl/LAC indigenous languages Distance Learning Courses (Budget, line 7) Portuguese for the Professions (Budget, lines 6 and 36) RC PALMA and SLIP courses (Budget, line 34) Spanish for the Professions (Budget, line 35) UM SOE Pre-Service Secondary School Spanish teachers (Budget, line 32) 	<ul style="list-style-type: none"> Bring Quechua lecturer from Peru (Budget, line 16) Develop and disseminate Quechua and Language pedagogy materials (Budget, line 22) Inspect and supervise intensive summer programs (Budget, line 16) Nahuatl/LAC indigenous languages Distance Learning Courses (Budget, line 7) Portuguese for the Professions (Budget, lines 6 and 36) RC PALMA and SLIP courses (Budget, line 34) Spanish for the Professions (Budget, line 35) UM SOE Pre-Service Secondary School Spanish teachers (Budget, line 32) 	<ul style="list-style-type: none"> Bring Quechua lecturer from Peru (Budget line 16) Develop and disseminate Quechua and Language pedagogy materials (Budget line, 22) Inspect and supervise intensive summer programs (Budget, line 16) Nahuatl/LAC indigenous languages Distance Learning Courses (Budget, line 7) Portuguese for the Professions (Budget, lines 6 and 36) RC PALMA and SLIP courses (Budget, line 34) Spanish for the Professions (Budget, line 35) UM SOE Pre-Service Secondary School Spanish teachers (Budget, line 32)

Area Instruction / Course Development / Initiatives				
	<ul style="list-style-type: none"> • Architecture/Urban Planning, SPH, SNRE course development initiative (Budget, line 33) • Health, Science, and Medicine course development initiative (Budget, line 37) • Law and Legal Studies course development initiative (Budget, line 38) • LAC spring/summer courses offered by visiting professors (Budget, line 39) 	<ul style="list-style-type: none"> • Architecture/Urban Planning, SPH, SNRE course development initiative (Budget, line 33) • Health, Science, and Medicine course development initiative (Budget, line 37) • Law and Legal Studies course development initiative (Budget, line 38) • LAC spring/summer courses offered by visiting professors (Budget, line 39) • Mini-course by visiting professor (Budget, lines 8, 39) • World Music for Educators course (Budget, line 13) 	<ul style="list-style-type: none"> • Architecture/Urban Planning, SPH, SNRE course development initiative (Budget, line 33) • Health, Science, and Medicine course development initiative (Budget, line 37) • LAC spring/summer courses offered by visiting professors (Budget, line 39) • Mini-course by visiting professor (Budget, lines 8, 39) 	<ul style="list-style-type: none"> • Architecture/Urban Planning, SPH, SNRE course development initiative (Budget, line 33) • Health, Science, and Medicine course development initiative (Budget, line 37) • LAC spring/summer courses offered by visiting professors (Budget, line 39) • Mini-course by visiting professor (Budget, lines 8, 39) • World Music for Educators course (Budget, line 13)

<p>Graduate Student, Student Organizations, and Professional School Initiatives</p>	<ul style="list-style-type: none"> • School of Business Global Impact Series (Budget, line 40) • Andean Workshop (Budget, line 43) • Caribbean Workshop (Budget, line 44) • Atlantic History Initiative (Budget, line 45) • Comparative Politics Collaborative (Budget, line 48) • Health, Science, and Medicine in Latin America workshop (Budget, line 49) • Environmental Struggles and Cultural Preservation workshop (Budget, line 50) 	<ul style="list-style-type: none"> • School of Business Global Impact Series (Budget, line 40) • Andean Workshop (Budget, line 43) • Caribbean Workshop (Budget, line 44) • Mesoamerica Initiative (Budget, line 46) 	<ul style="list-style-type: none"> • School of Business Global Impact Series (Budget, line 40) • New Scramble for Africa in the Post-Cold War Era (Budget, line 42) • Andean Workshop (Budget, line 43) • Caribbean Workshop (Budget, line 44) • Atlantic History Initiative (Budget, line 45) • Gender, Sexuality, and Identity Speaker (Budget, line 48) • Comparative Politics Collaborative (Budget, line 48) • Health, Science, and Medicine in Latin America workshop (Budget, line 49) • Environmental Struggles and Cultural Preservation workshop (Budget, line 50) 	<ul style="list-style-type: none"> • School of Business Global Impact Series (Budget, line 40) • States of Emergency: Disasters and the Politics of Hazard symposium (Budget, line 41) • Andean Workshop (Budget, line 43) • Caribbean Workshop (Budget, line 44) • Mesoamerica Initiative (Budget, line 46) • Gender, Sexuality, and Identity Speaker (Budget, line 48) • Comparative Politics Collaborative (Budget, line 48)
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<p>Other Programming Initiatives</p>	<ul style="list-style-type: none"> • Bring Latin American and Caribbean Writers and Artists for short residencies (Budget, line 51) and participation in outreach events • Organize Nahuatl/Maya/ LCTLs workshop 	<ul style="list-style-type: none"> • Organize Nahuatl/Maya/ LCTLs workshop 	<ul style="list-style-type: none"> • Bring Latin American and Caribbean Writers and Artists for short residencies (Budget, line 51) and participation in outreach events • Organize interdisciplinary events on Race, Ethnicity, and Indigeneity (Budget, line 52) • Organize Nahuatl/Maya/ LCTLs workshop • Literature, Culture, Theory workshop (Budget, line 54) 	<ul style="list-style-type: none"> • Bring Latin American and Caribbean Writers and Artists for short residencies (Budget, line 51) and participation in outreach events • Organize interdisciplinary events on Race, Ethnicity, and Indigeneity (Budget, line 52) • Organize Nahuatl/Maya/ LCTLs workshop • Literature, Culture, Theory workshop (Budget, line 54)
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<p>Professional Development Opportunities for staff and MSIs/Community College faculty</p>	<ul style="list-style-type: none"> Professional Development for Staff Professional Development Workshops for UPR and other MSI/Community College Language and Area Studies faculty UPR Post-Secondary Curriculum Development visits to UM libraries 	<ul style="list-style-type: none"> Professional Development for Staff Professional Development Workshops for UPR and other MSI/Community College Language and Area Studies faculty UPR Post-Secondary Curriculum Development visits to UM libraries 	<ul style="list-style-type: none"> Professional Development for Staff Professional Development Workshops for UPR and other MSI/Community College Language and Area Studies faculty UPR Post-Secondary Curriculum Development visits to UM libraries 	<ul style="list-style-type: none"> Professional development for Staff Professional Development Workshops for UPR and other MSI/Community College Language and Area Studies faculty UPR Post-Secondary Curriculum Development visits to UM libraries
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<p>Outreach : K-16 teacher training and curricular and educational resource development</p>	<ul style="list-style-type: none"> Organize 2 WHaLI professional/curriculum development workshops per year (Budget, line 25) UPR-UM Partnership curriculum development workshop to take place at UPR (Budget, line 26) MIIIIE Collaboration (Budget, line 29) LACS K-12 Workshops (Budget, line 30) 	<ul style="list-style-type: none"> Organize 2 WHaLI professional/curriculum development workshops per year (Budget, line 25) UPR-UM Partnership curriculum development workshop to take place at UPR (Budget, line 26) MIIIIE Collaboration (Budget, line 29) LACS K-12 Workshops (Budget, line 30) 	<ul style="list-style-type: none"> Organize 2 WHaLI professional/curriculum development workshops per year (Budget, line 25) UPR-UM Partnership curriculum development workshop to take place at UPR (Budget, line 26) MIIIIE Collaboration (Budget, line 29) LACS K-12 Workshops (Budget, line 30) 	<ul style="list-style-type: none"> Organize 2 WHaLI professional/curriculum development workshops per year (Budget, line 25) UPR-UM Partnership curriculum development workshop to take place at UPR (Budget, line 26) (E1A-C) MIIIIE Collaboration (Budget, line 29) LACS K-12 Workshops (Budget, line 30)
<p>Outreach: Community Projects</p>	<ul style="list-style-type: none"> Latin American writer-in-residence (E3L) En Nuestra Lengua (A4C) 	<ul style="list-style-type: none"> Latin American writer-in-residence (E3L) En Nuestra Lengua (A4C) 	<ul style="list-style-type: none"> Latin American writer-in-residence (E3L) En Nuestra Lengua (A4C) 	<ul style="list-style-type: none"> Latin American writer-in-residence (E3L) En Nuestra Lengua (A4C)
<p>Library Development</p>	<p>UM Library acquisitions (Budget, line 19) UPR Partnership Library acquisitions (Budget, line 20)</p>	<p>UM Library acquisitions (Budget, line 19) UPR Partnership Library acquisitions (Budget, line 20)</p>	<p>UM Library acquisitions (Budget, line 19) UPR Partnership Library acquisitions (Budget, line 20)</p>	<p>UM Library acquisitions (Budget, line 19) UPR Partnership Library acquisitions (Budget, line 20)</p>

Appendix 5: Letters of Support



Susan A. Gelman, Interim Dean
Heinz Werner Distinguished University Professor
Professor of Psychology

June 23, 2014

United States Department of Education
International and Foreign Language Education
1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

It is with admiration and enthusiasm that I write to support the application for funding under the Title VI program from the Center for Latin American and Caribbean Studies (LACS) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also provide resources to benefit our collaborating institutions (such as the University of Puerto Rico) and help train the next generation of professionals and scholars in the study of Latin America and the Caribbean.

Our college of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, administrative support for LACS, funding for language lecturers, and salaries for our outstanding faculty in Latin American and Caribbean Studies. College leadership recognizes the tremendous value of the grants for our campus, the surrounding region, and for the national interest. With knowledge of the many benefits of Title VI programs, including the NRC and FLAS, I wholeheartedly endorse this application.

Sincerely,

Susan A. Gelman
Heinz Werner Distinguished University Professor
Professor of Psychology
Interim Dean, College of Literature, Science, and the Arts

Universidad de
Puerto Rico

June 17, 2014



Recinto de
Río Piedras

Prof. Ken Kollman, Director
International Institute
University of Michigan
1080 S. University Ave., Suite 2660
Ann Arbor, MI 48109-1106

Dear Prof. Kollman:

I am writing to confirm our participation in the teacher training/outreach initiative, "University of Puerto Rico (UPR-Rio Piedras)-University of Michigan (UM) Partnership—Cross-Center Collaboration in Area Studies," proposed in the Title VI grant proposals of 7 units at the International Institute. This partnership promises to strengthen area-studies capacities in our university and K-12 communities at large.

We are delighted to collaborate in the curriculum and professional development activities that we have developed together with UM faculty and staff, and we look forward to continue working closely with UM's National Resource Centers over the next four years. This partnership provides invaluable opportunities to internationalize our curriculum to better serve our students and the broader K-12 community, exchange ideas, and strengthen linkages with the University of Michigan.

If you need any other information, please do not hesitate to contact me. I can be reached at 787-760-0000, extension 2178.

Sincerely,

Aurora Lauzardo, PhD
Acting Dean

Decanato de
Estudios Graduados
e Investigación

PO Box 21790
San Juan PR
00931-1790

787-764-0000
Exts. 2515 / 3617
Fax 787-763-6011

Correo electrónico:
misdegi@uprrp.edu

Página electrónica:
<http://graduados.uprrp.edu>

MIDWEST INSTITUTE for
International & Intercultural Education



P.O. Box 325
Oshtemo, Michigan 49077

June 8, 2014

Dr. Lenny Urena, Academic Program Manager
Center for Latin American & Caribbean Studies
University of Michigan
1080 S. University, Suite 3661
Ann Arbor, MI 48109-1106

Dear Lenny:

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for your Title VI proposal to the U.S. Department of Education for the 2014-2018 period.

Given our past successful collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting:

1. Organize several week-long workshops for community college faculty to develop curriculum modules for course-infusion.
2. Participation in the annual conferences of MIIE.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

Theo Sypris, Director

INFORMATION TO ADDRESS SECTION 427 OF GEPA

University of Michigan Nondiscrimination Statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section 504/ADA Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY2014-2017**

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

APPLICATION TYPE

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

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

The University of Michigan Center for Latin American and Caribbean Studies (LACS) has long been committed to presenting diverse perspectives and a wide range of views. The Center has consistently sought to provide information and stimulate informed discourse and debate on important issues about which there may be competing scholarly and/or political tendencies. This does not mean that every Center activity dealing with a potentially controversial subject can, or should, present all relevant viewpoints. Individual programs may be more limited. But this does mean that no single perspective or viewpoint is given primacy in all or a disproportionate number of activities. This commitment to diversity guides not only academic and public outreach programming that focuses on contested issues in domestic and international politics; it also guides programming related to intellectual and pedagogic debates about teaching and research on LAC. It reflects a concern for basic fairness, but beyond that, a fundamental belief of the Center and the University that serious and balanced engagement with diverse viewpoints promotes political and social tolerance and the enduring values of good citizenship.

During the FY2014-17 NRC and FLAS funding cycle, LACS will employ procedures that have served it well in the past to assure that grant-supported activities reflect diverse perspectives. Decisions about programming on potentially controversial topics may be reviewed by the LACS Board of Advisors, which is composed of faculty members from a range of

disciplines who, collectively, incorporate diverse perspectives about important issues related to the study of LAC. When appropriate, input will also be sought from other faculty members and/or other centers or institutes with expertise pertaining to the activities being planned.

As part of the Center's comprehensive evaluation plan (Narr.: pp. 41-43; App. 3), surveys of individual programs (e.g., teacher training workshops) and annual audience surveys will include questions about coverage of diverse perspectives. To the extent that a particular program does not present diverse perspectives, whether by design or not, this feedback will be considered when planning other programs for the purpose of ensuring that diversity is achieved in relevant programs over the course of the semester or academic year. The Center's website includes a comment form so that interested parties can provide feedback to the Director and Advisory Board at any time. If, in rare instances, legitimate concerns are raised about the diversity of Center programming related to a particularly controversial subject, assessments, and if appropriate recommendations, will be sought from qualified LAC specialists both within and outside the University.

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

During the FY2014-17 NRC and FLAS funding cycle, the University of Michigan and its Center for Latin American and Caribbean Studies will extend a strong record of placing graduates and FLAS Fellowship recipients in positions in government service, education, business, and nonprofit sectors (§2C1). We will continue to encourage government service in areas of national need, as defined by the U.S. Department of Education, and in areas of need in education, business, and nonprofit sectors by:

- 1) giving priority to support of LAC priority LCTLs and strengthening UM capacities in LAC studies in our NRC funding requests and award of FLAS Fellowships;
- 2) advising students and disseminating job announcements about careers in areas of need;
- 3) working with CEAL and Professional Schools to integrate student-led service learning projects with LACS language and area studies training;
- 4) organizing an annual career forum that features UM LAC alumni/ae who are currently working or who have pursued careers in these sectors;
- 5) collaborating with other UM units on events such as the annual International Opportunities Fair that include recruiters from government agencies and on other presentations on careers in areas of need;
- 7) posting links to the U.S. Department of Education's reports on "Consultations with Federal Agencies on Areas of National Need" on the Center's website and social media.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center:

University of Michigan Center for Latin American and Caribbean Studies

Name/Title of Authorized Representative (Printed): Stacey Althouse

Title: Project Representative

Telephone: 734-936-1361

Signature: *Stacey Althouse*

E-mail: staceall@umich.edu

Date: *6/25/2014*