

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

**APPLICATION FOR GRANTS**  
**UNDER THE**

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

**CFDA # 84.015A**

**PR/Award # P015A180036**

**Grants.gov Tracking#: GRANT12658696**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180036

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input type="checkbox"/> Application <input checked="" type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/21/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="GRANT12658499"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="The Ohio State University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="1-316025986-A1"/>	* c. Organizational DUNS: <input type="text" value="832127323"/>

**d. Address:**

* Street1:	<input type="text" value="1960 Kenny Road"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Columbus"/>
County/Parish:	<input type="text" value="Franklin"/>
* State:	<input type="text" value="OH: Ohio"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="43210-1016"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Ctr for Latin American Studies"/>	Division Name: <input type="text" value="Office of International Affair"/>
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**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: <input type="text" value="Todd"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Eckert"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Sponsored Program Officer"/>	
Organizational Affiliation: <input type="text" value="The Ohio State University"/>	
* Telephone Number: <input type="text" value="614-292-4510"/>	Fax Number: <input type="text"/>
* Email: <input type="text" value="eckert.120@osu.edu"/>	

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

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

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

**13. Competition Identification Number:**

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

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

Add Attachment

Delete Attachment

View Attachment

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

The Ohio State University Center for Latin American Studies proposal for Comprehensive National Resource Center and Foreign Language and Area Studies Fellowships

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.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="588,014.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="588,014.00"/>

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

The Ohio State University

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	92,360.00	97,647.00	90,891.00	88,350.00		369,248.00
2. Fringe Benefits	26,379.00	28,548.00	26,926.00	26,203.00		108,056.00
3. Travel	27,628.00	24,678.00	24,178.00	23,678.00		100,162.00
4. Equipment						
5. Supplies	15,400.00	17,400.00	17,400.00	15,400.00		65,600.00
6. Contractual						
7. Construction						
8. Other	57,691.00	69,441.00	61,191.00	45,691.00		234,014.00
9. Total Direct Costs (lines 1-8)	219,458.00	237,714.00	220,586.00	199,322.00		877,080.00
10. Indirect Costs*	17,557.00	19,017.00	17,647.00	15,946.00		70,167.00
11. Training Stipends	351,000.00	351,000.00	351,000.00	351,000.00		1,404,000.00
12. Total Costs (lines 9-11)	588,015.00	607,731.00	589,233.00	566,268.00		2,351,247.00

**\*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: 07/01/2018 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS

The Indirect Cost Rate is 56.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 8.00%.

PR/Award # P015A180036

Name of Institution/Organization The Ohio State University	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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## 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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kari Uhl</p>	<p>TITLE</p> <p>Assistant Director</p>
<p>APPLICANT ORGANIZATION</p> <p>The Ohio State University</p>	<p>DATE SUBMITTED</p> <p>06/21/2018</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     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:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/>  CFDA Number, if applicable: <input type="text" value="84.015"/>
--	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**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 tier 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.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

**Federal Use Only:** Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

OSU\_CLAS\_GEPA\_Statement1037724752.pdf

Add Attachment

Delete Attachment

View Attachment



### **Compliance with Section 427 of General Education Provisions Act**

In accordance with Section 427 of the General Education Provisions Act (GEPA), the Center for Latin American Studies (CLAS) at The Ohio State University (OSU) prohibits any form of discrimination against any individual for reasons of gender, race, national origin, color, disability, age, creed, religion, sexual orientation, or status as a Vietnam-era veteran. The GEPA statute highlights six types of barriers that may impede access and/or participation: gender, race, national origin, color, disability, and age. CLAS will systematically collaborate with the multitude of institutional resources and units on campus to overcome these barriers by:

- utilizing the full range of services provided by university units, programs, and Centers designed to reduce barriers that can impede equitable access or participation (example: successfully accommodating a blind FLAS Fellow whose texts were converted to Braille, and mobility-challenged teachers in our workshops and education abroad programs);
- ensuring that all promotional materials include information about how to request assistance in the accommodation of special needs;
- welcoming students and faculty from HBCU Central State University to our Portuguese classes, summer FLAS program, and Working Groups and proposing new collaborations with the University of Puerto Rico to support faculty research;
- seeking out media outlets beyond campus to welcome diverse audiences to our events and utilizing technology to enhance access to our resources (example: video recordings of events, free access to recordings uploaded to our website, streaming language instruction);
- recognizing that Appalachian Ohio is a critically underserved region, especially concerning international education, and collaborating with OSU's Appalachian Studies Network, community colleges and minority-serving institutions throughout rural Appalachia in order to internationalize curricula with Latin American content;
- welcoming older students in the OSU "Program 60", which allows any person over sixty years of age to audit available OSU courses for free (example: all LAS courses are offered for free as part of Program 60);
- promoting and encouraging the recruitment of women and minorities, ensuring that equal access to employment, admissions and other activities is extended to all qualified persons (example: CLAS works with the OIA human resources liaison to appoint an advocate to sit on all CLAS search and selection committees. Open positions are and will continue to be advertised in order to reach members of traditionally under-represented groups.).

As a public land-grant university, providing inclusive access to an excellent and affordable education is core to our mission. This goal charges Ohio State to bridge the gap in performance between underrepresented populations and the overall student body, across Columbus and regional



campuses. Work toward this goal is evident by the following points:

- In 2015, OSU was recognized by the Education Trust as one of the top five universities nationwide for improving graduation rates of underrepresented minority students. Continuing this legacy, the university welcomed the most talented and diverse class in its history in August 2017.
- OSU is recognized as a Top 10 institution for LGBTQ students.
- Beginning in autumn 2018, OSU ensure that all Ohio students who qualify for Pell Grants receive an aid package that covers the full cost of tuition, thereby reducing barriers to entrance for low-income and underrepresented students throughout Ohio.
- African-Americans are currently represented in the top tiers of university leadership, including the roles of University President, Vice President of Student Life, Vice President for Outreach and Engagement, Vice Provost for Diversity & Inclusion, and Interim Vice Provost of Global Affairs, exhibiting OSU's strong institutional commitment to diversity.
- OIA regularly collaborates with ODI through an assistant who works to increase minority participation in education abroad programming. Of the 562 students who studied abroad in LA in 2016-17, 383 were female (68.1%) and 136 were minorities (24.2%).

CLAS also has a proven track record reducing barriers of entry for students, faculty, and community members. The Summer Seminars Abroad for Spanish Teachers program taken participants as old as 78 years of age on its programs, and makes special accommodations for those traveling who need it. Similarly, the CLAS Whitten Scholarship fund has provided over \$2,400 in scholarship funds to undergraduate students since 2016, 100% of whom were minorities. CLAS continues to recruit students from underrepresented groups through collaborations with MSI partners, outreach programs in area K-12 schools, and through collaborations with the OSU Graduate Admissions office.

All CLAS staff have completed Implicit Bias and Ethics training and maintain alignment with training efforts through the OSU Strategic Plan. CLAS collaborates with SPPO and the CLLC to create courses and programming for heritage speakers, including a Spanish for Heritage Speakers class, a planned Kichwa for Heritage Speakers Chicago-based camp, and a recent IMPACT Grant focused on medical interpretation training for Spanish Heritage Speakers in Columbus high schools.

Key OSU resources that will be used include:

- The Office of Diversity & Inclusion
- The Student Life Multicultural Center
- The Women's Place
- The Office of Student Life's Disability Services
- The Latino & Latin American Space for Enrichment and Research
- Leadership Initiatives for Women of Color

## 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.

<b>* APPLICANT'S ORGANIZATION</b> The Ohio State University	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Kari"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Uhl"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Assistant Director"/>	
* SIGNATURE: <input type="text" value="Kari Uhl"/>	* DATE: <input type="text" value="06/21/2018"/>

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Dr.	First Name: Terrell	Middle Name: A	Last Name: Morgan	Suffix: PhD
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Address:

Street1:	140 Enarson Classroom Building
Street2:	2009 Millikin Road
City:	Columbus
County:	Franklin
State:	OH: Ohio
Zip Code:	43210-1016
Country:	USA: UNITED STATES

Phone Number (give area code) 614-688-4285	Fax Number (give area code)
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Email Address:  
morgan.3@osu.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**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) #:  1  2  3  4  5  6

No Provide Assurance #, 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.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:



## Center for Latin American Studies Abstract

Guided by a highly knowledgeable administrative team and a talented group of faculty, CLAS is well-positioned to expand its programming, further outreach efforts to underserved and underrepresented populations, and improve training and opportunities for Latin American specialists who, upon graduation, are ready and eager to contribute to areas of national need.

**Mission:** The mission of the Center for Latin American Studies (CLAS) at The Ohio State University (OSU) is to serve, facilitate, and stimulate the teaching, research, and intellectual interests of faculty and students in all matters dealing with Latin America.

**Constituencies Served:** CLAS accomplishes its mission by serving its constituencies in the following ways: (1) fostering high-quality research by faculty and students, (2) increasing Latin American course offerings, (3) supporting K12 teachers from Ohio and beyond on their endeavors connected to Latin America, (4) facilitating study abroad and exchange programs, and (5) carrying out meaningful outreach programs to enhance the public's knowledge and understanding of the region's politics, business, economics, culture, literature, and arts.

**Degree Programs:** OSU offers an MA in Latin American Studies (MA-LAS), as well as an undergraduate major and minor in Latin American Studies. In addition, CLAS works with the department of Spanish and Portuguese (SPPO) to offer PhDs in Hispanic Linguistics, Latin American Cultural and Literary Studies, and Studies of the Portuguese-Speaking World, in addition to undergraduate majors and minors in Spanish, Portuguese, and Romance Studies, and a minor in Andean & Amazonian Studies. Several colleges and professional schools also offer degrees with specializations in Latin America, including a BA in History with a concentration in the region, an MA/PhD in Geography with a regional specialization in Latin America, an MA/PhD in History of Art in Latin America, and several dual degree programs.

**Faculty and Staff Resources:** There are 125 CLAS faculty affiliates from 44 departments and 15 colleges and schools at OSU. Seventy-one (56.8%) dedicate 50% or more of their teaching and research to LA. Thirty-six CLAS faculty across 10 departments dedicate 100% of their time to LA and will be largely responsible for carrying out planned activities in the upcoming cycle. Two CLAS faculty/staff members currently oversee Center activities: Dr. Terrell A. Morgan, Director, and Megan U Hasting, Assistant Director. CLAS proposes two additional staff positions to develop the necessary human resources to achieve project goals as well as one student assistant. CLAS also plans to support the creation of the Director of Portuguese Language Programs and Digital Humanities Librarian positions, which will serve as essential personnel for CLAS programs and activities (see Appendix A).

**Scope of Area Studies & Language Courses:** In 2016-17, 294 Latin American area studies courses were offered (182 were 100% LAS), across 44 departments and 11 colleges/professional schools. Undergraduate enrollments in these courses reached 14,794 and graduate enrollments reached 1,121. 62 Latin American language courses in Spanish, Portuguese, Quechua, and Haitian Creole were offered, with undergraduate enrollments reaching 6,704 and graduate



enrollments reaching 201. OSU's strong Latin American course offerings demonstrates its commitment to the study of the region and its capability for success during the next cycle.

**Library Resources:** The OSU libraries system (OSUL) is the 10th largest among U.S. public universities and the Latin American, Hispanic, Spanish, and Portuguese (LAT) Collections holds over 266,632 collection materials. Its non-English language holdings include 127,359 items. In 2016-2017, total financial support for direct LAT library personnel amounted to \$76,657, including \$3,000 provided annually to each librarian for professional development and travel.

**Outreach:** In 2016-17, CLAS interacted with 4,923 K12 educators and students across 44 teacher-training workshops, public events, and programming. CLAS engages with the K12 community in three primary ways: 1) teacher training programs, 2) direct organizational outreach, and 3) the *Shamupay!* outreach program, which provides a comprehensive organizing framework centered on the Andean & Amazonian theme. In 2016-17, CLAS sponsored 26 academic lectures, presentations, and conferences impacting 1,860 OSU and Columbus community members. Over 96 percent of all CLAS programming is free and open to the public.

**Summary of Proposed Activities and Impact:** CLAS is supported by an institutional commitment of \$11,654,830 and will address the mission of the Title VI program by carefully implemented the following high-quality programs: 1) enhance teacher training and K12 outreach activities, 2) develop sustainable collaborations with minority serving institutions (MSIs) and community colleges (CCs), 3) strengthen LCTL language instruction, 4) promote knowledge and expertise about Latin America, and 5) create experts to meet national need. Proposed program highlights include: the K12 Global Teacher Seminar, 1<sup>st</sup> Portuguese Certificate in the State of Ohio, expansion of Quechua utilizing distance-learning technology, Andean & Amazonian Studies virtual reality and 3d modeling programs, and a new foreign area officer track in the MA-LAS program.

Intentional collaborations with MSIs and CCs have brought LA curricula to underserved populations and expanded the instruction of key languages at these institutions, an initiative that will be expanded as CLAS develops outreach programs within Appalachia. Linkages with national institutions have increased the reach of language programs and brought new opportunities to OSU language students, and key partnerships with international institutions have enabled hundreds of students to study abroad in Latin America, increasing their familiarity and interest in the region and leading numerous graduates to work in areas related to LAS. CLAS intends to build on these connections by developing additional online language courses that will be accessible to a wide range of students and institutions, and by expanding the Quechua program that has already been available to students at 3 universities across the Midwest.

**NRC and FLAS Priorities Addressed:** CLAS will meet all competitive priorities by extending Portuguese and Quechua instruction to Columbus State and Lorain County Community Colleges and provide access to faculty professional development funding for the University of Puerto Rico and Central State University (**NRC CP1**), organize two teacher-training programs and expand Portuguese instruction to K12 schools (**NRC CP2**). CLAS also commits to giving competitive preference to FLAS applicants who demonstrated financial need (**FLAS CP1**) and will make at least 25% of FLAS awards in priority languages (**CP2**).

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

**CRITERION A: PROGRAM PLAN AND BUDGET**

**A.1.a. High Quality Activities:** The Center for Latin American Studies (CLAS) will implement the following, high-quality four-year plan to comprehensively address the mission of the Title VI program by building on the momentum of projects already underway and the strengths of The Ohio State University (OSU). The 2018-2022 objectives and activities outlined in the budget and timeline enhances and consolidates existing programs to foster a first-rate interdisciplinary plan that advances the study of Latin America (LA) (see budget narrative). The program plan (table A.2, pg. 2) aligns with absolute and competitive priorities for the National Resource Center (NRC) program and is based on experiential programming (what we have piloted), faculty expertise (where faculty research interests are), and the needs of stakeholders (based on assessment initiatives on page 18). The quality of the program plan to advance NRC purposes derives largely from the 2018-2022 CLAS Strategic Plan emphasizing: 1) the broader integration of LA area studies and languages into the curriculum, 2) the expansion of a central thematic focus on Andean & Amazonian Studies (A&AS), and 3) a cohesive outreach strategy that creates a pipeline for LAS at the K12, postsecondary, and community levels. For all activities, CLAS will utilize a systematic evaluation plan to assess outcomes and impact<sup>1</sup>.

**A.1.b. Teacher Training & K12 Outreach Activities:** CLAS will work with the College of Education and Human Ecology (CEHE) and area studies centers (ASCs) at OSU on two teacher training opportunities, connecting Ohio teachers with pedagogical training to incorporate regional content into curriculum that aligns with Ohio educational standards. The weeklong *ASC Global Teacher Seminar* is hosted by one Center each year, with other ASCs contributing experts and content from their region (table A.1). The *K12 Global Fellowship Program* follows the seminar's themes through five weekend teacher workshops throughout the year, with continuing education credits

Year	Sample Themes	Lead Center
June 2019	Global Urbanization	East Asian Studies Center
June 2020	Health & Wellness	Center for Latin American Studies
June 2021	Human Rights	Middle East Studies Center
June 2022	Democratization	Slavic & East European Studies

<sup>1</sup> Single-year data from 2016-17 and multiple-year data from 2014-15, 2015-16, and 2016-17 are provided throughout the proposal to ensure uniformity and consistency, as data for 2017-18 is incomplete as of June 2018.

<b>Table A.2: Cross-Referenced Select CLAS Program Plan using TVI funds, 2018-2022</b>						
Proposed Activity	Priority *	Target Audience	Budget Line	Year	Activity Type	Leveraged by OSU Resources
<b>The Outreach Pipeline: Enhance Teacher Training &amp; Collaborative P16 Outreach Activities</b>						
ASC Global Teacher Seminar	AP 1&2, CP 2	Ohio K12	8.A.1	1-4	Expanded	Yes
K12 Global Fellowship Program	AP 1&2, CP 2	Ohio K12	8.A.2	1-4	Existing	Yes
CEHE Field School in Mexico	AP 1&2, CP 2	Teachers	8.A.3	1	New	Yes
Portuguese Training & Credentialing	AP 1&2, CP 2	Teachers	8.A.4	1-4	New	Yes
<i>Shamupay!</i> Programming (Table 1.3)	All	K12,	8.A.5-9	1-4	Expanded	Yes
<b>Postsecondary Outreach: Develop Sustainable MSI &amp; CC Collaborations</b>						
NRC Global Studies Conference on CC/MSI Collaboration	AP 1, CP 1	CC, MSIs	8.B.1	1-4	New	Yes
"Intro to LAS" MOOC course modules	AP 1&2, CP 1	CC, MSIs	8.B.2	2	New	No
Faculty Professional Development	AP 1&2, CP 1	CC, MSIs	8.B.3	1-4	New	Yes
LAS Workshops and Lecture Series	AP 1&2, CP 1	CC, MSIs	8.B.4	1-4	New	Yes
Latin America Open House for CCs	AP 1&2, CP 1	CC, MSIs	8.B.5	1-4	New	No
<b>Strengthen LCTL Language Instruction</b>						
Quechua at CC/MSIs	AP 2, CP 1	CC, MSIs	8.C.1	1-4	Expanded	Yes
Advanced Quechua Course Creation	AP 2	Postsecondary	1.D.1	3, 4	New	No
Quechua Instructor Working Group		Postsecondary	8.C.3	1-4	New	Yes
Portuguese Language Expansion	AP 2	Postsecondary	1.D.2	1-4	Expanded	Yes
LCTL Education Workshops	AP 1 & 2	Postsecondary	8.C.4	1-4	Expanded	No
LCTL's in LA Workshop Series	AP 1 & 2	Postsecondary	8.C.4	1-4	Expanded	Yes
LCTL instructor pedagogy training		Postsecondary	8.C.5	1-4	Expanded	Yes
Portuguese for Spanish Teachers	AP 2	Postsecondary	8.C.6	2, 4	New	No
<b>LAS Across Campus &amp; Columbus: Promote Knowledge and Expertise</b>						
Latin America in the Professions	AP 1	Postsecondary	8.D.1-2	1-4	New	Yes
1st Year Seminar Course Development	AP 1	Postsecondary	8.D.3	2-4	New	Yes
AAS Virtual Reality Program		Public	8.D.4	1, 2	Expanded	Yes
ASC Conference Grant	AP 1 & 2	Postsecondary	8.D.5	2, 3	New	Yes
ILCLA/STLILLA Conference	AP 1	Postsecondary	8.D.6	1, 3	Existing	Yes
LA Lecture Series (thematic)	AP 1 & 2	Postsecondary	8.D.7	2-4	New	Yes
Faculty-led Working Groups	AP 1 & 2	Postsecondary	8.D.8	1-4	Expanded	Yes
Alumni in LA Business Breakfasts	AP 1 & 2	Public, Business	8.D.9	3, 4	New	Yes
International Career Workshops	AP 1 & 2	Postsecondary	8.D.10	2	Expanded	Yes
CCWA Business Luncheon	AP 1	Public	8.D.11	2-4	New	No
<i>alter/nativas</i> journal publication		Public	8.D.13	1-4	Expanded	Yes
Faculty Research Travel Stipends		Postsecondary	3.A.2	1-4	New	No
<b>Expand LAS Graduate Programs</b>						
MA-LAS Foreign Area Officer Track	AP 1 & 2	Postsecondary	1.A.1	2	New	Yes
MA-LAS/Social Work Dual Degree	AP 1 & 2	Postsecondary	1.A.1	2	New	Yes
<b>Capacity-Building and Evaluation</b>						
CLAS Staff Travel, Recruiting,	All		3.A-B	1-4	Expanded	Yes
BTAA LCTL Sustainability Workshop	AP 2	Postsecondary	8.E.1		Expanded	Yes
OSU Library LAS Acquisitions	AP 1	Postsecondary	5.A	1-4	New	No
Outreach Staff to LA	CP 2		3.A-B	2, 4	New	No
*NRC Priorities: <b>Absolute Priority 1:</b> diverse perspectives & national need; <b>Absolute Priority 2:</b> teacher training activities; <b>Competitive Priority 1:</b> collaboration with MSIs/CCs; <b>Competitive Priority 2:</b> collaborative activities with teacher programs;						

provided if teachers attend all five. These programs impact 9,000 students and attract over 50 educators from across the state annually.

Collaborating with teacher education programs: CLAS will use CEHE’s Department of Teaching & Learning (EDUTL) strong faculty expertise in LAS to expand opportunities for pre-service teachers in LA by (1) developing field school opportunities in Oaxaca, Mexico and (2) preparing and credentialing Portuguese to create the first licensure in the State of Ohio (table A.3). The Ohio Department of Education (ODE) recently announced a new Seal of Biliteracy to

Table A.3: K12 Portuguese Language Plan	
Y1:	Promote CCP & Brazilian language and culture to K12 schools, investigate alternative Portuguese licensure opportunities, and host symposia for district administrators
Y2:	K12 online instruction, teacher training with CEHE, and summer Portuguese high school camp
Y3:	Online Portuguese curriculum repository, program evaluation & assessment, alternative licensure expansion
Y4:	Graduate 1st licensed OSU Portuguese teacher, expand Portuguese instruction throughout the State of Ohio

recognize high school seniors who demonstrate proficiency in two languages. OSU already offers online Portuguese instruction to high schools via the College Credit Plus (CCP) program and CLAS will work with ODE World Languages consultants to create pathways for K12 Portuguese instruction. CLAS requests funds to support instruction, pedagogical training, and licensing to recruit students and develop educator expertise.

Andean & Amazonian Studies (A&AS) Outreach: CLAS will organize its outreach efforts around the “*Shamupay!*” (“Come join us!” in Kichwa) program, piloted in 2017, to leverage resources, curricula and expertise that produce effective, high quality programs. *Shamupay!* emphasizes A&AS by utilizing an integrated public engagement framework that provides K12 communities and the public with music, art, language, and cultural activities of the region. CLAS will expand on projects already underway, including the Andean Music Ensemble, Music & Spanish in the Andes Language Learning Academy (MÁS ALLÁ), A&AS Cultural Artifact Collection, and ongoing curriculum projects from the “Teaching the Andes” Fulbright-Hays Group Project Abroad for K12 Teachers (table A.4). Title VI funds will be used to (1) expand programming to reach new audiences across Ohio and central Appalachia, (2) seed the creation of the “Teaching the Andes” Resource Repository, an online collection of

Table A.4 <i>Shamupay!</i> Outreach Programming Plan: 2018-2022		
Audience	Program	Year(s)
Local & Regional	Andean Music Ensemble (2 public performances/semester)	1,2,3,4
	K12 Music, Language & Culture Mini-Workshops (10/yr)	1,2,3,4
	Weekend K12 Teacher Toolkit Workshops	2,3,4
	A&AS Storytelling & Spanish Literacy After-School Program (pilot AU18)	1,2
	MÁS ALLÁ Summer Program (Performance-based language learning summer camp, Y3)	1,2,3,4
National	Cultural Traveling Trunks Program (cultural artifacts paired with teaching guides and	3,4
	Pop-Up Traveling Exhibit (digitizing and improving accessibility of cultural artifact	1,2,3,4
International	Artisan Residencies (through partnership with Centro Intercultural Yawar Wauki)	2,3
	Digitization of resources for Andean Curriculum Repository	1,2
Ongoing K12 Curriculum Projects (led by 2017 Fulbright-Hays teacher participants)	Project Avalon: Global Food Cultures & Traditional Agricultural Practices in the Andes & Appalachia (J. Frank White Academy, TN)	1,2
	Education Art History Poster Project (Bexley HS, OH)	1,2
	Kapac Nan Great Inka Road Board Game development (Noble HS, ME)	1,2
	Andean Concepts Alphabet Book & Teaching Guide (Dater HS, OH)	1,2
	Andean Culture Breakout Box: Immersive Learning Game Platform (Nagel MS, OH)	1,2
	Andean Miniatures, Community Justice, and Empowerment (Clark Elementary, VA)	1,2

freely accessible teacher training curricula and materials, and (3) disseminate educational programs derived from a collaboration with the Advanced Computing Center for the Arts and Design (ACCAD). This collaboration encourages users to engage with A&AS concepts through 3D digital interactive models of cultural artifacts & virtual reality programming. *Shamupay!* fills gaps in A&AS K12 materials by working with teachers across the U.S. to create content in consultation with curriculum specialists and train educators. No other program in the U.S. provides this combination of outreach and cutting-edge technology with public-facing projects.

#### **A.1.c. Collaborative Activities with Community Colleges (CCs) and Minority-Serving**

**Institutions (MSIs):** CLAS will use NRC funds to create professional development and curricular opportunities to institutions that cannot regularly support them, enhancing partnerships with Columbus State Community College (CSCC), Lorain County Community College (LCCC), University of Puerto Rico (UPR) and Central State University (CSU), Ohio's premier land grant minority-serving institution. CLAS requests funds to support (1) Level 1 Portuguese & Quechua courses at CSCC & LCCC, (2) professional development grants at CSU & UPR to support faculty training & research, (3) a LA Speaker Series to expand LAS into CC and MSI curriculum, and (4) online LAS course modules that can be integrated into existing courses to promote LAS. CLAS will utilize the Preferred Pathway Program with CSCC, which

guarantees qualified students access to an OSU baccalaureate program via pre-major tracks. With NRC funds, CLAS plans to expand outreach efforts among other CCs & MSIs in rural Appalachia, a region in critical need of access to international education. Drawing upon the expertise of OSU's Appalachian Studies Network, CLAS will build upon existing partnerships to internationalize curricula by integrating LA content. CLAS has already contacted institutions throughout Appalachia to schedule visits in Year 1 of the grant to establish planning committees that will explore appropriate thematic content for curriculum workshops and lecture series, to be conducted in Years 2 and 3. In Year 4, participating faculty will receive research travel stipends to develop content, material, and guest lectures/events at host institutions.

**A.1.d. Strengthen Less Commonly Taught Language (LCTL) Instruction:** Quechua: OSU is the only institution in the U.S. with full institutional support to teach Advanced Quechua Language (6 full semesters) without federal funding and currently offers instruction to three other institutions through synchronous distance learning (Oberlin College, Indiana and Purdue Universities). To strengthen programming and broaden access, CLAS requests funds to (1) expand Quechua instruction to Lorain County and Columbus State Community Colleges, (2) create two new advanced level Quechua courses ("Topics in Quechua Culture" and "Advanced Grammar"), and (3) organize a Quechua Instructor Working Group to create linkages that encourage best practices, resource-sharing, and team-based projects. Portuguese: Brazil is the 6th largest trading partner with Ohio and there is a strong demand for a workforce proficient in Portuguese. As such, CLAS requests funds to seed the creation of a new Portuguese Language Program Director position (which will become fully paid by the Department of Spanish and Portuguese in Year 4) to oversee programming designed to strengthen the growing Portuguese language program at the high school and postsecondary levels (table A.3, pg. 3).

Other indigenous languages: CLAS is prepared to take full advantage of the unique institutional partnership with the Big Ten Academic Alliance (BTAA) to provide access to a rich variety of indigenous languages courses offered across BTAA institutions. Through BTAA Course Share, CLAS offers Haitian Creole and Yucatec Maya, with plans to explore the

addition of other LCTLs throughout the grant cycle. CLAS requests funds to support programming (table A.2) to advance LCTL education training by hosting workshops with the Consortium of Latin American Studies Programs (CLASP) and BTAA to research the educational landscape of LCTLs in the U.S. CLAS also plans to partner with the Ecuadorian Consulate in Chicago to create a summer Quechua/Kichwa Language and Culture Institute.

**A.1.e. Promote LA Knowledge and Expertise:** CLAS will create co-curricular training opportunities in new departments, course development and faculty travel grants, conference grants with other ASCs at OSU, LA Lecture Series, and public events. In an effort to establish OSU as a hub for A&AS research in the Midwest and nation, CLAS requests funds to support a variety of A&AS-focused activities throughout the program plan (table A.2) that aligns with strategic research foci, faculty hiring tracks, and thematic curriculum development across OSU (see budget for a full list of programs and timelines).

**A.1.f. New LA Graduate Programs:** In an effort to increase LAS experts that meet national needs and capitalize on growing interest in the region, CLAS will strengthen its Master's in Latin American Studies (MA-LAS) degree program by establishing a 12-month Foreign Area Officers track (piloted in 2017), a teacher educator track, and a dual degree with Social Work (MSW) to meet increasing demand for regional expertise in these fields. To implement these programs, CLAS requests partial salary support for its assistant director to oversee MA-LAS programming (budget line 1.A.1).

**A.1.g. FLAS Recruitment:** During 2018-22, FLAS fellowships will be available for Quechua, Haitian Creole, and Portuguese, with plans to add Yucatec Maya and Nahuatl via the BTAA Course Share program. OSU's Graduate School pledged an additional \$129,000 in matching funds for tuition and fee awards, which will allow CLAS to offer additional FLAS Fellowships each year. CLAS will use the recruitment and selection process outlined in Criterion J (pg. 48).

**A.2.a. Development and Sustainability Plan:** CLAS will utilize existing networks to ensure program success and sustainability. As an example, CLAS will work with OSU extension offices located in each of Ohio's 88 counties and the Department of Agricultural

Communication, Education, and Leadership to integrate LAS into existing K12 outreach, thereby meeting growing demand for international and cultural competency activities. Through these collaborations, CLAS will expand its reach and bring resources to teachers at the local level across Ohio, thereby reducing barriers to participation and eliminating unnecessary costs.

The proposed activities and timeline will strengthen the LAS program by the end of the grant period by: 1) increasing the number of teachers with knowledge of LAS as evidenced by teacher surveys, content usage, and students reached; 2) enhancing access to LAS materials and curriculum, as demonstrated by surveys, curriculum repository traffic, and students reached; and 3) producing more specialists with advanced language competency, based on graduation rates, fellowships awarded, and job placement. Where possible, projects are designed to become self-sustaining. By the end of the cycle, CLAS will build all infrastructures and processes for the *Shamupay!* program to create high quality, open-access curriculum materials that will outlast NRC financing and will be permanently accessible nationwide, extending the reach of our K12 programs (materials produced in Years 1-2 will be utilized and made available online in Years 3-4). In this regard, NRC funds will serve as seed funding to build and fill the online repository, so that future maintenance and updates will be conducted internally.

All teacher-training activities will be funded consistently throughout the cycle as CLAS will maintain the same program model but will recruit new teachers to expand long-term impact. CLAS will work closely with the new College of Arts & Sciences (CAS) Outreach Taskforce to create a sustainable OSU framework for outreach and engagement activities. Travel funds, curriculum and materials will decrease in Year 3 as CLAS expects greater activity connecting with K12 teachers, leading to more established contacts and programming in Year 4. Through decreasing funds, regular assessment, and an emphasis on resource-leveraging, it is anticipated that these programs will be nearly self-sufficient by Year 4 (see line item budget).

Language instruction support continues at a decreasing pace throughout the cycle as positions are institutionalized (as is the case with the Portuguese Language Program Director position). There is significant unmet demand for LAS language competency in Social Work and

other professional schools, so funds will be used to establish connections with professional schools that will later be integrated into existing funding structures. Courses developed through NRC funds will be institutionalized by Year 4 through sustained enrollments and all CLAS co-curricular programming will be faculty-led and administratively supported by central CLAS staff in an effort to create sustainable student & faculty engagement.

**A.2.b. Effective Use of Resources and Personnel:** By the end of the four-year cycle, CLAS will have trained over 250 teachers, collaborated with five CC/MSI institutions, and supported students' language study with over 70 FLAS fellowships. NRC funds will primarily be used to address the immense need for increased CLAS personnel to leverage existing institutional strengths and establish programs described. Resources will be used strategically to achieve the proposed objectives laid out in table A.2 by: (1) supporting the Evaluation Manager position to guarantee comprehensive implementation of the CLAS evaluation plan; (2) funding administrative positions at a consistent level throughout the cycle to reestablish linkages and to guarantee program implementation and quality; and (3) sharing expenses with other units to effectively leverage NRC resources and ensure appropriate stewardship of funds (see budget lines 1.A). CLAS will also collaborate with ACCAD and the OSU Library to seed a Digital Humanities Librarian position that will become fully funded by the Library by the end of the grant cycle. This position will ensure the long-term impact of activities by creating digital and freely accessible resources for CLAS constituencies. All positions in the line item budget are cost-shared by other OSU units, including CLAS, OIA, SPPO, and the OSU Library.

CLAS has developed sustainable programming structures during times of fiscal austerity and the CLAS budget plan will selectively invest funds to advance specific programming that leverages collaborative partnerships at all levels. In 2016-17, over 92% of CLAS events, conferences, and programming were cost-shared by other units and institutions across the U.S. We have carefully identified OSU and external partners for nearly all proposed projects and many will contribute significant resources to the programs: K12 teacher tuition for workshops supported by school districts, FLAS matching funds paid by the Graduate School, and A&AS

programming subsidized by the CLAS Whitten A&AS Fund. Nationwide programs (ILCLA, NRC Global Studies Conference, joint language instruction, Américas Award) will be cost-shared with other Centers across the U.S. The program plan expands opportunities for cost savings through shared technology (BTAA), library investments (budget line 5.A), joint programming (to gain efficiencies and reduce costs), and the development of strategies to share and promote exemplary NRC practices through participation in CLASP and other professional networks. 75% of CLAS administrative staff positions requested in this proposal are supported by the Office of International Affairs (OIA), which provides Director and Assistant Director salary support and shared staff support for business operations, communications, and IT. OIA also directly supports CLAS success by providing a \$10,000 operating budget per year.

**A.3. Reasonable Cost of Activities:** CLAS is confident that planned activities are justifiable, reasonable, and cost-effective under the terms of NRC and FLAS grants. Proposed programs to address absolute priorities make up over 50% of the total budget request. NRC funds will support one of the largest LA training and research centers in the Midwest and will seed the creation of an in-depth A&AS program, creating economies of scale for every dollar invested.

**A.4. Long Term Impact:** All activities have been carefully planned to strengthen CLAS programs and demonstrate long-term impact on the constituencies served (table C.2, pg. 16). A comprehensive logic model designed by the OIA evaluation manager will measure short, medium, and long-term impact, as well as assess strategies to maximize impact. The outlined activities above will have a lasting impact on undergraduate, graduate, and professional students at OSU as well as educators and students in K12, CCs, MSIs, the business industry, and communities throughout Ohio and the nation (see criterion C, pg. 14).

## **CRITERION B: QUALITY OF STAFF RESOURCES**

**B.1.a. Quality of CLAS Faculty and Staff:** CLAS faculty are some of the most accomplished scholars in the nation, as demonstrated by their acceptance of numerous grants, fellowships, and awards. OSU is the 4th largest producer of Fulbright scholars and since 2014, CLAS faculty have won 9 Fulbright awards (Brooks, Dueñas, Gallo, Mark, Piperata, Puga, Seiber, Sullivan,

Voigt). Five CLAS faculty have received National Science Foundation grants (Berardo, Bevis, Cohen, Grinstead, McSweeney) and other notable awards include Wibbelsman's 2017 CLASP Junior Faculty Teaching Award, Aldama's 2015 White House Hispanic Education Bright Spot Award, Fitzgerald's 2016 Ohio Nurse of the Year Award, and Pérez's 2016 Américas & Tomás Rivera Book Awards. Since 2012, CLAS faculty received over \$3.5 million in self-reported external funding and \$768,196 in internal funding. There are **125** CLAS faculty affiliates (18 new additions since 2014) from **44** departments and **15** colleges and schools: 43 full professors, 40 associate professors, 23 assistant professors, 6 lecturers, 8 faculty emeriti, 1 program director, 1 assistant dean, and 1 assistant provost (Appendix A). 111 faculty are tenured or tenure-track, 8 have received Distinguished Professorships (Aldama, Alfonzo, Drake, Lal, Larsen, Mosley-Thompson, Rodríguez, Trigo), and 71 (56.8%) dedicate 50% or more of their teaching and research to LA. 36 highly-qualified faculty across 10 departments dedicate 100% of their time to LA and will be largely responsible for carrying out planned activities in the upcoming cycle. While the largest number of faculty are in CAS (75), it is noteworthy that 11 faculty are in professional schools.

A&AS continues to expand its interdisciplinary scope and CLAS now has 15 faculty (Andia, Babel, Bevis, Costigan,

Dueñas, Giusti, Hubbe, Kawa, Mark, McSweeney, Piperata, Unzueta, Voigt, Wibbelsman, Zevallos) in 6 departments who focus their work on the region. This thematic research focus will guide much of CLAS programming through the next cycle (budget lines 8.A.5-9, 8.D.4-6).

Two personnel currently oversee CLAS activities: **Dr. Terrell Morgan**, CLAS Director since 2015, is a Professor of Hispanic Linguistics and a phonologist and dialectologist dedicated to documenting linguistic diversity (Appendix A-7). **Megan Hasting**, Assistant Director since 2015, holds two MA degrees in Latin American Studies and Public Administration and serves on the CLASP executive board as Language Committee chair (Appendix A-75).

<b>Rank</b>	<b>25-49%</b>	<b>50-74%</b>	<b>75-99%</b>	<b>100%</b>
Full Professor	31	6	3	8
Assoc. Professor	13	9	8	10
Assist. Professor	7	3	2	11
Faculty Emeritus	3	1	0	4
Lecturer	0	2	1	3
<b>Total</b>	<b>54</b>	<b>21</b>	<b>14</b>	<b>36</b>

**B.1.b. Professional Development Opportunities:** OSU provides a wide array of opportunities for faculty and staff, including travel support, research awards, teaching grants, career training, and technology assistance (table B.2). In 2016-17, CLAS administrative staff participated in a total of 11 professional development workshops, 3 conferences, and 3 trips to LA (including to LASA in Lima, Peru). All full-time employees are eligible for free tuition and flexible work hours, allowing greater flexibility to pursue new training and teaching endeavors. Other opportunities can be found in OSU's Office of Research database, containing over 40,000 grant

<b>Table B.2 Select OSU Professional Development Opportunities for Faculty and Staff</b>		
<b>PROGRAM</b>	<b>AWARD</b>	<b>PURPOSE</b>
<b>College of Arts and Sciences Funding</b>		
Junior Faculty Course Reduction	N/A	25% course reduction during the first 4 years of appointment
Faculty Sabbatical/Special Assignment	N/A	Providing sabbatical every 8 years, special assignment (one semester leave) to conduct in unique research, service, or teaching
Assist. Professor Start-Up Package	\$15,000	Providing a stable source of scholarship support for new hires
Exhibition, Performance, and Studio Work Grant	\$1,500	Defraying expenses associated with creation, presentations, and performance of creative work
International Travel Grant	\$2,500	Defraying expenses associated with international travel for research
Publication Small Grant	\$4,000	Supporting the cost of book publication
Manuscript Completion Grant	\$7,500	Supporting the completion of a scholarly or creative project
Conference Support Grant	\$20,000	Facilitating the organization of scholarly programming (major sponsor of ILCLA in 2016, 2018)
New Project Grant	\$20,000	Facilitating any aspect of new scholarly or creative projects
Virginia Hull Research Award	\$2,500	Supporting diversity efforts with particular attention to female faculty in the Humanities
<b>Discovery Themes (DT) Funding</b>		
Food & Agricultural Transformation Linkage Grant	\$35,000	Supporting faculty in developing models of climate-resilient, secure, and equitable agricultural systems
Infectious Disease DT Funds	\$5,000	Supporting OSU events focused on infectious diseases
<b>Office of International Affairs Funding</b>		
OIA Academic Enrichment Grant	\$8,000	Supporting proposals from all academic disciplines for proposed research projects abroad
Mershon Center Grants	Up to \$40,000	Supporting research projects related to international security (\$15,000 to LAS faculty and graduate students in 2016-17 for research)
<b>Office of Research Funding</b>		
Connect and Collaborate Grants	\$70,000	Incentivizing collaboration and research that benefits the community with impactful, sustainable programs
<b>Other</b>		
Faculty/Staff Tuition Assistance	\$9,640	Incentivizing faculty and staff to take courses (per semester)
Staff Career Development Grant	\$1,500	Providing staff with professional development funds
Staff Manager Grant	\$3,000	Providing funding for staff for managerial training

opportunities from 10,000 sponsors. In the 2018-22 cycle, CLAS will work with the Department of Spanish and Portuguese (SPPO) to offer *Spanish 2302: Spanish Conversation for Higher Education Professionals*, to meet significant demand from faculty and staff across campus who wish to improve their language skills for their work. CLAS will also contribute funds for staff professional development opportunities, overseas experience, and travel (budget line 3.B.6).

**B.1.c. Teaching, Supervising, and Advising:** OSU places significant emphasis on teaching and advising, offering a unique dual advising system where staff provide specialized and technical advice to students, and faculty advise in research, curriculum, and study abroad options.

Program advising: Faculty maintain close contact with students (19:1 student to faculty ratio), spending an average of 10 hours/week advising, supervising projects, and mentoring students in research and coursework. CLAS faculty serve as advisors to students in the MA-LAS program by serving on thesis/exam committees, giving students access to faculty across disciplines, while CLAS staff provide career advising, curriculum mapping, and mentorship. Teaching: Seven CLAS faculty have received the Alumni Award for Distinguished Teaching in the last 5 years (Aldama, Alfonzo, Campos-Astorkiza, Coleman, McSweeney, Sheldon, and Sullivan), demonstrating excellence in this area. 92% of graduate-level LAS courses (5000+) are taught by tenure-track faculty and 86% of all LAS courses are taught by designated faculty. Core faculty teach at least one course per term that is part of the LAS curriculum. The University Center for the Advancement of Teaching (UCAT) offers training opportunities for faculty and graduate students by organizing in-person training, online webinars, and career workshops. In 2016-17, UCAT spent \$1.1 million on faculty development, conducted 649 consultations, and hosted 214 workshops that reached over 2,920 educators in 69 academic units. UCAT's Course Design Institutes and Faculty Learning Community on Internationalizing the Curriculum will serve as a key tool as CLAS integrates LA into the curriculum using NRC funds.

**B.2. Center Staffing and Oversight:** CLAS has instituted a new management process to streamline operations and allow for growth in preparation for the renewal of NRC funds. Dr. Morgan has a dual reporting line to the Dean of the Division of Arts & Humanities in CAS and

to the Vice Provost in OIA and oversight by these units allows CLAS to align its mission with greater campus-wide internationalization strategies and initiatives. Megan Hasting oversees outreach activities, advises MA-LAS students, coordinates programming and workshops, and manages grants. OIA provides additional assistance through business, administrative, and communications offices including staff to assist with fiscal administration. CLAS also hires student employees, providing internships to undergraduate (UG) students and dedicating funds for a part-time student assistant position for MA-LAS students. Dr. Cindy Jiang (Appendix A-77) is a full-time OIA evaluator who supports the collection, analysis, and use of institutional assessment data for continuous improvement of CLAS outcomes and objectives. CLAS recognizes that augmented staff support is the primary need for program success (as demonstrated in budget line 1.A) and will strengthen its capacity by hiring one 100% FTE program coordinator, one 50% FTE outreach coordinator, and one 25% FTE graduate student.

<b>Table B.3: CLAS Oversight Committees, 2016-2020</b>				
<b>Name</b>	<b>Title</b>	<b>Department</b>	<b>College</b>	<b>Committee</b>
Pamela Espinosa de los Monteros	LAS Librarian	Special Collections	Library	Advisory Committee
Elizabeth Fitzgerald	Professor	Clinical Nursing	Nursing	Advisory Committee
Megan Hasting	Assistant Director	CLAS	OIA	Advisory & MA Graduate Committees
Jesus Lara	Associate Professor	City & Regional Planning	COE	Advisory Committee
Kendra McSweeney	Professor	Geography	CAS	Advisory & MA Graduate Committees
Terrell Morgan	Director	CLAS	OIA	Advisory & Scholarship Review Committees
Holly Nibert	Associate Professor	Spanish & Portuguese	CAS	Advisory Committee
Cathy Rakowski	Associate Professor	Rural Sociology	CAS	Advisory Committee
Stephanie Smith	Associate Professor	History	CAS	Advisory Committee
Fernando Unzueta	Associate Professor	Spanish & Portuguese	CAS	Advisory Committee
Michelle Wibbelsman	Associate Professor	Spanish & Portuguese	CAS	Advisory Committee
Juan Zevallos-Aguilar	Associate Professor	Spanish & Portuguese	CAS	Advisory & Scholarship Review Committees
Don Leonard	Assistant Professor	City & Regional Planning	COE	Scholarship Review Comm.
Kristin Mercer	Associate Professor	Horticulture, Crop Sci.	CFAES	Scholarship Review Comm.
Lucia Costigan	Associate Professor	Spanish & Portuguese	CAS	Scholarship Review Comm.
Peter Sayer	Associate Professor	Education: T&L	CEHE	Scholarship Review Comm.
Ana del Sarto	Associate Professor	Spanish & Portuguese	CAS	MA Graduate Committee
Ana Puga	Associate Professor	Theatre	CAS	MA Graduate Committee
Laura Fernandez	Assistant Dean	Law	Law	MA Graduate Committee

CLAS ensures oversight arrangements are in place to consult faculty, guarantee high program performance, use resources appropriately, and apply evidence-based innovation. 70% of CLAS faculty affiliates actively participate in oversight committees and in program planning sessions to direct CLAS initiatives. CLAS currently has 3 program committees in place: (1) the CLAS Advisory Committee to oversee programming and strategic planning; (2) the CLAS Scholarship Review Committee to review scholarship decisions for FLAS, Tinker Foundation grants, and other internal award; and (3) the CLAS MA Graduate Studies Committee to advise on program recruitment and admission decisions (table B.3).

**B.3. Non-discriminatory Employment Practices:** Pursuant to Section 427 of GEPA, OSU is an equal opportunity institution committed to building a diverse faculty, staff, and student body, ensuring the highest quality workforce and equitable access and participation for all. CLAS faculty represent varied ethnic and cultural backgrounds, where 59 (47.2%) are female and 49 (39.2%) are Hispanic, more diverse than overall OSU faculty demographics (self-reported data). CLAS is dedicated to a policy of nondiscrimination and Affirmative Action and Equal Opportunity (AAEO) to ensure that position vacancies are publicized in a fashion reaching a generally representative cross-section of qualified potential applicants. All CLAS hiring committees undergo required implicit bias training and diversity in applications is encouraged by ensuring that all job searches are thoroughly vetted by the Office of Human Resources and AAEO unit. This process ensures that applications from underrepresented populations are encouraged and considered. For more information, please see the OSU GEPA Statement attachment.

## **CRITERION C: IMPACT AND EVALUATION**

**C.1.a. University Impact:** CLAS leveraged resources to maintain a strong agenda despite the loss of Title VI funds in the previous cycle, by: (1) institutionalizing the Quechua Language Program, (2) placing students in jobs and graduate programs that utilize their expertise to meet national demand (table C.4, pg. 20), (3) integrating LAS into coursework and professional schools, and (4) expanding education abroad options in the region. Since 2014, CLAS has added 18 new faculty affiliates to direct and realign programmatic efforts with strategic OSU

goals. Table C.1 demonstrates its continued commitment to strong performance in LAS through several key outputs from 2016-17.

**C.1.b. Community, Regional, and National Impact:** In 2016-17, CLAS outreach activities reached over 6,940 community members through LAS-focused activities, including lectures, conferences, teacher training, performances, and public events across the U.S. (table C.1).

CLAS trained 42 teachers in Ohio through its K12 teacher training programs and an additional 12 from across the U.S. through the Fulbright-Hays Group Projects Abroad (GPA) “Teaching the Andes” program. 100% of participating teachers indicated that they were able to integrate what they learned into their curriculum. The curriculum developed through the GPA program will serve as the basis for the “Teaching the Andes” Resource Repository, materials freely

accessible online that will increase CLAS

educator impact across the U.S. The teachers in the GPA program successfully disseminated materials nationwide, reaching 4,098 students, educators, and community members through direct classroom instruction, events, and conference presentations, and an additional 139,990 audience members through publications, social media, blogs, and newspapers.

The *Shamupay!* program (pg. 3) will use funds to maximize local, regional, and national

impact by highlighting OSU programmatic strengths in A&AS. Anticipated *Shamupay!* impact with NRC funds is over 7,000 students, educators, and public community members.

CLAS also coordinates the nationally acclaimed Summer Seminars Abroad for Spanish Teachers (SSAST), a long-standing teacher-training immersion program that encourages the refinement of Spanish language skills in a natural linguistic setting. Since 1991, Dr. Morgan has taken 575 Spanish educators to 14 LA countries. SSAST has always been a model of its genre

**Table C.1: CLAS Impact by Output, 2016-2017**

<b>University</b>	SPPO Degrees Conferred	54
	LAS Graduates (4 or more LAS courses, at least one 100% LAS)	1,571
	LA area studies courses offered	289
	LA area studies course enrollment	15,879
	LAS language courses offered	44
	LAS Language Course enrollment	6,904
	LAS Education Abroad programs	59
	LAS Education Abroad enrollment	579
	LAS Academic & Cultural Events	52
<b>Region</b>	Teacher Workshops & Institutes	4
	K12 event attendance	4,923
	Public Events	40
	Total programming attendance	6,940
<b>Nation</b>	Business Outreach	189
	MSI & K-16 Activities	20
	Average monthly website traffic	1,211

(one of the first created specifically for educators) and has provided participants with the option of an introductory course in an indigenous language, taught by native instructors, including Guaraní, Kaqchikel, Quechua, and Miskito. To date, 7 SSAST K12 teachers and 22 graduate students have taken courses in these languages.

**C.2. Activities that Address National Needs and Disseminate Information to Public:** CLAS addresses national needs through innovative graduate programs, LAS courses across the curriculum, cultural competency training for professionals, and funding for faculty and student fieldwork abroad. In 2016-17, 72% of all events hosted or cosponsored had national impact based on attendance, enrollment data, and qualitative feedback. CLAS will support the study of LCTLs through the instruction of two priority languages at OSU (also streamed to Oberlin, Purdue and Indiana University), while enhancing LAS coursework through course development

Table C.2: CLAS Impact at University, Community, and National Levels, 2014-17			
Target	Program	Impact	Outcomes
University Nation	LAS M.A. Program	Increased the pool of experts with advanced knowledge of LAS and language skills	8 graduates since 2012 program inception; 100% job placement in government, non-profit, higher education
Community	Collaboration with CSCC	Expanded LAS content through outreach program and film series	Organized 28 films at OSU and CSCC, reaching over 430 students, faculty, and public
University Nation	Whitten Scholars Fund	Encouraged advanced study of AAS and supported UG research	Awarded \$2,400 in scholarships to 5 students working on research related to A&AS
University Community Nation	Conference Sponsorships	Created opportunities for Midwest students, faculty to participate in OLAC	Drew over 100 scholars from 24 institutions in Ohio and the Midwest
		ILCLA Symposium, 2016 & (Oct) 2018	Drew over 140 scholars from 17 countries and 46 institution across the Western Hemisphere
Community Nation	Fulbright- Hays GPA Program	Funded 12 K-12 educators to attend a one-month, intensive workshop abroad to develop A&AS curriculum	12 K-12 curriculum projects that will serve as the foundation for the "Teach the Andes" curriculum repository, hosted by CLAS
Community	K-12 Outreach	Assisted Ohio teachers incorporating more LAS content into classrooms	Co-sponsored 2 week-long workshops, impacting over 30 teachers and 9,000+
University	LCTL Offerings	Institutionalized the Quechua Language Program at OSU	Trained over 30 students in advanced level Quechua at 4 institutions in the Midwest
University	LAS Integration into Professional Schools	Established the MA-LAS/MPA dual degree program	Graduated 2 dual degree students
		Created a Public Health EA option in Lima, Peru	Enrolled 3 students in the first option to study Public Health abroad in Latin America;
		Offered increasing numbers of LAS courses in professional schools	4 in Law, 2 in Nursing, 2 in Public Affairs, and 2 in Public Health
University	Education Abroad in LA	Designed programs that fulfill language requirements and serve as pipeline for Spanish and Portuguese majors	Created two new semester-long EA program options in LA, in Barranquilla and Curitiba that are cheaper than one semester at OSU

grants and new degree options. CLAS will also establish an intensive FAO track to allow the degree to be completed in one full year, meeting the growing need for regional specialists to address national defense and security needs. CLAS will leverage partnerships across campus to disseminate information to the public, such as the recent collaboration with ACCAD to digitize parts of the A&AS Cultural Artifact Collection through 3D virtual reality modeling, interactive digital storytelling maps, and SoundCloud recordings. This cost-effective approach toward digitizing materials drastically enhances the ability to efficiently disseminate information. Increased funding will allow CLAS to scale these projects for maximum impact nationwide.

**C.3. Equal Access:** CLAS works closely with OSU's Office of Diversity & Inclusion (ODI) and Office of Disability Services (ODS) to ensure that equal access for all individuals is at the forefront of our work (see GEPA statement). Minority groups are well represented among LA language learners at OSU: in 2016-17, 27.5% of LAS graduates (those with at least 4 LAS courses, 1 of which is 100% LAS) were minorities and 54.6% were female. OIA regularly collaborates with ODI through an assistant who works to increase minority participation in education abroad (EA) programming. Of the 562 students who studied abroad in LA in 2016-17, 383 were female (68.1%) and 136 were minorities (24.2%). OSU has committed to educational affordability by ensuring that all Ohio residents who enter OSU as Pell Grant-eligible students will have tuition and fees waived, estimated to impact over 3,500 students. Similarly, the CLAS Whitten A&AS fund has provided over \$2,400 in scholarship funds to students since 2016, 100% of whom were minorities.

CLAS collaborates with SPPO and the Center for Languages, Literatures, and Cultures (CLLC) to create programming for heritage speakers, including a Spanish for Heritage Speakers course, an OSU IMPACT grant providing medical interpretation training for Spanish Heritage Speakers at local high schools, and a planned Chicago-based Quechua/Kichwa for Heritage Speakers summer program. CLAS has experience facilitating participation for all abilities, arranging through ODS a full range of services: special testing, lodging accommodations, transportation, interpreters, and Braille texts. Under OSU's "Program 60", all LAS courses are

offered to anyone over 60 years old to audit for free. OSU also recognizes the Appalachian community as in need of equal access to educational resources, and CLAS has developed programming to target this population with a locally relevant focus on Latin America.

**C.4.a. Evaluation Plan:** CLAS has standardized data collection to track impact and ensure that robust and quantifiable program evaluation is a cornerstone of proposed activities. Evaluation efforts are a deliberate part of the program plan, including mid-process adjustments and generation of program enhancements. ASCs at OSU have established themselves as national leaders of best practices in evaluation after hosting the 2013 Title VI NRC Evaluation conference and have continued this level of dedication to evaluation by investing in an independent evaluation manager who develops and monitors ASC evaluation plans. CLAS' evaluation plan is systematically coordinated by a full-time research staff with a PhD in higher education, **Dr. Cindy Xinquan Jiang** (Appendix A-77) who is trained in program evaluation and has significant experience in researching international education outcomes. Dr. Jiang is independent of CLAS and reports to OIA's Assistant Vice Provost. Her task is to access and use university-integrated datasets and student information systems as well as national educational datasets to analyze and report on course enrollments and degree attainment data. She is proficient in educational research methodology, data collection and analytical tools including Qualtrics, SPSS and QSR NVivo. Dr. Jiang analyzes data, writes reports, and shares findings with CLAS, OIA, and OSU leadership. The comprehensive and objective evaluation system managed by Dr. Jiang ensures the effectiveness of the CLAS evaluation process, preserves data integrity, and reduces costs and personnel hours across centers.

CLAS evaluation efforts go beyond OSU by collaborating with CLASP to collect data, examine impact, and share evaluation outputs at a national level to determine strategic processes to improve consortium activities. CLAS is spearheading a national effort to survey programs with LA LCTL instruction to better understand the LCTL educational landscape. In addition to specific performance measures outlined in Appendix C, table C.3 summarizes how our evaluation plan will capture key project objectives and outcome measures using multiple

**Table C.3 Select Evaluation Plan, 2018-2022**

Target Audience	Specific Activities	Priority	Outputs & Outcomes	Evaluation and Assessment
Nation	FLAS Fellowships, language & area studies training	AP 1	Enrollment, job placement	Year 1 FLAS Survey (OSU ASC recipients, 2000-2017)
Community	K12 Teacher Training workshops	AP 2, CP 2	Attendance, feedback, curriculum use	Year 3 Teacher Training Impact Assessment
Community	K12 Outreach programs	AP 2, CP 2	attendance, # of events	Year 1 K12 Outreach Needs Assessment
Nation	MSI/CC Joint Programming	CP 1	co-sponsored projects, # of events, # of participants	Year 3 MSI/CC Partnership Assessment
University	Language Courses	AP 1	# of courses, enrollments	Course evaluations, assessment
University	LAS Area Studies Courses	AP 1	Enrollments, Placements	Course evaluations, focus groups
University	Campus Workshops, Events	AP 1	Attendance, Feedback	Exit surveys, participation report
Nation	Library Services	CP 1	Online traffic, requisitions	Circulation data, Library User Survey
University	Education Abroad programs	AP 1	Enrollment, new programs	OIA EA Team Reports, Surveys
University	Expansion of MA-LAS	AP 1, CP 2	graduation data, new degrees/tracks	program assessment, exit interviews
Nation	K-12 Andean Curriculum Repository	AP 2, CP 2	Online traffic and usage	website data, user feedback
Nation	LAS Graduates	AP 1	grad. rates, placement	alumni tracking database
Nation	National Events & Programs	AP 1	# of events, attendance	survey data, feedback

sources of quantitative and qualitative data collected through the Ohio State Institutional Data Program, course evaluations, surveys, interviews, focus groups, and classroom observations. CLAS will conduct surveys for workshops and events to gauge quality of content and instructional delivery, participation surveys for larger events, and focus groups with teachers selected through qualitative purposive sampling design to measure LA content integration.

**C.4.b. Use of Recent Evaluations:** Recent evaluations have been used in four key ways: 1) restructuring the MA-LAS program to meet the needs of graduate students, 2) diversifying academic programming to enhance faculty research, 3) engaging teachers through new technology, and 4) diversifying EA options to enhance language proficiency. MA-LAS: OSU recently underwent a major revision to standardize graduate program assessments and CLAS now utilizes TracDat software to embed evaluation into its MA-LAS program through entrance surveys, exit interviews, and focus groups to improve the student experience. In 2015, evaluations indicated that 67% of graduate students felt socially disengaged due to small cohort sizes, so CLAS integrated SPPO graduate colloquia into MA-LAS curriculum requirements to

provide engagement opportunities, exposure to cutting-edge research, integration into academic culture, and acclimatization to campus resources. CLAS also recently partnered with Eduventures Research Services to analyze nationwide market data on MA programs in LAS to inform planning of degree tracks. Based on this data, CLAS is proposing to develop new tracks in the MA-LAS program (criterion A.1.f, pg. 6).

Faculty Research: In 2015, CLAS held one-on-one interviews with faculty that indicated a preference for more research integration through working group opportunities. In 2016-17, CLAS adapted its programming to re-focus on research priorities and fund 13 events that aligned with existing faculty working groups in A&AS. K12 Engagement: Based on K12 teacher survey responses, CLAS strengthened its communications and accessibility platforms by integrating Carmen Connect to allow for face-to-face virtual workshops and redesigned teacher trainings to allow for meaningful outreach that integrates performance measurement forms through the Fulbright-Hays GPA program. Education Abroad: The 2016 Spanish Major Assessment determined that only 6% of Spanish majors studied abroad due to limited long-term education abroad programs. To increase enrollments, CLAS created two new programs (see H.4.a, pg. 42) in Curitiba, Brazil and Barranquilla, Colombia that allow students to affordably spend a full semester abroad that fulfills the foreign language requirement and provides a fast track for students to major in the language.

**C.5.a. Placement of Students into Postgraduate Employment:** CLAS MA-LAS cohort placement records show that the program effectively recruits high-quality students and produces

Table C.4 MA-LAS Placement, 2012-18				
Name	Degree	Year	Advisor	Career Placement
Kurt Huxel	MA-LAS	2017	Morgan, Terrell	Lecturer, United States Military Academy, West Point
Ana Kim	MA-LAS	2015	Rakowski, Cathy	Outreach Associate, GRID Alternatives
Timothy Struve	MA-LAS	2014	Babel, Anna	Spanish Instructor, Charlotte-Mecklenburg Schools
Bradley Hilgert	MA-LAS	2013	Rakowski, Cathy	Professor, Universidad Casa Grande, Ecuador
Anisa Kline	MA-LAS	2013	Del Sarto, Ana	PhD Student, Ohio State
Megan Hasting	dual MA-LAS/MPA	2013	Trigo, Abril	Assistant Director, CLAS, OSU
Chakir Underdown	MA-LAS	2012	Gordon, Richard	Legal Intern, National Disability Rights Network
Jorge Espinoza	MA-LAS	2012	Guy, Donna	Assistant Professor, University of Cincinnati

graduates who secure jobs in a variety of LA-related fields (table C.4). 87% of MA-LAS graduates work in a field utilizing their degree. In the most recent Tinker grant cycle (2012-14), 41 awards were distributed to 37 students in 6 schools/colleges and 11 departments, 94.5% of whom are using their area studies and languages in their professions.

**C.5.b. Efforts to Increase Placement:** CLAS recognizes the need to provide pipelines for students to apply their language and area studies career in professional fields. In 2016, CLAS, together with other ASCs and the CAS Career Office on campus, piloted a “Global Humanities” Career event, attended by 67 undergraduate students from 12 departments. This program will be expanded to a series of workshops featuring guest panels on various career-related topics. CLAS also established the first education abroad opportunity in LA for students in Public Health to earn practicum credit in Lima, Peru. This practicum-based, international program has proven to be key in job placement. Recent trends in placement data indicate that professional fields attract an increasing number of FLAS graduates, so CLAS will use funds to seed new courses in professional schools to better accommodate future FLAS fellows from these areas.

**C.6. Improved Supply of Specialists:** Due to the size of our affiliated faculty and integration of LAS across the curriculum, enrollments in LAS courses are high (table F.1, pg. 29) and CLAS continues to train specialists in this critical world area. From 2014-17, CLAS produced 98 LAS MA’s and 38 LAS PhDs. Top departments that produced LAS graduates in 2016-17 were SPPO, Political Science, and Social Work. With additional funds, we will increase this pipeline for area studies and language experts by working more collaboratively with OSU departments, recruiting students from STEM fields, and establishing new dual degree programs with disciplines that increasingly produce LAS experts.

**C.7.a. Awarding of Fellowships that Address National Needs:** In the most recent FLAS cycle (2010-14), CLAS distributed 60 academic year and 37 summer fellowships to students in 18 departments. 100% went to priority languages, 68% went to graduate students, 48% went to advanced language study, and 17% went to professional or STEM students. 55% were for Portuguese, 38% Quechua, 4% Aymara, and 3% Nahuatl. To address national language needs,

all CLAS FLAS Fellowships will be awarded to learners of priority languages and higher scores will be given to applicants studying at the advanced level, professional students, and those who indicate a desire to work for the federal government (see Criterion J).

**C.7.b. Placement of FLAS Fellows:** In 2013, the ASCs at OSU conducted a comprehensive FLAS fellow survey, finding that 56% of fellows use their language skills and 63% use their area studies expertise on a daily, weekly, or monthly basis as part of their work. In 2017, CLAS conducted a placement evaluation of former FLAS fellows and found that 45% are currently enrolled in Ph.D. or M.A. programs, while the rest have found employment in government (10%), higher education (22%), private, (13%), or nonprofit (7%) sectors, with only (3%) either unemployed or unknown.

#### **CRITERION D: COMMITMENT TO SUBJECT AREA**

**D.1.a. Institutional Support for Latin American Studies:** Since 2014, OSU has increased its commitment to LAS by: (1) hiring 10 new Latin Americanist faculty; (2) institutionalizing the Quechua Language Program instructorship; (3) providing graduate student and faculty research funding in LA; (4) enhancing college-level support for LAS across campus; and (5) securing the CLAS operating budget in times of fiscal austerity. As one of the largest land-grant research and teaching institutions in the U.S., OSU invests \$847 million annually in research, with a global strategy that connects the Midwest to the nation, and the local to the world. OSU has shown a significant commitment to providing affordable and equitable instruction of LAS, ranking #1 in online undergraduate instruction, which CLAS uses to enhance the accessibility of its academic programming, including LCTLs. OSU has the third largest research expenditure in the BTAA at \$983,531,717, which connects 601,736 students, provides \$4 million in library savings through the sharing system, and connects students with 120.5 million library volumes (Criterion E, page 26). OSU's institutional commitment to LAS totaled \$11,654,831 in 2016-17 to support LAS faculty and staff salary and benefits, research, student support, operations, outreach, and library resources (table D.1), an increase of 21.9% from \$9,100,247 in 2013-14. CLAS is housed within OIA, which has an annual budget of \$30,783,583 and was the recipient

of the 2014 Senator Paul Simon Award for Comprehensive Internationalization. CLAS has continued that legacy over the past four years by engaging in a robust outreach program, extending LAS across campus, building collaborations with OSU's many schools & colleges, developing K12 outreach collaborations, and strengthening performance-based LCTL instruction. Since 2014, CLAS has focused on resource leveraging and diversification of funding that transformed a \$10,000 operating budget into nearly \$160,000 in one fiscal year. CLAS strives to create a model that emphasizes applied and immediate engagement with stakeholders, utilizing project-based, multidisciplinary approaches to attract wide-ranging collaborations and broad participation.

**D.1.b. Support for Teaching Staff:** In 2016-17, OSU's support for LAS teaching staff salaries and benefits was over \$6.8 million (table D.1). OSU also provides numerous research awards, travel support, instructional grants, and other professional development opportunities (table B.2, page 11) for teaching staff. Since 2014, OSU has hired 10 new LAS faculty and lecturers (table D.2) to support area studies, and 18 faculty have joined CLAS as affiliates.

**D.1.c. Support for Library Resources:** In 2016-17, OSU provided \$165,876 for LA library personnel salaries and benefits, and \$151,897 for new LA acquisitions (including resources available to students and faculty through various lending consortia (criterion E, pg. 26).

**D.1.d. Linkages with Institutions Abroad:** CLAS maintains numerous strong linkages with

<b>Table D.1: OSU Institutional Commitment to Latin America, 2016-17</b>	
<b>FACULTY/INSTRUCTIONAL STAFF*</b>	<b>\$7,976,407</b>
LA Area Studies Instruction	\$6,129,432
LA Language Instruction	\$744,170
Other LA Instruction	\$914,305
OSU Grants to LA Faculty	\$188,500
<b>LA STUDENT SUPPORT</b>	<b>\$1,621,629</b>
Fellowships and Scholarships	\$51,293
GA Appointments & Tuition	\$1,570,336
<b>LA ADMINISTRATION</b>	<b>\$1,720,022</b>
CLAS Operations & Administration	\$131,682
SPPO	\$342,204
Global Gateways (20% LA)	\$250,103
CLLC (20% LA)	\$91,720
UISP (20% LA)	\$74,067
CAS (20% LA)	\$37,017
College of Engineering (20% LA)	\$18,130
Fisher College of Business (20% LA)	\$84,871
OIA Administration (20% LA)	\$394,674
OIA Study Abroad (20% LA)	\$220,008
Mershon Center (20% LA)	\$75,546
<b>CLAS OUTREACH</b>	<b>\$20,000</b>
CLAS Outreach Programming	\$20,000
<b>LIBRARY</b>	<b>\$316,773</b>
CLAS Personnel	\$164,876
CLAS Acquisitions	\$151,897
<b>Grand Total</b>	<b>\$11,654,831</b>

*\*Dollar figures calculated based on the self-reported percentage of effort that faculty members devote to LAS.*

LA institutions abroad through education abroad (EA) programming, institutional agreements, student exchange, and direct institutional collaboration. OSU has 58 active agreements with 48 institutions in 13 LA countries (a 9% increase since 2014), with a majority in Brazil (31)

**Table D.2: Recent LA Faculty Hires, 2014-17**

Name	Department	Appendix A page #
Jennifer Eaglin	History	A23
Don Leonard	City & Regional Planning	A39
Nicholas Kawa	Anthropology	A35
Anne-Marie Nunez	Education T&L	A49
Ashley Perez	Comparative Studies	A52
Peter Sayer	Education T&L	A58
Isis Barra Costa	Spanish & Portuguese	A11
Megan LePere Schloop	Public Affairs	A40
Elvia Andia Grageda	Spanish & Portuguese	A9
David Hedgecoth	Music	A32

and Mexico (7). 50% of agreements involve STEM fields and 43% involve medical fields and professional schools, and the top five units by agreement are the Fisher College of Business (5), Moritz College of Law (4), and the Colleges of Engineering (4), Veterinary Medicine (3), and Pharmacy (2). Six new programs were established in 2017 in Jamaica, Brazil, and Colombia, and five out of the six were in professional schools (Dentistry, Medicine, Law).

In 2014, OSU established a Global Gateway in São Paulo, Brazil to provide operational support for faculty and student research and partnerships, EA programs, international student recruitment, and academic partnerships with Ohio-based companies operating in global markets. Since its inception, the Provost's Office has invested \$830,000 in the Brazil Gateway. In 2016-17, 572 students participated in LA EA programs in 16 countries, up from 438 in 2014, and 66 participants were from professional fields (7 in Dentistry, 6 in Law, 33 in Medicine, and 20 in Public Health). OSU's Moritz College of Law is deeply invested in international linkages, and recruitment, and has recently hired Assistant Dean Laura Fernandez, CLAS faculty affiliate, to direct its linkages with LA (Appendix A-26). CLAS also maintains informal linkages with institutions across the region, with its greatest strength being Andean partnerships with local community organizations. Finally, CLAS is a recipient of a three-year Tinker Foundation Field Research Grant program, which will provide \$20,000 annually from 2018-21 for graduate student field research in LA, further advancing OSU's linkages with institutions in the region.

**D.1.e. Support for Outreach Activities:** As a public, land grant university, outreach is a core

component of OSU's educational mission, providing \$20,000 to CLAS outreach activities in 2016-17 (table D.1, pg. 23). CLAS runs an especially lean and efficient administrative operation, with over 40% of its AY 2016-17 budget (including OSU and external funds) going directly to support outreach efforts, which funded 40 public events and attracted 6,940 attendees (table C.1., pg. 15). CLAS hosts outreach events that reduce barriers of entry, leverage resources across co-sponsors, and have local, regional, and national impact. 96% of events in 2016-17 were free and open to the public and 92% were cost-shared by more than one campus unit. As an NRC, CLAS will continue to leverage funding to collaborate on similar outreach projects. CLAS also capitalizes on internal grant funding to support outreach activities and regularly collaborates with external partners (Columbus Council on World Affairs, Ohio Arts Council) to co-sponsor cultural events. For outreach activities supported by CLAS, see Criterion I (pg. 44) and budget lines 8.A. - 8.D.

**D.1.f. Support for Qualified Students:** OSU offers generous support for qualified students in LAS. Undergraduate (UG): UG students have access to research funding and an array of scholarships used to support travel abroad in LA (\$51,297 in 2016-17). CLAS also uses its own resources to support student internships focusing on LA, with 11 UG and G/P internships provided in the past three years. Graduate/Professional (G/P): Students in SPPO are provided 5 years of university support, in a combination of fellowship and GTA appointments. OSU has awarded 3 University Fellowships to students in the MA-LAS program since its inception in 2012 and CLAS awards up to 4 scholarships annually to students who participate in research associated with the Integrated Learning Environment for A&AS. OSU provides matching funds for external grants that subsidize student research, and recent examples include the Tinker Foundation Field Research grant. FLAS: For the 2018-22 cycle, the OSU Graduate School has committed to augmenting FLAS Fellowships by providing an additional \$129,000 per year in the form of tuition awards. This will enable CLAS to increase the number of LA FLAS Fellowships awarded if funded. FLAS Fellowships will enable CLAS to capitalize on its record of supporting students and dramatically increase the number of students studying Portuguese,

Quechua, and other LA LCTLs.

## CRITERION E: STRENGTH OF LIBRARY

**E.1.a. Strength of Holdings:** The OSU libraries system (OSUL) is the 10th largest among U.S. public universities by the Association of Research Libraries and the Latin American, Hispanic, Spanish and Portuguese (LAT) Collection at OSU is among the largest collections in the Midwest. Books, journals, documentaries, and films are available in over 11 non-English languages (table E.1), with Quechua representing LAT's largest indigenous language holdings. Non-English language materials account for 48.18% of LAT's estimated 266,632 collection materials, including print, AV, and various electronic content. Both UG and G/P students have access to over 200 current LAT periodicals, with other LA periodicals, databases, streaming media, and indices purchased through OSUL and consortia subscriptions. LAT collection holdings are accessible in all 13 OSUL library locations, and CLAS maintains an in-house A&AS Cultural Artifact & Library Collection, partially funded by a 2014 Title VI NRC grant extension, which includes a series of paintings, ceramics, textiles, and traditional crafts paired with representative literatures. Totaling over 150 books, 27 DVDs & CDs, and 47 cultural artifacts, the collection addresses the gap in access to materials on the region (where those in indigenous languages are more scarce) by supporting a progressive and growing curriculum on A&AS.

**E.1.a.2. Institutional Support for Acquisitions:** In 2016, LAT Spanish and Portuguese holdings totaled 3,232 unique items. Since 2014, OSUL has acquired 1,632 collection items with LAT-targeted funds. Previous NRC funds have supported strategic growth in the LAT collection, and have been leveraged with other university funds to continue building the LAT collection, which has an average growth of 5% per year in holdings. An annual private donation to the Whitten A&AS Fund at OSU has made book purchase trips to the Andes possible, resulting in a

Language	Volumes
Aymara	11
Central American Indian	21
Guarani	5
Mapuche	5
Mayan languages	20
Nahuatl	18
Portuguese	20,608
Quechua	65
American Indian	26
Spanish	106,608
Zapotec	2
<b>Total</b>	<b>127,389</b>

substantial increase in the Andean Collections and materials in indigenous languages. OSUL funded several new acquisitions to diversify the LAT collection (based on 2017 CLAS Faculty Affiliate survey data), including a

<b>Year</b>	<b>Print</b>	<b>E-book</b>	<b>DVDs</b>	<b>Total</b>
2014	288	140	12	440
2015	251	122	27	400
2016	269	104	56	429
<b>Total</b>	<b>808</b>	<b>366</b>	<b>95</b>	<b>1269</b>

new Latin American Broadside and Pamphlet Rare Book & Manuscript Library collection, 25 original 19th century José Guadalupe Posada broadsides, and original artwork exhibited by artists in the 2015-17 SÕL CON: The Brown and Black Comics Expo. CLAS also partnered with OSUL's Rare Books Collection to acquire 18th-century Mexican newssheets and religious materials in Huasteca, Quechua, Nahuatl, Aymara, and Spanish. Since 2014, investment in these materials has totaled \$25,500.

**E.1.a.3. Institutional Support for Library Staff:** OSUL serves campus by providing 9.4 million volumes, 13 library locations, 3,720 seats and 40 group study rooms. From 2014-17, the average acquisition budget has remained \$151,897. In 2015, LAT staff increased with the development of a Mary P. Key Resident Librarian two-year fellowship faculty position in Latin American Studies, now transitioned to an assistant professor faculty librarian tenure-track position. LAT faculty librarians include Dr. José Díaz, a well published Caribbeanist, and Pamela Espinosa de los Monteros, a former Garcia Robles Fulbright Fellow. Both LAT faculty librarians serve in leadership capacities with the Seminar on the Acquisition of Latin American Library Materials professional association. Additional LAT staff includes one graduate assistant, a full-time cataloger, a full-time Area Studies unit ordering specialist, and a full-time Collection Strategist librarian. In 2016-17, total financial support for direct LAT library personnel amounted to \$76,657, including \$3,000 provided annually to each faculty librarian for professional development and travel.

**E.1.b.a. Availability of Research Materials:** According to the Association of Research Libraries, OSU is 15<sup>th</sup> in library holdings in the US and Canada, with over 9.4 million volumes available to students and faculty members. OSU is also a founding member and the largest contributor to OhioLink, a consortium of 121 Ohio college and university libraries that serves

more than half a million users. OhioLink holdings include 46 million books, 100 electronic research databases, 25 million electronic journal articles, 140,000 e-books, 59,000 theses and dissertations, and additional collections available for images, videos and audio materials. In 2016-17, OSU students and faculty obtained 62,172 items via interlibrary loan, OhioLink and SearchOhio, while OSU Libraries loaned out 95,005 items through interlibrary loan, OhioLink and SearchOhio. OSUL supports and participates in the regional collective library loan network of the BTAA, which provides access to 111 million volumes and 580,000 serials, and it is part of the interlibrary loan system of the Online Computer Library Center global library network.

**E.1.b.b. Accessibility for non-OSU Users:** The materials and services of LAT are available to students and faculty at OSU, to all institutions of higher education in the state through OhioLINK and SearchOhio, and to the public through the OSU Friends of the Library organization. Recent unique acquisitions have formed part of public exhibitions to OSU and the greater Ohio community which have been indexed, with full text made searchable online (such as the “*Ya Vienen los Muertos/Here Comes the Dead*” Thompson Library exhibit, and “*Hidden Life of Things: Andean and Amazonian Artifacts and the Stories they tell*” Global Gallery exhibit). Finally, OSUL has incorporated an intentional focus on purchasing and developing e-volumes to enhance accessibility and access to materials in its strategic plan, leading efforts to digitize peer-reviewed journals, such as *España Contemporánea*, and the multilingual campus magazine, *¿Qué Pasa, OSU?*. OSUL worked with representatives from the Universidad de La Rioja’s Fundación Dialnet, a major open-access repository of scholarly publications, and created discovery tools for the LAT collection, including the BILCM Multicultural Resource online finding aid, the Andean and Amazonian Resource LibGuide, and the Affordable Learning Exchange World Regional Geography LibGuide textbook replacement project.

## **CRITERION F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM**

**F.1.a. Quality and Extent of Course Offerings:** OSU’s non-language LAS courses offer curricular breadth and depth to students at all levels. As table F.1 indicates, enrollments in 284 courses in AY16-17 totaled 14,784 (UG) and 1,115 (G/P). This represents a promising upward

trend from AY15-16 (13,644 UG and 850 G/P). Campus-wide, there were 213 UG, 85 G/P, and 57 dual UG and G/P courses offered in 44 departments and 12 colleges/schools. 22 departments offered 5 or more LAS courses; 9 have degrees with LAS specialization. CLAS works to ensure that the depth of LAS courses (50.7% of which are 100% LAS) is appropriately matched with the breadth of courses offered across campus in order to produce, at all levels, a workforce with LA competency. CLAS will use funds to integrate LAS into OSU curriculum through collaborations with professional schools and the creation of new 1st year seminars.

**Table F.1: OSU Non-Language Area Studies Courses, 2016-17**

Courses by % LA Content	UG Enrollment	G/P Enrollment
100%	2327	390
75-99%	149	74
50 - 74%	2468	152
25-49%	9820	499
<b>TOTAL:</b>	<b>14784</b>	<b>1115</b>

**F.1.b. Subject Matter in Professional Schools:** In 2015, CLAS established a dual degree with the John Glenn College of Public Affairs (JGCPA) and is working to establish a second with the College of Social Work in 2019. CLAS also has significant LAS coverage in the Colleges of Business (FCOB), Education & Human Ecology (CEHE), and Food, Agricultural, and Environmental Science (CFAES). CLAS has strengthened its ties in the past four years with JGCPA, Moritz College of Law, and the Colleges of Public Health (CPH) and Nursing (CON) by adding new LAS faculty affiliates, creating new LAS coursework, and establishing education abroad and research opportunities in LA. 209 UG and 64 G/P LAS students graduated in 2016-17 from professional schools.

In CEHE, there are four CLAS faculty affiliates working on the effect of migration and multiculturalism on reading & literacy (Cristol, Sayer, Enciso, Gallo), which enriches CLAS K12 outreach and curriculum development substantially. CLAS is working with Dr. Sayer to establish an annual CEHE summer faculty-led program in Oaxaca, Mexico, “The Linguistic, Cultural, and Educational Spaces of Oaxaca”, to train pre-service teachers on diverse educational perspectives and global competencies. In addition, through the Heritage Language Health Professions Corps, CLAS partners with the Wexner Medical Center, CPH, and CLLC on a multi-disciplinary collaborative project that provides heritage Spanish speakers at local high

schools with a technical career pathway by training and certifying them as medical interpreters upon graduation. CLAS also established OSU's first CPH education abroad program option in Latin American (Lima, Peru), further internationalizing Public Health practicum locations for students. In FCOB, CLAS continues to encourage LAS integration into course curriculum through the Global Applied Programs (GAP), sending MBA students to gain international experience by working on real world business challenges in global locations. In 2016-17, 19 MBA students traveled to Mexico (9) and Brazil (10) on GAP.

CFAES provides an array of EA opportunities, including a Agroecosystems program in Chile, an annual Master Gardener Volunteer Service program in Ecuador, and annual youth 4-H development trips in Nicaragua. In 2016-17, 49% (92) of CFAES students doing EA programs studied in 8 LA countries and the CFAES Ohio International Internship Program placed 29.7% (132) of interns in 15 LA countries. 17 CFAES faculty (including Giusti, Alvarez, Mercer, and Lal) delivered research presentations in the region. Dr. Piermarini's (Appendix A-53) work in Mexico on mosquito-borne illnesses was awarded an International Academic Enrichment Grant through OIA. Dr. Hoet (Appendix A-33) spearheaded the Caribbean Integrated Surveillance System on Antimicrobial Resistance in Agriculture to stabilize the agricultural sector and food chain in 7 LA countries, and leads the annual Farm-to-Table EA program in Chile.

**F.2. Interdisciplinary Coursework:** LAS at OSU is inherently interdisciplinary: in AY16-17, 284 courses were offered in 44 departments and 12 colleges/schools. 68% had 50-100% LA content and many of the remaining 25-49% LAS courses in 29 departments were new in the past five years, the result of a mandate from university administration to internationalize programs and offerings. Interdisciplinarity is encouraged at OSU through Discovery Themes initiatives, where new faculty are hired to teach across regional boundaries and disciplines in order to develop a workforce with interdisciplinary training that has the skills to address critical challenges, such as food insecurity, infectious diseases, and the need for a sustainable and resilient economy. Academic programs that draw from faculty across multiple departments (Latin American Studies, International Studies, Film Studies) are necessarily interdisciplinary in

Table F.2: Top 10 Departments Offering LAS Courses by % LA Content and Academic Level, 2016-17								
Department	Courses Offered by %			Courses Offered by Level			Enrollments	
	100%	50-99%	25-49%	UG (1000-4999)	UG/G (5000-5999)	G (6000-8999)	UG	G/P
AEDE	1	1	8	8	0	2	448	30
Anthropology	3	4	5	7	3	2	1,453	49
Comparative Studies	3	4	7	10	2	2	390	28
Geography	2	3	5	7	2	1	1,229	14
History	15	4	7	21	0	5	985	36
International Studies	6	1	8	13	2	0	301	4
Political Science	4	7	8	7	3	3	2,000	93
<i>language</i> )	18	6	0	13	5	6	78	38
Spanish ( <i>non-language</i> )	51	5	0	37	6	18	905	246
Women's, Gender, & Sexuality Studies	2	2	5	5	1	4	60	21
<b>TOTAL:</b>	<b>105</b>	<b>37</b>	<b>53</b>	<b>128</b>	<b>24</b>	<b>43</b>	<b>7,849</b>	<b>559</b>

design and content, bridging departments, disciplines, and specializations. Six CLAS core faculty hold joint appointments (Marino, Puga, Rakowski, Southgate, Hoet, Lobao), a practice encouraged by new faculty hiring structures.

At the G/P level, CLAS oversees the interdisciplinary MA-LAS degree that allows students to broaden their knowledge of the region while obtaining a rigorous theoretical and methodological education focused on a field of specialization determined by the student's needs. CLAS prioritizes interdisciplinarity by requiring all MA-LAS students to take *IS5640: Globalization in Latin America*, cross-listed with SPPO 5640, which has enrolled 51 students since 2014. 71 faculty members from 12 different departments constitute the core specialized faculty, and more than 75 courses allow for generous and flexible curriculum plans.

**F.3.a. Sufficiency of Non-Language Faculty:** One of OSU's greatest strengths in LAS is its strong faculty expertise in the region. CLAS has 113 non-language faculty members: 44 full professors, 36 associate professors, 23 assistant professors, 1 assistant dean, 8 faculty emeriti, and 1 LAS faculty librarian (Appendix A). 10 are recent new hires (table D.2, page 24). 21 departments have two or more LAS faculty on staff. Outside SPPO, the strongest faculty coverage lies in Geography (8), Anthropology (6) and Education: Teaching and Learning (6).

**F.3.b. Pedagogical Instruction:** OSU is known for its rigorous standards for pedagogical

instruction, including mandatory GTA training, pre-service workshops, semester-length training courses in pedagogical techniques, and GTA/professor apprenticeships lasting one or more academic years. The University Center for the Advancement of Teaching (UCAT) provides GTA orientations, teaching consultations, seminars, and a resource library, including a Teaching Enhancement grant program. GTA oversight is the responsibility of each department's Graduate Program Director. University-wide mandatory online Student Evaluations of Instruction (SEIs) evaluate GTAs at the end of each semester, and Graduate Program Coordinators convene monthly to discuss SEIs, best practices for pedagogical instruction and GTA training. All instructors who are non-native speakers of English are tested for English language proficiency. One example of excellence in pedagogical instruction includes the Harvey Goldberg Center for Excellence in Teaching, which works with history GTAs on the best strategies for teaching with new media and provides quality materials to enhance student accessibility.

**F.4. Depth of Specialized Coverage:** Of the 355 non-language LAS courses offered in AY16-17, 243 had 50-100% LA content (68%). 22 departments offered 5 or more LAS area studies courses in 2016-17, 9 have degrees with LAS specialization, and we also have exceptional disciplinary depth in A&AS courses, spanning the Spanish, Anthropology, History, and Comparative Studies departments, which support the interdisciplinary undergraduate minor.

## **CRITERION G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM**

**G.1.a. Extent of Language Instruction:** The extent of OSU's commitment to the instruction of LA languages is evident in the depth and scope of language courses offered, including Spanish, Portuguese, Quechua, Yucatec Maya, and Haitian Creole. The foreign language requirement for the College of Arts & Sciences (CAS) mandates that all undergraduate (UG) students complete coursework through the 1103 (third semester) level or above. At the beginning and intermediate level of language instruction, the Spanish & Portuguese Department (SPPO) offers 4 course levels of Spanish and 3 course levels of Portuguese (see Appendix B). In 2016, SPPO began adding fully online language courses in addition to classroom and individualized instruction (table G.1). TalkAbroad, an online application allowing students to have conversation partners

who are native speakers of the target language, was also added to the curricula as a requirement for all 7 courses. Overall, these courses provide second language instruction to approximately 5,600 students annually (5,510 in Spanish, 90 in Portuguese).

Table G.1 Levels and Modalities of Language Instruction				
	Classroom Instruction	Online Instruction	Individualized Instruction	Course Share*
Spanish	1101, 1102, 1103, 1155, 2201, 2202	1102, 1103, 2202	1103	-
Portuguese	1101, 1102, 1103, 5501, 5502	1101, 1102, 1103	1101, 1102, 1103	-
Quechua	5501, 5502, 5503, 5504, 5505, 5506	-	5501, 5502, 5503, 5504, 5505, 5506	5501, 5502, 5503
Haitian Creole	-	-	-	2194
Yucatec Maya	-	-	-	5501.20

\* Synchronous Distance-Learning Classroom Instruction

Other introductory language courses in SPPO occur at the 5000 level, where both UG and graduate/professional (G/P) students may enroll, including 2 levels of Portuguese for Spanish Speakers and 6 levels of Quechua. Portuguese 5501 and 5502 enroll approximately 25 students annually and Quechua 5501-5506 enrolls approximately 15, although the Quechua program's new distance-learning format increased enrollment in 2016-17 by 40%. Over 80% of Spanish major/minors (620 of 773) began their study of Spanish at OSU in the basic language program. In 2016-17, CLAS added additional introductory-level LCTL offerings in Yucatec Maya and Haitian Creole through the BTAA Course Share program, an initiative that allows BTAA institutions to share courses free of charge. With Title VI funds, CLAS plans to host a BTAA workshop designed to maximize the usage of this unique Course Share tool to advance LA LCTL instruction across the 12 member colleges and universities (budget line 8.C.2).

**G.1.b. Course Offerings and Language Enrollments:** According to 2016 MLA enrollment data, OSU's Spanish program is the 4<sup>th</sup> largest in the country and its Portuguese program is the 19<sup>th</sup> largest and growing, due to recently added online instruction modalities. In 2016-17, 47 language courses (10 in Portuguese, 5 in Quechua, 32 in Spanish) were offered in SPPO. Appendix B documents all language courses offered at OSU and table G.2 lists enrollment in Spanish, Portuguese, and Quechua over a 5-year period. As of 2017, SPPO offered six major and minors: Spanish major, Spanish minor, Portuguese major, Portuguese minor, Spanish for

Business minor, and Andean & Amazonian Studies minor (see table G.3, pg. 35).

Historically, the Honors Major in Spanish (20) has been one of the most successful

	2012-13	2013-14	2014-15	2015-16	2016-17
Spanish	6649	6619	6126	6483	6680
Portuguese	214	199	196	132	156
Quechua	24	21	23	13	26

programs at OSU, providing honors-embedded courses, faculty advising, and innovative research opportunities for students. The UG Spanish major has four tracks that loosely parallel those of the Honors Major and the graduate program: LA Literatures and Cultures, Iberian Literatures and Cultures, Hispanic Linguistics, and Hispanic Studies, thus allowing for a significant amount of specialization. Although Spanish majors have declined (see table G.3, in line with the national decline in foreign language enrollments over the past decade with MLA citing a 9.6% decrease in 2016), minors continue to increase and the total number of university students served by SPPO has continued to increase. The proposed program addresses this decline through proactive course development and strategic curriculum mapping, for example, with double majors in Speech & Hearing Sciences and in Education. New education abroad language programs at the introductory level are expected to contribute to major and minor enrollments in both Spanish and Portuguese.

Across the board, our minors continue to grow, indicating our ability to create a globally competent workforce. CLAS hopes to increase the number of Portuguese majors by engaging an expanding pool of minors and growing enrollments overall. This growth can be attributed to the introduction of more sections of intensive courses, the addition of new faculty members, and the success of the parallel individualized instruction (I.I) sequence of Portuguese 1101 – 1103, originally developed and first taught in AY12-13 with NRC funding. The intensive Portuguese 5501 and 5502 (Portuguese for Spanish Speakers I and II, equal to 4 semesters of instruction) appeal to both G/P students and UG students who want to learn Portuguese in addition to Spanish. It also serves as an entry point into the language for FLAS Fellows. SPPO has institutionally supported growing LCTL programs by hiring Portuguese and Quechua Student Ambassadors each semester to publicize language opportunities. Funds will be used to

seed a Portuguese Language Program Director position to continue building on this momentum.

OSU's Quechua program is now the 2<sup>nd</sup> largest in the country (MLA 2016), with courses now

delivered through synchronous distance-learning to three universities across the Midwest. OSU is a leader in the field of Quechua language training, as just one of seven institutions in the nation that teach advanced Quechua, and the only program in the nation that does so at the advanced level without federal funding. With the expertise of **Professor Andia Grágeda** (Appendix A-9), Quechua is an integral part of the CLAS focus on A&AS, serving a student clientele highly driven by research and community engagement. With the support of Mellon Foundation funds, CLAS expanded and diversified the Quechua program by establishing the Quechua Learning Community in 2016 to create a pipeline that encourages students from four different universities to pursue Quechua language training at the advanced level through OSU's program. Despite a reduction in Quechua enrollment nationwide, OSU saw steadily increasing enrollment, indicating the overall strength of the program.

Since 2014, CLAS has resoundingly achieved its goal of expanding LCTL depth at OSU and in 2018-22, CLAS will build upon this work by continuing to increase Quechua enrollment by adding two additional courses (a 7<sup>th</sup> and 8<sup>th</sup> semester). With TVI funding, CLAS will also establish a Summer Quechua/Kichwa Seminar for Heritage Speakers in Chicago in conjunction with the Ecuadorian Consulate and create a Working Group for Quechua Instructors to encourage resource-sharing, innovative teaching practices, and access to curriculum materials.

**G.2.a. Advanced Level Language Training:** Fostering advanced level language training is at the forefront of the mission of SPPO and CLAS. Autumn 2016 marked the beginning of the first

	2012-13	2013-14	2014-15	2015-16	2016-17
Portuguese Majors	5	5	5	2	3
Portuguese Double Majors	7	5	4	2	0
Portuguese Minors	10	18	29	29	18
Spanish Majors	191	162	139	112	173
Spanish Double Majors	100	85	73	62	67
Spanish Minors	466	590	603	560	677
Spanish for Business Minors	15	26	36	34	24
A&AS Minors	1	0	3	7	23

class of graduate students in the new integrated M.A./Ph.D. program in Spanish, designed to be completed in 5 years. In 2016-17, 47 LA language courses were offered, 16 at the advanced level. Advanced Spanish, Portuguese, and Quechua are regularly taught throughout the year. In 2016-17, SPPO conferred 41 bachelors, 14 masters, and 7 doctoral degrees. Since 2014, 129 bachelors, 20 master's, and 22 doctoral degrees have been awarded in Spanish and Portuguese.

**G.2.b. Languages across the Curriculum:** Several courses are offered across the curriculum that support targeted language learning: *Intermediate and Advanced Business Spanish* courses are specifically designed for UG and G/P students of business and international studies. For the professions, OSU offers *Spanish in the Health Professions*, *Spanish for the STEM Professions*, and *Business Culture & Communication in Portuguese*. To expand our portfolio of domain-specific LAS language offerings during the next cycle, CLAS will seed advanced level, discipline-specific Spanish and Portuguese courses across disciplines. The Spanish Minor for Business requires a minimum of 15 credit hours, with specific courses in *Latin American Culture in a Business Context*, *Advanced Grammar*, *Intermediate Composition or Spanish for Heritage Speakers*, and *Business Culture and Communication I & II*. CLAS also supports language instruction for pre-service and in-service K12 teachers through the SSAST program, which is the only program of its kind with graduate-level Hispanic linguistics curriculum.

**G.3.a. Sufficiency of Faculty:** In a 2016 analysis by OSU Academic Analytics, SPPO faculty compared favorably to 67 peer institutions, ranking 9<sup>th</sup> in awards received, 2<sup>nd</sup> in grants awarded, 3<sup>rd</sup> in grant dollars earned, and 19<sup>th</sup> in book publications. SPPO has 27 tenured/tenure-track faculty and 2 senior lecturers (holding PhDs in Spanish) that teach intermediate or advanced UG courses, while 27 lecturers and 46 GTAs teach introductory courses. Several faculty are accomplished language pedagogy and linguistics scholars (Morgan, Grinstead, Schwenter), and well-known textbook authors (Nibert, Welch, Morgan). Honors advising is coordinated by faculty members according to specialization (Costigan, Del Sarto, Grinstead, and Davis). Portuguese has 4 tenured/tenure track faculty who teach all levels of the program, supported by 7 GTAs qualified to teach language courses and coordinate individualized

instruction. Of the nine most recent faculty members hired, seven are female (78%) and five are Hispanic (56%). Overall faculty figures are 51% female and 62% Hispanic.

**G.3.b. Language Pedagogy Training:** The Center for Languages, Literatures, and Cultures (CLLC) is responsible for overseeing the quality of foreign language instruction and pedagogy by promoting research, methodology, interdisciplinary cooperation, and the integration of technology in regard to the teaching of foreign languages. In collaboration with the CLLC, SPPO offers the rigorous Foreign Language GTA and Lecturer Training Workshop. Participants attend a paid, two-week intensive workshop prior to the beginning of classes and enroll in a required graduate course, *SPAN 7801: Teaching Language at the College Level*, during their first semester of teaching. The program equips students with essential tools for language instruction and classroom management. Throughout the semester, GTAs receive additional support on day-to-day matters from course coordinators, who oversee multiple sections of a given course, and they attend SPPO's professionalization workshops on a variety of topics.

**G.4.a. Performance-Based Instruction and Evaluation:** Performance-based instruction is the foundation of SPPO's LA language instruction, and the introductory curriculum is exclusively performance-based: students must take oral and written exams and interact with a spectrum of authentic materials and media. Language instructors are required to engage students effectively in the classroom and students are assessed by regularly scheduled testing to measure progress in speaking, listening, composition, reading, grammar, vocabulary, and culture. At all levels, performance-based textbooks and multimedia materials written by OSU faculty are used. Since 2014, five SPPO GTAs have won the university-wide Graduate Associate Teaching Award, indicating excellence in performance-based instruction and evaluation.

**G.4.b. Resources for Language Teaching and Practice:** The enrollment cap for language classes is 27 and instructors hold office hours at least 2 hours per week. Students practice language acquisition through weekly conversation tables, student organization activities, and weekly lectures and events. Hagerty Hall houses the CLLC, World Media and Culture Center, the A&AS Integrated Learning Environment and Cultural Artifact Collection. The

Individualized Instruction Learning Center offers mastery-based, blended learning in two LA languages (Spanish, Portuguese) on a one-to-one basis with an instructor on site, as well as online practice tests and learning materials. Multimedia classrooms have access to Internet resources and satellite broadcasting brings live television programs from around the world into the Crane International Café right in Hagerty Hall. CLAS and OSUL support language teaching through extensive video collections, while the CLLC captures international broadcasting for classroom use. Finally, SPPO was awarded funding from UCAT to host a Lecturer Workshop Series, designed to share best practices and create a resource pool for the development of new tools to use in instruction.

**G.4.c. Proficiency Testing/Requirements:** All instructors have been trained in performance-based language teaching and incorporate ACTFL-based evaluation in their classes. Quechua instructor Elvia Andia Grágeda is an ACTFL-certified OPI Tester in Spanish and is receiving training to become the world's first Tester in Quechua. As such, every Quechua student will be evaluated each semester using the standards developed by Andia. Spanish and Portuguese courses are linked to ACTFL's 2012 Proficiency Guidelines and to ACTFL's 2015 World-Readiness Standards for Learning Languages. SPPO launched a comprehensive assessment report in 2015-16, based on rating 60 student compositions drawn from across 17 linguistics and literature courses. Results showed improvement across program goals, including a direct measure of grammar across all classes, as well as a survey addressing students' self-assessment of their progress. A common writing prompt given to all courses beyond the 4<sup>th</sup> semester was administered in 2016-17 and results confirm that students are relatively well placed into their courses, demonstrating increasingly higher scores at each level. Future proficiency testing will make use of ACTFL's OPI metrics.

## **CRITERION H: QUALITY OF CURRICULUM DESIGN**

**H.1.a. High Quality LAS Instruction Undergraduate (UG) Programs:** OSU promotes interdisciplinary and comparative coursework and research initiatives to expand both breadth and depth of LAS programming in research-based UG programs by allowing students to pursue

language and area studies within their disciplines concurrently. CLAS achieves this by integrating LA content into courses *beyond* LA-specific majors. The breadth of LAS in UG programs is evidenced by the sheer number of courses offered to students (270 area studies and 47 language courses in 44 departments and 9 colleges, including 5 professional schools). CLAS expands the breadth of LA coursework through the Global Option (GO), a curriculum enhancement allowing students to integrate documented international expertise into any major. For example, the Engineering GO requires students to participate in two education abroad experiences, integrate international content into coursework, and take 9 credit hours of language instruction (a significant improvement over previous course requirements). In 2015, 160 OSU programs (15% of total) had 340 students working toward the GO certificate. By 2018, estimates indicate that over 1,000 undergraduate students (7% of total) in 1/3 of OSU undergraduate programs will graduate with the GO.

CLAS supports depth of LAS in the curriculum by partnering with faculty and departments to offer 180 100% LAS courses in 34 departments (Appendix B). In 2016-17, enrollment in LAS undergraduate courses was 21,459. 1,514 undergraduate students graduated from OSU taking at least 4 LAS courses with 25% content (at least 1 being a 100% LAS course). With NRC funds, CLAS will work with departments to expand depth and breadth of LAS content utilizing online course modules that can be integrated into a variety of existing courses across academic disciplines at OSU, as well as CCs and MSIs.

**H.1.b. LAS Undergraduate Requirements:** All LA-related UG programs at OSU include rigorous requirements (table H.2). The LAS UG major in the Undergraduate International Studies Program has been significantly restructured to offer a balance of courses in the humanities and social sciences, strengthening its intellectual rigor by assigning more senior professors to teach undergraduate courses, and requiring 2 years of foreign language instruction.

**H.2. Academic and Career Advising:** OSU has advising offices for 17 academic colleges and

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>BA/BS</b>	1189	1538	1514
<b>MA/MS</b>	21	33	44
<b>PhD/JD</b>	11	14	13

<b>Table H.2: Select LAS Undergraduate Program Requirements</b>	
<b>PROGRAM</b>	<b>MINIMUM REQUIREMENTS</b>
<b>Department of Spanish and Portuguese</b>	
BA in Spanish	33 hours: orientation (12); major track courses (21). Major tracks include Latin American Literatures and Cultures, Hispanic Linguistics, and Hispanic Studies. <i>Immersion program required</i> . Spanish minor available.
BA in Spanish with Honors	33 hours: orientation (9); major track courses (24). Major concentrations include Latin American Literatures and Cultures and Hispanic Linguistics. <i>Immersion program required</i> . Thesis/non-thesis options and Honors Spanish minor available.
BA in Portuguese	30 hours: orientation (6); and core courses (24). Only one course in English counted toward the major program. Portuguese minor available.
BA in Romance Studies	41 hours: one primary field (24); one secondary field (9); and one tertiary field (5). Field options include: Spanish, Portuguese, French, Italian, Latin, and Romanian. <i>Immersion program required</i> .
Minor in Andean & Amazonian Studies	15 hours: Introduction to Andean and Amazonian Cultures (3); core courses (9); elective courses (3). <i>Intermediate proficiency in Spanish, Portuguese, or Quechua required</i> . Minor must include at least six credit hours at the 3000-level and above.
<b>Department of History</b>	
BA in History	33 hours: Introduction to the Discipline of History (3); major concentration (12); electives (12); and reading and research seminars (6). Latin American History concentration available. BA with Honors available.
<b>Department of International Studies</b>	
BA in Latin American Studies	40 hours: Pre-major (10); Major: Required Foundations (12) Critical Perspectives (12); Electives (6); <i>Foreign language minor required</i> . BA with honors available.
BS in Latin American Studies	Pre-major (13); Major: Required Foundations (12) Critical Perspectives (12); <i>Advanced Foreign Language</i> (3-4); Critical Perspectives (12); Electives (3). Minor in Agribusiness, Business, City & Regional Planning, Env. Science, GIS, Global Public Health, or Economics required. BS with honors available.

for Study Abroad, Honors, and pre-professional programs. UG students are assigned an academic advisor in their home department and honors students also have an honors advisor to fulfill specialized program requirements. This dual advising system offers personalized advising for students at all levels. G/P students in the MA-LAS program are also assigned two advisors: CLAS assistant director and graduate program coordinator (Hasting), who provides general advising upon entrance into the program, and an academic faculty advisor who is assigned to guide academic research interests. CLAS hosts orientations for new students and advisors meet twice per semester with MA-LAS students. G/P students working on LA topics receive academic and career advising under the supervision of CLAS faculty affiliates in their home departments. FLAS Fellows will be advised each semester by the Assistant Director (Hasting)

as well as their assigned faculty advisor, and CLAS will also provide specialized career advising for FLAS fellows. Career Advising is offered through University Career Offices on campus, which CLAS collaborates with to host internship programs and career readiness trainings, including a proposed International Resumes Workshops designed to train students to describe their various international competencies when applying for jobs (budget line 8.D.9). In AY17-18, OSU hosted 37 career fairs, an increase from 28 in AY14-15. CLAS invites students to lectures, programs, and Lunch & Learns with LAS professionals and alumni to provide career advice and networking opportunities. CLAS also sends its weekly newsletter announcing internships, fellowships, job postings, and other opportunities to all LA-focused UG and G/P students, which goes out to over 1,500 affiliates each week. Finally, OIA has two full-time International Partnerships staff who advise students on external award opportunities, including Fulbright, Fulbright-Hays, and other student research grants.

**H.3.a. LAS Graduate Training Options in Disciplines/Professional Schools:** OSU offers extensive LAS training options at the graduate/professional (G/P) level, with 97 LA language and area studies courses offered in 2016-17 with total enrollments of 1,315 (table H.4). G/P students may take courses in 33 departments across 6 colleges and 5 professional schools, with nearly 28% of graduate enrollments in the professional schools. In 2016-17, 15 programs produced 45 MA/MS and 13 PhD Latin Americanists, 36% from professional schools (tables H.3 & H.5). From 2014-17, OSU programs trained 136 Latin Americanists (38 PhD/JD and 98 MA/MS). Since 2014, there have been 12 theses and 39 dissertations related to Latin America.

<b>Fields</b>	<b>BA/BS</b>	<b>MA/MS</b>	<b>PHD/JD</b>
Arts & Humanities	161	13	6
Social Sciences	686	15	5
STEM	458	1	0
Professional	209	15	2
<i>*At least 4 courses with 25%+ LA content, including one course at 100% LA content</i>			

In 2011, CLAS created the MA-LAS program to train students for careers requiring LA expertise that complements disciplinary training via dual degree programs and allows students to customize their graduate programs, thereby integrating LAS content in graduate level curriculum within professional schools. By 2013, the first dual degree MA-LAS/MPA program

**Table H.4: LA Graduate/Professional Course Offerings & Enrollments, 2016-17**

Field	# of G/P Courses (5000-8999)	G/P Enrollment
Humanities	44	401
Social Sciences	24	295
STEM	5	53
Professional	12	366
Language	12	200
<b>Total</b>	<b>97</b>	<b>1,315</b>

was approved and graduated its first student. Four students are currently enrolled in the program, which has produced eight graduates since its inception. CLAS is currently in the process of creating three new MA-LAS tracks: (1) a dual MA-LAS/MSW degree, (2) a Foreign Area Officer track due to high demand for LA expertise, and (3)

an online In-Service K12 Educator track in LAS. CLAS will utilize funds to expand the MA-LAS program by including these tracks, in addition to developing a research/education abroad semester to strengthen its international research component.

**H.3.b. LAS Graduate Requirements in High Quality Programs:** Training options and requirements for LAS graduate programs are rigorous and their excellence is underscored by the number of students who have received fellowships from highly competitive agencies. OSU is the 4<sup>th</sup> largest producer of Fulbright scholars and since 2014, six LA graduate students and seven LA faculty have received Fulbright awards. See table H.6 (pg. 43) for G/P program requirements.

**H.4.a. Research and Study Abroad Options:** OSU ranks 5<sup>th</sup> in the U.S. in students studying abroad (2,886) and 2<sup>nd</sup> in students participating in short term programs of one to eight weeks (2,461) (Institute of International Education, 2016). OSU offers 59 study abroad programs to 14 countries in LA: 24 to Central America, 34 to South America and 1 to the Caribbean (Cuba). LA is the second most popular study abroad destination region after Europe. In AY16-17, 579 students (an increase from 465 in AY14-15) participated in 35 LAS programs in 17 different countries. The professional colleges have been particularly active, representing over 23% of total LA education abroad enrollment (table H.7). 64% of students traveling to LA are female and 25% are underrepresented minorities. CLAS has introduced two new intensive language semester

<b>Table H.5: Top 5 Departments Producing LA Graduates, 2016-17</b>		
Department	MA/MS	PhD/JD
Education T&L	4	2
Social Work	5	0
Public Health	4	0
Spanish & Portuguese	10	5
Political Science	1	3

<b>Table H.6: Select LAS Graduate &amp; Professional Program Requirements, 2016-17</b>	
<b>PROGRAM</b>	<b>MINIMUM REQUIREMENTS</b>
<b>Department of Spanish and Portuguese</b>	
Integrated MA/PhD Program	<b>PhD:</b> 50 hours beyond M.A.: courses (11), dissertation (19). Specialties in Hispanic Linguistics, LA Cultural & Literary Studies, Inter-Specialization Programs in Spanish/Portuguese. 8 core and 9 elective courses required. Basic competency in two languages other than Spanish and English.
<b>Center for Latin American Studies</b>	
MA in Latin American Studies	30 hours: Globalization & Latin America (3); Research Methods (3); Courses of Concentration (21); electives (3). Areas of concentration are cross-disciplinary. Thesis/non-thesis options.
<b>Department of Geography</b>	
MA and PhD	<b>MA:</b> 30 hours: required (9) and elective coursework. Thesis/non-thesis option available. Regional Studies: Latin America specialization available. <b>PhD:</b> 50 hours beyond the MA: core courses (12); electives, & dissertation. Specializations available: Regional Studies: Latin America.
<b>Department of History</b>	
Integrated MA/PhD	<b>PhD:</b> 50 hours beyond the MA, up to 30 may be devoted to dissertation research, writing. One major and two minor fields required. Competency in at least one foreign language required. LA History specialization available.
<b>Department of History of Art</b>	
MA and PhD	<b>MA:</b> 30 hours: required course (3); seminar and lecture coursework (27). Thesis/non-thesis options available. <b>PhD:</b> 50 hours beyond the MA: coursework, seminars, & dissertation. Proficiency in one foreign language required. Program in Latin American art available.
<b>Education and Human Ecology</b>	
MEd: Foreign Language Ed.	30 credit hours of Spanish coursework in addition to 15 hours of area studies, 6 hours of education prerequisites, and 9 hours of educational theory; must achieve at least an Advanced low score for two ACTFL/LTI assessments; Option for specialization in K12 Spanish.
<b>Food, Agricultural and Environmental Sciences</b>	
Dual PhD in Brazil	OSU Center for Applied Plant Sciences & University of São Paulo: Translational Plant Sciences and International Plant Cell Molecular Biology: degree requirements at each institution, including 10-15 credit hours of core coursework, 3+ months of practical lab or international experience.
<b>John Glenn College of Public Affairs</b>	
MPA, MA	52 hours: (32) core coursework, (5) skills courses, (12) elective courses, and (3) capstone. Offers a dual-degree program with Latin American Studies; (15) hours of content is LAS-specific.
<b>Fisher College of Business</b>	
MBA: International Business	12 (of 57 total) credit hours in understanding of international business principles, languages and cultures of other countries; focus on international experience on one region of the world; provide certification of language competency for the region of specialization.
<b>Moritz College of Law</b>	
Law Master of Laws (LLM)	With La Facultad Libre de Derecho de Monterrey, requires 24 minimum credit hours, 5 hours of LLM Analysis, Research & Writing, and U.S. Legal Systems; students may choose an international and comparative law focus; Cooperative degree available.
<b>College of Public Health</b>	
GIS in Global Health	15 credit hour specialization: 9 elective credits outside of CPH, required international field experience to provide access to the interdisciplinary study in global health issues.

programs in Curitiba, Brazil and Barranquilla, Colombia, enabling students to complete their general education foreign language requirement in an immersion context that will subsequently encourage them to continue their language study when they return.

G/P students are eligible for Tinker Field Research Grants to support research in the region. In the previous cycle, 38 graduate students from 12 departments received these funds and CLAS received funding again through 2020. Students also participated in research, internships, and volunteer programs in the region

CFAES: Freshman Experience in Nicaragua	27
FCOB: Global Applied Program in Mexico & Brazil	19
CFAES: Brazil Alpha Zeta Partners in Brazil	16
CFAES: Environmental Sustainability in the DR	15
School of Health & Rehabilitation Services in Mexico	13
College of Medicine Medical Rotations (various countries)	10
CON: Nursing Experience in Nicaragua	10
CFAES Agriculture & Agro-Ecosystems in Chile	9
Moritz College of Law: Law in Brazil	8
CVM: Farm to Table Travel in Chile	4
FCOB Summer Global Internships in Chile	3
<b>TOTAL</b>	<b>134</b>

in 2016-17, including College of Engineering Humanitarian Engineering internships in Guatemala (14), Buckeyes Without Borders Service Learning in Honduras (13), and OSU Medlife Service-Learning in Ecuador and Peru (44).

**H.4.b. Access to Non-OSU Study Abroad and Summer Language Programs:** Until 2014, students were required to pay tuition to both OSU and the non-OSU host institution, a significant barrier to entry that discouraged third-party travel. OSU has since removed this obstacle by reinstating tuition waivers for students participating in university-approved third party provider and direct enroll programs. OSU students now have access to a wide variety of non-OSU study abroad programs in LA. Of the 59 programs offered in LA, 20 are through third party providers, two are exchanges, and one is direct-enroll. CLAS also heavily promotes intensive summer LCTL programs offered by other institutions and publicized through CLASP.

## **CRITERION I: OUTREACH ACTIVITIES**

**I.1.a. Elementary and Secondary School Outreach:** CLAS has remained active in the K12 community by leveraging resources to provide teacher-training workshops, visits to local schools, summer language & music camps, and resources. In 2016-17, CLAS outreach

programs interacted with 4,923 K12 educators and students. CLAS engages with the K12 community in three primary ways: 1) teacher training programs, 2) direct organizational outreach, and 3) the *Shamupay!* A&AS thematic program that will capitalize on initiatives already underway. Additional initiatives that provide a platform for this project include the MÁS ALLÁ Summer high school camp and the 2017 Fulbright-Hays GPA for K12 Teachers titled, “Teaching the Andes”. At the local and regional levels, *Shamupay!* provides an organizing framework for increasing our offerings of Andean music, language, and culture workshops. At the national level, CLAS is working to develop curricular resources to fill K12 resource gaps on A&AS, maximizing the impact of the Fulbright-Hays GPA curriculum projects being developed. Since 2017, the GPA program has directly impacted 4,098 students, educators, and community members through classroom instruction, presentations, workshops, and curriculum development, in addition to 139,990 through social media, newspaper publications, and blogs.

CLAS also offers teacher-training workshops and programs in conjunction with other area studies centers (ASCs) and CEHE, including weeklong Intensive Global Teacher Seminars each summer. In 2017-18, CLAS helped to launch the Global Fellows Program, connecting teachers from across Ohio to attend up to five discussion group workshops throughout the academic year that focused on a contemporary issue from a global perspective. Each of the five ASCs at OSU hosted a session to provide the teachers with content on a topical issue from a regional perspective (with the session on Latin American Migration producing the largest enrollment of 26 teachers). To date, these programs have provided over 60 Ohio teachers with direct, in-person training on LAS content.

CLAS connects with the K12 community through direct organizational outreach as well. The Andean Music Ensemble, an entirely new area of combined coursework and outreach programming, was added in 2014 that offers public performances highlighting unique indigenous musical and cultural traditions from LA. The Ensemble conducted four performances reaching over 256 K12 students in 2016-17. CLAS also participates in Granville

High School's Global Awareness Project, providing OSU graduate student mentors to high school senior projects, where countries are assigned and students then research and present a policy analysis. In its 3<sup>rd</sup> year, CLAS reaches over 90 students annually through this program.

Other direct collaborations include participation in the CLASP Américas Book Award & teacher workshop and the COSI Teacher Resource Fair, which enhances linkages with STEM teachers, homeschool education programs, charter schools, and other non-traditional educators (reaching 200 teachers annually). CLAS supports the SSAST program, which has taken over 575 educators to 14 Latin American countries since 1991. Most recently, SSAST took 25 educators to Cuba (the highest enrollment in 11 years). Finally, CLAS contributes to the Heritage Language Health Professions Corps, a multi-disciplinary project uniting the expertise of five OSU campus units with Southwestern City Schools, which enrolls over 2,600 Latino students across 4 high schools. The program creates a unique career-technical pathway for high school Spanish speakers, leading to medical interpreter certification upon graduation. In its 1<sup>st</sup> year, nine high school students have completed the program.

**I.1.b. Postsecondary Institution Outreach:** CLAS collaborates with institutions in the Midwest to leverage resources and maximize academic programming. In 2016-17, CLAS sponsored 26 academic lectures, presentations, and conferences impacting 1,860 OSU and Columbus community members. Additionally, CLAS organizes conferences that significantly broaden the scope of outreach efforts at the postsecondary level. The International Symposium on Indigenous Languages and Cultures (ILCLA), first organized in 2016, drew over 140 scholars from 44 institutions and 17 countries across the hemisphere. ILCLA has become a signature postsecondary outreach activity for CLAS and planning for the 2018 Symposium in October is underway (budget line 8.D.4). Another highlight of CLAS' postsecondary outreach was the 2017 Ohio Latin Americanist Conference (OLAC), one of the few conferences that targets undergraduate students, minority-serving institutions (MSIs), community colleges (CCs), and other institutions from the Midwest. Over 110 scholars, faculty, and students from 24 regional institutions attended. CLAS collaborates with MSIs and CCs on programming such

as the 2016-17 film series with Columbus State Community College (CSCC), which showcased eleven LA films to students at both campuses. Content for MSIs and CCs is disseminated by CLAS through its website and newsletter, where career resources, academic programming, curriculum materials, and community events are publicized. The newsletter is sent out to 1,019 subscribers and the website receives an average of 1,216 hits per month. Finally, CLAS is a member of the Latin American Studies Association and CLASP, which connects CLAS to over 50 Centers at postsecondary institutions across the nation.

**I.1.c. Business, Media and General Public Outreach:** Over 96 percent of all CLAS programming is free and open to the public. CLAS faculty affiliates often appear in local, regional, and national print and broadcast media outlets in the U.S. and throughout LA. In 2016-17, CLAS collaborated with several OSU and community business outlets to support programming involving business in LA, including the Ohio Hispanic Chamber of Commerce, Engage Cuba Initiative (to spark Ohio trade with Cuba), and FCOB's 2016 "Winning in the Americas: Middle Market Trade & Investment in North, Central, and South America" symposium. CLAS also participates in Columbus' Festival Latino to disseminate CLAS resources to the Columbus community, which has 80,000 attendees annually. Local news sources that publish CLAS events include: Columbus Dispatch (250,000+ circulation), Columbus Alive (56,000+), OSU Lantern (15,000+), OSU Today (30,000+) and Buckeye Net News (50,000). The digital presence of CLAS is further enhanced through its support of many electronic magazines and journals at OSU, including *Origins* (Dept. of History), *¿Qué Pasa, OSU?*, and *alter/nativas* (SPPO). During the next cycle, CLAS plans to collaborate with FCOB's Center for International Business Education and Research, the Brazil Gateway, and the Columbus Council on World Affairs to organize an annual business seminar on critical LA issues affecting global business. The seminar will feature a live webcast and will be available for viewing nationwide free-of-charge.

## **CRITERION J: FLAS AWARDEE SELECTION PROCEDURES**

**J.1.a. FLAS Advertising:** CLAS actively promotes the FLAS fellowship competition and has

already undergone a preliminary competition for 2018 to identify recipients should funding be awarded. Publicity begins in October and continues through February with a concerted campaign consisting of: (1) emails to all main campus undergraduate (45,946), graduate (10,672) and professional (3,219) students; (2) emails to all OSU faculty and staff (31,343); (3) invitations to CLAS information sessions, including joint sessions with professional schools; (4) direct mailings to department chairs and advisors; and (5) websites and social media.

**J.1.b. How Students Apply:** Notified by the publicity outlined above, students apply online, where all documents are saved on a secure server. Applications are accessible to students with impairments and they may request assistance through the Office for Disability Services at any point in the process. Students can phone, email, or make in-person appointments with the CLAS FLAS coordinator (Hasting) at any time. Multiple information sessions are scheduled and a downloadable PowerPoint file is made available on the CLAS website.

**J.1.c. Selection Criteria Used:** CLAS awards FLAS fellowships based on academic merit, professional potential, and financial need. G/P and UG student applications are judged separately. Each application must contain biographical information, a narrative statement outlining the applicant's need for language and area studies coursework to achieve academic and/or professional goals, 3 letters of reference (at least one from a language faculty member), test scores (GRE, LSAT, or GMAT), official transcripts, a 2-page resume/CV, and a budget statement. Highest priority will be given to candidates proposing to study at the advanced level before entering government service. Second-highest priority will be given to students planning to study at the advanced levels in the first 3 years of their G/P program. Third highest priority will be given to students planning to study at the intermediate level or above in non-prototypical fields. UG applicants must submit evidence of junior or senior standing, with successful completion of at least one year of FLAS-eligible LA language at the college level. All applicants must submit a Free Application for Federal Student Aid (FAFSA) form to be eligible. For both G/P and UG awards, the committee will assess and rank applicants based on: (1) the student's intellectual potential; (2) the quality and appropriateness of the proposed

program of study; (3) prior proficiency and evidence of aptitude in an eligible Latin American language; and (4) the likelihood of making use of the proposed language in their professional careers. The Office of Financial Aid will then provide financial need data for the applicants deemed to have both sufficient academic merit and professional potential. From this list, preference will be given to students with demonstrated financial need.

**J.1.d. Selection Committee:** Fellows are chosen by a committee composed of five CLAS faculty from at least four different departments and three colleges (including professional schools), chaired by the CLAS director. Committee membership rotates every year but careful attention is paid to establish a high quality, interdisciplinary committee with representation from across LA faculty. Each committee member individually previews and ranks FLAS applicants in accordance with standardized CLAS scoring sheets. Committee members must disclose professional relationships with applicants prior to review. Once academic merit and financial information are gathered, the committee decides upon all finalists and at least 3 alternates.

**J.1.e. Timeline of Selection Steps:** OSU has a standardized application process for all Title VI centers and applications are launched in early November when the publicity campaign begins. In 2017, OSU implemented an innovative new online application utilizing Qualtrics to streamline the application and administration process. All applicants must submit the FAFSA by OSU's priority deadline of February 1 (FLAS deadline). By mid-February, copies of all applications, FLAS priority information, and scoring sheets are shared with the review committee prior to an early March meeting. Once the committee ranks applicants by merit, the Office of Financial Aid supplies data on each applicant's financial need. Award notifications are sent out by mid-March and students must accept or deny by April 15. The FLAS coordinator meets with all CLAS FLAS fellows to ensure compliance with the terms of the award in spring.

**J.1.f. Announced Priorities:** CLAS currently implements the competitive priority of awarding at least 25% of all FLAS awards to priority languages (Quechua, Portuguese, Haitian Creole). In the 2010-14 cycle, 100% of awards were in priority languages. CLAS will give competitive preference to applicants with academic merit and professional potential who also demonstrate

financial need, as defined in Part F of Title VI of the Higher Education Act of 1965.

**J.1.g. Measuring Proficiency Gains:** CLAS will utilize proficiency assessments and other recently developed assessment tools to determine pre- and post- FLAS Fellowship proficiency. The implementation of standardized assessment measures will significantly enrich FLAS fellow performance reports and address the need to reliably assess student language progress.

**CRITERION K: COMPETITIVE PREFERENCE PRIORITIES:**

**K.1.a. NRC Competitive Preference Priority 1:** CLAS will provide 1) Level 1 Portuguese instruction to Columbus State and Lorain County Community Colleges, 2) professional development opportunities for faculty training and research to CSCC, LCCC, Central State University, and the University of Puerto Rico, and 3) LAS course modules to integrate into existing curriculum at CCs, Central State University, and select Appalachian institutions. (see criterion A.1.c, pg. 4 and budget lines 8.B.1 - 8.B.6).

**K.1.b. NRC Competitive Preference Priority 2:** CLAS will (1) partner with OSU's CEHE to organize Intensive Global Teacher Seminars to in-service teachers, (2) develop a field school in Oaxaca, Mexico, (3) organize Portuguese language pedagogy workshops for pre-service teachers, and (4) work with the Ohio Department of Education to expand Portuguese instruction to K12 schools (see criterion A.1.b., pg. 1 and budget lines 1.B.1, 1.D.2, and 8.A.1 - 8.A.9).

**K.2.a. FLAS Competitive Preference Priority 1:** CLAS will give competitive preference to applicants in both academic year and summer FLAS competitions in the 2018-22 cycle who demonstrate financial need as well as academic merit and professional potential, working with Office of Financial Aid to acquire financial need data. (see pg. 48 and FLAS budget).

**K.2.b. FLAS Competitive Preference Priority 2:** CLAS will make at least 25% of FLAS awards in priority languages (100% of FLAS awards went to priority languages in 2010-14), including Quechua, Portuguese, and Haitian Creole, and will add two semesters of Yucatec Maya by year 3 (see criterion A1.d., pg. 5 and budget lines 1.D.1 and 8.C.1 - 8.C.6).

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.



**THE OHIO STATE UNIVERSITY**

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CENTER FOR LATIN AMERICAN STUDIES

**Appendix A: Curriculum Vitae and  
Position Descriptions**

## APPENDIX A: Curriculum Vitae and Position Descriptions

In Alphabetical Order

### PROJECT DIRECTOR

Morgan, Terrell ..... A7

### FACULTY AND TEACHING STAFF:

Aldama, Frederick Luis.....	A8
Alfonzo, Juan .....	A8
Alvarez, Valente.....	A9
Andia Grageda, Elvia .....	A9
Babel, Anna.....	A10
Ballengee-Morris, Christine .....	A10
Barra Costa, Isis .....	A11
Berardo, Ramiro.....	A11
Bevis, Michael .....	A12
Blake, Stanley .....	A12
Borland, Katherine .....	A13
Bowen, Rachel .....	A13
Brooks, Sarah.....	A14
Burgoyne, Jonathan.....	A14
Campos-Astorkiza, Rebeka.....	A15
Carey, Anne .....	A15
Castro, José .....	A16
Cohen, Jeffrey .....	A16
Coleman, Matthew .....	A17
Corona, Ignacio .....	A17
Costigan, Lúcia .....	A18
Crews, Douglas .....	A18
Cristol, Dean .....	A19
Davis, Elizabeth .....	A19
Del Sarto, Ana.....	A20
Delgadillo, Theresa .....	A20
Díaz, José .....	A21
Doseff, Andrea .....	A21
Drake, Simone.....	A22
Dueñas, Alcira.....	A22
Eaglin, Jennifer .....	A23
Early, Theresa .....	A23
Enciso, Patricia.....	A24
Espinosa De Los Monteros, Pamela.....	A24
Ettlinger, Nancy .....	A25
Faltis, Christian .....	A25
Farr, Marcia.....	A26
Fernandez, Laura.....	A26
Fitzgerald, Elizabeth .....	A27
Foulfs, Elena.....	A27
Frank, Reanne .....	A28
Gallo, Sarah.....	A28
Giusti, Monica.....	A29
González-Vega, Claudio .....	A29
Grinstead, John.....	A30
Grotewold, Erich.....	A30
Haidt, Rebecca.....	A31
Hamann, Byron.....	A31
Hedgcoth, David .....	A32
Hills, Stephen .....	A32
Hodge, Samuel .....	A33
Hoet, Armando .....	A33
Hubbe, Mark.....	A34
Jiminez-Flores, Rafael .....	A34
Jones, Lindsay .....	A35
Kawa, Nick .....	A35
Klompen, Johannes.....	A36
Kurtz, Marcus .....	A36
Ladman, Jerry .....	A37
Lal, Rattan .....	A37
Lara, Jesús .....	A38
Larsen, Clark .....	A38
Latorre, Guisela .....	A39
Leonard, Don.....	A39
LePere-Schloop, Megan .....	A40
Lobao, Linda.....	A49
Madsen, Kenneth.....	A41
Makhija, Mona .....	A41
Marino, Katherine.....	A42
Mark, Bryan.....	A42
Martin, Jay.....	A43
Martínez, Glenn.....	A43
Martínez, Miranda .....	A44
Martínez-Cruz, Paloma.....	A44
Martínez-Gil, Fernando .....	A45
McSweeney, Kendra.....	A45
Mercer, Kristin .....	A46
Miranda, Mario.....	A46
Montenegro, Alvaro.....	A47
Mosley-Thompson, Ellen .....	A47
Nibert, Holly.....	A48
Noyes, Dorothy.....	A48
Núñez, Anne-Marie .....	A49
Ockerman, Herbert .....	A49
Olate, René .....	A50
Otero, José .....	A50
Parker, Geoffrey .....	A51
Pasián, Claudio .....	A51
Pereira, Pedro .....	A52
Pérez, Ashley .....	A52
Piermarini, Peter .....	A53
Piperata, Barbara .....	A53

Podalsky, Laura..... A54  
 Proaño, Franklin..... A54  
 Puga, Ana ..... A55  
 Rakowski, Cathy ..... A55  
 Ramirez Londoño, Antonio..... A56  
 Rodríguez , Ileana ..... A56  
 Rodríguez-Saona, Luis ..... A57  
 Romero, Eugenia..... A57  
 Sayer, Peter ..... A58  
 Schatz, Sara..... A58  
 Schmeer, Kammi..... A59  
 Schwenter, Scott..... A59  
 Seiber, Eric ..... A60  
 Sheldon, Ian ..... A60  
 Silveria, Schirlei..... A61  
 Smith, Stephanie ..... A61  
 Southgate, Douglas ..... A62  
 Sullivan, Mazeika..... A62  
 Surek-Clark, Clarissa ..... A63  
 Tonhauser, Judith ..... A63  
 Trigo, Abril ..... A64  
 Unzueta, Fernando ..... A64  
 Usher, Kareem ..... A65  
 Valdez Tappata, Inés..... A65  
 Viscarri, Dionisio ..... A66  
 Voigt, Lisa..... A66  
 Wainwright, Joel ..... A67  
 Welch, Jill ..... A67  
 Wibbelsman, Michelle ..... A68

Williams, Roger..... A68  
 Winford, Donald..... A69  
 Zevallos-Aguilar, Ulises Juan..... A69  
 Zinn, Walter..... A70  
 Zubieta, Ana Claudia ..... A70  
 Zuñiga-Shaw, Norah..... A71

**ADMINISTRATIVE AND OUTREACH STAFF**

Ado-Adounvo, Gifty..... A72  
 Aparecido, Jane ..... A72  
 Barbara, Luke ..... A73  
 Behrendt, Ashley ..... A73  
 Bias, Rebecca ..... A74  
 Carey, Christopher..... A74  
 Carpenter, Soyoung Han..... A75  
 Hasting, Megan..... A75  
 Henriksen, Richard ..... A76  
 Isozaki, Kozue ..... A76  
 Jiang, Cindy Xinquan ..... A77  
 Keller, Adam ..... A77  
 Lobert, Megan ..... A78  
 Sanabria, Rachel ..... A78  
 Steffan, Joyce ..... A79  
 Williams, Keira..... A79  
 Zepeda, Yolanda..... A80

**POSITION DESCRIPTIONS FOR PROSPECTIVE PROJECT PERSONNEL**

CLAS Program Operations Coordinator ....A81  
 CLAS Outreach Coordinator .....A83  
 CLAS Student Assistant.....A85  
 Portuguese Language Program Director ....A86  
 OSUL Digital Humanities Curator.....A88

## Curriculum Vitae and Position Descriptions

By Department

### **FACULTY & TEACHING STAFF**

#### **AGRICULTURAL, ENVIRONMENTAL, AND DEVELOPMENT ECONOMICS**

González-Vega, Claudio.....A29  
Ladman, Jerry .....A37  
Miranda, Mario.....A46  
Sheldon, Ian.....A60  
Southgate, Douglas.....A62

#### **AFRICAN AMERICAN & AFRICAN STUDIES**

Drake, Simone .....A22

#### **ANIMAL SCIENCE**

Ockerman, Herbert .....A49

#### **ANTHROPOLOGY**

Cohen, Jeffrey.....A16  
Crews, Douglas.....A18  
Hubbe, Mark.....A34  
Kawa, Nick.....A35  
Larsen, Clark .....A38  
Piperata, Barbara .....A53

#### **ARCHAEOLOGY**

Lara, Jesús .....A38  
Leonard, Don .....A39

#### **ARTS ADMINISTRATION, EDUCATION, & POLICY**

Ballengee-Morris, Christine.....A10

#### **BUSINESS MANAGEMENT & HUMAN RESOURCES**

Hills, Stephen .....A32  
Makhija, Mona .....A41

#### **BUSINESS MARKETING & LOGISTICS**

Zinn, Walter.....A70

#### **COMPARATIVE STUDIES**

Delgadillo, Theresa.....A20  
Jones, Lindsay .....A35  
Martínez, Miranda .....A44  
Pérez, Ashley .....A52  
Proaño, Franklin .....A54

#### **CONSUMER SCIENCES**

Zubieta, Ana Claudia.....A70

#### **CITY & REGIONAL PLANNING**

Usher, Kareem.....A65

#### **DANCE**

Zuñiga-Shaw, Norah.....A71

#### **EARTH SCIENCES**

Bevis, Michael.....A12  
Carey, Anne.....A15

#### **EDUCATION: HIGHER EDUCATION & STUDENTAFFAIRS**

Núñez, Anne-Marie .....A49

#### **EDUCATION: TEACHING & LEARNING**

Cristol, Dean.....A19  
Enciso, Patricia .....A24  
Faltis, Christian.....A25  
Farr, Marcia .....A26  
Gallo, Sarah .....A28  
Sayer, Peter.....A58

#### **EVOLUTION, ECOLOGY, & ORGANISMAL BIOLOGY**

Klompfen, Johannes.....A36

#### **ENGLISH**

Aldama, Frederick Luis .....A8  
Noyes, Dorothy.....A48

#### **ENGINEERING**

Martin, Jay .....A43

#### **ENVIRONMENT & NATURAL RESOURCES**

Berardo, Ramiro .....A11  
Lal, Rattan .....A37  
Lobao, Linda.....A40  
Sullivan, Mazeika .....A62

**ENTOMOLOGY**

Piermarini, Peter ..... A53  
 Williams, Roger ..... A68

**FOOD SCIENCE & TECHNOLOGY**

Alvarez, Valente ..... A9  
 Giusti, Monica ..... A29  
 Jiminez-Flores, Rafael ..... A34  
 Rodríguez-Saona, Luis ..... A57

**GEOGRAPHY**

Coleman, Matthew ..... A17  
 Ettlinger, Nancy ..... A25  
 Madsen, Kenneth ..... A41  
 Mark, Bryan ..... A42  
 McSweeney, Kendra ..... A45  
 Montenegro, Alvaro ..... A47  
 Mosley-Thompson, Ellen ..... A47  
 Wainwright, Joel ..... A67

**HORTICULTURE & CROP SCIENCE**

Mercer, Kristin ..... A46  
 Pasián, Claudio ..... A51

**HISTORY OF ART**

Hamann, Byron ..... A31

**HISTORY**

Blake, Stanley ..... A12  
 Eaglin, Jennifer ..... A23  
 Parker, Geoffrey ..... A51  
 Smith, Stephanie ..... A61

**INTERNATIONAL STUDIES**

Schatz, Sara ..... A58

**INTEGRATED SYSTEMS**

**ENGINEERING**

Castro, José ..... A16

**KINESIOLOGY**

Hodge, Samuel ..... A33

**LINGUISTICS**

Grinstead, John ..... A30  
 Tonhauser, Judith ..... A63  
 Winford, Donald ..... A69

**MORITZ COLLEGE OF LAW**

Fernandez, Laura ..... A26

**MICROBIOLOGY**

Alfonzo, Juan ..... A8

**MOLECULAR GENETICS**

Doseff, Andrea ..... A21  
 Grotewold, Erich ..... A30

**MUSIC**

Hedgecoth, David ..... A32

**NURSING**

Fitzgerald, Elizabeth ..... A27

**PATHOLOGY**

Otero, José ..... A50

**POLITICAL SCIENCE**

Bowen, Rachel ..... A13  
 Brooks, Sarah ..... A14  
 Kurtz, Marcus ..... A36  
 Valdez Tappata, Inés ..... A65

**PUBLIC AFFAIRS**

LePere-Schloop, Megan ..... A40

**PUBLIC HEALTH**

Seiber, Eric ..... A60

**RURAL SOCIOLOGY**

Rakowski, Cathy ..... A55

**SOCIOLOGY**

Frank, Reanne ..... A28  
 Schmeer, Kammi ..... A59

**SOCIAL WORK**

Early, Theresa ..... A23  
 Olate, René ..... A50

**SPANISH & PORTUGUESE**

Andia Grageda, Elvia ..... A9  
 Babel, Anna ..... A10  
 Barra Costa, Isis ..... A11  
 Burgoyne, Jonathan ..... A14  
 Campos-Astorkiza, Rebeka ..... A15  
 Corona, Ignacio ..... A17  
 Costigan, Lúcia ..... A18  
 Davis, Elizabeth ..... A19  
 Del Sarto, Ana ..... A20  
 Díaz, José ..... A20  
 Dueñas, Alcira ..... A22  
 Espinosa De Los Monteros, Pamela ..... A24  
 Foulís, Elena ..... A27  
 Haidt, Rebecca ..... A31

Martínez, Glenn.....	A43
Martínez-Cruz, Paloma.....	A44
Martínez-Gil, Fernando.....	A45
Morgan, Terrell.....	A7
Pereira, Pedro.....	A52
Podalsky, Laura.....	A54
Rodríguez, Ileana.....	A56
Romero, Eugenia.....	A57
Schwenter, Scott.....	A59
Silveria, Schirlei.....	A61
Surek-Clark, Clarissa.....	A63
Trigo, Abril.....	A64
Unzueta, Fernando.....	A64
Viscarri, Dionisio.....	A66
Voigt, Lisa.....	A66
Welch, Jill.....	A67
Wibbelsman, Michelle.....	A68
Zevallos-Aguilar, Ulises Juan.....	A69

**ADMINISTRATIVE & OUTREACH STAFF**

**ADMINISTRATION**

Ado-Adounvo, Gifty.....	A72
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**BUSINESS OPERATIONS**

Carpenter, Soyoung Han.....	A75
Jiang, Cindy Xinquan.....	A77

**CENTER FOR LATIN AMERICAN STUDIES**

Hasting, Megan.....	A75
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**CENTER FOR INTERNATIONAL BUSINESS EDUCATION & RESEARCH**

Steffan, Joyce.....	A79
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**CENTER FOR LANGUAGES, LITERATURES, & CULTURES**

Bias, Rebecca.....	A74
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**THEATRE**

Borland, Katherine.....	A13
Puga, Ana.....	A55

**VETERINARY MEDICINE & PUBLIC HEALTH**

Hoet, Armando.....	A33
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**WELDING ENGINEERING**

Ramirez Londoño, Antonio.....	A56
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**WOMENS, GENDER, AND SEXUALITY STUDIES**

Latorre, Guisela.....	A39
Marino, Katherine.....	A42

**GLOBAL GATEWAYS**

Aparecido, Jane.....	A72
Barbara, Luke.....	A73
Behrendt, Ashley.....	A73
Carey, Chris.....	A74

**OFFICE OF DIVERSITY & INCLUSION**

Zepeda, Yolanda.....	A80
----------------------	-----

**OFFICE OF GLOBAL BUSINESS**

Isozaki, Kozue.....	A76
Williams, Keira.....	A79

**SPANISH & PORTUGUESE**

Henricksen, Richard.....	A76
Keller, Adam.....	A77
Lobert, Megan.....	A78
Sanabria, Rachel.....	A78

**POSITION DESCRIPTIONS FOR PROSPECTIVE PROJECT PERSONNEL**

CLAS Program Operations Coordinator.....	A81
CLAS Outreach Coordinator.....	A83
CLAS Student Assistant.....	A85
Portuguese Language Program Director.....	A86
OSUL Digital Humanities Curator.....	A88

### **Definitions of Faculty and Staff Status**

*Core Faculty* of CLAS hold regular faculty appointments, engage in research in Latin America, teach one or more Latin American content courses, or direct M.A. these or Ph.D. dissertations on the region.

*Associate Faculty* of CLAS hold regular faculty appointments, engage in research in Latin America, and/or teach Latin American content courses.

*Affiliate Faculty* of CLAS hold regular faculty appointments or are administrators with demonstrated research interests in Latin America.

*Professional Staff* are employed by Ohio State University and occupy non-clerical positions with job responsibilities vital to activities associated with the Center for Latin American Studies.

### **Definitions of Language Levels**

CLAS utilizes a scale modified from the American Council on the Teaching of Foreign Languages assessment scales to rate faculty and staff language proficiency levels in this appendix. Proficiencies are based on four major language rating criteria: speaking, reading, writing, and listening. An average of these criteria determines proficiency ratings. All language ratings are self-reported.

5 = Fluent	(Able to use language equivalent to that of an educated native speaker; has complete fluency, breadth of vocabulary and colloquialisms, and pertinent cultural references)
4 = Near-Native	(Able to use the language accurately on all levels, can handle interpreting the language, can participate in conversations within the range of learned social and professional experience)
3 = Advanced	(Able to speak efficiently with broad vocabulary; understands conversations pertaining to most professional and social needs)
2 = Intermediate	(Able to satisfy routine social needs; understands basic conversations; speaks with an accent but usually intelligible)
1 = Elementary	(Able to satisfy basic travel needs; understands simple questions and sentences; makes frequent pronunciation and grammar errors, but is able to be understood by a native speaker)

### **Explanation of Percentage Latin America**

CLAS determines percentage of time spend on Latin American by quantifying time spent on research, teaching, outreach, and administrative tasks devoted to Latin American initiatives.

## PROJECT DIRECTOR:

**TERRELL A. MORGAN**

**100% Latin America**

**Director, Center for Latin American Studies (tenured)**

**Professor of Hispanic Linguistics, Founder & Director, Summer Seminars Abroad for Spanish Teachers**

- Education: Ph.D., Hispanic Linguistics, University of Texas at Austin, 1984; M.A., Linguistics, University of North Carolina at Chapel Hill, 1983; B.A., Linguistics, College of William and Mary, 1979.
- Academic Experience: Founder and Director, OSU Summer Seminars Abroad for Spanish Teachers (26 countries), 1991 – present; Director, Ohio Hispanic Heritage Project, 2013 – present; Director of Outreach, CLAS, OSU, 2000-04; Acting Chair, Spanish & Portuguese, OSU, 1991-92, 1993-95, AU 2011; Director, CIC Summer Program in Guanajuato, Mexico, 1990 -91; Director, OSU Elementary Language Program, Mexico, 1989-97; Visiting Professor, Texas Tech – Seville, 2012; Visiting Associate Professor, Michigan State University, 1991; Assistant Professor, OSU, 1990-2010.
- Overseas Experience: Research, lectures, and workshops in Mexico, Guatemala, Honduras, Nicaragua, Costa Rica, Panama, Dominican Republic, Puerto Rico, Colombia, Ecuador, Peru, Bolivia, Chile, Brazil, Paraguay, Argentina.
- Language Proficiency: Spanish (5), Portuguese (3), Catalan (2), French (2)
- Area/International Studies Courses Taught: Spanish Phonetics; Spanish Pronunciation; Introduction to Hispanic Linguistics; Modern Spanish Syntax; Language Change in Spanish; Contrastive Structures of Spanish and English; Spanish Sociolinguistics; Senior Seminar in Spanish Linguistics; Spanish in Ohio: An Experiential Course; Latino Ohio: A Culture Course in English for Educators and Other Professionals; Study at a Foreign Institution; Spanish Phonology and Morphology; Studies in Spanish Synchronic Linguistics; Seminar in Spanish Linguistics; Ohio and the Hispanic World.
- Research and Training Specialization: Hispanic linguistics; Phonology; Dialectology; Teaching of linguistics.
- Publications: *Sonidos en contexto: Una introducción a la fonética del español con especial referencia a la vida real*, (New Haven: Yale University Press, 2010); *The Sounds of Spanish*, interactive web feature, <http://dialectos.osu.edu/>; "A phonetic analysis of intervocalic /r/ in Highland Bolivian Spanish" (with Sandro Sessarego), *Spanish in Context* (2016); "Seeing is believing: Student self-correction of Spanish pronunciation via online, real-time, visual feedback" (with Christina García), in *IGNITE: CASPSLaP resources*, ed. by Rebeka Campos-Astorkiza, Terrell A. Morgan, and Holly Nibert; "Svarabhakti vowels, English flapping, and a little magic: Strategies for teaching tap r in Spanish", in *IGNITE: CASPSLaP Resources*, ed. by D. Eric Holt and Gillian Lord (2014); "Linguistics at the Core", in *The NCLRC Language Resource* (2012); "Latin American Spanish", in *Encyclopedia of Latin American History and Culture*, 2nd edition, ed. by Jay Kinsbruner and Erick D. Langer (Detroit: Thomson Gale, 2008); "Catálogo de sonidos: Un archivo digital de muestras dialectales", *XV Congreso Internacional de ALFAL* (2008); "Service-Learning in Spanish K-12: A Residential Institute for Teachers" (with Donna Reseigh Long), *JUNTOS--Community Partnerships in Spanish and Portuguese*, ed. by Josef Hillebrandt (2003).
- Advising, 2012 – 17: 15 dissertations, 11 theses, 2 undergraduate theses
- Distinctions: Principal Investigator, Fulbright-Hays Group Projects Abroad grant, "Teaching the Andes: Redefining the Common Good and Reclaiming the Public Square," 2016; Ohio Five/OSU Language Grant, Mellon Foundation, "Joint OSU/Oberlin Quechua Learning Community," 2016; Affordable Learning Exchange grant, Office of Distance Education and e-Learning, OSU, 2015; Ohio Professor of the Year, Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education, 1999.

## FACULTY & TEACHING STAFF:

### FREDERICK LUIS ALDAMA

25% Latin America

**Arts and Humanities Distinguished Professor of English (tenured), Director of Latino and Latin American Space for Enrichment and Research (LASER)**

Education: Ph.D., English, Stanford University, 1999; B.A., English, University of California at Berkeley, 1992.

Academic Experience: Editorial Board Member, *Journal of Narrative Theory, Narrative & Image*; Co-Editor, *Cognitive Approaches to Literature & Culture*, Univ. of Texas Press.

Overseas Experience: N/A

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

Area/International Studies Courses Taught: 4

Research & Training Specialization: Latino and Latin American literature, film, comics; Narrative Theory; Film Studies, Cognitive Approaches to Culture.

Publications: 8

Advising 2012-17: 17 dissertations, 30 theses

Distinctions: Alumni Award for Distinguished Teacher, 2017; White House “Hispanic Education Bright Spot” Award, 2015; American Association of Hispanics in Higher Education Outstanding Latina/o Faculty Award, 2016; MLA Prize for Best Book in the U.S. Latina and Latino and Chicana and Chicano Literary Cultural Studies for *Dancing with Ghosts: A Critical Biography of Arturo Islas*, 2005; Ohio Education Summit Award, 2016; University Emerging Community Engagement Award, 2014.

### JUAN ALFONZO

<25% Latin America

**Arts & Sciences Distinguished Professor of Microbiology (tenured)**

Education: Ph.D. Indiana University, 1995; B.S. Indiana University, 1985.

Academic Experience: Postdoctoral Fellow, UCLA (1995-2002).

Overseas Experience: Elected Fellow of the Muenster Graduate School for Evolution, Muenster, Germany.

Language Proficiency: Spanish (5)

Area/International Studies Courses Taught: N/A

Research & Training Specialization: Transfer ribonucleic acid modification and editing.

Publications: N/A

Advising 2012-17: N/A

Distinctions: Alumni Award for Distinguished Teaching.

**VALENTE ALVAREZ**

**25% Latin America**

**Professor of Food Science & Technology (tenured)**

Education: Ph.D., Michigan State University, 1990; M.S., Michigan State University, 1981; B.S., National Polytechnic Institute, Mexico City, Mexico, 1973.

Academic Experience: Former Resident Director, OSU Study Abroad Program, Mexico; Former USAID Training Coordinator, Dominican Republic; Consultant, Coalition for International Environmental Pollution Prevention Program, EP3/Chile project; Professor, Head of Food Processing Pilot Plants, National Polytechnic Institute, Mexico; Past-Chair, American Dairy Science Association Committee on Evaluation of Dairy Products.

Overseas Experience: Extension research specialist in food processing and safety; presented several seminars and at conferences in Mexico, Brazil, Argentina, Costa Rica, Guatemala, Ecuador, Peru, Colombia, and Chile.

Language Proficiency: Spanish (5), Italian (1)

Area/International Studies Courses Taught: 1

Research & Training Specialization: Dairy and food processing and technology processing and new product development.

Publications: 4

Advising 2012-17: 1 dissertation, 3 theses

Distinctions: Gamma Sigma Delta International Award of Merit, 2012.

**ELVIA ANDIA GRAGEDA**

**100% Latin America**

**Quechua Lecturer, Department of Spanish & Portuguese**

Education: M.A. Superior Education: Linguistic Politics of Indigenous Languages, Universidad Cosmos, Bolivia, 2014; B.A., Linguistics Applied to Language Teaching, Universidad Mayor de San Simón, Bolivia, 2008.

Academic Experience: Cochabamba Bolivia: Professor, Casimiro Huanca Quechua Indigenous University (2011-2014); Coordinator, National Institute for Language and Culture Research (2011); Intra-cultural and Plurilingual Education Departmental Coordinator, Institute for Language and Culture Research (2010-2011).

Overseas Experience: Certificate, Production of Texts in Quechua, PROEIB Andes, Universidad Mayor de San Simón, Cochabamba, Bolivia, 2010; Certificate, University Teaching, Universidad Mayor de San Simón, Cochabamba, Bolivia, 2009.

Language Proficiency: Spanish (5), Quechua (5), French (3)

Language Pedagogy: ACTFL-certified (American Council on the Teaching of Foreign Language) OPI Tester

Area/International Studies Courses Taught: Quechua I, II, III, IV, V (beginner to advanced); Spanish II.

Research & Training Specialization: Quechua and Spanish language instruction, Quechua-Spanish translation, Indigenous Language Policy.

Publications: *Juch'uy Chaki Level I: Basic Quechua* (2012); *Juch'uy Chaki Level II: Intermediate Quechua* (2014); *Juch'uy Chaki Level III: Advanced Quechua* (2015).

Advising 2012-17: N/A

Distinctions: American Council on the Teaching of Foreign Language OPI Assessment, 2017.

**ANNA BABEL**

**100% Latin America**

**Assistant Professor, Hispanic Linguistics (tenure-track); Assistant Professor, Department of Anthropology**

Education: Ph.D., Linguistics and Anthropology, University of Michigan, 2010; M.A., Anthropology, University of Michigan, 2006-2007; M.A., Anthropology, University of Michigan, 2006-2007; B.A., B.S., Linguistics, Spanish, and Russian, University of South Carolina, 1997-2001.

Academic Experience: Adjunct Assistant Professor, Dept. of Linguistics, Ohio State; Visiting Researcher, Romanisches Seminar, Albert-Ludwigs-Universität Freiburg, Germany, April 2010-September 2011; Junior Fellow Hermann Paul Graduate School of Language Sciences, Albert-Ludwigs Universität Freiburg, Germany, April 2010-September 2011.

Overseas Experience: Bolivia

Language Proficiency: Spanish (5), Quechua (2), German (2), Russian (2)

Area/International Studies Courses Taught: Spanish for Heritage Speakers; Latino Languages and Communities; The Formation of Bolivian National Cultures; Spanish in the US: Language as Social Action; Advanced Grammar; Spanish Sociolinguistics; Qualitative Fieldwork Methods; Andean Spanish

Research and Training Specialization: Sociolinguistics, Linguistic Anthropology, Andean Spanish, Language Contact.

Publications: *Language at the border of the Andes and the Amazon* (University of Arizona Press, 2018); *Awareness and Control in Sociolinguistic Research*, Ed. (Cambridge University Press: 2016); "Aspirates and ejectives in Quechua-influenced Spanish", *Spanish in Context* (2016); "Silence as control: Shame and self-consciousness in sociolinguistic positioning", *Awareness and Control in Sociolinguistic Research* (2016). "Stereotypes versus experience: Indexing regional identity in Bolivia Valley Spanish", *Journal of Sociolinguistics* (2014); "Time and reminiscence in contact: Dynamism and stasis in contact-induced change" *Spanish in Context* (2014); "The role of context in interpreting linguistic variables." *Boletín de Filología de la Universidad de Chile* (2014).

Advising 2012-17: 6 dissertations; 2 theses

Distinctions: N/A

**CHRISTINE BALLENGEE-MORRIS**

**33% Latin America**

**Professor of Art Education (tenured)**

Education: Ph.D., Pennsylvania State University, 1995; M.A., Miami University, 1992; B.S., Miami University, 1980.

Academic Experience: Co-chair of Context Task Force, National Art Education Association; Native American Art Association, Intercultural Specialist Multicultural Center Search Committee, Chair; Founding Director of the Ohio State Multicultural Center.

Overseas Experience: Presentations conducted in Chile; International teaching at the University of Sao Paulo, University of Rio de Janeiro, Brazil.

Language Proficiency: N/A

Area/International Courses Taught: N/A

Research and Training Specialization: American Indian Studies; Integrated curricula development, Multicultural art education, Critical theory and education, Colonialism and self-determination;

Publications: 1

Advising 2012-17: N/A

Distinctions: June King McFee Award, 2013; National Art Education Association Fellow, 2012; The J. Eugene Grigsby NAEA Diversity Award, 2006.

**ISIS BARRA COSTA****100% Latin America****Assistant Professor of Spanish and Portuguese (tenure-track)**

Education: Ph.D., Comparative Literature, New York University, 2005; M.A., English Literature, New York University, 1992; B.A., English Literature and Education, Pontificia Universidade Católica, São Paulo, 1989.

Academic Experience: Assistant Professor, Contemporary Brazilian Literary and Cultural Studies, The Ohio State University, 2017-present; Visiting Assistant Professor, Contemporary Brazilian Literary and Cultural Studies, The Ohio State University, 2015-2017; Assistant Professor, Afro-Brazilian Literatures and Culture, Arizona State University, 2005-2015.

Overseas Experience: N/A

Language Proficiency: Portuguese (5), Spanish (4), Italian (3), German (3), Yoruba (2), Latin (2).

Area/International Studies Courses Taught: Contactos culturales entre Brasil y Argentina; Twenty-first Century Brazilian Literature/ Literatura e cibercultura; Transtextuality in the Portuguese Speaking World: Cinema & Literature; Introdução às literaturas e culturas do mundo lusófono; Representing Identity in the Cinema of the Portuguese-Speaking World; Portuguese Conversation and Composition; Latin American Literature in Translation.

Research and Training Specialization: Interdisciplinary approaches to Brazilian literature and culture (North American and Hispanic/ Anglophone Caribbean); Afro-Brazilian performance, visual arts, literature and poeusic/orature; Afro-Diasporic sacred and secular manifestations in its various expressions; Politics of identity, gender and race in the literatures of the Americas.

Publications: *Mnemonic Maps of the Afro-Brazilian Diaspora* (Forthcoming with Diasporic Africa Press, 2017); *Passo da Guanxuma: Contactos culturales entre Brasil y Argentina*. (Editorial Universidad Nacional de General Sarmiento, 2013); *Brasil: Ficciones de Argentinos* (Casa Nova, 2013).

Advising, 2012-17: 4 dissertations, 3 theses

Distinctions: N/A

**RAMIRO BERARDO****50% Latin America****Assistant Professor in Environmental and Natural Resources Policy (tenure-track)**

Education: Ph.D., Political Science, Florida State University, 2006; M.S., Political Science, Florida State University, 2005; B.S., Political Science, Catholic University of Córdoba, 1996.

Academic Experience: Assistant Professor, School of Environment and Natural Resources, The Ohio State University, 2015-present; Assistant Professor, Center for Water Policy, University of Wisconsin-Milwaukee 2013-14; Assistant Professor, School of Government and Public Policy, University of Arizona, 2012-2013, 2007-2009; Researcher, Argentine Council of Scientific and Technical Research, 2010-2012.

Overseas Experience:

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

Area/International Studies Courses Taught: 4

Research and Training Specialization: Freshwater Sciences.

Publications: 4

Advising 2012-17: 7 theses, 6 dissertations

Distinctions: National Science Foundation, “Diagnosing Policy Conflicts: Theoretical, Empirical, and Practical Research in Oil and Gas Development,” 2017-2020; National Science Foundation Research Grant, 2010-14; National Council of Scientific and Technical Research (CONICET-Argentina) Grant, 2010-12.

**MICHAEL BEVIS**

**25% Latin America**

**Professor, Ohio Eminent Scholar in Geodynamics, School of Earth Sciences (tenured)**

Education: Ph.D., Geophysics, Cornell University, 1982; M.S., Solid State Physics, Cornell University, 1978; B.Sc., Physics, Birmingham University, England.

Academic Experience: Professor, Geophysics, University of Hawaii, 1984-2003; Assistant and Associate Professor of Geophysics, North Carolina State University, 1982-1994.

Overseas Experience: Fieldwork in Southwest Pacific, Hawaii, South America, Greenland, and Antarctica.

Language Proficiency: Spanish (3)

Area/International Studies Courses: N/A

Taught:

Research and Training Specialization: Geodynamics, geodesy, climatology.

Publications: 1

Advising 2012-17: 1 dissertation

Distinctions: National Science Foundation Research Grant, 2010-14; National Council of Scientific and Technical Research (CONICET-Argentina) Grant, 2010-12.

**STANLEY BLAKE**

**100% Latin America**

**Associate Professor, History (tenure-track)**

Education: Ph.D., History, State University of New York, Stony Brook, 2001; M.A. History, 1995.

Academic Experience: Visiting Instructor, University of Chicago (2003-04); Assistant Professor, History, University of New England, 2001-03; Visiting Instructor, History, Bowdoin College, 2001; Visiting Instructor, History, University of New England, 2000-01; Faculty Fellow, History & Latin American Studies; Colby College, 1999-2000.

Overseas Experience: N/A

Language Proficiency: N/A

Area/International Studies Courses: History of Modern Latin America; History of Colonial Latin America; History of Brazil; History of Mexico; U.S.-Latin American Relations; Race, Gender, and Nation in Latin America; Race, Ethnicity, and Identity in Brazil; Race, Ethnicity, and Identity in Latin America; Politics and Political Change in Latin America; Introduction to Latin American Studies; Latin American Historical Geography.

Taught:

Research and Training Specialization: Modern Brazilian and Latin American history; race and national identity in Latin America; Latin American political and economic history.

Publications: *The Invention of the Nordeste: Race, Region, and the State, 1850-1945* (forthcoming); "The Politics of Northeastern Brazil, 1925-1945" *Bulletin of the History of Medicine* (forthcoming); "História Brasileira nos Estados Unidos: perspectivas teóricas e historiográficas" *Mneme-Revista de Humanidades* (2008); "The Medicalization of Nordestinos: Public Health and Regional Identity in Northeastern Brazil, 1889-1930," *The Americas* (2003).

Advising 2012-17: N/A

Distinctions: N/A

**KATHERINE BORLAND**

**50% Latin America**

**Associate Professor, Comparative Studies (tenured)**

**Director, Center for Folklore Studies**

Education: Ph.D., Indiana University, 1994; M.A., Temple University; B.A., University of Chicago.

Academic Experience: Delmarva Folklife Project, Director of Honors Newark Campus, 2006-2011; Associate Dean of Service Learning, Civic Engagement, College Access and Study Abroad, Newark Campus, 2007-2011; Faculty Advisor for Nicaragua Service Learning Project 2002-present.

Overseas Experience: Field work in Honduras; Bluefields, Nicaragua Festival Documentary Film Project, 2013-2014; New Jersey Salsa Project, 2006-2007; Delmarva Latino Folklore Survey, 1997-2000, NEA-funded project collecting oral narratives among Guatemalan, Mexican, and Caribbean immigrant workers in Delaware; Fieldwork on folk narrative in the United States, performances and festival in Nicaragua and Miami, and festival in Andalucía, Spain.

Language Proficiency: Spanish (4)

Area/International Studies Courses 7

Taught:

Research & Training Latin American Folklore; Festival and Dance, Immigration; Ethnography; Performance;

Specialization: International Development; Cultural Diversity; Human Rights.

Publications: 6

Advising, 2012-17: 1 dissertation

Distinctions: Ratner Teaching Award, 2014; Comparative Studies Department Teaching Award, 2013; Faculty Award for Excellence in Community-Based Research (Service Learning Initiative), 2009.

**RACHEL BOWEN**

**60% Latin America**

**Associate Professor, Political Science (tenure-track)**

Education: J.D. Law, Georgetown University, 2002; Ph.D. Political Science, Georgetown University, 2007; M.A. Political Science, Georgetown University, 2001.

Academic Experience: Visiting Assistant Professor, Lawrence University, 2007-08.

Overseas Experience: Fieldwork in Guatemala, Nicaragua, and El Salvador

Language Proficiency: Spanish (4)

Area/International Studies Courses 1

Taught:

Research & Training Comparative law; constitutional law of Central America; intersection of law and politics

Specialization: in Latin America.

Publications: 2

Advising, 2012-17: N/A

Distinctions: Mershon Center research grant for gender-based violence and public security in Latin America.

**SARAH BROOKS**

**75% Latin America**

**Associate Professor, Political Science (tenured)**

Education: Ph.D., Political Science, Duke University, 2001; M.A., Political Science, Duke University, 1997; B.A., Political Science, University of Chicago, 1993.

Academic Experience: Assistant Professor, Political Science, Ohio State, 2001-2009.

Overseas Experience: Fieldwork in Argentina, Brazil, Mexico, Peru, South Africa, and Uruguay; Member, Initiative for Policy Dialogue's mission to Brazil, 2003.

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

Area/International Studies Courses Taught: Special Topics in Latin American Politics: Brazil; Latin American Politics; Problems of the Contemporary World; Brazilian Politics; Comparative Political Economy.

Research and Training Specialization: 5

Publications: 5

Advising, 2012-17: 4 dissertations

Distinctions: Best Paper in Political Economy, American Political Science Association, 2006; Fulbright Scholar, 2014-15.

**JONATHAN BURGOYNE**

**25% Latin America**

**Associate Professor, Spanish (tenure-track); Associate Director, Center for Medieval and Renaissance Studies**

Education: Ph.D., Hispanic Languages and Literatures, U.C.S.B., 1998; M.A., Spanish Literature, University of Oklahoma, 1992; B.A., Spanish, University of San Francisco, 1989.

Academic Experience: Assistant Professor, Pennsylvania State University; Editor, *La c6ronica: A Journal of Medieval Hispanic Languages, Literatures, and Cultures*; Program for Cultural Cooperation between Spain's Ministry of Culture and United States Universities; Institute for the Arts and Humanities Individual Faculty Research Grant at Pennsylvania State University.

Overseas Experience: Archival research & manuscript studies (Spain).

Language Proficiency: Spanish (4), French (3), Portuguese (2), Latin (3)

Area/International Studies Courses Taught: 3

Research and Training Specialization: Medieval Spanish Literature and Culture.

Publications: N/A

Advising, 2012-17: 2 dissertations

Distinctions: N/A

**REBEKA CAMPOS-ASTORKIZA**

**40% Latin America**

**Associate Professor, Spanish and Portuguese, Hispanic Linguistics Program (tenure-track)**

Education: Ph.D., Linguistics, University of Southern California, 2007; M.A., Linguistics, University of Southern California, 2003; B.A., English Philology, University of Deusto, Spain, 2000.

Academic Experience: Member, Committee on the Status of Women in Linguistics, Linguistics Society of America (2009-present); Member of the Acoustical Society of America Technical Committee on Speech Communication (2008-2010); Reviewer for *Journal of Phonetics*, *Lingua*, *Language and Linguistic Compass*; Research proposal reviewer for the Linguistics Program at National Science Foundation.

Overseas Experience: Fieldwork and teaching: Basque Country and Madrid, Spain.

Language Proficiency: Spanish (5), Basque (3), Portuguese (2), Italian (1), French (1), German (1)

Area/International Studies Courses 5

Taught:

Research and Training Specialization: Linguistics, Phonetics; Phonology.

Publications: 1

Advising, 2012-17: 3 dissertations, 2 theses

Distinctions: James M. Siddens Award for Distinguished Faculty Advising 2014 ; Alumni Award for Distinguished Teaching, Ohio State University, 2013; Latsis Prize for Best Poster, 3<sup>rd</sup> position, 19<sup>th</sup> International Congress of Linguists, 2013.

**ANNE E. CAREY**

**<25% Latin America**

**Professor of Earth Science (tenured)**

Education: Ph.D., University of Nevada, 1995; S.M., Massachusetts Institute of Technology, 1986; B.S. University of Massachusetts, 1975.

Academic Experience: Professor, School of Earth Sciences, The Ohio State University (2010–present); Interim Director, Undergraduate Research Office, The Ohio State University (2011–2012); Associate Dean for Student Services, College of Mathematics and Sciences, The Ohio State University (2007–2009).

Overseas Experience: Geological field campaigns in Panama, Nicaragua, and Guatemala.

Language Proficiency: French (2)

Area/International Studies Courses: N/A

Research and Training Specialization: Hydrogeology, hydrology, geochemistry.

Publications: N/A

Advising, 2012-17: 4 dissertations, 9 theses

Distinctions: Outstanding Faculty Mentor, School of Earth Sciences, The Ohio State University, 2014–2015; Fellow, CIC Academic Leadership Program, 2010–2011; Fellow, American Association for the Advancement of Science, elected 2009.

**JOSÉ CASTRO**

**25% Latin America**

**Professor of Integrated Systems Engineering (tenured)**

**Director for the Center for Advanced Polymers and Composites Engineering**

Education: Ph.D., Chemical Engineering, The University of Minnesota, 1980; M.S., Chemical Engineering, Ohio University, 1976; B.S., Chemical Industrial Engineering, Catholic University of El Salvador, 1974.

Academic Experience: Adjunct Professor, La Universidad Autonoma de Nuevo Leon, Monterrey, Mexico; Co-Advisor at University of Puerto Rico, Mayaguez. Director, NSF/IUCRC Center for Advanced Polymers and Composites Engineering (CAPCE); Honorary Professor of Yulin University, China, 2016; Honorary Director of Yulin Engineering Technology Research Center for Frontier Materials, 2016.

Overseas Experience: Professor, University of the South, 4 years, Argentina. Manager of CAE, GENCORP Research Center, 12 years, Manager of New Process Development, Allied Signal, 3 years.

Language Proficiency: Spanish (4)

Courses Taught: 3

Research and Training Specialization: Polymer and composite processing: modeling, analysis and design, environmentally friendly manufacturing.

Publications: 4

Advising, 2012-17: 9 dissertations, 14 theses

Distinctions: Fellow of the Society of Plastics Engineers, Fellow of the Institute of Physics.

**JEFFREY COHEN**

**100% Latin America**

**Professor of Anthropology (tenured)**

Education: Ph.D., Anthropology and Folklore, Indiana University, 1994; M.A., Anthropology, University of New Mexico, 1987; B.A., Indiana University, 1984.

Academic Experience: N/A

Overseas Experience: Fieldwork in Oaxaca City, Mexico: Transnational Migration and Remittances: a Longitudinal Study of Rural Oaxaca; CAREER program grant, National Science Foundation: “Chapulines: the socioeconomic and nutritional importance of grasshoppers in rural Oaxaca, Mexico” and “Nutrition and Tradition: The Nature, Value and Risks of Traditional Diets among Mexican Migrants.”

Language Proficiency: Spanish (3)

Area/International Courses Taught: Latin American Migration; People and Culture of Latin America.

Research and Training Specialization: Mexico; Dominican Republic; migration, development, and nutrition.

Publications: *Eating Soup without a Spoon: Anthropological Theory and Method in the Real World*, (University of Texas Press, 2015); *The Cultures of Migration: The Global Nature of Contemporary Mobility*, (University of Texas Press, 2011); *Conflict, Insecurity and Mobility*, with Sirkeci, I., Yazgan, P. (Transnational Press, 2016); “Internal migration in Oaxaca: its role and value to rural movers”, *International Journal of Sociology* (2016); “Ethnographic Inquiry in the ‘Digitized’ Fields of Madre de Dios, Peru and Oaxaca, Mexico: Methodological and Ethical Issues”, *Anthropological Quarterly*, (2016); “Six Myths about Migrant Remittances and the Global Economic Crisis” *Siirtolaisuus-Migration Quarterly* (2012); “La Caída de una Artesanía: Cestería en San Juan Guelavia, Oaxaca. Chungara”, *Revista de Antrología Chilena*, (2011); “Migration, Remittances and Household Strategies”, *Annual Review of Anthropology* (2010).

Advising, 2012-17: 6 dissertations

Distinctions: Fulbright Scholar, 2005, Roy C. Buck Award, Pennsylvania State University, 2001.

**MATHEW COLEMAN**

**35% Latin America**

**Assistant Professor in Geography (tenure-track)**

Education: Ph.D., Geography, UCLA, 2005; M.A., Political Economy, Carleton University, 1999; B.A., Political Science, Universite d'Ottawa, 1996.

Academic Experience: Associate Professor, Department of Geography, The Ohio State University, 2012-present; Visiting Distinguished Professor, Institute of Political Economy, Carleton University, Ottawa, May 2013-June 2013.

Overseas Experience: US-Mexico border, 2003-2005; Mexico City, 2005.

Language Proficiency: French (4), Spanish (2)

Area/International Courses Taught: 3

Research and Training Specialization: Theories of power and space; Site, geontology and practice; Topology and topography; Law and geography; Critical geopolitics.

Publications: 12

Advising, 2012-17: 7 dissertations (2 postdoctoral), 7 theses

Distinctions: Induction into the Ohio State Academy of Teaching, 2014; Alumni Award for Distinguished Teaching, 2013; Distinguished Undergraduate Research Mentor Award, 2013; Nominee, College of Arts and Sciences Outstanding Teaching Award, 2012-13.

**IGNACIO CORONA**

**100% Latin America**

**Associate Professor of Spanish and Portuguese (tenured)**

Education: Ph.D., Stanford University, 1995; Diploma, Universidade de Lisboa, 1993; M.A., New Mexico State University, 1988; Licenciatura, Universidad de Guadalajara, 1984.

Academic Experience: Spanish Language Program Co-Coordinator, Stanford University; Organizer, Contemporary Mexican Film Festival, Stanford University; Member, Center for Latin American Studies' Advisory Committee; Professor of Philosophy, University of Guadalajara, Mexico.

Overseas Experience: Fieldwork in Mexico, Spain, Chile, Brazil; Research project, "The Self-Reflexive Function, The Official Discourse and the New Narrative;" Cultural Impact of Globalization on Guadalajara, Mexico.

Language Proficiency: Spanish (5), Portuguese (4), French (3), Italian (3)

Area/International Studies Courses Taught: Mexican Studies; Globalization in the Mayan Country; Border Politics and Transnationalism; Latin American Modernism; The Novel of the Mexican Revolution; Senior Seminar: Borderlands/ La Frontera; Latin American Culture: Social Struggles; Literature and Popular Music in Latin America; Latina/o Literature in the U.S.; Modern Spanish American Literature; The Urban Experience in Latin America.

Research and Training Specialization: Mexican and Latino/a literature and culture, Contemporary Latin American literatures and cultures, Globalization theories, Semiotics and discourse analysis.

Publications: "The Cultural Location/s of (U.S.) Latin Rock", *The Routledge Companion to Latina/o Media*. (2016); "The Trans-Pacific Imagination among the Later Modernistas and the Imagined Possibility of East-South Collaboration", *Trans-Pacific Encounters: Asia and the Hispanic World*. (2016); "Representación, espontaneísmo y la nueva esfera pública. El caso de #YoSoy132", *Del Internet a las calles: #YoSoy132, una opción alternativa de hacer política*. (2016).

Advising, 2012-17: 3 dissertations

Distinctions: Office of Diversity and Inclusion Faculty Research Grant. Gendering the Public Sphere: the Reception and Cultural Impact of Clarice Lispector's Literary Journalism.

**LÚCIA COSTIGAN**

**100% Latin America**

**Professor of Spanish and Portuguese (tenured)**

Education: Ph.D., University of Pittsburgh, 1988; M.A., University of Pittsburgh, 1985; M.Ed., Boston College, 1978; B.A., University Federal de Goias, 1974.

Academic Experience: Director, Literature and Culture Section of the Portuguese Program; Past Director, Portuguese Language Program; Contributing Editor, *Chasqui: Revista Latinoamericana*.

Overseas Experience: Lectures and papers in Brazil, Colombia, Mexico and Portugal.

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

Area/International Studies Courses Taught: Portuguese for Spanish Speakers I & II; Literatures and Cultures in Portuguese, from the Middle Ages to Neoclassicism, Romanticism to Modernism, Modernism to the Present; Studies in Literatures and Cultures of the Portuguese Speaking World; Survey of Portuguese and Brazilian Literature I; Topics in Literature of the Portuguese-Speaking World; Colonial Spanish American Literature; Seminar on Colonial Spanish American Literature; Colloquium on Spanish American and Peninsular Literature; Comparative Topics in Luso-Hispanic Literatures/Cultures; Seminar in Comparative Luso-Hispanic Literatures/Cultures.

Research and Training Specialization: Latin American colonial literature and culture; Contemporary Brazilian literature and culture; Comparative Latin American literature and culture

Publications: *Through Cracks in the Wall: Modern Inquisitions and Letrados New Christians in the Iberian Atlantic World*, (The Atlantic World Series: Europe, Africa and the Americas, 2010); (Ed.); *Diálogos da conversão: missionários, índios, negros e judeus no contexto ibero-americano do período barroco*, (Campinas: 2005).

Advising, 2012-17: 4 dissertations, 5 theses

Distinctions: NEH Summer Seminar, 2007-2008.

**DOUGLAS CREWS**

**25% Latin America**

**Professor of Anthropology (tenured)**

Education: Ph.D., Anthropology, Pennsylvania State University, 1985; M.A., Anthropology, Pennsylvania State University, 1980; B.A., Anthropology, Pennsylvania State University, 1976.

Academic Experience: Professor, Department of Anthropology, The Ohio State University, 2005-Present; Professor, School of Public Health, The Ohio State University, 2005-Present.

Overseas Experience: Ecuador and Brazil, American and Western Samoa: interviews, physical assessments, collection of blood samples; Aging and Gerontology, Diabetes and Cardiovascular Diseases, Ethnicity and Disease, Latin America - Yanomami, Brazil; Cofan, Ecuador.

Language Proficiency: Spanish (1), French (1)

Area/International Courses Taught: N/A

Research and Training Specialization: Senescence, life span, and aging; genetic epidemiology; Ethnicity and disease; Diabetes and cardiovascular diseases; Evolutionary biology of senescence and human variation.

Publications: 5

Advising, 2012-17: 8 dissertations, 2 theses

Distinctions: Distinguished Diversity Enhancement Award, The Ohio State University, 2010; Outstanding paper published in the Journal of Physiological Anthropology, 2013; American Society of Primatology Primate Welfare Award, 2016.

**DEAN CRISTOL**

**25% Latin America**

**Associate Professor of Education (tenure-track)**

Education: Ph.D., Curriculum & Teaching, University of North Carolina at Greensboro, 1995.  
Academic Experience: Member, Executive Committee for the International Association for Mobile Learning; Associate Editor, Theory Into Practice Journal.  
Overseas Experience: Conducted research in Mexico, Turkey, Qatar, England, Canada, China  
Language Proficiency: N/A  
Area/International: 3  
Courses Taught:  
Research and Training Specialization: Multicultural and Equity Studies in Education; Mobile learning/technology for disenfranchised children.  
Publications: 4  
Advising, 2012-17: 10 dissertations, 2 theses  
Distinctions: Choose Ohio First Scholarship Program (\$1,600,000 funded).

**ELIZABETH DAVIS**

**30% Latin America**

**Associate Professor of Spanish and Portuguese (tenured)**

Education: Ph.D., Yale University, 1975; M. Phil., Yale University, 1972; B.A., Spanish Language and Literature, The University of Arizona, 1969.  
Academic Experience: College of Humanities Research Committee; Rare Books and Manuscripts Advisory Committee.  
Overseas Experience: Brazil, Uruguay, Argentina, Chile, Spain.  
Language Proficiency: Spanish (5)  
Area/International: 2  
Courses Taught:  
Research and Training Specialization: Literature and culture of early modern Spain.  
Publications: 1  
Advising, 2012-17: 2 dissertations, 1 thesis  
Distinctions: Grant in Aid for travel to conference of the Asociación Internacional Siglo de Oro, College of Humanities, The Ohio State University, 2008.

**ANA DEL SARTO**

**100% Latin America**

**Associate Professor of Spanish and Portuguese; (tenured)**

**Editor, *alter/nativas: Latin American Studies Journal***

Education: Ph.D., Contemporary Latin American Literatures and Cultures, Diversification: Colonial Latin American Literatures and Cultures, The Ohio State University, 1999; M.A., Latin American Studies and Political Science, Ohio University, 1998; M.A., Latin American Literature, Ohio University, 1994; Licenciatura, Universidad Nacional de Rosario, 1990.

Academic Experience: Modern Language Association (MLA); Midwest Modern Language Association (M/MLA); Latin American Studies Association (LASA).

Overseas Experience: N/A

Language Proficiency: Spanish (5), French (4), Portuguese (3), Italian (1)

Area/International Studies Courses: Subjectivities in Disarray: Contemporary Women's Narratives from the Southern Cone; Latin American Film; Contemporary Ibero-American Women's Narrative; Issues on Southern Cone Culture Studies; Latin American Contemporary Narrative; Introduction to Latin American Cultures; Introduction to Latin American Literature.

Research and Training Specialization: Latin American Cultural Studies; Literary, Cultural and Critical Theories; Ethnic and Gender Studies; Identities and Subject Formations; Comparative Studies of Lusophone and Hispanic Latin America; Globalization Studies; Southern Cone Narratives.

Publications: "Los estudios culturales latinoamericanos y la academia estadounidense en el siglo XXI", *alter/nativas: latin america cultural studies journal*, editor, (2013); "Globalización, violencia y afectividad en Ciudad Juárez." Mabel Moraña and Ignacio Sánchez Prado eds. *El lenguaje de las emociones. Afecto y cultura en América Latina* (2012); "Los afectos en los estudios culturales latinoamericanos: Cuerpos y subjetividades en Ciudad Juárez." *Cuadernos de literatura* (2012); *Sospecha y goce: Una genealogía de la crítica cultural chilena*. (Editorial Cuarto Propio, 2010).

Advising, 2012-17: 1 dissertation; 4 MA theses; 6 undergraduate theses

Distinctions: MITRA, Erasmus, Leuven University, Spring 2014; Research Enhancement Grant, Autumn 2012; President's Salute, 2009/2008; Learning Community, Winter, Spring 2007; Mortar Board & Sphinx Senior Class Honoraries; 18<sup>th</sup> Annual Faculty and Staff Recognition, Winter 2007.

**THERESA DELGADILLO**

**50% Latin America**

**Associate Professor of Comparative Studies (tenured)**

Education: Ph.D., English, UCLA; M.F.A., Creative Writing, Arizona State.

Academic Experience: Member of Executive Committee for MLA Division on Chicana and Chicano Literature, 2002-2007; Chairperson, MLA Division on Chicana and Chicano Literature, 2006; Advisory Board for University of Illinois Press Latinos in Chicago and the Midwest Publication Series, 2004-2012.

Overseas Experience: Mexico.

Language Proficiency: Spanish (4)

Area/International Studies Courses: 7

Taught:

Research and Training Specialization: Latino/a studies; Gender studies; American literature; America studies.

Publications: 1

Advising, 2012-17: N/A

Distinctions: N/A

**JOSÉ O. DÍAZ**

**75% Latin America**

**Head Librarian, Area Studies**

**Associate Professor, Spanish and Portuguese (tenured)**

Education: Ph.D., History, The Ohio State University; MLS, Library and Information Sciences, Indiana University; M.A., Latin American History, Indiana University.

Academic Experience: Associate Professor, The Ohio State University; Assistant Professor, University of New Mexico.

Overseas Experience: N/A

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

Area/International Studies Courses: 6

Taught:

Research and Training Specialization: Latin American Informatics; Latin American Information Sources; Latin American Studies: Caribbean/Puerto Rico.

Publications: 1

Advising, 2012-17: N/A

Distinctions: Chair, The Latin American Materials Project, 2015-Present; Mentor, Association of Research Libraries' Initiative to Recruit a Diverse Workforce.

**ANDREA I. DOSEFF**

**<25% Latin America**

**Associate Professor of Medicine and Molecular Genetics (tenured)**

Education: Ph.D. Genetics, Cold Spring Harbor Laboratory and State University of New York, 1996; Bachelor in Sciences, Biology. Faculty of Science, University of Buenos Aires, 1987.

Academic Experience: Co-Director dual PhD program OSU-University of Sao Paulo, Brazil; Director SiGuE (Success in Graduate Education) a postbaccalaureate educational program in sciences.

Overseas Experience: N/A

Language Proficiency: Spanish (4), Portuguese (1)

Area/International Studies Courses: N/A

Taught:

Research and Training Specialization: Molecular Genetics.

Recent Publications: 4

Advising, 2012-17: 2 theses

Distinctions: Nominated: OSU-Distinguished Undergraduate Research Mentor of the Year, 2007; Sphinx Mortar 24th Annual Faculty and Staff Recognition by an undergraduate student, 2013; Nominated: OSU-Distinguished Undergraduate Research Mentor of the Year, 2013.

**SIMONE DRAKE**

**40% Latin America**

**Youngberg Distinguished Professor of African and African American Studies (tenured)**

Education: Ph.D., English Literature, University of Maryland, 2007; M.S.L., The Ohio State University, 2013; M.A. African American and Africa Studies, The Ohio State University, 2000; B.A. Classical Civilization, Denison University, 1997.

Academic Experience: Ohio State University: Assistant & Associate Professor, 2009 – 2017, African & African American Studies; Visiting Assistant Professor, Denison University, 2007-08.

Overseas Experience: N/A

Language Proficiency: French (3), German (1)

Area/International Studies Courses: 2

Research and Training Specialization: African Diaspora in the Anglophone Caribbean.

Publications: 2

Advising, 2012-17: N/A

Distinctions: Co-author, Next Generation PhD Project, \$50,000 grant from the Humanities and the Arts Discovery Theme, The Ohio State University.

**ALCIRA DUEÑAS**

**100% Latin America**

**Associate Professor of Latin American History (tenured)**

Education: Ph.D., Latin American History, The Ohio State University, 2001; M.A., Latin American History, The Ohio State University, 1996; B.A. Economics, University of Bogotá JTL, Colombia.

Academic Experience: Professor of Latin American History, Fulbright Scholar, 1996.

Overseas Experience: Archival research in Colombia, Peru, Ecuador, Spain, Italy.

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

Area/International Studies Courses: 3

Taught:

Research and Training Specialization: Andean intellectual history, Latin American History, Colonial Latin American literature and Women's history.

Publications: 2

Advising, 2012-17: N/A

Distinctions: John Carter Brown Library, Donald Saunders Long-Term Fellowship, 2015; Max-Planck Institute Residential Fellowship, 2014; Fulbright Scholar Grant, 2014; National Endowment for the Humanities Summer Institute Fellowship, 2012.

**JENNIFER EAGLIN**

**75% Latin America**

**Assistant Professor of Environmental History and Sustainability (tenure-track)**

Education: Ph.D., History, Michigan State University, 2015; M.A. International Relations, Johns Hopkins University, 2009; B.A. History and Spanish, Spelman College, 2005.

Academic Experience: N/A

Overseas Experience: Brazil

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

Area/International Studies Courses: 1

Taught:

Research and Training Specialization: Latin American History; Environment, Health, Technology & Science; Sociopolitics of the Ethanol Industry.

Publications: 3

Advising, 2012-17: N/A

Distinctions: Graduate Research Intern, The Climate Institute Research biofuel Jet propulsion project development in Brazil, US, and Latin America, 2015.

**THERESA EARLY**

**25% Latin America**

**Associate Professor of Social Work (tenured)**

**Director of International Programs, College of Social Work**

Education: Ph.D., Social Work, University of Kansas, 1994; M.S.W., Social Administration, University of Kansas, 1990; B.A., Journalism, Texas Tech University, 1981.

Academic Experience: Director of Doctoral and International Programs, College of Social Work; Academic and Resident Director, Mexico Study Abroad Program; Chair, Committee on International Programs.

Overseas Experience: Fulbright in Mexico; Led education abroad program in Nicaragua (2014, 2015, 2017).

Language Proficiency: Spanish (4)

Area/International Studies Courses: 3

Taught:

Research and Training Specialization: Administration (program design/evaluation); generalist social work practice; mental health practice; women's issues; proposal development; international social work.

Publications: N/A

Advising, 2012-17: 16 dissertations, 4 theses

Distinctions: Fulbright Garcia-Robles Scholar, 2011-12.

**PATRICIA ENCISO**

**25% Latin America**

**Professor, Department of Teaching and Learning (tenured)**

**Past Director, Latino/a Studies Program**

Education: Ph.D., The Ohio State University, 1990; M.Ed., The University of Newcastle-on-Tyne, England, 1984; B.S., The Ohio State University, 1979.

Academic Experience: Past President, Literacy Research Association; Assistant Professor, University of Wisconsin-Madison, 1991-1996; President-Elect, Literacy Research Association, 2013-2016; Committee Member of the Latino/a Studies Program Development Committee; National Committee Member for the Tomás Rivera Award for Distinctive Contribution to Mexican American Literature for Children and Young Adults.

Overseas Experience: Mexico

Language Proficiency: Spanish (3)

Area/International Studies Courses: 4

Taught:

Research and Training Specialization: Literature and literacy.

Publications: 6

Advising, 2012-17: 6 dissertations

Distinctions: Tomás Rivera Award; Spencer Postdoctoral Fellowship recipient, 1996-1998; OSU Diversity Enhancement Award – Member of the Hispanic Oversight Committee; Literacy Research Association, Edward Fry Book Award Recipient for outstanding contribution to Literacy Research, 2007.

**PAMELA ESPINOSA DE LOS MONTEROS**

**100% Latin America**

**Latin American Studies Faculty Librarian, University Libraries (tenure-track)**

Education: M.S. Library and Information Sciences, Syracuse University, School of Information; B.A. Interdisciplinary Humanities, University of San Diego; Certificate in Binational Business Administration, Instituto Tecnológico Autónomo de México (ITAM).

Academic Experience: Librarian I, San Diego County Library; Latino Services/Reference Librarian, Sedona Public Library; Program Coordinator, International House of Blues Foundation (IHOBFF) Marketing and Development Associate, San Diego Youth Services (SDYS).

Overseas Experience: Garcia Robles Binational Business Fellow, Fondo Mexicano para la Conservación de la Naturaleza (FMCN).

Language Proficiency: Spanish (5)

Area/International Studies Courses: 1

Taught:

Research and Training Specialization: Latin American Special Collections; Latin American, Iberian, and Latino Studies Information Resources; Interdisciplinary research and engagement;

Publications: 2

Advising, 2012-17: N/A

Distinctions: Garcia Robles Binational Business Fellow.

**NANCY ETTLINGER**

**50% Latin America**

**Professor of Geography (tenured)**

Education: Ph.D., Geography, University of Oklahoma, 1984; M.A., Geography, University of Oklahoma, 1980; B.A., Anthropology, Hamilton College, 1977.

Academic Experience: Association of American Geographers, Member, International Association of Feminist Economists; Associate Faculty, Women's Studies, Ohio State, 2001-present; Assistant Professor, Geography, University of Nebraska, 1985-1988.

Overseas Experience: Research in Mexico.

Language Proficiency: Spanish (2)

Area/International Studies Courses: 6

Taught:

Research and Training Specialization: Critical human geography; Poststructural Theory and Epistemology; Governance of Neoliberal Life; Culture & Economy; Social in/justice; Segregation; Radical Democracy.

Publications: 7

Advising, 2012-17: 6 dissertations, 5 theses

Distinctions: N/A

**CHRISTIAN FALTIS**

**25% Latin America**

**Professor of Language, Education, and Society**

**Chair of the Department of Teaching and Learning**

Education: Ph.D., Curriculum and Teacher Education, Bilingual Cross-Cultural Education, Stanford University; M.A. Curriculum and Teacher Education, Second Language Education, Stanford University; M.A. Mexican American Graduate Studies: Bilingual Studies, San José State University; B.A. Spanish Language and Literature, La Raza Studies, San Francisco State University.

Academic Experience: AERA Fellow, 2016; Fulbright Scholar; Chair of Department of Teaching and Learning, The Ohio State University.

Overseas Experience: N/A

Language Proficiency: N/A

Research and Training Specialization: Teacher education for emergent bilingual users; bilingual and dual language education; critical arts-based learning

Publications: N/A

Advising, 2012-17: N/A

Distinctions: Fulbright Scholar; AERA Distinguished Scholar Award, 2001; AERA Fellow, 2016.

**MARCIA FARR**

**25% Latin America**

**Professor Emerita of Language, Literacy and Culture (tenured)**

Education: Ph.D., Linguistics, Georgetown University, 1976; M.A., Linguistics, American University, 1970; B.A., English, Ohio Wesleyan University, 1965.

Academic Experience: Editorial Board of Written Communication Journal, 1989 – 2007; General Editor of series, Written Language, Hampton Press, 1992 – 2000; General Editor of series, Writing Research: Multidisciplinary Inquiries into the Nature of Writing, Ablex Publishing Co., 1982 -1992.

Overseas Experience: Extensive fieldwork in Michoacán, Mexico and Chicago (transnational community) during 1990s; Fulbright Research Fellow, El Colegio de Michoacán, 1995-1996.

Language Proficiency: Spanish (3)

Research and Training Specialization: Cultural variation in the use of oral and written language and how local ways of using language and literacy affect the teaching and learning of academic literacy.

Publications: N/A

Advising, 2012-17: 1 dissertation.

Distinctions: N/A

**LAURA FERNANDEZ**

**30% Latin America**

**Assistant Dean, International and Graduate Affairs, Moritz College of Law (tenured)**

Education: J.D., University of Illinois at Urbana-Champaign, 2005; B.S., University of Illinois at Urbana-Champaign.

Academic Experience: Senior International Officer Training - Association of International Education Administrators; Organization for Security and Cooperation in Europe.

Overseas Experience: Frequent student recruitment and partnership development throughout Latin America.

Language Proficiency: Spanish (5), Serbo-Croatian (5), French (3)

Area/International Studies Courses: 2  
International Law

Taught: International Law, Transitional Justice.

Research and Training Specialization: International Law, Transitional Justice.

Publications: N/A

Advising, 2012-17: N/A

Distinctions: Diploma from International Institute of Higher Studies in Criminal Sciences, Siracusa, Italy.

**ELIZABETH FITZGERALD**

**50% Latin America**

**Associate Professor, Clinical Nursing (tenured)**

Education: Ed.D, University of Louisville, 1990; M.Ed. University of Louisville, 1983; M.S. The Ohio State University, 1980; B.S.N. University of Kentucky, 1977.

Academic Experience: Assistant Professor, Nursing, Bellarmine University, 2006-14; Assistant Professor, McKendree University, 2004-06; Post-graduate Clinical Training Program, University of Louisville, 1987.

Overseas Experience: Education Abroad trips to Nicaragua (2015), Honduras (2015); Quito, Ecuador (2014); Via Lingua Moderation Program, Italy, 2011.

Language Proficiency: Spanish (4)  
Area/International 2

Courses Taught: Cultural competence; Health Disparities and Mental Health; Migration; Validation of Spanish Version of the IAPCC-R

Research and Training Specialization: Spanish Version of the IAPCC-R

Publications: 4

Advising, 2012-17: 1 dissertation; 3 DNP capstone projects; 2 theses

Distinctions: Ohio Nurse of the Year Award, 2016; Faculty Award for Service, 2014; Service-learning grant to establish a partnership with the Jubilee House/Central America Development Center in Nicaragua.

**ELENA FOULÍS**

**50% Latin America**

**Senior Lecturer, Department of Spanish and Portuguese**

Education: Ph.D. Comparative Literature and Cultural Studies, University of Arkansas, 2010; M.A. Spanish, University of Arkansas, 2003; B.A. Spanish, The Ohio State University, 2000.

Academic Experience: N/A

Overseas Experience: N/A

Language Proficiency: Spanish (5), Portuguese (1)  
Area/International 5

Studies Courses Taught: US Latin@ literature, Service-learning, Oral History, Multiethnic literature, Language and cultural studies.

Research and Training Specialization: US Latin@ literature, Service-learning, Oral History, Multiethnic literature, Language and cultural studies.

Publications: 5

Advising, 2012-17: N/A

Distinctions: 2017 NEH Summer Institute Participant, "What is Gained in Translation?" Kent State University.

**REANNE FRANK**

**25% Latin America**

**Associate Professor of Sociology (tenured)**

Education: Ph.D., Sociology, The University of Texas at Austin, 2002; M.A., Sociology, The University of Texas at Austin. 1999; B.A., Sociology, Anthropology, and Spanish Language and Literature, The University of Michigan, Ann Arbor, 1996.

Academic Experience: Research Associate, Initiative in Population Research, The Ohio State University.

Overseas Experience: Survey work in Mexico.

Language Proficiency: Spanish (4)

Area/International Studies Courses 3

Taught:

Research and Training Specialization: Social Demography, Health Disparities, Racial/Ethnic Inequality, Social Stratification, Migration/Immigration, Research Methods.

Publications: 2

Advising, 2012-17: N/A

Distinctions: N/A

**SARAH GALLO**

**25% Latin America**

**Assistant Professor, Department of Teaching and Learning (tenure-track)**

Education: Ph.D., Educational Linguistics, University of Pennsylvania, 2013; M.Ed., Curriculum & Instruction, Lesley University, 2005; B.A. Spanish, Bowdoin College, 2003.

Academic Experience: 12 years researching Mexican immigrant children's educational experiences in US and when repatriate to Mexico.

Overseas Experience: Field research, Mexico, 2016-17.

Language Proficiency: Spanish (5)

Area/International Studies Courses 5

Taught:

Research and Training Specialization: Bilingual and immigrant education in the U.S. and Mexico.

Publications: 7

Advising, 2012-17: 3 dissertations, 2 theses

Distinctions: Fulbright scholar in Mexico.

**MONICA GIUSTI****30% Latin America****Professor of Food Science and Technology (tenured)**

Education: Ph.D., Food Science & Technology, Oregon State University, 1998; M.S., Food Science & Technology, Oregon State University, 1995; Food Engineer, Universidad Nacional Agraria, La Molina, 1993; B.S., Industrias Alimentarias, Universidad Nacional Agraria, La Molina, 1990.

Academic Experience: Graduate Faculty and Visiting Professor, UNALM, Peru, 2015-Present; Visiting Professor, UNLM – Peru, 2012-2016.

Overseas Experience: Collaborations underway with the Universidad Nacional Agraria, La Molina (UNALM), Universidad Calletano Heredia and the Universidad San Antonio Abad de Cusco (UNSAAC) in Peru. Collaborations with the Peruvian Association of Cocoa Production, International Potato Center (CIP), and with the food industry in Peru and Bolivia.

Language Proficiency: Spanish (5)  
Area/International Studies Courses 1

Taught: Research and Training Specialization: Functional foods – characterization of phytochemicals on Latin American native commodities.

Publications: 7

Advising, 2012-17: 10 dissertations, 10 theses; 2 international dissertations

Distinctions: NACTA Educator Award, North American Colleges and Teachers of Agriculture, 2017; Rodney F. Plimpton Teaching Award, Ohio State, FAES, 2015; Early Career Innovator of the Year, OSU Office of Research, Ohio State, 2013.

**CLAUDIO GONZÁLEZ-VEGA****100% Latin America****Professor Emeritus of Agricultural, Environmental and Development Economics (tenured)**

Education: Ph.D., Stanford University, 1976; M.S., London School of Economics, 1967; Law degree, University of Costa Rica, 1965; B.S., University of Costa Rica, 1965.

Academic Experience: Director of Rural Finance Program at The Ohio State University; Former Dean of Economic Sciences at University of Costa Rica; Consultant for the Agency for International Development, InterAmerican Development Bank, United Nations, and the World Bank; Member of the Board of Directors of the Generation Challenge Project (CGIAR).

Overseas Experience: Recent projects include work in all Central American countries, Mexico, Bolivia, Ecuador, Peru, Argentina, Paraguay, Chile.

Language Proficiency: Spanish (5), Portuguese (4)  
Area/International Studies Courses Economic Development Processes in Developing Countries; Problems and Policies in World Population, Food, and Environment; Financial Markets and Rural Development;

Taught: Economic Development Theory and Policy; Political Economy of Trade, Development and Agricultural Policies.

Research and Training Specialization: Development Finance, Microfinance, International Trade, Rural Development, Poverty.

Publications: “Las Microfinanzas en la profundización del sistema financiero: El Case do Bolivia” *El Trimestre Económico* (2017); “Financial Development and Growth Volatility: Time Series Evidence for Mexico and the United States” (2016); Strategic Alliances for Scale and Scope Economies: Lessons from FADES in Bolivia” in *Expanding the Frontier in Rural Finance* (2008); “Las microfinanzas en la profundización del sistema financiero. El caso de Bolivia.” *Trimestre Económico*. “Impact of Microfinance on Schooling. Evidence from Poor Rural Households in Bolivia.” *World Development* (2007).

Advising, 2012-17: N/A

Distinctions: James M Siddens Award for Distinguished Faculty Advising, 2007.

**JOHN GRINSTEAD**

**100% Latin America**

**Associate Professor Department of Spanish and Portuguese (tenured)**

Education: Ph.D., Applied Linguistics, U.C.L.A.; M.A., Teaching English as a Second Language, U.C.L.A.; B.A., Linguistics and Spanish, U.C.L.A.

Academic Experience: University of Northern Iowa, Department of Modern Languages; UCLA, Psychology courtesy Faculty in Linguistics Department.

Overseas Experience: Puerto Rico: Language Acquisition Projects; Mexico: student recruitment and an NSF grant-funded research project on developmental linguistics; Experimental studies of typically-developing and language-impaired child Spanish in Mexico City.

Language Proficiency: Spanish (5), Catalan (4)

Area/International Studies Courses Taught: Introduction to Spanish Linguistics; Honors Introduction to Spanish Linguistics; Spanish Psycholinguistics; Graduate Spanish Psycholinguistics.

Research and Training Specialization: Spanish Psycholinguistics, Child Language Development, Language Disorders, Second Language Acquisition.

Publications: “Prototypical Tense-Aspect Alignment and the Tense Deficit in the Spontaneous Speech of Spanish-Speaking Children With SLI”, *Probus*, (2016); “Evidence of Optional Infinitive Verbs in the Spontaneous Speech of Spanish-Speaking Children With SLI”, *Lingua*, (2014); “Tense Marking and Spontaneous Speech Measures in Spanish SLI: A Discriminant Function Analysis”, *Journal of Speech, Language, and Hearing Research*, (2013); “The Semantics of the Tense Deficit in Child Spanish SLI”, *Linguistics and Acquisition: Studies in Honor of Nina M. Hyams* (2013).

Advising, 2012-17: 2 dissertations; 6 undergraduate Honors theses.

Distinctions: Distinguished Undergraduate Research Mentor, 2007, Associate Editor – *Language Acquisition: A Journal of Developmental Linguistics*, Taylor & Francis.

**ERICH GROTEWOLD**

**25% Latin America**

**Professor, Department of Molecular Genetics and Department of Horticulture & Crop Science (tenured)**

**Director, Center for Applied Plant Sciences (CAPS)**

Education: Ph.D., Chemistry, INGEPI & University of Buenos Aires, Argentina, 1988; B.A., Chemistry, University of Buenos Aires, 1985.

Academic Experience: Director, Center for Applied Plant Sciences (CAPS), The Ohio State University (2011-Present); Director, Arabidopsis Biological Resource Center (ABRC), The Ohio State University (2009-Present); Professor, Department of Molecular Genetics (previously Plant Cellular and Molecular Biology) and Department of Horticulture and Crop Sciences, The Ohio State University (2006-Present).

Overseas Experience: Peru, Brazil, and Argentina. Co-director in a RAICES project from FONCyT, Argentina. FIPSE/CAPES program exchange with Brazil.

Language Proficiency: Spanish (4), German (3)

Area/International Studies Courses Taught: N/A

Research and Training Specialization: Regulation of plant gene expression, Plant metabolic engineering, Evolution of plant diversity.

Publications: 3

Advising, 2012-17: 6 dissertations, 4 theses.

Distinctions: College of Biological Sciences Dean's Award for Undergrad Research Mentoring, 2006.

**REBECCA HAIDT**

**25% Latin America**

**Associate Professor of Spanish and Portuguese (tenured)**

Education: Ph.D., Spanish and Comparative Literature, Washington University, 1992; M.A., Comparative Literature, Washington University, 1989; B.A., Washington University, 1983.

Academic Experience: Member, Board of Editors: *Revista de Estudios Hispánicos*, Member, Lowell Award Committee, Modern Language Association, Member, Committee on the Status of Women in the Profession.

Overseas Experience: N/A

Language Proficiency: Spanish (5), German (2), French (2)

Area/International Studies Courses Taught: 3

Research and Training Specialization: Eighteenth-Century Spanish Enlightenment Literature and Culture; Literary and Cultural Theory; Gender Studies; Comparative Studies.

Publications: 1

Advising, 2012-17: N/A

Distinctions: Grant in Aid for Travel to Overseas Conferences, College of Humanities, OSU.

**BYRON HAMANN**

**100% Latin America**

**Associate Professor, History of Art (tenured)**

Education: Ph.D., History, University of Chicago, 2011; Ph.D. Anthropology, University of Chicago, 2011; M.A. Anthropology, University of Chicago, 2000; M.A. Anthropology, Vanderbilt University, 1998; B.A. History of Art, Brown University, 1994.

Academic Experience: Adjunct Professor, University of Chicago, 2012; Director, The Mesolore Project, Brown University, 2018-2012.

Overseas Experience: Spain, Mexico

Language Proficiency: Spanish (5)

Area/International Studies Courses Taught: History of Latin America: Prehispanic and Early Modern; People and Things: Social Theory/Material Culture; Alternative Histories; Blood, Flesh, Spirit: The Body of Mesoamerican Art; Art and Urban Landscapes in Mexico City; Art and History in Early Modern Latin America, 1492-1820.

Research and Training Specialization: Pre-Hispanic Mesoamerica, Early Modern Latin America, Early Modern Europe.

Publications: *The Translations of Nebrija: Language, Culture, and Circulation in the Early Modern World*, (University of Massachusetts Press, 2015); "An Artificial Mind in Mexico City", *Grey Room* 67 (2017); "Bruno Lator no jardim das ilustracoes arqueológicas", *Boletim do Museum Paraense Emilio Goeldi* (2017); "Object, Image, Cleverness: The Lienzo de Tlaxcala." *Art History* (2013); "Sacred Geography in the Nochixtlan Valley", *Ancient Mesoamerica* (2012); "Dana Leibsohn and Barbara Mundy; Vistas: Visual Culture in Spanish America 1520-1820", DVD-web hybrid (University of Texas, 2010); "Interventions. The Mirrors of Las Meninas: Cochineal, Silver, and Clay", *The Art Bulletin* (2010); "Ruinas nuevas: Iconoclasia y conversión en el s. XVI." *Araucaria: Revista Iberoamericana de Filosofía, Política y Humanidades* (2010).

Advising, 2012-17: 2 dissertations

Distinctions: Co-Director, The Mesolore Project ([www.mesolore.org](http://www.mesolore.org)).

**DAVID HEDGECOTH**

**25% Latin America**

**Assistant Professor, School of Music (tenure-track)**

Education: Ph.D., Music Education, The Ohio State University, 2012; M.A. Music Education, Florida State University-Tallahassee, 2003; B.M.E., Music Education, Florida State University-Tallahassee, 1999.

Academic Experience: Assistant Professor, University of Oregon; Teacher, Seminole County Public School System.

Overseas Experience: N/A

Language Proficiency: N/A

Area/International Studies Courses: 1

Area/International Studies Courses: N/A

Taught:

Research and Training Specialization: Brass pedagogy; Charter school music programs; Public school and charter school music curricula.

Publications: 1

Advising, 2012-17: 20 undergraduate, 2 dissertations, 3 theses

Distinctions: The Ohio State University College of Arts and Sciences - Faculty Best Practices Grant, 2016.

**STEPHEN HILLS**

**33% Latin America**

**Academic Director, International Programs Office**

**Faculty Emeritus, Management and Human Resources (tenured)**

Education: Ph.D., University of Wisconsin, 1975; M.A., University of Wisconsin, 1969; B.A., College of Wooster, 1965.

Academic Experience: Academic Director for International Programs, Fisher College of Business; Co-principal Investigator, Center for International Business Education and Research (OSU-CIBER); Peace Corps, Venezuela, 1965-1967.

Overseas Experience: Takes 15 -30 students to a different emerging market each year, which have included: Brazil, Bolivia, Panama, Argentina, Chile, Costa Rica, Mexico, Peru.

Language Proficiency: Spanish (4), Portuguese (1)

Area/International Studies Courses: 1

Taught:

Research and Training Specialization: International markets; Role of monetary policy on part-time employment levels in Europe; Labor markets in Mexico, South Africa, Poland and China.

Publications: N/A

Advising, 2012-17: 1 dissertation

Distinctions: Phi Beta Kappa.

**SAMUEL HODGE**

**25% Latin America**

**Professor of Kinesiology, Department of Human Sciences (tenured)**

Education: Ph.D., Education, The Ohio State University, 1994; Dual M.S. Education (APE & Motor Learning), Bowling Green State University, 1989; B.S., Education, Fayetteville State University, 1988.

Academic Experience: N/A

Overseas Experience: N/A

Language Proficiency: Portuguese (5)

Area/International Studies Courses: N/A

Taught:

Research and Training Specialization: Teacher professional preparation & inclusion; Issues of social justice & cultural diversity.

Publications: *Fundamentos da educação física adaptada*. (São Paulo: Phorte Editore Publications, in press); “Students with disabilities in Brazil, Japan, South Korea, and the United States: Implications for inclusion and social justice in physical education”, In A. J. S. Morin (Ed.), *International Advances in Education: Global Initiatives for Equity and Social Justice* (Charlotte, NC: Information Age Publishing Inc., in press).

Advising, 2012-17: 12 dissertations, 50 theses

Distinctions: N/A

**ARMANDO HOET**

**25% Latin America**

**Director, Veterinary Public Health Program**

Education: PhD, Philosophy, The Ohio State University, 2002; DVM, La Universidad de Zulia, Maracaibo, Venezuela, 1991.

Academic Experience: Associate Professor, College of Veterinary Medicine, Veterinary Preventive Medicine, The Ohio State University, 2013-present; Department Associate Professor, College of Public Health – Epidemiology Division, The Ohio State University, 2014-present; Assistant Professor, College of Public Health – Epidemiology Division, The Ohio State University, 2007-2013; Assistant Professor, College of Veterinary Medicine, Veterinary Preventative Medicine, The Ohio State University, 2007-2013.

Overseas Experience: Visited over 35 different countries; Research, educational and service projects focusing on countries such as the United States, Venezuela, Uruguay, Costa Rica, Chile, and Ethiopia.

Language Proficiency: Spanish (5)

Area/International Studies Courses: 4

Taught:

Research and Training Specialization: Epidemiology of Zoonotic and foodborne pathogens such MRSA, E. coli, and Salmonella; The molecular epidemiology of antimicrobial resistance associated with these pathogens in humans, animals and the environment.

Publications: 6

Advising, 2012-17: 2 dissertations, 59 theses

Distinctions: “AAVMC One Health Scholar”, Ohio One Health Alliance, American Association of Veterinary Medical Colleges AAVMC, 2016; Excellence in Teaching Award, College of Public Health, The Ohio State University, 2012.

**MARK HUBBE****100% Latin America****Associate Professor of Anthropology (tenured)**

Education: Ph.D., Biology and Genetics, Universidade de São Paulo, Brazil, 2006. B.A., Biology, Universidade de São Paulo, Brazil, 2001.

Academic Experience: Adjunct Professor, Instituto de Investigaciones Arqueológicas y Museo, Universidad Católica del Norte, Chile, 2012 – Present; Director, Instituto de Investigaciones Arqueológicas y Museo, Universidad Católica del Norte, Chile, 2007 –2011; Associate Professor, Curator of Physical Anthropology, Instituto de Investigaciones Arqueológicas y Museo, Universidad Católica del Norte, 2006 –2012.

Overseas Experience: Central Brazil (Lagoa Santa, Minas Gerais); North Chile (Atacama desert).

Language Proficiency: Portuguese (5), Spanish (5), German (4)

Area/International Studies Courses Taught: Introduction to Forensic Anthropology; Bioarchaeology; Advanced Research Topics in Skeletal Biology and Implications for Anthropology; Biological Anthropology Seminar: Escuela Andina (IIAM-UCN).

Research and Training Specialization: Human Evolution; Skeletal Biology; Morphological Adaptation and Differentiation; Modern Human Dispersion; Settlement of the Americas; Atacameño Prehistory.

Publications: “Diálogos entre antropología, arqueología e biología: uma história das pesquisas em Lagoa Santa, Minas Gerais”, *Boletim Goeldi*, (under review); “Morphological Variation among Late Holocene Mexicans: Implications for the Discussion about the Human Occupation of the Americas”, *American Journal of Physical Anthropology*, (under review); “The Application of 3D Geometric Morphometrics and Laser Surface Scanning to Investigate the Standardization of Cranial Vault Modification in the Andes”, *Journal of Archaeological Sciences: Reports* (2017); “Eating out or dining in: Modelling diverse dietary strategies in Middle Period San Pedro de Atacama, Chile”, *Archaeological and Anthropological Sciences* (2017); “The complexity of the First Americans' ritual behavior: Mutilation and temporal transformation among the early Holocene hunter-gatherers of Lapa do Santo, eastern Brazil”, *Antiquity*, (2016).

Advising, 2012-17: 5 dissertations, 4 theses, 14 undergraduate theses

Distinctions: N/A

**RAFAEL JIMENEZ-FLORES****25% Latin America****J.T. Parker Endowed Chair in Dairy Foods (tenured)**

Education: Ph.D., Food Science and Agricultural Chemistry, University of California-Davis; M.S., Food Science, Cornell University; B.S. La Salle University.

Academic Experience: Assistant Professor, University of Illinois, 5 years; Professor at California Polytechnic State University, Dairy Science Department, 20 years; Director, Cal Poly Center for Applications in Biotechnology, 3 years; Currently, JT ‘Stubby’ Parker Endowed Chair of Dairy Foods, Food Science and Technology, The Ohio State University.

Overseas Experience: Summer Research Work at the Universidad de las Islas Baleares, Palma de Mallorca, Spain; Sabbatical year at Fonterra Research and Massey University, Palmerston North, New Zealand.

Language Proficiency: Spanish (5)

Area/International Studies Courses Taught: 2

Research and Training Specialization: Food Chemistry Biochemistry and Molecular Biology, Dairy Science.

Publications: 140 peer-reviewed publications.

Advising, 2012-17: 2 dissertations, 18 theses.

Distinctions: Research Award American Dairy Science Association; Outstanding Teacher Award ‘Sigma Xi’; Senior Editor Food Section of the Journal of Dairy Science; Provost Recognition for External Funding to Cal Poly (5 Million Dollars).

**LINDSAY JONES**

**50% Latin America**

**Professor of Comparative Studies (tenured)**

Education: Ph.D., History of Religions, University of Chicago, 1989; M.A., Divinity, University of Chicago, 1981; B.A., Anthropology and Religious Studies, University of Colorado, 1978; B.ENVD., Environmental Design, University of Colorado, 1978.

Academic Experience: Instructor, Cemanahuac Educational Community, Cuernavaca, Morelos, Mexico.

Overseas Experience: Extensive research in Mexico.

Language Proficiency: Spanish (4)

Area/International Studies Courses Taught: 2

Research and Training Specialization: N/A

Publications: Advising, 2012-17: 1 dissertation

Distinctions: Mircea Eliade Centennial Jubilee Medal, 2007-2008.

**NICK KAWA**

**100% Latin America**

**Assistant Professor, Anthropology (tenure-track)**

Education: Ph.D., Anthropology, University of Florida, 2011; M.A. Anthropology, University of Florida, 2008; B.A. Anthropology & Spanish, University of Arizona, 2002.

Academic Experience: Assistant Professor, Anthropology, Ball State University, 2013-15; Visiting Instructor, La Universidad Nacional de la Amazonia Peruana, 2009.

Overseas Experience: Fieldwork in Iquitos, Peru (2009, 2016); Borba, Brazil (2003, 2007, 2009-10); Nogales Sonora, Mexico (2001-03).

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

Area/International Studies Courses Taught: Peoples and Cultures; History of Anthropological Theory; Environmental Theory; Amazonia: People and the Environment; Social Dimensions of Natural Resource Management in Protected Areas.

Research and Training Specialization: Environmental anthropology; human-plant relations; agrobiodiversity; anthropogenic soils; historical ecology; political ecology; community-based conservation; climate change; waste management.

Publications: *Amazonia in the Anthropocene: People, Soils, Plants, Forests* (University of Texas Press, 2016); "How Religion, Race, and the Weedy Agency of Plants Shape Amazonian Home Gardens", *Culture, Agriculture, Food & Environment*, (2016); "Household Agrobiodiversity Management of Amazonian Dark Earths, Oxisols, and Floodplain Soils on the Lower Madeira River, Brazil", *Human Ecology* (2015); "A Deep History of Tobacco in Lowland South America", In *Master Plant: Tobacco in Lowland South America*; Andrew Russell and Elizabeth Rahman, eds. (Bloomsbury Publishing, 2015); "Saving the Amazon: Conservation, International Covetousness, and the Politics of Research", *Anthropology Today* (2014); "Manioc Varietal Diversity, Social Networks, and Distribution Constraints in Rural Amazonia", *Current Anthropology* (2013); "Magic Plants of Amazonia and their Contribution to Agrobiodiversity", *Human Organization* (2012).

Advising, 2012-17: 3 dissertations, 5 theses, 1 undergraduate thesis

Distinctions: Fulbright-Hays Doctoral Dissertation Research Award.

**JOHANNES KLOMPEN**

**40% Latin America**

**Professor, Evolution, Ecology, and Organismal Biology (tenured)**

Education: Ph.D., University of Michigan; M.S., Radboud University, Netherlands.  
Academic Experience: Postdoctoral Fellowships, Georgia Southern University, Colorado State University.  
Overseas Experience: Fieldwork in Mexico, Panama, Colombia, French Guyana, Brazil.  
Language Proficiency: French (1); Dutch (4)  
Area/International Studies Courses: N/A  
Taught:  
Research and Training Specialization: Systematics and evolution of mites; Parasitiformes; Diversity of soil mesostigmata in Southern Mexico and Belize.  
Publications:  
Advising, 2012-17: 1 dissertation  
Distinctions: Co-organizer, Acarology Summer Program, one of world's premier training programs in systematic acarology.

**MARCUS KURTZ**

**75% Latin America**

**Professor of Political Science (tenured)**

Education: Ph.D., Political Science, University of California, Berkeley, 1996; M.A., Political Science, University of California, Berkeley, 1989; B.S., Cell and Molecular Biology and Political Science, University of Michigan, 1988.  
Academic Experience: N/A  
Overseas Experience: Fieldwork in Chile, Mexico, Peru, Uruguay, and Argentina. Current research: State Building; Market transformation and democratic politics; the role of the state in development and trade; international property rights enforcement; agrarian politics.  
Language Proficiency: Spanish (4), German (4)  
Area/International Studies Courses: 4  
Taught:  
Research and Training Specialization: Comparative Politics: Focus on Latin America and Europe, Southern Africa; Democratization, Economic Development, State Building; Research Design  
Publications: 4  
Advising, 2012-17: 2 dissertations  
Distinctions: Best Paper in Political Sociology, American Sociological Association, 2010; Department of Political Science Award for Distinguished Teaching, 2007; Alumni Award for Distinguished Teaching, 2007; Best Paper in Political Economy, 2006.

**JERRY LADMAN**

**100% Latin America**

**Past Associate Provost for International Affairs**

**Professor Emeritus, Agricultural, Environmental and Development Economics (tenured)**

Education: Ph.D., Iowa State University, 1968; B.S., Iowa State University, 1958.

Other relevant professional positions: Director of the Center for Latin American Studies; Coordinator, Mexican Program, College of Food, Agriculture and Environmental Science; Principal Investigator “Ohio-Mexican Agribusiness Development;” Resident Director OSU Mexico Study Abroad Program; Chief of Party for University Agribusiness Development Program in the Dominican Republic; Program Assistant, Ford Foundation, Mexico City; Director, Center for Latin American Studies, Arizona State University; Board of Editors, *Estudios Fronterizos*.

Overseas Experience: Mexico, Dominican Republic, Guatemala, Bolivia, Costa Rica, El Salvador, Honduras, Argentina, Bolivia, Paraguay.

Language Proficiency: Spanish (4)

Area/International Studies Courses: N/A

Taught:

Research and Training Specialization: Economic Development.

Publications: “Coca Dollars and the Dollarization of South America,” *Journal of Money, Credit and Banking* (1991); *Mexico, a Country in Crisis*. ed. (Texas Western Press, 1986); *Modern Day Bolivia: The Legacy of the Revolution and Prospects for the Future* (Arizona State, 1982); *U.S. Mexican Energy Relationships*, ed. (D.C. Heath and Company, Lexington Books, 1981).

Advising, 2012-17: N/A

Distinctions: Honorary Professor, la Universidad Católica Boliviana; Fulbright in Ecuador.

**RATTAN LAL**

**25% Latin America**

**Distinguished University Professor of Soil Science (tenured)**

**Director, Carbon Management & Sequestration Program**

Education: Ph.D., The Ohio State University, 1968; M.Sc., Indian Agricultural Research Institute, 1965; B.Sc., Punjab Agricultural University, 1963.

Academic Experience: Member, Food Agriculture & Climate Change, Brussels, 2013-16; Member, Federal Advisory Committee, Climate Assessment Report, NOAA, D.C. 2011-14; Soil Physicist, IITA, Nigeria, 1970-87.

Overseas Experience: International travel as technical advisor, program reviewer, and invited keynote speaker in Argentina, Brazil, Colombia, Costa Rica, Ecuador, Honduras, Mexico, Peru, Venezuela, Trinidad, Haiti, and Dominican Republic.

Language Proficiency: Hindi, (4), Punjabi (4), Urdu (4) French (2)

Area/International Courses Taught: 1

Research and Training Specialization: Soil processes and greenhouse effects; sustainable management of soil and water resources; agroforestry, tropical agriculture; natural resources management.

Publications: 3

Advising, 2012-17: 7 dissertations, 8 theses

Distinctions: Recognition, Highly Cited Researchers, Thomas Reuters, 2015; Editor’s Choice Award, Soil and Water Conservation Society, 2015; Rothamsted Award, 2013; Borlaug Award, 2008; Swaminathan Award, 2010; Distinguished University Professor, 2011; Award, University of Cordoba, Spain, 2008; Nobel Peace Prize Certificate from IPCC, 2007.

**JESÚS J. LARA**

**50% Latin America**

**Associate Professor, Knowlton School of Architecture, City and Regional Planning (tenure-track)**

Education: Ph.D., Environmental Design and Planning, Arizona State University, 2006; M.A. Urban Planning, Landscape Architecture, University of Southern California, 2001; B.S., Landscape Architecture, California State Polytechnic University, 1994.

Academic Experience: 2007, Visiting Assistant Professor, University of New Mexico, Architecture and Planning, Urban and Regional Planning; 2001-2006, Associate Faculty, Arizona State University, School of Design, Planning and Landscape Architecture.

Overseas Experience: Fulbright Fellow, International Education Exchange Program, Urban Development and Planning, Netherlands, 2003-2004.

Language Proficiency: Spanish (4)  
Area/International Studies Courses 1

Taught:

Research and Training Specialization: Sustainable urban design, Latino Urbanism, community development, and sociocultural factors in community design.

Publications: 5

Advising, 2012-17: 2 dissertations, 4 theses

Distinctions: The Ohio State University 2013 Emerging Community Engagement Award.

**CLARK LARSEN**

**25% Latin America**

**Distinguished Professor of Social and Behavioral Sciences and Chair (tenured)**

Education: Ph.D., Biological Anthropology, University of Michigan, 1980; M.A., Anthropology, University of Michigan, 1975; B.A., Anthropology, with Honors, Kansas State University, 1974.

Academic Experience: Distinguished Professor, University of North Carolina, 1999-01; Professor, University of North Carolina 1995-99; Professor, Purdue University, 1991-93; Associate Professor, Northern Illinois University, 1983-89.

Overseas Experience: St. Thomas, Turkey, Italy, North America.

Language Proficiency: Spanish (1)  
Area/International Studies Courses

Taught:

Research and Training Specialization:

Publications: 8

Advising, 2012-17: 10 dissertations

Distinctions: Gabriel W. Lasker Distinguished Service Award, American Association of Physical Anthropologists, 2008.

**GUISELA LATORRE**

**50% Latin America**

**Associate Professor of Women's Studies (tenured)**

Education: Ph.D., Art History, University of Illinois at Urbana-Champaign, 2003; M.A., Art History, University of Cincinnati, 1995; B.S., Art, University of Southern Indiana, 1993.

Academic Experience: Assistant Professor, Department of Chicana and Chicano Studies, University of California, Santa Barbara, 2002-2007; Co-editor, *Frontiers: A Journal of Women Studies*, 2011-2012.

Overseas Experience: N/A

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

Area/International Studies Courses Taught: 8

Research and Training Specialization: Modern/contemporary Chicana/o and Latin American art with a particular emphasis on gender and feminism.

Publications: 6

Advising, 2012-17: 5 dissertations, 2 theses

Distinctions: N/A

**DON LEONARD**

**100% Latin America**

**Associate Professor of Practice (tenure-track)**

Education: Ph.D., Government, Cornell University, 2014; M.A., Government, Cornell University, 2011; M.A, Economic and Social Development, University of Massachusetts, 2004; B.A., Political Science, University of Massachusetts, 2002.

Academic Experience: Postdoctoral Fellowship, Tulane University, 2014-16; Postdoctoral Fellowship, Princeton University, 2013-14.

Overseas Experience: Bolivia; Haiti; Dominican Republic.

Language Proficiency: Spanish (5), French (1)

Area/International Studies Courses Taught: Introduction to Latin America; State Development in Latin America; Politics of Poverty and Development in Latin America; Introduction to International Relations, Introduction to Peace Studies, Comparative Politics of Latin America.

Research and Training Specialization: Political economy of developing countries; Trade and development; Distributional politics.

Publications: "Review of Creative Destruction? Economic Crises and Democracy in Latin America, by Francisco E. González.", *Latin American Politics and Society* (2013); "Water is Life! Utility de-privatization and the search for alternatives in Cochabamba, Bolivia" *Progressive Planning* (2006).

Advising, 2012-17: N/A

Distinctions: Sage Graduate Fellow, Cornell University, 2013.

**MEGAN LEPERE-SCHLOOP**

**25% Latin America**

**Assistant Professor of Public Affairs (tenure-track)**

Education: Ph.D. and MPA, Public Administration and Policy, University of Georgia; BA, History, Oberlin College.

Academic Experience: Assistant Professor of Public Affairs, John Glenn School of Public Affairs, The Ohio State University.

Overseas Experience: Preliminary field work in Buenos Aires, Argentina sponsored by the Tinker Foundation, the Latin American and Caribbean Studies Institute (LACSI) and the Graduate School of the University of Georgia, 2014; Lived and worked in Paris, France, 2003; Cultural exchange organizer between a youth choir from Detroit, MI and Dakar, Senegal, 2003; Field work in Senegal, 1999-2000.

Language Proficiency: French (4), Spanish (2)

Area/International Studies Courses: N/A

Taught:

Research and Training: N/A

Specialization:

Publications: 3

Advising, 2012-17: N/A

Distinctions: Grant for preliminary field research in Buenos Aires, Argentina sponsored by the Tinker Foundation and the Latin American and Caribbean Studies Institute (LACSI) of the University of Georgia, 2014; Tuition waiver from the Graduate School of the University of Georgia for study abroad in Buenos Aires, Argentina, 2014.

**LINDA LOBAO**

**50% Latin America**

**Professor and Chair of Rural Sociology, School of Environment and Natural Resources (tenured)**

Education: Ph.D., North Carolina State University, 1986; M.S., University of South Florida, 1981; B.A., Boston University, 1974.

Academic Experience: President, Rural Sociological Society, 2003; Current editorial positions: Co-editor, *Cambridge Journal of Regions, Economy, and Society*; Editorial Board, *Rural Sociology* and *Sociological Quarterly*; Member of the American Sociological Association, Rural Sociological Society, and the American Association of Geographers.

Overseas Experience: N/A

Language Proficiency: Portuguese (2)

Area/International Studies Courses: 3

Taught:

Research and Training: Spatial inequality; Economic sociology; Political sociology; Gender.

Specialization:

Publications: 3

Advising, 2012-17: 10 dissertations, 9 theses

Distinctions: Distinguished Rural Sociologist, Rural Sociological Society, 2016; Fellow, American Association for the Advancement of Science, 2007.

**KENNETH MADSEN**

**30% Latin America**

**Associate Professor of Geography (tenured)**

Education: Ph.D., Geography, Arizona State University, 2005; M.A., Geography, Arizona State University, 1999.

Other relevant professional positions: Instructor, Tohono O'odham Community College, 2006-2008.

Overseas Experience: Field research in northern borderlands region of Mexico.

Language Proficiency: Spanish (3), Tohono O'odham / Papago (1), Dutch (3)

Area/International Studies Courses 4

Taught:

Research and Training Specialization: U.S.- Mexico border (Arizona-Sonora).

Publications: 5

Advising, 2012-17: N/A

Distinctions: Scholarly Accomplishment Award (untenured category), 2012; Faculty Assembly, The Ohio State University at Newark; Board Member, Political Geography Specialty Group, Association of American Geographers, 2013-2015.

**MONA MAKHIJA**

**25% Latin America**

**Professor of Management and Human Resources (tenured)**

Education: Ph.D., University of Wisconsin-Madison Graduate School of Business, 1990; M.A., University of Wisconsin-Madison, 1982; M.B.A., University of Wisconsin-Madison 1982; B.A., University of Wisconsin-Madison, 1978.

Academic Experience: Associate Editor, Journal of International Business Studies; Provides seminars at various universities around the world, including in Europe, Australia, Chile and Peru.

Overseas Experience: Venezuela, Chile

Language Proficiency: Spanish (2)

Area/International Studies Courses 4

Taught:

Research and Training Specialization: International strategy.

Publications: 6

Advising, 2012-17: 8 dissertations, 2 theses

Distinctions: Designated as Fisher Research Fellow, 2012-2013; Designated as Fisher Research Fellow, 2011-2012; Best Reviewer Award, Journal of International Business Studies, 2013; Pacesetters Research Award, 2006.

**KATHERINE MARINO**

**25% Latin America**

**Assistant Professor, Departments of History and Women's, Gender, and Sexuality Studies (tenure-track)**

Education: Ph.D., Stanford University, 2013; M.A. Stanford University, 2008; B.A. Harvard University, 2003.

Academic Experience: Reviewer: *The Latin Americanist*; *The Latin American Research Review*; Chair, International Committee, Organization of American Historians, April 2017 – Present; Member, International Committee, Organization of American Historians, April 2016 – Present.

Overseas Experience: Archival research in Brazil, Cuba, Panama, and Uruguay.

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

Area/International: 3

Courses Taught:

Research and Training: 20th century U.S. history; History of women, gender, and sexuality in the Americas;

Specialization: Transnational feminism.

Publications: 6

Advising, 2012-17: 4 dissertations

Distinctions: Visiting Scholar Fellowship, American Academy of Arts and Sciences, Cambridge, Massachusetts, 2015-2016.

**BRYAN MARK**

**80% Latin America**

**Professor of Geography, Researcher, Byrd Polar Research Center (tenured)**

Education: Ph.D., Syracuse University, Earth Sciences, 2001; M.A., The Ohio State University, Geography, 1995; B.A., Brown University, History, 1992.

Academic Experience: Professor, The Ohio State University, Department of Geography, 2016-present; State Climatologist of Ohio, 2015-present; Principal Investigator, Byrd Polar and Climate Research Center, The Ohio State University, 2004-present.

Overseas Experience: Peru and Bolivia (Central Andes; 15 years).

Language Proficiency: Spanish (3)

Area/International: 3

Studies Courses

Taught:

Research and Training: Andean glacier-climate assessment, Andean environmental change and glacial water resources, Paleoenvironmental reconstruction and analysis.

Specialization:

Publications: 8

Advising, 2012-17: 5 dissertations, 8 theses

Distinctions: 2017 Dr. Martha L. Corry Faculty Fellow (5-year term, 2017-2021), Department of Geography, The Ohio State University; 2015 Visiting Scholar, Oeschger Centre for Climate Change Research, University of Bern, Switzerland (April – August 2015); 2014 Fulbright Scholar, Peru: Research & Teaching, San Marcos National University and Geophysical Institute of Peru (December 2014 – April 2015).

**JAY MARTIN**

**25% Latin America**

**Associate Professor of Food, Agriculture, and Biological Engineering (tenured)**

Education: Ph.D., Oceanography and Coastal Sciences, Louisiana State University, 2000; M.A., Environmental Engineering, University of Florida, 1995; B.S., Civil Engineering, Purdue University, 1993.

Academic Experience: Visiting Professor at El Colegio de la Frontera Sur (an ecological research lab of the Mexican government) in San Cristobal de las Cruces, Chiapas, Mexico.

Overseas Experience: Research, consulting, lectures and papers in Mexico.

Language Proficiency: Spanish (4)

Area/International Studies Courses: 5

Taught:

Research and Training Specialization: Ecological Engineering; Natural and Constructed Wetlands; Riverine and Estuarine Systems; Ecological Modeling and Energy Analysis.

Publications: 8

Advising, 2012-17: 1 dissertation, 5 theses.

Distinctions: N/A

**GLENN MARTÍNEZ**

**75% Latin America**

**Professor of Hispanic Linguistics, Director of the Center for Languages, Literatures, and Cultures (tenured)**

Education: M.P.H., Social and Behavioral Health, Texas A&M, 2011; Ph.D., Hispanic Linguistics, University of Massachusetts at Amherst, 2000; M.A., Spanish Linguistics, University of Houston, 1996; B.A., Spanish, University of Texas – Pan American, 1994.

Academic Experience: Professor of Spanish Linguistics, Department of Modern Languages and Literature; Research Fellow, South Texas Border Health Disparities Center; Assistant Dean, College of Arts and Humanities; Chair, Department of Modern Languages and Literature at The University of Texas Pan American.

Overseas Experience: N/A

Language Proficiency: Spanish (4)

Area/International Studies Courses: 5

Taught:

Research and Training Specialization: Sociolinguistics and applied linguistics of Spanish-speaking communities in the United States and along the U.S.-Mexico border; Language and health care; Heritage language studies.

Publications: 3

Advising, 2012-17: N/A

Distinctions: Provost's Award for International Studies, The University of Texas Pan American, 2006; Distinguished Achievement in Humanities Educational Outreach Award, College of Humanities, University of Arizona, 2004.

**MIRANDA MARTÍNEZ**

**50% Latin America**

**Associate Professor of Comparative Studies (tenured)**

Education: Ph.D., New York University, 2002; M.A., Sociology, 1997.  
 Academic Experience: Associate Professor, Department of Puerto Rican and Latino Studies, Brooklyn College of the City University of New York, 2012-2013; Assistant Professor, Department of Puerto Rican and Latino Studies, Brooklyn College of The City University of New York, 2007-2012; Assistant Professor, Department of Sociology, Vassar College, 2002-07.  
 Overseas Experience: Fieldwork in Puerto Rico.  
 Language Proficiency: Spanish (5)  
 Area/International Studies Courses: 2  
 Taught:  
 Research and Training Specialization: Latino and Puerto Rican Studies; Urban Studies.  
 Publications: 1  
 Advising, 2012-17: N/A  
 Distinctions: N/A

**PALOMA MARTÍNEZ-CRUZ**

**100% Latin America**

**Associate Professor of Latino/a Cultural and Literary Studies (tenure-track)**

Education: Ph.D., Spanish and Portuguese, Columbia University, 2004; M.Ph., Columbia University, Brazilian Cinema and Contemporary Spanish Theatre, 2000; M.A. Latin American Literature, Columbia University, 1998; B.A. Latin American Literature and Chicano Studies, University of California at Berkeley, 1996.  
 Academic Experience: Elena Diaz Verson-Amos Eminent Scholar Chair in Latin American Studies, 2013  
 Overseas Experience: N/A  
 Language Proficiency: Spanish (5), Portuguese (4), French (2)  
 Area/International Studies Courses: Gender and Power in Latin American Cultures; Latin Soundscapes; Latinx Performance Studies.  
 Taught:  
 Research and Training Specialization: Performance and popular culture; Borderlands and indigenous studies; Gender and power; alternative epistemologies.  
 Publications: “Farmworker to Table Mexican: Decolonizing Haute Cuisine” in *The Routledge Companion to Latina/o Popular Culture*, ed. Frederick Luis Aldama (2016); “Performance Pedagogy in the Latino Literature Classroom: Guillermo Gómez-Peña’s La Pocha Nostra” in *Latino/a Literature in the Classroom*, ed. Frederick Luis Aldama (2015); *Food Fight! Millennial Mestizaje and the Dilemmas of Ethical Eating* (University of Arizona Press, 2017); *Women and Knowledge in Mesoamerica: From East to L.A. to Anahuac* (University of Arizona Press, 2011); *Rebeldes: A Proyecto Latina Anthology* (Proyecto Latina, 2013).  
 Advising, 2012-17: N/A  
 Distinctions: Elena Diaz Verson-Amos Eminent Scholar in Latin American Studies, Columbus State University, 2013; North Central College Dissinger Prize for Faculty Scholarship North Central College May, 2010; North Central College Phenomenal Woman Award, 2007.

**FERNANDO MARTÍNEZ-GIL**

**50% Latin America**

**Associate Professor of Hispanic Linguistics (tenured)**

Education: Ph.D., Hispanic Linguistics, University of Southern California, Los Angeles; M.A., Hispanic Linguistics, University of Southern California, Los Angeles; B.A., University of Salamanca, Spain.

Academic Experience: Georgetown University, Dept of Spanish and Portuguese, Assistant Professor of Hispanic Linguistics.

Overseas Experience: N/A

Language Proficiency: Spanish (5), Galician (5), Portuguese (4), French (3), Italian (2), German (1)

Area/International Studies Courses: 9

Taught:

Research and Training Specialization: Spanish phonology and dialectology; Spanish, Ibero-Romance historical linguistics.

Publications: 4

Advising, 2012-17: 3 dissertations, 1 thesis.

Distinctions: N/A

**KENDRA MCSWEENEY**

**100% Latin America**

**Professor of Geography (tenured)**

Education: Ph.D., Geography, McGill University, 2000; M.S., Geography, University of Tennessee, 1993; B.A., Geography, McGill University, 1991.

Academic Experience: Research Associate, Harvard Institute for International Development (HIID), Honduras, 1994-96.

Overseas Experience: Belize (1992), Honduras (1994-96, 1998, 2001, 2002, 2010, 2011), Nicaragua (1998, 2000, 2010), Ecuador (2005).

Language Proficiency: French (3), Spanish (3), Miskito (2)

Area/International Studies Courses: Our Global Environment; Population Geography; Geography of Latin America;

Taught: Undergraduate Research Seminar in Geography; Methods in Human Geography; Intro to Latin America.

Research and Training Specialization: Drug trafficking; Rural response to environmental change, indigenous health and demography.

Publications: “Conditional cash transfers, food security and health: biocultural insights for poverty-alleviation policy from the Brazilian Amazon”, *Current Anthropology* (2016); “Environmental politics after nature: conflicting socioecological futures”, *Annals of the Association of American Geographers* (2015); “Native Amazonians’ strategic urbanization: shaping territorial possibilities through cities”, *Journal of Latin American and Caribbean Anthropology* (Special issue on ‘Indigenous Urbanization’, 2015); “Drug policy as conservation policy: narco-deforestation”, *Science* (2014); “Using economic geography to reinvigorate land change science”, *Geoforum* (2014); “Vaccines, fertility, and power: the political ecology of indigenous health and well-being in lowland Latin America”, in B. King and K. Crews, eds., *Ecologies and Politics of Health*, (Routledge, 2013).

Advising, 2012-17: 3 dissertations

Distinctions: NSF Award, 2012; Course Enhancement Grant, The Ohio State University, 2007; Alumni Award for Distinguished Teaching, The Ohio State University, 2005.

**KRISTIN MERCER**

**60% Latin America**

**Associate Professor of Horticulture and Crop Science (tenure-track)**

Education: PhD in Applied Plant Sciences, University of Minnesota, 2005; MS in Agronomy and Plant Genetics with a Minor in Sustainable Agriculture, University of Minnesota, 2000; BA in Biology, Wesleyan University, Connecticut, 1996.

Academic Experience: Visiting Professor, Botany, University of British Columbia, 2015-16; Assistant Professor, Horticulture and Crop Science, OSU, 2008-15; Postdoctoral Researcher, Department of Evolution, Ecology & Organismal Biology, The Ohio State University, 2006 – 2008; Fulbright-García Robles Postdoctoral Fellow, *El Colegio de la Frontera Sur*, Chiapas, Mexico, 2005.

Overseas Experience: Ecological and agronomic field work in Costa Rica, Belize, Cuba, and Mexico.

Language Proficiency: Spanish (4), Q'ekchi Maya (1)  
 Area/International Studies Courses 3

Taught: Research and Training Specialization: Plant evolutionary ecology. 2

Publications: 1 dissertation, 1 thesis, 1 Honors thesis, 2 Undergraduate research theses

Advising, 2012-17: Distinctions: N/A

**MARIO MIRANDA**

**25% Latin America**

**Professor of International Economic Development, Agricultural, Environmental and Development Economics (tenured)**

Education: Ph.D., Economics & Industrial Engineering, University of Wisconsin-Madison, 1985; M.S., Economics, University of Wisconsin-Madison, 1984; B.A., Mathematics, College of Wooster, 1976.

Academic Experience: Director of Graduate Programs, Department of Agricultural, Environmental, and Development Economics, OSU; Associate Editor, *Journal of Economic Dynamics and Control*, *American Journal of Agricultural Economics*; Consultant, Chicago Board of Trade, World Bank, U.S. Agency for International Development.

Overseas Experience: Bolivia, Colombia, Costa Rica, Honduras, Mexico, Nicaragua, Peru.

Language Proficiency: Spanish (4)  
 Area/International Studies Courses N/A

Taught: Research and Training Specialization: Finance and Risk Management in International Economic Development, Quantitative Methods. 2

Publications: 15 dissertations

Advising, 2012-17: Distinctions: Fellow, Agricultural and Applied Economics Association. Various college and department teaching and research awards.

**ALVARO MONTENEGRO**

**50% Latin America**

**Assistant Professor of Geography (tenure-track)**

Education: Ph.D. Physical Oceanography, Florida State University, 2003; M.S. Physical Oceanography, University of Sao Paulo, Brazil, 1999; B.S. Oceanography - Coastal Resources Management, University of Rio Grande, Brazil, 1996; B.A. Business and Administration, EAESP - Sao Paulo, Brazil, 1992.

Academic Experience: Visiting Professor, UNESP - Campus do Litoral Paulista, Brazil, 2013 to present; Assistant Professor, St. Francis Xavier University Department of Earth Sciences, Antigonish, Canada, 2009 to 2012; Postdoctoral Fellow, University of Victoria, Canada; Served on CLAS FLAS selection committee.

Overseas Experience: Brazil.

Language Proficiency: Portuguese (4), Spanish (1), French (1)

Area/International Studies Courses: 5

Taught:

Research and Training Specialization: Climate Change; Paleoclimatology; Climate Modeling.

Publications: 10

Advising, 2012-17: 2 dissertations, 3 theses.

Distinctions: OSU Steam Powered Projects, 2017; FAPESP-OSU Regular Research Award, 2015; Lawrence A. Brown Faculty Fellowship Award, 2014; FAPESP-OSU Mobility Grant, 2013; The Atlantic Computational Excellence Network Graduate Fellowship, 2010; South Atlantic Climate Change Consortium research aid, 2000.

**ELLEN MOSLEY-THOMPSON**

**25% Latin America**

**Distinguished University Professor, Department of Geography (tenured)**

**Director, Byrd Polar Research Center**

Education: Ph.D., The Ohio State University, 1979; M.A., The Ohio State University, 1975; B.S., Marshall University, 1970.

Academic Experience: N/A

Overseas Experience: Antarctica, Greenland, Alaska, Peru, Bolivia. Current research: Paleoclimate reconstruction from the chemical and physical properties preserved in ice cores.

Language Proficiency: Area/International Studies Courses: 1

Taught:

Research and Training Specialization: The role of atmospheric dust and volcanic aerosols in the climate system; the reconstruction of abrupt changes in the environmental system; incorporation of ice core records into multi-proxy climate histories, and the impact of such environmental changes upon human activity.

Publications: 6

Advising, 2012-17: 2 dissertations, 1 thesis

Distinctions: Honorary Doctor of Science, University of Pennsylvania, 2013; Awarded the Benjamin Franklin Medal, Benjamin Franklin Institute, 2012; Distinguished University Professor, 2010; Elected as a Fellow of the American Geophysical Union, 2009; Elected Member of the American Philosophical Society, 2009; Honorary Doctor of Science, Colgate, University, 2009; Faculty Award for Distinguished University Service, The Ohio State University, 2005; Distinguished University Lecturer, The Ohio State University, 2004; Distinguished University Scholar, The Ohio State University, 2003.

**HOLLY NIBERT**

**100% Latin America**

**Associate Professor of Hispanic Linguistics (tenure-track)**

**Director of the Spanish and Portuguese Language Programs Faculty**

Education: Ph.D., Hispanic Linguistics, University of Illinois at Urbana-Champaign, 2000; M.A., Hispanic Linguistics, University of Illinois at Urbana-Champaign, 1991; B.A., Spanish, University of Illinois at Urbana-Champaign, 1989.

Academic Experience: Associate Professor and Director, First Year Spanish Language Program, Western Michigan University, 1999-2014; Spanish Instructor, Penn State University, 1997-1999; Teaching Assistant, University of Illinois at Urbana-Champaign, 1989-97.

Overseas Experience: Language Proficiency: Spanish (5); Portuguese (4); Italian (4)

Area/International Studies Courses Taught: College Teaching of Spanish and Portuguese; Technology Tools for Teachers of Spanish and Portuguese.

Research and Training Specialization: Principles & practices of L2 instruction; Second language (L2) acquisition; Spanish phonology & phonetics.

Publications: Zayas-Bazán, E., Bacon, S. & Nibert, H. *¡Arriba! Comunicación y cultura* (Upper Saddle River 2015); *Student Activities Manual for ¡Arriba! Comunicación y cultura, Sixth Edition* (Upper Saddle River 2012).

Advising, 2012-17: N/A

Distinctions: Western Michigan University Distinguished Teaching Award, 2013.

**DOROTHY NOYES**

**<25% Latin America**

**Professor of Folklore, English and Comparative Studies (tenured)**

Education: Ph.D. University of Pennsylvania: Folklore and Folklife, 1992; B.A. Indiana University: English, 1983.

Academic Experience: President-elect, The American Folklore Society, 2018-19; Executive Boards, American Folklore Society and Société Internationale d'Ethnologie et de Folklore.

Overseas Experience: Ethnographic field research in Berga, Barcelona, and other sites in Catalonia

Language Proficiency: Catalan (5), Spanish (4), Italian (5), French (5), German (3), Portuguese (3)

Area/International Studies Courses Taught: 2

Research and Training Specialization: Festival and performance; Political and symbolic anthropology; Cultural diplomacy.

Publications: 2

Advising, 2012-17: 2 dissertations

Distinctions: Elected to the Fellows of the American Folklore Society, 2005.

**ANNE-MARIE NÚÑEZ**

**25% Latin America**

**Associate Professor of Educational Studies (tenure-track)**

Education: Ph.D., Higher Education, University of California – Los Angeles; M.A. Higher Education and Organizational Change, University of California – Los Angeles; M.A., Administration, Policy Analysis, and Evaluation, Stanford University; B.A. Social Studies, Harvard University.

Academic Experience: Associate Professor, Educational Leadership, University of Texas at San Antonio, 2012-2016; Postdoctoral Fellow, University of California – Merced, 2005-06.

Overseas Experience: N/A

Language Proficiency: Spanish (5)

Area/International Studies Courses: 2

Research and Training Specialization: Trajectories of Latino, first-generation, and migrant college students; institutional diversity in the U.S.; Role of Hispanic-Serving Institutions in promoting college access.

Publications: 9

Advising, 2012-17: 3 dissertations

Distinctions: Stanford University Policy Fellow, Advancing Policy for English Learners.

**HERBERT OCKERMAN**

**25% Latin America**

**Professor of Animal Sciences (tenured)**

Education: Ph.D., University of Calcutta, 1988; Ph.D., North Carolina State University, 1962; M.S., University of Kentucky, 1958; B.S., University of Kentucky, 1954.

Academic Experience: Member, Committee to the Partners of the Americas with Brazil; Member, Committee, International Trade Forum.

Overseas Experience: Field and research experience: Extensive work with the governments of Argentina, Brazil, Spain, Poland, China, Taiwan, Turkey and the United States. Current research: Laboratory “trouble shooting” of meat processing problems, chemical, microbiological and physical meat areas.

Language Proficiency: Spanish (1)

Area/International Studies Courses: 3

Taught:

Research and Training Specialization: Meat and food science; International cooperate research and education.

Publications: N/A

Advising, 2012-17: 4 dissertations

Distinctions: Editor, Animal Sciences for UNESCO.

**RENÉ OLATE**

**100% Latin America**

**Assistant Professor of Social Work (tenure-track)**

Education: Ph.D. Washington University in St. Louis, MO, 2008; MSW Social and Economic Development, Washington University in St. Louis, MO, 2004; MA ILADES – Chile / Pontificia Università Gregoriana – Italy, 1995; BA Social Work Universidad de Concepción – Chile, 1992.

Academic Experience: Consulting experience for the United Nations; Assistant Professor at the Boston College Graduate School of Social Work; instructor and Director of the Inter American Institute for Social Development (INDES-BID) in Nicaragua; Instructor and Researcher at Pontifical Catholic University of Chile.

Overseas Experience: Cross-national research in English, Portuguese, and Spanish on youth and volunteerism in 12 countries in Latin America and the Caribbean region.

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

Area/International Studies Courses Taught: Cross-National Community Development (in Spanish); International Social Development and Social Work Seminar, Doctoral Program.

Research and Training Specialization: Youth violence; High-risk youth and Latino gangs; Civic engagement and volunteerism; Community participation and capacity building.

Publications: Salas-Wright, C., Olate, R., & Vaughn, M. G., “Religious coping, spirituality, and substance use and abuse among youth in high-risk communities in San Salvador, El Salvador”, *Substance Use & Misuse* (2013); Salas-Wright, C., Olate, R., & Vaughn, M. G., “Assessing empathy in Salvadoran high-risk youth and youth gang members: A Spanish validation of the ‘Basic Empathy Scale’”, *Journal of Offender Therapy and Comparative Criminology* (2013); Olate, R., Salas-Wright, C., & Vaughn, M. G., “¿Cómo intervenir en los problemas de violencia y delincuencia juvenil? El fracaso de los enfoques punitivos y las posibilidades del enfoque de la salud pública”, *Revista de Trabajo Social* (2013).

Advising, 2012-17: 24 theses

Distinctions: Best Instructor Award, Boston College Graduate School of Social Work, 2011; Scholarship for the Certificate Program in New Institutional Social Sciences, School of Arts and Sciences, Washington University in St. Louis, 2004-2006.

**JOSÉ OTERO**

**<25% Latin America**

**Assistant Professor of Pathology, College of Medicine (tenured)**

Education: M.D., Northwestern University, 2006; Residency, University of California San Francisco Medical Center, 2008; Ph.D., Neuroscience, Northwestern University, 2004.

Academic Experience: Attending Physician, Ohio State University Wexner Medical Center, 2012-present.

Overseas Experience: N/A

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

Area/International Studies Courses Taught: N/A

Research and Training Specialization: Development and neoplastic disorders of the central nervous system.

Publications: 1

Advising, 2012-17: 5 dissertations

Distinctions: N/A

**GEOFFREY PARKER**

**25% Latin America**

**Andreas Dorpalen Professor of History (tenured)**

Education: Litt. D., Cambridge University, 1981; Ph.D., Cambridge University, 1968; M.A., Cambridge University; B.A., Cambridge University, 1965.

Academic Experience: University of Illinois at Urbana-Champaign, Charles E. Nowell Distinguished Professor of History; Yale University, Robert A. Lovett Professor of Military and Naval History.

Overseas Experience: Lectures and papers in Spain and Mexico.

Language Proficiency: Spanish (3), Portuguese (2)

Area/International Studies Courses: N/A

Taught:

Research and Training Specialization: Social, political and military history of Europe between 1500 and 1650, with special reference to Spain and its empire.

Publications: 2

Advising, 2012-17: 3 dissertations

Distinctions: Royal Dutch Academy of Sciences Heineken Prize for History, 2012; OSU Alumni Distinguished Teaching Award, 2006; Knighthood Grand Cross of the Order of Alfonso X the Wise, conferred by the Spanish Government; Knighthood Grand Cross of the Order of Isabel la Católica, conferred by His Majesty the King of Spain; Encomienda of the order of Isabel la Católica, conferred by his Majesty the King of Spain; Elected Fellow of the British Academy.

**CLAUDIO PASIÁN**

**25% Latin America**

**Associate Professor of Horticulture and Crop Science (tenured)**

Education: Ph.D., Agricultural Ecology, University of California, Davis, 1993; M.S., University of California at Davis, 1988; B.S., Universidad Nacional de Buenos Aires, 1975.

Academic Experience: Associate Professor, The Ohio State University, 1999-present.

Overseas Experience: Presentations at conferences in the US and South America with the hope these materials will help greenhouse supervisors and growers to improve communication, hence productivity, and reduce frustrations due to poor communication. Direction and development of “Spanish for Greenhouse Supervisors”, a CD including practical sentences using many words common in the floriculture workplace.

Language Proficiency: Spanish (4)

Area/International Studies Courses: 1

Taught:

Research and Training Specialization: Development of new crop production technologies; Application of plant growth regulators directly to seeds to control plug height; Fertility of container-greenhouse crops.

Publications: 5

Advising, 2012-17: N/A

Distinctions: N/A

**PEDRO PEREIRA**

**25% Latin America**

**Assistant Professor of Spanish and Portuguese (tenure-track)**

Education: Ph.D., Portuguese and Brazilian Studies, Brown University, 2005; Licenciatura, Philosophy, The University of Coimbra, Portugal, 1993.

Academic Experience: Mellon Post-Doctoral Fellow and Visiting Instructor, The University of Chicago, 2005-2007; Visiting Assistant Professor of Portuguese, The University of Chicago, 2007-2008.

Overseas Experience: N/A

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

Area/International Studies Courses Taught: 5

Research and Training Specialization: Literatures of the Portuguese Language; Philosophy and Literature; Luso-Hispanic Literary Relations; Heterodoxies and Literature, Orientalism, Transatlantic Studies, Postcolonial Studies.

Publications: 4

Advising, 2012-17: 3 dissertations

Distinctions: Research Fellowship, The Luso-American Foundation, Summer 2006; Fundação Luso-Americana para o Desenvolvimento (FLAD) Short-Term Research Grant; Funded research at the Sociedade de Geografia de Lisboa [Lisbon Geographical Society] and Arquivo Histórico Ultramarino [Overseas Historical Archive], Summer 2013; Biblioteca Nacional de Portugal and Fundação Luso-Americana Short-Term Research Grant; Conducted Research in the Oliveira Martins and Jaime Cortesão Archives at the National Library in Lisbon, Summer 2012.

**ASHLEY PÉREZ**

**100% Latin America**

**Assistant Professor of Comparative Studies (tenure-track)**

Education: Ph.D., Comparative Literature, Indiana University.

Academic Experience: Instructor, Indiana University

Overseas Experience:

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

Area/International Studies Courses Taught: Introduction to World Literatures.

Research and Training Specialization: Ethics in comparative literature; Latin American fiction; Latino/a literary production in the U.S.

Publications: "Re-Reading Cruelty in Silvina Ocampo's Short Fiction", *Beyond Fantasy: New Readings of Silvina Ocampo*. Ed. Patricia Klingenberg and Fernanda Zullo-Ruiz (2016).

Advising, 2012-17: N/A

Distinctions: Author of the novel *Out of Darkness*, which received both the Américas Book Award and the Tomás Rivera Book Award.

**PETER PIERMARINI**

**25% Latin America**

**Associate Professor of Entomology (tenured)**

Education: Ph.D., Zoology, University of Florida, 2002; B.S., Biology, James Madison University, 1995.

Academic Experience: Postdoctoral Researcher, Cornell University, 2006-11; Postdoctoral Researcher, Yale University, 2003-06.

Overseas Experience: Field research in Veracruz, Mexico and Sao Paulo, Brazil.

Language Proficiency: Spanish (1), Portuguese (1)

Area/International Studies Courses: N/A

Research and Training Specialization: Aedes egyptaie mosquito research; Renal excretory processes in mosquitoes.

Publications: 3

Advising, 2012-17: 2 dissertations

Distinctions: N/A

**BARBARA PIPERATA**

**100% Latin America**

**Associate Professor of Anthropology (tenured)**

Education: Ph.D., University Of Colorado, Anthropology, 2005; M.A., University Of Colorado, Anthropology, 1998; B.S., University of New Mexico, Biology, 1991.

Academic Experience: N/A

Overseas Experience: Brazil (Fulbright Fellow, 2015-16), Amazonia, Nicaragua (2012, 2013, 2017).

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

Area/International Studies Courses: Medical Anthropology; Women's Health in Global Perspectives; Health & Healing in Latin America and the Caribbean.

Taught:

Research and Training Specialization: Nutritional anthropology; Food security; Reproductive health.

Publications: "Conditional Cash Transfers, Food Security and Health: biocultural insights for poverty-alleviation policy from the Brazilian Amazon", *Current Anthropology* (2016); "Food insecurity and maternal mental health in Nicaragua: potential limitations on the moderating role of social support", *Social Science & Medicine* (2016); "Maternal resources and household food security: evidence from Nicaragua", *Public Health Nutrition* (2015); "Intra-population variation in anemia status and its relationship to self-perceived health and income in the Mexican Family Life Survey: implications for bioarchaeology", *American Journal of Physical Anthropology* (2014); "Ecologia Humana, Saúde e Nutrição na Amazônia", In: Guimarães Viera IC, Mann de Toledo, P, Araújo Oliveira Santos Jr. R, editors, *Ambiente e Sociedade na Amazônia: Uma Abordagem Interdisciplinar*, (Belém: Museu Paraense, 2014); "The use of biocultural data in interpreting sex differences in body proportions among rural Amazonians", *American Journal of Physical Anthropology* (2012).

Advising, 2012-17: 2 theses

Distinctions: Michael A. Little Early Career Award 2013 - Human Biology Association.

**LAURA PODALSKY**

**100% Latin America**

**Professor of Spanish and Portuguese (tenured)**

Education: Ph.D., Tulane University, 1995; M.A., Tulane University, 1990; B.A., Yale University, 1986.

Academic Experience: Associate Editor, *Studies in Spanish and Latin American Cinemas*, 2010-present; Visiting Professor, Universidad de Guadalajara, Departamento de Imagen y Sonido, Centro Universitario de Arte, Arquitectura y Diseño.

Overseas Experience: Fieldwork in Argentina, Mexico, Cuba, and Brazil.

Language Proficiency: Spanish (5) Portuguese (3)

Area/International Studies Courses Taught: Introduction to Latin American Film; Modern Spanish American Literature; Introduction to Spanish American Culture; Spanish American Culture; Senior Seminar on Latin American Youth Cultures; Latin American Film; Seminar in Latin American Cultures (Latin American Youth Cultures; Latin American Urban Cultures); Theories of Visual Cultures.

Research and Training Specialization: Latin American film and cultural studies.

Publications: *The Routledge Companion of Latin American Cinemas*, (London: Routledge, forthcoming); "Ponerse al día: los jóvenes y el cine argentino contemporáneo", *Cine argentino contemporáneo: visiones y discursos* (2016); "El cine, el rock, la televisión y las culturas juveniles en los 1960s en la Argentina", *Actas del V Congreso Internacional de AsAECA*, Universidad de Quilmes, Buenos Aires, (2016); "Landscapes of Subjectivity in Contemporary Mexican Cinema", *New Cinemas* (2012); *The Politics of Affect and Emotion in Contemporary Latin American Cinema: Argentina, Brazil, Cuba, and Mexico*, (New York: Palgrave Macmillan, (2012);

Advising, 2012-17: 4 dissertations

Distinctions: Fulbright - Garcia Robles Award, 2003.

**FRANKLIN PROAÑO**

**100% Latin America**

**Professor of Comparative Studies (tenured)**

Education: Ph.D., The Ohio State University, 1971; Doctorate in Humanities, Catholic University of Quito, Ecuador, 1970; M.A., Colegio Máximo de Filosofía "San Gregorio", Quito, Ecuador, 1961; M.A., Instituto Superior de Humanidades Clásicas, Quito, Ecuador, 1958; B.A., Loyola College, Quito, Ecuador, 1956.

Academic Experience: Peace Corps Instructor, Business Administration Program for Peru, Colombia, Ecuador.

Overseas Experience: Research programs in Argentina, Colombia, Costa Rica, Chile, Guatemala, Honduras, México, Nicaragua, Panama, Peru, Venezuela, San Salvador. Current research: Contemporary women poets in Latin America.

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

Area/International Studies Courses Taught: Introduction to Latin American Culture and Literature; Introduction to Latin America; Latin American Literature in Translation; Modern Spanish American Literature;

Research and Training Specialization: Elementary and Intermediate Spanish Language.

Publications: *Spanish Lab: Grammar Review and Practice*, (Cengage, 2009); *La Poesía Femenina Actual de Sudamérica*, (Scripta Humanistica 1993).

Advising, 2012-17: N/A

Distinctions: Alumni Distinguished Teaching Award, 1997 & 2007.

**ANA PUGA**

**75% Latin America**

**Associate Professor, Departments of Theatre and Spanish & Portuguese (tenure-track)**

Education: DFA (Doctorate in Fine Arts), Yale School of Drama, 2002; MFA, Yale School of Drama, 1998; BA, University of Chicago, 1983.

Academic Experience: Assistant Professor, Department of Theatre, Northwestern University, 2002-2010; Journalist, The Dallas Morning News, Houston Chronicle, and Boston Globe, 1984-94.

Overseas Experience: Argentina, Chile, Uruguay, Brazil, Mexico.

Language Proficiency: Spanish (4), Portuguese (3), Japanese (1)

Area/International Studies Courses Taught: 6

Research and Training Specialization: Latin American Theatre and Performance.

Publications: 3

Advising, 2012-17: 7 dissertations; 1 thesis; 1 undergraduate thesis

Distinctions: Fulbright, 2013-14, Stanford Center for Comparative Study of Race and Ethnicity, 2010.

**CATHY RAKOWSKI**

**75% Latin America**

**Associate Professor of Rural Sociology, School of Environment and Natural Resources (tenure-track)**

Education: Ph.D., University of Texas, 1984; M.A., University of Texas, 1977; B.A., University of Michigan, 1973.

Academic Experience: Member, OSU Center for Latin American Studies Advisory Committee, FLAS Review Committee, Working Group on Poverty and Inequality, Organizing Committee for Speaker Series on Climate Justice; Member, Section on Venezuelan Studies and Section on Gender and Feminist Studies, Latin American Studies Association.

Overseas Experience: Research, consulting, lectures papers and/or curriculum development in Venezuela, Argentina, Mexico, India, Tanzania. Fulbright Scholar, Venezuela

Language Proficiency: Spanish (5)

Area/International Studies Courses Taught: 6

Research and Training Specialization: Processes of social change; Globalization and development.

Publications: N/A

Advising, 2012-17: 5 dissertations

Distinctions: Teaching Award of Merit, College of Food, Agricultural and Environmental Sciences, OSU, 2006; Excellence in Instruction Award, Rural Sociological Society, 2006.

**ANTONIO RAMIREZ LONDOÑO**

**50% Latin America**

**Professor of Material Science and Engineering (tenured)**

Education: Ph.D., Materials Science, M.Sc. Materials Science, B.Sc. Mechanical Engineering  
 Academic Experience: Deputy Director, Brazilian Nanotechnology National Laboratory - LNNano; Senior Scientist – LNNano; Director of Materials and Processing Group- LNNano; Director of Industrial Research, Brazilian Synchrotron Light Laboratory.  
 Overseas Experience: Works with several research groups traveling to Latin America.  
 Language Proficiency: Spanish (5); Portuguese (5)  
 Area/International Studies Courses: N/A  
 Taught:  
 Research and Training Specialization: Electron microscopy and synchrotron x-ray beamline; Materials phase transformations.  
 Publications: 2  
 Advising, 2012-17: N/A  
 Distinctions: N/A

**ILEANA RODRÍGUEZ**

**100% Latin America**

**Distinguished Professor Emeritus of Literatures and Cultures of Latin America (tenured)**

Education: Ph.D., University of California, 1976; B.A., University of California, 1970; Universidad Nacional Autónoma de México, 1963.  
 Academic Experience: Member of the Modern Language Association, Ideologies and Literature, Latin America Scholars Association, and the Subaltern Studies Group.  
 Overseas Experience: Research, lectures, and papers in Mexico, Cuba, Nicaragua, Costa Rica, Haiti, Spain, Argentina, and Puerto Rico.  
 Language Proficiency: Spanish (4)  
 Area/International Studies Courses: Survey of Latino/a Literature in the US; Senior Seminar in Hispanic Culture; Seminar in Contemporary Spanish American Literature.  
 Research and Training Specialization: Latin American literature and culture; Caribbean and Central American narratives; Feminist studies; Post-colonial theory; Subaltern studies.  
 Publications: *Hombres de empresa, saber y poder en Centroamérica: Identidades regionales/Modernidades periféricas* (IHNCA, 2011); *Debates Culturales y Agendas de Campo: Estudios Culturales, Postcoloniales, Subalternos, Transatlánticos, Transoceánicos* (Cuarto Propio, 2011); *Liberalism at its Limits. Crime and Terror in the Latin American Cultural Text* (Univ. of Pitt. Press, 2009); *Transatlantic Topographies Islands, Highlands, Jungles*. (University of Minnesota Press, 2004); *Women, Guerrillas, and Love: Understanding War in Central America* (University of Minnesota Press, 1996); *House/Garden/Nation: Space, Gender, and Ethnicity in Post-Colonial Latin American Literatures by Women* (Duke University Press, 1994); *Registradas en la historia: 10 años del quehacer feminista en Nicaragua* (Editorial Vanguardia, 1990); *Primer inventariodel invasor* (Editorial Nueva Nicaragua, 1984); *Memoria y Ciudadanía*. With Mónica Szurmuk. (Cuarto Propio, 2008).  
 Advising, 2012-17: N/A  
 Distinctions: Humanities Distinguished Professor.

**LUIS E. RODRÍGUEZ-SAONA**

**25% Latin America**

**Associate Professor of Food Science and Technology (tenure-track)**

Education: Ph.D., Food Science and Technology, Oregon State University, 1998; M.S., Food Science and Technology, Oregon State University, 1993; B.S., Food Science, National Agrarian University, 1989.

Academic Experience: N/A

Overseas Experience: Peru.

Language Proficiency: Spanish (4)

Area/International Studies Courses: N/A

Taught:

Research and Training Specialization: Analytical protocols related to nutrition and food safety; advanced detection methods.

Publications: 11

Advising, 2012-17: N/A

Distinctions: Food Science Professor of the Year, 2006-2007 - One award per year within FST department, selected by students.

**EUGENIA ROMERO**

**25% Latin America**

**Assistant Professor, Department of Spanish and Portuguese (tenured)**

Education: Ph. D. in Spanish, Emory University, 2004; B.A. with Honors in Journalism, University of Texas at El Paso, 1993.

Academic Experience: N/A

Overseas Experience: Archival research in Galician Migration at the Arquivo da Emigración Galega, Santiago de Compostela, Spain; Archival and museographic research at the Museo do Pobo Galego and the Concello da Cultura Galega, Santiago de Compostela, Spain; Introduction to Paleography and archival research methodology, University of Salamanca, Spain.

Language Proficiency: Spanish (5), Galician (3), Portuguese (2)

Area/International Studies Courses: 8

Taught:

Research and Training Specialization: Contemporary Iberian literary and cultural studies; Transatlantic studies; Migration studies.

Publications: 2

Advising, 2012-17: 1 Thesis

Distinctions: Distinguished Member of the National Society of Collegiate Scholars (NSCS).

**PETER SAYER**

**75% Latin America**

**Associate Professor of Language Education Studies (tenure-track)**

Education: Ph.D., Language and Literacy, Arizona State University, 2007; M.A., Applied Linguistics, Universidad Autónoma de Oaxaca, 2002; B.A., Philosophy, University of Oregon, 1994.

Academic Experience: Associate Professor, Department of Bicultural-Bilingual Studies, University of Texas at San Antonio, 2014-2017; Assistant Professor, Department of Bicultural-Bilingual Studies, University of Texas at San Antonio, 2008-2014; Fulbright Scholar-in-Residence, Benemérita Universidad Autónoma de Puebla, Mexico, 2011-2012.

Overseas Experience: Led study abroad/signature experiences trips for faculty at UTSA to Oaxaca, Mexico and Cusco, Peru; Directed summer institutes to bring English teachers from Mexico to study in the U.S.; 2011-2012 Fulbright Scholar to Mexico.

Language Proficiency: Spanish (5)  
Area/International Studies Courses: N/A

Taught: Research and Training Specialization: Language education in Mexico

Publications: 9

Advising, 2012-17: 9 dissertations, 3 theses

Distinctions: Mexico Center Research Grant, 2017; Fulbright-Hays Group Projects Abroad, 2016-17; Carlos and Maria Alvarez International Study Fund Program grant to support the COEHD Oaxaca summer study abroad, 2016; TexTESOL Region II "TexTESOLer of the Year" Award, 2015; Mexico Center Research Grant (with Vanessa Mari Acevedo), 2015.

**SARA SCHATZ**

**100% Latin America**

**Associate Professor of International Studies (tenure-track)**

Education: Ph.D., Sociology, 2000; M.A., Latin American Studies, 1991; M.P.H., International Social Health, 1989; University of California at Berkeley; B.A., Political Science, Cal State Hayward, 1986.

Academic Experience: Senior Research Scientist, The Ohio State University Dept. of International Studies, 2004-Present; Assistant Professor, University of Florida, Sociology & Criminology, 1999-2004.

Overseas Experience: Guggenheim Fellowship; Current research: Sociology of Law, Latin American Studies, Political Science, International Studies. Visiting Scholar, El Colegio de Mexico, 1999.

Language Proficiency: Spanish (4), Portuguese (2), French (1)  
Area/International Studies Courses: Contemporary Institutions and Social Change; International Studies/Political Science: Incomplete Democracies: Corruption and Crime in Contemporary Latin America; Taught: Impunity in Contemporary Latin America; Incomplete Democracies and Crime in Latin America.

Research and Training Specialization: Latin American studies; Political sociology; Sociology of development; Criminology; Ideology and social cognition.

Publications: *Sexual Homicide of Women on the U.S.-Mexican Border*, (Springer Nature, 2017); *Murder and Politics in Mexico*, (Springer Nature, 2011); "Cognitive Impairment and Pragmatics" in *Springer Plus* (2016); "The Mexican Judiciary & the Prosecution of Organized Crime: The Long Road Ahead", *Trends in Organized Crime* (2012); "Authorizing State Crime in Mexico: The Importance of a Destructive Social Milieu," *Crime, Law and Social Change* (2007).

Advising, 2012-17: 1 thesis; 1 undergraduate thesis

Distinctions: Summer Fellowship, Visiting Scholar, Transcrime Institute on Organized Crime, University of Milan and University of Trento, 2014.

**KAMMI SCHMEER**

**25% Latin America**

**Assistant Professor of Sociology (tenure-track)**

Education: Ph.D., Sociology, University of North Carolina at Chapel Hill, 2007; M.A., Sociology, University of North Carolina at Chapel Hill, 2002; M.S., Urban and Regional Planning, Florida State University, 1996; B.A., International Studies and Spanish, Allegheny College, 1993.

Academic Experience: Health Center Evaluation Consultant, Fundación Filanbanco, Guayaquil, Ecuador, 1996-1997; Senior International Health Analyst, Abt Associates Inc., Washington, D.C., 1997-2000.

Overseas Experience: International health & education consulting involving Costa Rica, Ecuador, and Honduras.

Language Proficiency: Spanish (5), French (1)  
Area/International Studies Courses: N/A

Taught: Research and Training Specialization: Effects of family and household dynamics on the health of women and children in Mexico and the Philippines.

Publications: 8

Advising, 2012-17: N/A

Distinctions: N/A

**SCOTT SCHWENTER**

**50% Latin America**

**Associate Professor of Spanish and Portuguese (tenured)**

Education: Ph.D., Stanford University, 1998; Linguistic Society of America Summer Institute, University of New Mexico, 1995; M.A., University of New Mexico, 1993; B.A., Saginaw Valley State University, 1990; Universidad de las Américas, Puebla, Mexico, 1989.

Academic Experience: Editorial Board: Revue Romane, Orialia, Journal of Pragmatics, Lingua (gem).

Overseas Experience: Linguistic fieldwork in Spain, Mexico, Chile, Brazil.

Language Proficiency: Spanish (5), Portuguese (5), Catalan (2)  
Area/International Studies Courses: 12

Taught: Research and Training Specialization: Spanish and Portuguese Linguistics: Variation Analysis, Pragmatics.

Publications: 5

Advising, 2012-17: 11 dissertations, 2 theses

Distinctions: N/A

**ERIC SEIBER**

**90% Latin America**

**Associate Professor of Health Services Management and Policy (tenured)**

Education: Ph.D. Economics, Tulane University, 1999; B.S. Physics and International Studies, Eckerd College, 1994.

Academic Experience: Doctoral Program Director for the Division of Health Services Management and Policy, The Ohio State University, 2013 – present; Fulbright Scholar, Universidad Nacional – Colombia, 2014; Research Assistant Professor, Tulane University Department of International Health and Development, 1999-2002; Economic Development Intern, Organization of American States, 1994; Commercial Section Intern, United States Embassy in Colombia, 1993.

Overseas Experience: Colombia, Brazil, Paraguay, Peru, El Salvador.

Language Proficiency: Spanish (5).  
Area/International Studies Courses: 3

Taught: Urban Food Systems Planning: Access and Food Justice; Collaborative Planning – Participatory Research; Spirituality and Planning; Urban Agriculture in Belize.

Research and Training Specialization: N/A

Publications: N/A

Advising, 2012-17: N/A

Distinctions: Honorary Alumnus Award, Ohio State HSMP Alumni Society, 2017; Excellence in Teaching Award, Ohio State College of Public Health, 2010; Award of Distinction for Mentoring, Clemson National Scholars Program, 2007; Rhodes Scholarship Finalist, 1995.

**IAN SHELDON**

**25% Latin America**

**Andersons Chair of Agricultural Marketing, Trade, and Policy (tenured)**

Education: Ph.D., Economics, University of Salford, UK, 1981; B.Sc., Economics, University of Salford, UK, 1978.

Academic Experience: Andersons Professor of International Trade, 2006-16; Visiting Professor, CUCEA, University of Guadalajara, 2012; Professor of Agricultural Economics, OSU, 1998-2006; Lecturer, University of Exeter, UK, 1982-1989.

Overseas Experience: Visiting professor, University of Guadalajara, 2012; Teaching, Tecnológico de Monterrey, 2009, 2013.

Language Proficiency: Spanish (1); French (1); German (1)  
Area/International Studies Courses: 2

Research and Training Specialization: International trade and policy; Interactions between trade and environmental policies; Carbon tariffs.

Publications: 8

Advising, 2012-17: 3 dissertations

Distinctions: Featured Articles Editor, Applied Economic Perspectives and Policy, 2009-2012; Editor, American Journal of Agricultural Economics, 2002-2005; The Ohio State University Alumni Award for Distinguished Teaching, 2012.



**DOUGLAS SOUTHGATE**

**100% Latin America**

**Faculty Emeritus, Agricultural, Environmental and Development Economics (tenured)**

Education: Ph.D., University of Wisconsin, 1980; B.S., University of Oregon, 1974.  
 Academic Experience: Consultant to USAID, World Bank, Inter-American Bank and Ford Foundation.  
 Overseas Experience: Joint Career Corps Assignment with U.S. Agency for International Development (US/AID) in Ecuador (3 years); Fulbright Research Fellow in Ecuador (7 months); Consulting in Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Peru, St. Kitts-Nevis, Tanzania and Venezuela.  
 Language Proficiency: Spanish (4), Portuguese (2)  
 Area/International Studies Courses Taught: Introduction to Latin America; Economic Development Processes in Developing Countries; Latin American Economic Development; Food, Population, and the Environment.  
 Research and Training Specialization: Environmental and development economics.  
 Publications: Southgate, Douglas and Lois Roberts, *Top Banana: Tropical Entrepreneurs, Transnational Firms, Globalized Fruit* (University of Pennsylvania Press, 2014); Southgate, Douglas, Douglas Graham, and Luther Tweeten, *The World Food Economy* (Wiley-Blackwell Publishing, 2011); Southgate, Douglas and Douglas Graham, "Economic Progress, Agricultural Development, and Environmental Conservation: The Challenges in Sub-Saharan Africa," in T. Napier (ed.), *Human Dimensions of Soil and Water Conservation* (2010).  
 Advising, 2012-17: 6 dissertations, 5 theses  
 Distinctions: N/A

**MAZEIKA SULLIVAN**

**25% Latin America**

**Assistant Professor, School of Environment and Natural Resources (tenure-track)**

Education: Ph.D. Natural Resources, M.S. Biology, B.A. Anthropology.  
 Academic Experience: Research Scientist II – Stream and River Ecology, Department of Fish and Wildlife Resources, University of Idaho (UI), 2006 – 2008; Postdoctoral Research Associate – Watershed Ecology. Rubenstein Ecosystem Science Laboratory, University of Vermont (UVM), 2004-2005; Graduate Research Assistant. School of Environment & Natural Resources, University of Vermont, 2003-2004.  
 Overseas Experience: Puerto Rico, Mexico, developing collaborations with colleagues in Argentina and Peru.  
 Language Proficiency: Spanish (5), Lithuanian (5), French (3), Italian (2)  
 Area/International Studies Courses Taught: N/A  
 Research and Training Specialization: Ecology and conservation of aquatic and riparian ecosystems.  
 Publications: 3  
 Advising, 2012-17: 5 dissertations, 7 theses  
 Distinctions: Fulbright Distinguished Chair in Biodiversity and Sustainable Development (Colombia), 2015-2016, Alumni Award for Distinguished Teaching, 2014.

**CLARISSA SUREK-CLARK**

**50% Latin America**

**Lecturer of Spanish and Portuguese, Sociology**

Education: M.A., Linguistics, University of Pennsylvania, 1998; B.A., Linguistics, University of Pennsylvania, 1997.

Academic Experience: Coursework, Law, Unicuritiba, Curitiba, Brazil, 1989-91; Graduate coursework in Linguistics, Education, Comparative Literature, English, and Global Health, University of Washington, 2012-16; Director of Study Abroad Program to South Africa, University of Washington, 2013; Instructor of Portuguese translation, Bellevue College, 2010-2011; Training Development Assistant, I-TECH, University of Washington, 2009-2010.

Overseas Experience: Fieldwork in Brazil (1996); Zambia (1997); South Africa (1999, 2001).

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

Area/International Studies Courses: 1

Taught:

Research and Training Specialization: Portuguese language.

Publications: 1

Advising, 2012-17: N/A

Distinctions: N/A

**JUDITH TONHAUSER**

**75% Latin America**

**Associate Professor of Linguistics (tenure-track)**

Education: Ph.D., Linguistics, Stanford University, 2006; Diploma, Computational Linguistics, Universität Stuttgart, 2000.

Academic Experience: Fellow, Zentrum für Allgemeine Sprachwissenschaft, Germany, 2014-15; Faculty, Linguistic Institute, University of Chicago, 2015; Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University, 2013-14; Faculty, Linguistic Institute, University of Michigan, 2013.

Overseas Experience: Mexico (Yucatan), Paraguay.

Language Proficiency: German (5), Spanish (4), French (3), Guarani (3), Yucatec Maya (1)

Area/International Studies Courses: 4

Taught:

Research and Training Specialization: Semantics; Syntax; Fieldwork; American indigenous languages.

Publications: 6

Advising, 2012-17: 13 dissertations; 5 theses; 3 undergraduate theses

Distinctions: Early Career Award, Linguistic Society of America, 2016; Best Paper in Language Award, Linguistic Society of America, 2014; Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars, Stanford University, 2005.

**ABRIL TRIGO**

**100% Latin America**

**Distinguished Humanities Professor of Latin American Literatures and Cultures (tenured)**

Education: Ph.D., University of Maryland, 1986; Doctor en Filosofía y Letras, Universidad Complutense, Madrid, 1984; Profesor de Literatura, Instituto de Profesores Artigas, Montevideo, 1976.

Academic Experience: Director of the Center for Latin American Studies, OSU, 2011-2015; Member of the Latin American Studies Association. Member of the Editorial Committee of *alter/nativas, journal of latin american cultural studies*.

Overseas Experience: Seminars in LA (Chile, Argentina, Uruguay) and Europe (Spain, France)

Language Proficiency: Spanish (5), Portuguese (3), French (2)

Area/International Studies Courses: Latin American Cultures and Literatures; Globalization and Latin America.

Research and Training Specialization: Latin American cultural studies; Post colonialism and transnational migration; XIX Century Latin American thought; Theater and film; Popular culture and cultural theory; Global studies.

Publications: "Las tramas de la memoria/The Threads of Memory/As tramas da memória", Co-edited with Teresa Basile. *alter/nativas* 5 (2015); *Crisis y transfiguración de los estudios culturales latinoamericanos*, (Editorial Cuarto Propio, 2012); "La tarea pendiente de los Estudios Culturales Latinoamericanos" In Mabel Moraña, ed. *Cultura y cambio social en América Latina*. (Iberoamericana/Vervuert, 2008); "The Gaucho and the Gauchesca", In Sara Castro-Klaren, ed. *The Blackwell Companion to Latin American Studies Culture and Literature*, (Blackwell Publishing, 2008).

Advising, 2012-17: 2 dissertations

Distinctions: N/A

**FERNANDO UNZUETA**

**100% Latin America**

**Associate Professor, Latin American Literatures and Cultures (tenured)**

Education: Ph.D., Spanish, The University of Texas at Austin, 1991; M.A., Spanish, State University of New York at Buffalo, 1984; B.S., Industrial Engineering, SUNY at Buffalo, 1982.

Academic Experience: Chair, Department of Spanish and Portuguese, 2004-2013; Director, Center for Latin American Studies, 2002-2006; President of the Bolivian Studies Association, 2003-2004; Member, Center for Latin American Studies' Advisory Council, 1997-2001.

Overseas Experience: Bolivia.

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

Area/International Studies Courses: Latin American Culture and Literature; Latin American Literature (in Translation): Fictions and Realities, Andean Literatures and Cultures; Bolivia: Cultures and Identities; Introduction to the Study of Literature and Culture in Spanish; The Formation of Bolivian National Cultures; Indigenous, Colonial, and National Literatures and Cultures; Latin American Indigenous Literatures and Cultures; Globalization and Latin America; Mapping Indigenous, Colonial, and 19th-Century Latin American Literatures and Cultures; Studies in Indigenous and Colonial Latin American Literatures and Cultures; Seminar in Independence and 19th-Century Latin American Literatures and Cultures; Seminar in Modern Latin American Literatures and Cultures; Seminar in Literary and Cultural Theory.

Research and Training Specialization: 19<sup>th</sup> Century Latin America; Andean literatures and cultures.

Publications: *Cultura letreada y proyectos nacionales: Periódicos y literatura en Bolivia: siglo XIX*, (Plural Editores, forthcoming); *La imaginación histórica y el romance nacional en Hispanoamérica*, (Latinoamericana Editores, 1996); "Novelas fundacionales: americanismo, nacionalismo, regionalismo", *Bolivian Research Review* (2013); "Los discursos de la independencia y su ambigua modernidad," *De independencias y revoluciones* (LOM, 2010).

Advising, 2012-17: 6 dissertations

Distinctions: N/A

**KAREEM USHER**

**100% Latin America**

**Assistant Professor, City and Regional Planning (tenure-track)**

Education: Ph.D., Urban and Regional Planning, Florida State University, 2015; M.A. Urban Planning, University of Louisville, 2005; B.A., Sociology, Spalding University, 1997.

Academic Experience: Post-Doctoral researcher, Knowlton School of Architecture, City and Regional Planning, 2014-2015; Global Partner Certificate – Training in Intercultural Competency, 2013; Golden Key International Honour Society Inductee, 2007.

Overseas Experience: Belize.

Language Proficiency: Belize Kriol (5); Spanish (2).

Area/International Studies Courses: Plan Abroad – Belize Planning Studio

Taught:

Research and Training Specialization: Urban Food Systems Planning: Access and Food Justice; Collaborative Planning – Participatory Research; Spirituality and Planning; Urban Agriculture in Belize.

Publications: “Valuing all knowledges through an expanded definition of access”, *Journal of Agriculture, Food Systems, and Community Development* (2015); Usher, et al. “Collaboration of Community and University Scholars: Training in the transformation of research for community development”, *Practicing Anthropology* (2015); “Natural Hazard Mitigation Strategies in the Continental Caribbean: The Case of Belize”, *Études Caribéennes* (2007).

Advising, 2012-17: 1 thesis, 2 dissertations

Distinctions: Dissertation Research Grant, Florida State University, 2013; Hardin Fellow, University of Louisville School of Urban and Public Affairs, 2005; *The American Planning Association*, Kentucky Chapter’s 2005 Outstanding Student award.

**INÉS VALDEZ TAPPATA**

**50% Latin America**

**Assistant Professor of Political Science (tenure-track)**

**Courtesy appointment with Spanish & Portuguese, Latina/o Studies; Comparative Studies**

Education: Ph.D Political Science, University of North Carolina at Chapel Hill, 2011; B.A., Economics & Political Science, Universidad Torcuato Di Tella, 1998.

Academic Experience: Courtesy Appointment w/Spanish & Portuguese, Latina/o Studies, Comparative Studies, Germanic Languages & Literature. Max Weber Postdoctoral Fellow (European University Institute), 2011-2012.

Overseas Experience: Brazil, Argentina.

Language Proficiency: Spanish (5), French (3), German (3)

Area/International Studies Courses: 2

Taught:

Research and Training Specialization: Political theory; Latina/o political thought; Race & political theory.

Publications: 5

Advising, 2012-17: 1 dissertation

Distinctions: Laurance S. Rockefeller Visiting Faculty Fellow at the University Center for Human Values (Princeton University), 2017-2018.

**DIONISIO VISCARRI**

**25% Latin America**

**Associate Professor of Spanish and Portuguese (tenured)**

Education: Ph.D., The Ohio State University, 1996; M.A., University of Houston, 1990; Xarxa Cultural de Catalunya, 1990; B.A., University of Houston, 1988.

Academic Experience: N/A

Overseas Experience: N/A

Language Proficiency: Spanish (5) Catalan (4) Italian (2), French (2), Portuguese (2)

Area/International Studies Courses: 1

Taught:

Research and Training Specialization: 19<sup>th</sup>-and-20<sup>th</sup> century peninsular narrative; Franco-Falangist literature; Spanish film; Catalan.

Publications: N/A

Advising, 2012-17: 1 dissertation

Distinctions: Teaching Excellence Award, 2006; Alumni Award for Distinguished Teaching, 2006; Faculty Service Award, 2008; Teaching Excellence Award, 2009; Barnes Award for Distinguished Teaching, 2010; Teaching Excellence Award, 2017; Barnes Award for Exemplary Teaching, 2016.

**LISA VOIGT**

**75% Latin America**

**Associate Professor, Latin American Literatures and Cultures (tenured)**

Education: PhD, Brown University 2001; MA, Brown University, 1996; BA, Northwestern University, 1993.

Academic Experience: Assistant Professor, The University of Chicago, 2000- June 2008; Associate Professor, The University of Chicago, 2008-2009.

Overseas Experience: Peru, Brazil, Chile, Spain, Portugal, Bolivia.

Language Proficiency: Spanish (4), Portuguese (4), French (1), Latin (1), Quechua (1)

Area/International Studies Courses: 9

Taught:

Research and Training Specialization: Colonial Latin American literature and culture; Transatlantic, hemispheric, and Luso-Hispanic studies of the Early Modern period.

Publications: 4

Advising, 2012-17: 3 dissertations

Distinctions: Collaborative Cluster Fellowship, John Carter Brown Library, Providence, RI (August 2017); Fulbright Scholar Grant (Portugal), 2015; Calouste Gulbenkian Foundation Fellowship, 2015-16; FLAD (Fundação Luso-Americana para o Desenvolvimento) Grant, 2015-16; NEH Long-Term Fellowship, John Carter Brown Library, Providence, RI (2012).

**JOEL WAINWRIGHT**

**50% Latin America**

**Professor of Geography (tenured)**

Education: Ph.D., Geography, University of Minnesota, 2003; M.A., Geography, University of Minnesota, 1998; B.A. Honors, Environmental Studies, Bucknell University, 1995.

Academic Experience: Member of the advisory council of the Julian Cho Society, an indigenous rights NGO based in Belize, Central America.

Overseas Experience: Extensive work in Belize, Mexico, Cuba, and Guatemala. Visiting Associate Professor, Department of Geography, University of British Columbia and Simon Fraser University, 2015-2016.

Language Proficiency: Spanish (2), Q'eqchi (1)  
Area/International Studies Courses 7

Taught:

Research and Training Specialization: Political ecology; Social theory; Economic geography & development.

Publications: 5

Advising, 2012-17: 5 dissertations; 6 theses; 6 undergraduate theses

Distinctions: Fulbright, MacArthur, and Killam fellowships; Ohio State Alumni Distinguished Teaching Award, 2011.

**JILL K. WELCH**

**75% Latin America**

**Senior Lecturer of Spanish**

Education: Ph.D., The Ohio State University, 1988; M.A., University of Maine at Orono, 1975; B.A., Alma College, 1973.

Academic Experience: Mexico (1994-2003).

Overseas Experience: N/A

Language Proficiency: Spanish (4)  
Area/International Studies Courses 7

Taught:

Research and Training Specialization: N/A

Publications: N/A

Advising, 2012-17: N/A

Distinctions: N/A

**MICHELLE WIBBELSMAN**

**100% Latin America**

**Assistant Professor Department of Spanish and Portuguese; (tenure-track)**

**Courtesy Appointment in School of Music and Department of Anthropology**

Education: Ph.D., Cultural Anthropology, University of Illinois at Urbana-Champaign, 2004; M.A. Latin American Studies, The University of Texas at Austin, 1997; B.A., French, The University of Texas at Austin, 1991.

Academic Experience: Research Fellow, Lozano Long Institute of Latin American Studies, The University of Texas at Austin, 2004-2013; Adjunct Faculty, Global Studies, Latin American Studies, Anthropology, St. Edward's University, 2006-2009; Teaching Assistant, Center for Latin American and Caribbean Studies, UIUC, 1999; Research Assistant, Institute of Latin American Studies, UT-Austin, 1997.

Overseas Experience: Summer fieldwork in Latin America, 2014, 2015, 2017; Doctoral dissertation research--Ecuador 2000-2001; Summer research--Ecuador 1995-2010.

Language Proficiency: Spanish (5); French (4); Portuguese (2); Quechua (1)

Area/International Studies Courses Taught: Andean Music Ensemble; Alternative Literacies and Historiographies of the Andes and Amazonia: Reading and Writing Practices Beyond Text; Qualitative Field Methods for the Study of Languages and Cultures; Musical Migrations and Latin American Identities; Music of Andean Countries; Introduction to Andean and Amazonian Cultures; Latin American Indigenous Cultures; Ethnographic Theory; Andean and Amazonian Cultural Artifact Collection.

Research and Training Specialization: Latin American indigenous cultures; Ethnographic studies; Ethnomusicology.

Publications: *Encuentros rituales: la comunidad mítica y moderna de los otavalos* (Spanish translation of *Ritual Encounters*, 2009); "The Way of Sorrows: Performance, Experience and the Moral Society in Northern Ecuador" in *Performativity, Power, and the Poetics of Being: Soundscapes from the Americas*, ed. Donna Buchanan. (Ashgate Press, 2014); "Andean and Amazonian Material Culture and Performance Traditions as Sites of Indigenous Knowledges and Memory" in *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World Special Issue: Indigenous Knowledges and Sites of Indigenous Memory*, (2017).

Advising, 2012-17: 4 dissertations, 2 theses, 2 undergraduate theses

Distinctions: CLASP Teaching Award for Junior Faculty, 2017; Outstanding Adjunct Faculty Award (Center for Teaching Excellence, St. Edward's University), 2009; Excellence in Teaching Award (National Society of Leadership and Success, St. Edward's University chapter), 2009.

**ROGER WILLIAMS**

**25% Latin America**

**Professor Emeritus of Entomology, OARDC, Wooster (tenured)**

Education: Ph.D., Louisiana State University, Entomology, 1966; M.S., Louisiana State University, Entomology, 1964; B.S., Texas Tech University, Agricultural Education, 1957.

Academic Experience: N/A

Overseas Experience: 7 years in Brazil, Visiting Professor, University of Sao Paulo; 5 years in Honduras and Guatemala working as an Entomologist in the Banana Industry.

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

Area/International Studies Courses: N/A

Research and Training Specialization: Integrated pest management – tropical and temperate fruits and vegetables.

Publications: N/A

Advising, 2012-17: N/A

Distinctions: ASHS Outstanding Extension Education Materials Award, 2006; Presidents Award for Volunteer work in India in the Farmer to Farmer Program, 2008.

**DONALD WINFORD**

**25% Latin America**

**Professor of Linguistics (tenured)**

Education: Ph.D., Linguistics, University of York, U.K., 1972; B.A. Class I English, University of London, 1968.

Academic Experience: Visiting Professor, Centre of Multilingualism, University of Hamburg, 2008; Visiting Professor, Linguistics, University of Michigan, 2000; Associate Professor, English, University of Texas at Austin, 1979.

Overseas Experience: Fieldwork in Belize, Suriname, and Trinidad.

Language Proficiency: Spanish (3); Trinidadian Creole (5)

Area/International Studies Courses: 2

Research and Training Specialization: Creole linguistics; Variationist sociolinguistics; Contact linguistics.

Publications: 4

Advising, 2012-17: 2 dissertations

Distinctions: Harlan Hatcher Arts and Sciences Distinguished Faculty, 2015 – 2017; President of the Society for Pidgin and Creole Linguistics; Fellow of the Linguistic Society of America.

**ULISES JUAN ZEVALLOS-AGUILAR**

**100% Latin America**

**Associate Professor of Spanish and Portuguese (tenure-track)**

Education: Ph.D., Latin American Literatures, University of Pittsburgh, 1996; M.A., Hispanic Languages and Literatures, University of Pittsburgh, 1991; B.A., Peninsular and Latin American Literatures, Universidad Nacional Mayor de San Marcos, 1987.

Academic Experience: N/A

Overseas Experience: Fieldwork in Guatemala, Mexico, Peru, Bolivia.

Language Proficiency: Spanish (5), Portuguese (3), Quechua (1)

Area/International Studies Courses: Indigenous and Colonial Literatures of Spanish America; Modern Spanish American Literature; Latin American Indigenous Literatures and Cultures; Introduction to Spanish American Culture; Studies in Indigenous and Colonial Spanish American Literature; Studies in Modern Spanish American Literature; Studies in Contemporary Spanish American Literature.

Research and Training Specialization: Andean, Amazonian and transnational studies; Ethnicity, gender and race in the Americas; Non visual cultures and intermedialities.

Publications: *Indigenismo y nación. Desafíos a la representación de la subalternidad quechua y aymara en el Boletín Titikaka (1926-1930)*, (Universidad Nacional de Altiplano, 2013); *Las provincias contraatacan. Regionalismo y anticolonialismo en la literatura peruana del siglo XX* (Ediciones del Vicerrectorado de la Universidad Nacional Mayor de San Marcos, 2009); “Automóviles, indigenismo y racismo en el Perú del siglo XX. De máquinas de progreso a máquinas asesinas”, *Imaginario Racial y construcciones identitarias*, Editors Lavou Zoungbo and Marlène Marty (2009); “Mapping the Andean Cultural Archipelago in the US”, José Luis Falconí and José Antonio Mazzotti, *The Other Latinos. Central and South Americans in the United States* (2007).

Advising, 2012-17: 2 dissertations.

Distinctions: National Endowment for Humanities Institute Fellow Grant for the “Andean Worlds: New Directions in Scholarship and Teaching” Summer Institute, Peru (2008).

**WALTER ZINN**

**25% Latin America**

**Chairman and Professor of Logistics, Department of Marketing & Logistics**

Education: PhD, Michigan State University (Marketing and Logistics); MBA, Michigan State University (Logistics); BA, Fundação Getulio Vargas – Brazil.

Academic Experience: Council of Supply Chain Management Professionals: Board Member; Chair: Education Strategies Committee, 2010 – present.

Overseas Experience: Corporate and Executive Education presentations and consulting for several companies and universities in the United States, Brazil, and other countries in Latin America.

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

Area/International Studies Courses: N/A

Taught:

Research and Training Specialization: Customer service and inventory management policy; Logistics strategy and management; Logistics in Latin America.

Publications: 1

Advising, 2012-17: N/A

Distinctions: Logistics Innovation Award from the Latin American Logistics Center.

**ANA CLAUDIA ZUBIETA**

**25% Latin America**

**Program Director, SNAP-Ed**

Education: PhD.

Academic Experience: Research Associate, Department of Human Nutrition, The Ohio State University, 2004-2006; Post-doctoral Researcher, Department of Nutrition, University of California, Davis, 2000-2003.

Overseas Experience: Research in Mexico, Bolivia, Ecuador, and Guatemala.

Language Proficiency: Spanish (4)

Area/International Studies Courses: 1

Taught:

Research and Training Specialization: N/A

Publications: N/A

Advising, 2012-17: 2 theses

Distinctions: Higher Education Resource Services (HERS) Summer Institute, Bryn Mawr, June 18-July 2, 2010 (Selective admission).

**NORAH K. ZUÑIGA-SHAW**

**25% Latin America**

**Assistant Professor of Dance (tenure-track) and Advanced Computing Center for the Arts & Design (ACCAD)**

Education: M.F.A., University of California, Los Angeles, 2003; B.A., Hampshire College, 1996; School for International Training, Chiang Mai, Thailand, 1995.

Academic Experience: Choreographer and arts researcher currently working with William Forsythe and the Advanced Computing Center for the Arts and Design as co-creative director for the Synchronous Objects project; Teaching Fellow, Dance & Psychology, University of California – LA, 2003-04; CHAIR, Technological Literacy Committee, OSU.

Overseas Experience: Creative fieldwork in Costa Rica, Central American Women in Communications.

Language Proficiency: Spanish (4), Thai (1)

Area/International Studies Courses 3

Taught:

Research and Training Specialization: Dance & technology: composition, critical theories of the body.

Publications: N/A

Advising, 2012-17: 2 dissertations; 2 theses; 1 undergraduate thesis

Distinctions: Fellow, University Center for the Advancement of Teaching, Internationalization of the Curriculum, OSTEP (Ohio State Teaching Enhancement Program).

## **ADMINISTRATIVE & OUTREACH STAFF:**

### **GIFTY ADO-ADOUNVO**

**25% Latin America**

#### **Assistant Vice Provost for Global Strategies and International Affairs**

Education: Ph.D., Classical Studies, McMaster University.  
University Service: Interim Assistant Vice Provost for Global Strategies and International Affairs, The Ohio State University; Director of International Students and Scholars for the Office of International Affairs, The Ohio State University; Assistant Professor of Classics and African American and African Studies, The Ohio State University;  
Overseas Experience: Africa; Europe; North America.  
Language Proficiency: N/A  
Professional Responsibilities: Provides leadership to facilitate international opportunities at The Ohio State University; oversees education abroad, international student and scholar services, communications, business operations, evaluation and assessment, international education outreach, and development of international agreements and partnerships.  
Outreach Activities: Active member of NAFSA: Association of International Educators; Member of Association of International Education Administrators.

### **JANE APARECIDO**

**100% Latin America**

#### **Academic Relations and Alumni Community Manager, Brazil Gateway**

Education: Master of Laws, International and Comparative Law, The Ohio State University Moritz College of Law, 2015; M.A. Trabajo y Derechos Fundamentales, Universidad de Castilla-La Mancha, 2011; B.A. Law and Social Sciences, Pontificia Universidade Católica de Campinas, 2009.  
University Service: Academic Relations and Alumni Community Manager, 2016-Present; Research Assistant – International Law and Consular Practice, 2014-2015.  
Overseas Experience: Brazil.  
Language Proficiency: Portuguese, Spanish, French.  
Professional Responsibilities: Facilitate academic collaborations and exchanges between Ohio State and Brazilian institutions; engage with and develop opportunities for Ohio State alumni community in Brazil.  
Outreach Activities: Committee Member, Greater Columbus Sister Cities International, Inc., 2017-Present.

**LUKE BARBARA**

**100% Latin America**

**Director, Brazil Gateway**

Education: B.S., Chemical Engineering, International Development, Entrepreneurship, The Ohio State University.

University Service: Director, Brazil Gateway, 2014-Present; Alumni Advisor to Brazil Gateway, The Ohio State University, 2010-2014; Lecturer at Fisher College of Business, Doing Business in Brazil, 2016-Present.

Overseas Experience: Brazil

Language Proficiency: Spanish; Portuguese

Professional Responsibilities: Facilitating academic and institutional partnerships; advancing opportunities for global businesses to connect with OSU students and faculty; developing the growing network of OSU alumni.

Outreach Activities: Founding member – Greater Columbus Sister Cities International, Inc, Curitiba, Brazil Sister City Committee, 2015 – present.

**ASHLEY BEHRENDT**

**25% Latin America**

**Operations Manager, Global Gateways**

Education: B.A. Communication Studies, College of Wooster, 2008.

University Service: Operations Manager, Global Gateways, 2011-Present; Administrative Associate, Office of Enrollment Services and Undergraduate Education, 2010-2011.

Overseas Experience: N/A

Language Proficiency: N/A

Professional Responsibilities: Fiscal management for the offices in Brazil, China, and India; program coordination and communications support; travel arrangement for Gateway initiatives; design and execution of training programs, events, and delegation visits; creation and implementation of overseas offices' operating policies and procedures.

Outreach Activities: N/A

**REBECCA BIAS**

**20% Latin America**

**Assistant Director, Center for Languages, Literatures and Cultures**

Education: PhD, MA, BA, French Cinema and Technology in the Foreign Language Classroom, The Ohio State University, 2005.

University Service: Assistant Director of the Center for Languages, Literatures, and Cultures; Foreign Language Technology Integration Specialist, 2005-2007; Second Year Transformational Experience Program Faculty Mentor, 2014-2018.

Overseas Experience: France

Languages: French (4), Italian (3)

Professional Responsibilities: Coordinate monthly career building events for undergraduate and graduate students; supervise CLLC Technology Certificate Program for graduate students in languages, linguistics, and comparative studies; teaches CLLC Radio (language majors and minors in Spanish, Portuguese, French, Italian, Russian, Greek train to be radio DJs).

Publications: *Language Learning on the Air*, The ACTFL Language Educator, November 2009.

Outreach Activities: Co-Director Collaborative Articulation and Assessment Project, 2005-Present

Distinctions: Astier Research Grant, Faculty and Staff Development Grant, OFLA Technology and World Languages Committee Outstanding Committee Award, 2012.

**CHRISTOPHER CAREY**

**25% Latin America**

**Director, Global Gateways**

Education: MBA, Vlerick School of Management, 2009; B.S., Environmental Science, Engineering, United States Military Academy at West Point, 1998.

University Service: Director of Global Gateways, 2010 – Present

Overseas Experience: Brazil, China, Hong Kong, Japan, Korea, India, South Africa, Germany, Bosnia.

Language Proficiency:

Professional Responsibilities: Leadership and project management, international legal and finance management; coordination of outreach and academic programs, recruitment and admissions, fiscal and human resource management, grant administration, program development

Outreach Activities: Sister Cities (Columbus Ohio and Curitiba, Brasil)

**SOYOUNG HAN CARPENTER**

**25% Latin America**

**Grants and Projects Manager, Office of International Affairs**

Education: M.A. Public Policy and Management, The Ohio State University, 2014-2017; B.A. International Studies, The Ohio State University, 2004-2005; B.A. Education and English Literature, Kookmin University, 1997-2001.

University Service: Fiscal Officer, Department of Electrical and Computer Engineering at The Ohio State University, 2013-2015; Fiscal Associate, College of Engineering Business Operation Center at The Ohio State University, 2011-2013; Office Associate, Department of East Asian Languages and Literatures, The Ohio State University, 2006-2001.

Overseas Experience: Korea

Language Proficiency: Korean

Professional Responsibilities: Manages personnel, budgets, revenues, and expenditures; makes recommendations regarding cost savings and collaborative use of financial, human, and physical capacity; generates new grant and fund proposals; manages grants and funds throughout grant/funds life cycle; manages business operation projects.

Outreach Activities: N/A

**MEGAN HASTING**

**100% Latin America**

**Assistant Director, Center for Latin American Studies**

Education: Dual M.A., Public Administration & Latin American Studies, The Ohio State University, 2013; B.A. Political Science, Wright State University, 2010.

University Service: Assistant Director, Center for Latin American Studies, 2015-Present; Program Coordinator, Mershon Center for International Security Studies, 2013-15; Vice Chair, Ohio State University Staff Advisory Committee, 2016-Present.

Overseas Experience: FLAS Fellowship, Peru (2012); Costa Rica (2009) Ecuador (2011), Belize (2015), Mexico (2014, 2015, 2016, 2017)

Language Proficiency: Spanish (3), Quechua (1)

Professional Responsibilities: Program administration, project management, coordination of outreach and academic programming, recruitment and admissions training, student advising, fiscal and human resources management, grant administration, public relations, policy analysis

Advising, 2012-17: 5 MA students

Outreach Activities: Executive Committee & Chair of the Language Instruction Committee, Consortium of Latin American Studies Programs, 2017-Present; Coordination of all CLAS outreach; Recruitment specialist for the MA LAS program

**RICHARD HENRICKSEN**

**100% Latin America**

**Assistant Language Program Director/Lecturer, Department of Spanish and Portuguese**

Education: Ph.D. Contemporary Iberian Studies, The Ohio State University, 2016; M.A. Contemporary Hispanic Literatures, Brigham Young University, 2011; B.A. Brigham Young University, 2008.

University Service: Assistant Language Program Director/Lecturer; Spanish Lecturer, 2011-2016; Graduate Teaching Fellow; Course Coordinator.

Overseas Experience: Guatemala.

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

Professional Responsibilities: Enhancing quality teaching and assessments in Basic Language courses; curriculum development of Basic Language courses; development of new online Spanish courses.

Outreach Activities: Second-Year Transformational Experience Program.

**KOZUE ISOZAKI**

**25% Latin America**

**Assistant Director for International Exchange, Office of Global Business, Fisher College of Business**

Education: BS, Nanzan University, 2005.

University Service: Assistant Director for International Exchange, 2010-Present; Advisor, Fisher Exchange Network; Program Coordinator, Center for International Business Education and Research, 2010; Program Assistant, Center for International Business Education and Research, 2008-2009.

Overseas Experience: Japan, U.K., Hong Kong, Korea, Germany, Vietnam, Ireland, Poland, France, Netherland, Demark, Belgium

Languages: Japanese (5), Korean (1)

Professional Responsibilities: Student advising and program management for Student Exchange Program; Partner university research, balance negotiations, and communications; manager of Student Exchange Agreements; marketing, recruitment and admissions process; scholarship administration; Global Option in Business transcript designation administration.

Outreach Activities: Business International Studies Network (BISNET) Liaison, 2015-17; Columbus Council on World Affairs- Global Career volunteer, 2015-16; Japanese-Language Proficiency Test (JLPT) volunteer, 2014-16; Presenter for NAFSA 6 Drive-in on "Going Global: Preparing Students for International Exchange," 2011; Coordinator for the "Internationalizing Doctoral Education in Business (IDEB)" workshop, 2009.

**CINDY XINQUAN JIANG**

**33% Latin America**

**Assessment Manager/Senior Research Associate, Office of International Affairs**

Education: Ph.D., Higher Education, University of Michigan, 2010; M.A., Interpersonal and Public Communication, Central Michigan University, 2003; B.A., Communication Studies, Shanghai International Studies University, 1998.

University Service: Senior Research Associate, 2011-present, The Ohio State University; International Program Coordinator, 2006-07.

Overseas Experience: China

Language Proficiency: Chinese (5) Korean (5)

Professional Responsibilities: Research, evaluation and assessment; assessment of intercultural competence; internationalization in higher education

Outreach Activities: Co-Chair of 2013 NRC Conference, "Demonstrating the Impact of National Resource Centers"

**ADAM KELLER**

**100% Latin America**

**Administrative Manager, Department of Spanish and Portuguese, Department of French & Italian, Center for Languages, Literatures, and Cultures**

Education: B.S. Hospitality Management, Johnson & Wales University, 2003.

University Service: Fiscal & HR Manager, Department of Spanish & Portuguese, Department of French & Italian, 2015-2018; Fiscal Officer, College of Medicine, Davis Heart & Lung Research Institute, 2014-2015; Business Office Manager, WOSU Public Media, 2011-2014; Office Manager, OSU Office of Human Resources, 2008-2011; Guest Services Manager, The Blackwell Inn & Conference Center, 2006-2008.

Overseas Experience: N/A

Language Proficiency: N/A

Professional Responsibilities: Maintain unit budgets, human resources transactions and coordinates grant project management for the department.

Outreach Activities: None.

**MEGAN LOBERT**

**100% Latin America**

**Acting Language Program Director, Department of Spanish and Portuguese**

Education: M.Ed., Foreign and Second Language Education, The Ohio State University; B.A. Economics and International Relations, The Florida State University.

University Service: Assistant Language Program Director, 2012-Present; Spanish Lecturer, 2012-2015.

Overseas Experience: Colombia, Guatemala, Costa Rica, Mexico, Spain.

Language Proficiency: Spanish (5)

Professional Responsibilities:

Outreach Activities: Second-Year Transformational Experience Program

**RACHEL SANABRIA**

**100% Latin America**

**Academic Programs Manager, Department of Spanish and Portuguese**

Education: ABD, Language Education and Society, The Ohio State University; M.Ed., Foreign and Second Language Education, The Ohio State University; B.A. International Relations, Spanish, The Ohio State University.

University Service: Academic Programs Manager, Department of Spanish and Portuguese, 2013-Present; Academic Program Specialist, Department of Spanish and Portuguese, 2008-2013; Academic Advisor, Department of Spanish and Portuguese, 2004-2008; Spanish Lecturer, 2001-2004.

Overseas Experience:

Language Proficiency: Spanish (5)

Professional Responsibilities: Oversees graduate admissions in the department, serves as curriculum coordinator for undergraduate and graduate language programs; coordinates study abroad program curriculum

Outreach Activities:

**JOYCE STEFFAN**

**20% Latin America**

**Director, Office of Global Business, Fisher College of Business**

Education: M.O.D., Organizational Development, Bowling Green State University, 1997  
University Service: Director, Office of Global Business, 2010; Assistant Director Center Business Performance Management, 2009-10; Assistant Director, Graduate Admissions, 2003-09, The Ohio State University; Assistant Director, MOD Program, 1998-02, Bowling Green State University.  
Overseas Experience: N/A  
Language Proficiency: N/A  
Area/International Studies Courses: Fisher College of Business Graduate Diversity Course  
Professional Responsibilities: Outreach/recruitment of prospective graduate and professional students; conduct/coach career planning initiatives; facilitate centered leadership discussions; design culture assessments; develop diversity initiatives.

**KEIRA WILLIAMS**

**20% Latin America**

**Program Manager, Office of Global Business; Center for International Business Education and Research (CIBER)**

Education: MA, International Education Policy, Harvard Graduate School of Education, 2014; BA, International Relations and Affairs, The Ohio State University, 2009.  
University Service: Global Gateways Academic Program Manager, 2014-2018.  
Overseas Experience: Portugal, Mexico, Honduras, Brazil, Argentina, Chile, Spain, Czech Republic, Canada, Belize, Bahamas, France, UK, Belgium, Germany, Poland, Austria, Ethiopia, South Africa, China  
Languages: Spanish (3); Russian (2)  
Professional Responsibilities: Determine course requirements, location, trip timing, and other programmatic details to implement programs and achieve learning objectives; design strategic initiatives and manage recruitment, marketing, website, and social media outreach; coordinate application process, course enrollment, interview schedules, visa applications, and end-of-program evaluations; lead Fisher College of Business Learning Community.  
Outreach Activities:

**YOLANDA ZEPEDA**

**25% Latin America**

**Assistant Vice Provost, Office of Diversity and Inclusion**

Education: M.S., Educational Psychology, Texas A&M University, College Station, 1990; B.S., Psychology, Texas A&M University, College Station, 1988.

University Service: The Ohio State University, Office of Diversity and Inclusion, Assistant Vice Provost, 2010-present; Committee on Institutional Cooperation, Academic and International Programs, Associate Director, 2004 – 2010; The Ohio State University, Graduate School, Director of Enrichment Programs, 2002 – 2004; Committee on Institutional Cooperation, Multicultural and International Affairs, Assistant Director, 1999-2002.

Overseas Experience: Dresden, Germany, 1990-1992.

Language Proficiency: Spanish (2), German (4)

Professional Responsibilities: Provide leadership for The Ohio State University in supporting success of minority students, faculty, and staff; emphasize recruitment, retention, and timely graduation of undergraduate, graduate, and professional students; promote a welcoming climate and serve in advocacy role for minority individuals.

Outreach Activities: Member, State of Ohio Latino Affairs Commission Education Committee  
Member, Gates Millennium Scholars Program National Advisory Council  
Member, Educators and Community Helping Hispanics Onward (ECHHO).

**The Ohio State University  
POSITION DESCRIPTION  
CLAS Program Operations Coordinator**

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Name:	unknown	Position #:	unknown
Employee ID:	unknown	Classification:	Program Coordinator
Effective Date:	09/03/2018	Working Title:	Program Operation Coordinator

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Title Group:	Unclassified	Position Status:	Approved
Salary Admin Range:	BCP/A2	FLSA Status:	Nonexempt
Hiring Range:	\$21.00 to \$24.00 per hour	Reg/Temp/Term:	Regular
Type:	Full-Time	Appointment Length:	52/52 weeks

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College/VP Office:	Office of Academic Affairs
Department:	D4235, Office of International Affairs
Position Organization:	42352, Center for Latin American Studies

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**Detailed Job Description**

Under the leadership of the Center for Latin American Studies (CLAS) Director and Assistant Director, the program operations coordinator assumes responsibility for a broad range of administrative, fiscal, and project/program support duties for the Center. Administrative duties include assisting in coordinating and scheduling programs such as conferences lecture series, film series, and more. Will coordinate travel and logistics for visiting speakers, directors, staff, and scholars. Marketing and communications duties include assisting with the Center's website, print and electronic newsletters, and other materials; preparing documents and correspondence; and answering inquiries from the public. Fiscal duties include overseeing university funds and sponsored projects accounting and processing, including entering and tracking of expenditure, processing of travel requests and reimbursements, and sharing thorough documentation. Additional fiscal duties may include reconciliation of accounts, budget reporting, and thorough records management. In support of the Center's fundraising initiatives, the fiscal and program associate will assist with the grant proposal and budget development, grant reporting, and grant-funded program implementation. The program operations coordinator will also carry out duties as assigned by the CLAS Assistant Director.

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**Duties Description**

- 10% Other duties as assigned
- 10% Marketing and Communications: assistant with website, print, and electronic newsletters, and other materials, prepare documents and correspondence, and answer inquiries from the public
- 40% Grant proposal, budget development, grant reporting, and program implementation: assist with all aspects of grant-funded projects, such as compiling data for proposal development, retrieving estimates for budget development, tracking information for

*(continued)*

reporting, and coordinating and scheduling programs such as conferences, lecture series, film series, outreach programs and more.

40% Fiscal support, reconciliation and budget reporting: Assist the CLAS Assistant Director in managing university and sponsored project budgets, oversee the initiation and completion of fiscal transactions, keep thorough records, complete monthly reconciliation. Coordinate travel, e-requests, and help organize related events; coordinate travel for Center staff.

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**Experience:**

Required Qualifications:

- Bachelor's degree in appropriate area or an equivalent combination of education and experience required
- knowledge of and/or interest in international affairs or Latin American Studies
- proficiency in MS Word and Excel
- Experience and/or training in office practices and procedures (reconciliation purchasing, budget management)
- Excellent interpersonal, communication, research, organization and project management skills necessary
- Working knowledge of Spanish or other Latin American language

Desired Qualifications:

- Ability to work independently as well as in cooperation with others
- Ability to manage numerous projects simultaneously
- Experience with OSU fiscal procedures
- Ability to effectively communicate with diverse populations strongly desired

**The Ohio State University  
POSITION DESCRIPTION  
CLAS Outreach Coordinator**

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Name:	unknown	Position #:	unknown
Employee ID:	unknown	Classification:	6790 Program Assistant
Effective Date:	09/03/2018	Working Title:	Outreach Coordinator

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Title Group:	Unclassified	Position Status:	Approved
Salary Admin Range:	A&P/59	FLSA Status:	Nonexempt
Hiring Range:	\$15.00 to \$17.00 per hour	Reg/Temp/Term:	Regular
Type:	Part-Time	Appointment Length:	52/52 weeks

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College/VP Office:	Office of Academic Affairs
Department:	D4235, Office of International Affairs
Position Organization:	42352, Center for Latin American Studies

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**Detailed Job Description**

To further the mission of the Center for Latin American Studies (CLAS), the outreach coordinator will facilitate linkages with community colleges, local K-12 educators and institutions, and other communities and groups in Central Ohio. Working closely with the assistant director, the outreach coordinator will contact and serve as a liaison with these groups, develop programs and materials, and coordinate presentations by other OSU faculty and students. The outreach coordinator will organize, advertise, and facilitate K-12 teacher training workshops, organized by CLAS or in partnership with the Area Studies Centers at OSU and assist with the LCTL language studies by collaborating with the Department of Spanish and Portuguese to recruit students and coordinate course offerings. The coordinator will also plan events, update website materials, and publicize its grant and scholarship competition. The outreach coordinator will work with the program operations coordinator to make sure that all payments related to these activities are processed properly. Other duties of the position will include updating the CLAS website weekly, maintaining CLAS social media, maintaining email lists and sending out email communications, planning CLAS events, and helping the assistant director with routine office tasks.

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**Duties Description**

5%	Other duties as assigned
10%	Communicating with schools, educators, and other partners to maintain outreach linkages
15%	Email, website, and social media communications
30%	Developing outreach presentations and materials
40%	Event organization, including logistical support for symposia, conferences, lectures, and other events

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*(continued)*

**Experience:**

Required Qualifications:

- Bachelor's degree in appropriate area or an equivalent combination of education and experience required
- knowledge of and/or interest in international affairs or Latin American Studies
- proficiency in MS Word and Excel
- Professional or working knowledge of Spanish and/or other Latin American languages
- Experience giving presentations or outreach work

Desired Qualifications:

- Ability to work independently as well as in cooperation with others
- Experience in program planning and administration, or outreach
- Knowledge of Title VI federal education programs
- Ability to effectively communicate with diverse populations strongly desired

**The Ohio State University  
POSITION DESCRIPTION  
Student Program Assistant**

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Name:	unknown	Position #:	unknown
Employee ID:	unknown	Classification:	Student Employee
Effective Date:	09/03/2018	Working Title:	Student Program Assistant

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Position Status:	Approved	Hiring Range:	\$10.00 to \$13.00 per hour
Appointment Length:	15 hrs/week, 45 weeks	Type:	Part-Time

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College/VP Office:	Office of Academic Affairs
Department:	D4235, Office of International Affairs
Position Organization:	42352, Center for Latin American Studies

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**Detailed Job Description**

Under the leadership of the Center for Latin American Studies (CLAS) Assistant Director, the student program assistant will assist with Center projects and administrative duties. Primary responsibilities will include website development and online updates, weekly newsletter development, social media, data collection, and events management coordination. The student position will work closely with the program operations coordinator on the website, print and electronic newsletters, and other materials; preparing documents and correspondence; and answering inquiries from the public.

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**Duties Description**

100%          Duties as assigned.

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**Experience:**

Required Qualifications:

- knowledge of and/or interest in international affairs or Latin American Studies
- proficiency in MS Word and Excel
- Working knowledge of Spanish or other Latin American language

Desired Qualifications:

- Ability to work independently as well as in cooperation with others
- Ability to effectively communicate with diverse populations

**The Ohio State University  
POSITION DESCRIPTION  
Portuguese Language Program Director**

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Name:	unknown	Position #:	unknown
Employee ID:	unknown	Classification:	Program Manager
Effective Date:	09/03/2018	Working Title:	Portuguese Language Program Director

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Title Group:	Unclassified	Position Status:	Approved
Salary Admin Range:	A&P/64	FLSA Status:	Nonexempt
Hiring Range:	\$45,000 - \$50,000 per year	Reg/Temp/Term:	Regular
Type:	Full-Time	Appointment Length:	52/52 weeks

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College/VP Office:	Arts and Sciences
Department:	D0596, Spanish & Portuguese
Position Organization:	05960, Spanish and Portuguese

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**Detailed Job Description**

The Department of Spanish and Portuguese (SPPO) is seeking a Portuguese Language Program Director to oversee the enhancement of the Portuguese Language Program at Ohio State. The position will work as part of a team to administer basic language courses and will implement and evaluate proficiency exams, oversee department testing, Portuguese Placement Exam, and will oversee the planning, scheduling, proctoring, and grading in the Portuguese language program. The position will oversee the performance review process of Portuguese lecturers, graduate teaching assistants, and course coordinators, answer inquiries from the public and recruit new students. The Director will create course offering structures for upcoming semester, prepare and deliver ongoing training workshops on Portuguese language teaching, and expand Portuguese instruction into local area high schools. Working with the Center for Latin American Studies, the Director will also work to create the first Portuguese teaching licensure in the State of Ohio.

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**Duties Description**

- 10% Collaborate with the Language Program Director to oversee the performance review process of Portuguese lecturers and course coordinators, and complete observations of instruction throughout the academic year
  - 40% Administer the basic Portuguese language (general education) courses, including answering inquiries and audit request, verifying enrollments, and overseeing the file sharing system
  - 50% Serve as the department's lead manager of the Portuguese Language program and its strategic initiatives to enhance enrollment
-

*(continued)*

**Experience:**

Required Qualifications:

- Master's degree in Spanish or Portuguese or closely related field (Foreign Language Education, Applied Linguistics)
- Demonstrated successful program planning and administrative experience
- Strong communication and organizational skills with excellent attention to detail
- Demonstrated proficiency in Portuguese and Spanish

Desired Qualifications:

- PhD in Spanish or Portuguese, with preferred specialization in second language acquisition, applied linguistics, L2 teaching methodology, or other relevant area.
- Ability to work independently as well as in cooperation with others

**The Ohio State University**  
**POSITION DESCRIPTION**  
**Digital Humanities Curator for OSU Campus Collections**

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Name:	unknown	Position #:	unknown
Employee ID:	unknown	Classification:	Assistant Curator
Effective Date:	09/03/2018	Working Title:	Digital Humanities Curator

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Title Group:	Unclassified	Position Status:	Approved
Hiring Range:	\$35,000 - \$45,000 per year	Reg/Temp/Term:	Regular
Type:	Full-Time	Appointment Length:	52/52 weeks

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College/VP Office:	Office of Academic Affairs
Department:	University Libraries
Position Organization:	Special Collections and Area Studies

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### Detailed Job Description

The OSU University Libraries is seeking a Digital Humanities Curator for OSU Campus Collections to explore new methods and technologies for the curation, exhibition, and promotion of campus collections, including but not limited to: content management systems, digitization, digital storytelling, 3D imaging, and virtual reality. The curator will partner with units on campus to improve description of and access to campus collections, including CLAS, University Libraries and the Advanced Computing Center for Art and Design. This position will establish and document workflows for the description and digital curation of campus collections and participate in the training of student workers to perform digitization and imaging. The curator will integrate campus collections into course offerings through building relationships with faculty in relevant departments. Finally, the curator will conduct outreach to Columbus area K-12 schools, libraries, and other educational and cultural institutions to promote engagement with campus collections and integration of cultural artifacts into teaching, and will coordinate events and programs to promote campus collections and related resources and services to the OSU campus community and general public.

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### Experience:

#### Required Qualifications:

- Bachelor's Degree
- Experience describing, digitizing, curating, and/or promoting cultural heritage collections
- Experience with current and emerging digital technologies
- Excellent interpersonal, oral, written, and collaboration skills for communicating with a wide range of constituencies

#### Desired Qualifications:

- Experience in using digital technologies for the curation and exhibition of cultural heritage collections.
- Experience building collaborative relationships across units in an academic environment.



**THE OHIO STATE UNIVERSITY**

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CENTER FOR LATIN AMERICAN STUDIES

## **Appendix B: Course List**

## APPENDIX B: COURSE LIST

Discipline/Department		Page #	
<b>Language Courses</b>			
Haitian Creole	B1	Spanish	B2
Portuguese	B1	Yucatec Maya	B3
Quechua	B1		
<b>Area Studies Courses</b>			
African American and African Studies (AFAMAST)	B4	Human Nutrition (HUMNNTR)	B14
Agricultural, Environmental, and Development Economics (AEDECON)	B4	International Studies (INTSTDS)	B14
Animal Sciences (ANIMSCI)	B5	Jewish Studies (JEWSHST)	B15
Anthropology (ANTHROP)	B5	Law (LAW)	B15
Art Administration, Education, and Policy (ARTEDUC)	B6	Linguistics (LING)	B16
Arts & Sciences (ARTSSCI)	B6	Music (MUSIC)	B16
Business Administration (BUSADM)	B6	Nursing (NURSING)	B16
Business Administration: Management and Human Resources (BUSMHR)	B7	Nursing Advancement (NRSADV)	B17
Business Administration: Management Science (BUSMGT)	B7	Political Science (POLITSC)	B17
Business Administration: Marketing and Logistics (BUSML)	B7	Portuguese (PORTGSE)	B18
City and Regional Planning (CRPLAN)	B7	Public Affairs (PUBAFRS)	B19
Communications (COMM)	B8	Public Health (PUBHLTH)	B19
Comparative Studies (COMPSTDS)	B8	Religious Studies (RELSTDS)	B20
Dance (DANCE)	B9	Rural Sociology (RURLSOC)	B20
Economics (ECON)	B9	Social Work (SOCWK)	B20
Education: Teaching and Learning (EDUTL)	B10	Sociology (SOCIOL)	B21
Engineering (ENGR)	B10	Spanish - Literary and Cultural Studies (SPAN)	B21
Entomology (ENTOMOL)	B11	Theatre (THEATR)	B24
Environment and Natural Resources (ENR)	B11	Women's, Gender, and Sexuality Studies (WGSST)	B24
Geography (GEOG)	B11		
Health Sciences (HTHRHS)	B12		
Health Services Management and Policy (PUBHHMP)	B12		
History (HIST)	B12		
History of Art (HISTART)	B14		
Horticulture and Crop Sciences (HCS)	B14		

**Language Course List**

Course #	Course Title & Description	% LA	Instructor(s)	Hours	15-16		16-17		Course Offerings	
					UG	G	U	G	17-18	18-19
<b>Haitian Creole</b>										
2780	<b>French Group Studies: Haitian Creole I</b> Received through the Big Ten Academic Alliance Course Share Program	100%	Faculty	4			0	1	AU 17	
2780	<b>French Group Studies: Haitian Creole II</b> Received through the Big Ten Academic Alliance Course Share Program	100%	Faculty	4			0	1		SP 18
<b>Portuguese</b>										
1101.01*	<b>Portuguese 1:</b> Classroom Instruction.	100%	GTA/Lecturer	4	25	2	50	0	All	All
1101.51*	<b>Portuguese 1:</b> Individualized Instruction.	100%	Silveira	1	9	7	18	4	All	All
1102.01*	<b>Portuguese 2:</b> Classroom Instruction.	100%	GTA/Lecturer	4	12	0	13	1	AU 17 SP 18	All
1102.51*	<b>Portuguese 2:</b> Individualized Instruction.	100%	Silveira	1	7	3	18	1	All	All
1103.01*	<b>Portuguese 3:</b> Classroom Instruction.	100%	GTA/Lecturer	4	16	0	8	1	AU 17 SP 18	All
1103.51*	<b>Portuguese 3:</b> Individualized Instruction.	100%	GTA/Lecturer	1	10	1	10	3	All	All
3401	<b>Advanced Portuguese Grammar.</b>	100%	Schwenter	3	17	2	10	0	AU 17	SP 19
3402	<b>Portuguese Reading &amp; Listening.</b>	100%	Barra Costa	3	0	0	9	1	SP 18	SP 19
3403	<b>Portuguese Conversation and Composition.</b>	100%	Barra Costa	3	14	0	0	0		AU 18
5501	<b>Portuguese for Spanish Speakers 1.</b>	100%	Costigan	3	7	7	8	13	AU 17	AU 18
5502	<b>Portuguese for Spanish Speakers 2.</b>	100%	Costigan	3	6	3	5	7	SP 18	SP 19
<b>Quechua</b>										
5501.01	<b>Beginning Quechua I:</b> Classroom Instruction.	100%	Andia Grageda	4	1	1	6	7	AU 17	AU 18
5501.51	<b>Beginning Quechua I:</b> Individualized Instruction.	100%	Andia Grageda	4	0	2			AU 17	AU 18
5502.01	<b>Beginning Quechua II:</b> Classroom Instruction.	100%	Andia Grageda	4	0	3	2	9	SP 18	SP 19
5502.51	<b>Beginning Quechua II:</b> Individualized Instruction.	100%	Andia Grageda	4	0	0	0	2	SP 18	SP 19
5503.01	<b>Intermediate Quechua I:</b> Classroom Instruction.	100%	Andia Grageda	4					AU 17	AU 18
5503.51	<b>Intermediate Quechua I:</b> Individualized Instruction.	100%	Andia Grageda	4	2	1	0	2	AU 17 SP 18	AU 18
5504.01	<b>Intermediate Quechua II:</b> Classroom Instruction.	100%	Andia Grageda	4					SP 18	SP 19
5504.51	<b>Intermediate Quechua II:</b> Individualized Instruction.	100%	Andia Grageda	4	1	2	0	0	AU 17 SP 18	AU 18 SP 19

\* = Courses supported by Title VI funds

COURSE LIST: The Ohio State University Center for Latin American Studies

5505.01	<b>Advanced Quechua II:</b> Classroom Instruction.	100%	Andia Grageda	3	0	0	1	1	AU 17 SP 18	AU 18
5506.01	<b>Advanced Quechua II:</b> Individualized Instruction.	100%	Andia Grageda	3					SP 18	SP 19
7000	<b>Advanced Quechua III: Classroom.</b>	100%	Andia Grageda	3						SP 19
<b>Spanish</b>										
1101.01	<b>Beginning Spanish I:</b> Classroom, individualized instruction, or online.	100%	GTA/Lecturer	4	848	6	1056	9	All	All
1102.01	<b>Beginning Spanish II:</b> Classroom, individualized instruction, or online.	100%	GTA/Lecturer	4	1313	1	1377	9	All	All
1103.01	<b>Beginning Spanish III:</b> Classroom, individualized instruction, or online.	100%	GTA/Lecturer	4	2023	2	1908	5	All	All
1103.51	<b>Spanish III:</b> Individualized Instruction.	100%	GTA/Lecturer	4	45	0	49	2	All	All
1155	<b>Intensive Spanish for Review.</b>	100%	GTA/Lecturer	4	664	0	523	1	All	All
2202.01	<b>Reading Comprehension.</b>	100%	GTA/Lecturer	3	390	3	395	1	All	All
2213	<b>Spanish for Heritage Speakers IV: <i>New course.</i></b>	100%	Foulis	3						AU 18
2302	<b>Spanish Conversation.</b>	100%	GTA/Lecturer	1	6	0	4	0	SU 18	SU 19
3401	<b>Advanced Spanish Grammar.</b>	100%	GTA/Lecturer	3	408	1	405	2	All	All
3403	<b>Intermediate Spanish Composition.</b>	100%	GTA/Lecturer	3	325	0	368	0	All	All
3403H	<b>Intermediate Spanish Composition: Honors.</b>	100%	Welch	3	9	0	14	0	AU 17	AU 18
3404	<b>Spanish Pronunciation.</b>	100%	Faculty	3	182	2	214	1	All	All
3406	<b>Intermediate Business Spanish.</b>	100%	Ruggiero	3	16	0	22	0	AU 17	AU 18
3413	<b>Spanish for Heritage Speakers.</b>	100%	Martinez, Babel	3	0	0	22	0	AU 17 SP 18	AU 18 SP 19
4430	<b>Introduction to Spanish Linguistics.</b>	100%	Campos-Astorkiza	3	82	0	69	0	All	All
4430H	<b>Introduction to Spanish Linguistics: Honors.</b>	100%	Grinstead	3	0	0	10	0	AU 17	SP 19
4501.51	<b>Advanced Spanish for the Professions: STEM.</b>	100%	Martinez	3			0	0	SP 18	SP 19
4502.51	<b>Advanced Spanish for the Professions: Arts &amp; Humanities <i>New course.</i></b>	100%	Martinez	3						SP 19
4534	<b>Spanish Phonology.</b>	100%	Martinez-Gil	3	15	0	20	0	AU 17	AU 18
4536	<b>Language Change in Spanish.</b>	100%	Morgan	3	17	0	0	0	AU 17	SP 19
4537	<b>Spanish Psycholinguistics.</b>	100%	Grinstead	3	15	0	14	0	AU 17	
4538	<b>Language Variation in Spanish.</b>	100%	Babel, Schwenter	3	20	0	0	0	SP 18	AU 18
4603	<b>Advanced Spanish Composition.</b>	100%	Foulis, Schwenter	3	22	0	19	0	SP 18	AU 18
4606	<b>Advanced Business Spanish.</b>	100%	GTA/Lecturer	3	21	0	17	0	SP 18	SP 19
4610	<b>Contrastive Structures of Spanish and English.</b>	100%	Schwenter	3	0	0	10	0		
5201	<b>Spanish in the Health Professions.</b>	100%	Martinez	3			16	0	SP 18	AU 18
5630	<b>Seminar in Spanish Linguistics</b>	100%	Martinez-Gil, Schwenter	3	21	0	14	0	SP 18	SP 19

COURSE LIST: The Ohio State University Center for Latin American Studies

7320	<b>Spanish Syntax and Semantics.</b>	100%	Grinstead	3	0	0	0	11		
7340	<b>Spanish Phonology and Morphology.</b>	100%	Campos-Astorkiza	3	0	13	0		AU 17	
7360	<b>History of the Spanish Language.</b>	100%	Morgan	3	0	0	0	5		AU 18
7380	<b>Spanish Sociolinguistics.</b>	100%	Babel	3	0	0	0	15		
8320	<b>Studies in Spanish Syntax, Semantics.</b>	100%	Grinstead	3	0	0	0	11		SP 19
8330	<b>Studies in Spanish Synchronic Linguistics.</b>	100%	Babel	3	0	9	0	8		AU 19
8340	<b>Studies in Synchronic Spanish Phonetics, Phonology and Morphology.</b>	100%	Martinez-Gil	3	0	10	0	0	SP 18	
8370	<b>Studies in Spanish Psycholinguistics.</b>	100%	Grinstead	3					SP 18	
8380	<b>Studies in Spanish Sociolinguistics.</b>	100%	Schwenter	3	0	8	0	0	SP 18	
8390	<b>Seminar in Spanish Linguistics.</b>	100%	Grinstead, Schwenter	3	0	8	0	22		AU 18
8893	<b>Hispanic Linguistics Colloquium.</b>	100%	Martinez-Gil	3	0	38	0	46	AU 17 SP 18	AU 18 SP 19

<b>Yucatec Maya</b>										
5501.2*	<b>Amerindian Languages and Cultures: Yucatec Maya</b> Received through the Big Ten Academic Alliance Course Share Program	100%	Faculty	4						AU 18

\* = Courses supported by Title VI funds

## Area Studies Course List

Course #	Course Title & Description	% LA	Instructor(s)	Hours	15-16		16-17		Course Offerings	
					UG	G	U	G	17-18	18-19
<b>African American and African Studies (AFAMAST)</b>										
2253	<b>Introduction to Caribbean Literature:</b> An introduction to Caribbean literature with a focus on prose, poetry, & drama.	100%	Drake	3						
3310	<b>Global Perspectives on the African Diaspora:</b> Study of historical processes and cultural expressions of the dispersion of people of African descent.	50%	Mphande, Noble	3	20	0	18	0	AU17 SU18	AU 18 SU 19
3451	<b>Themes in Francophone African and Caribbean Literature:</b> Interdisciplinary investigation of representations of race, religion, identity, and nationalism in literature.	100%	Thiam	3						
5485.03*	<b>Afro-Brazilian Society and Culture:</b> Study of Brazil's history, culture, politics, economy and people.	100%	Saunders	3						
5798.03	<b>Study Tour: Brazil:</b> Two-week educational study trip combining formal lectures with visits to local cultural and historical institutions as well as travel within Brazil.	100%	Alexander	3	0	0	1	0	SU 18	SU 19
7580	<b>Enslavement, Emancipation, Colonial and Post-Colonial Realities:</b> History and evolution of the African Diaspora with an emphasis on Latin America.	50%	Barchiesi	3	0	0	0	9	AU 17	AU 18
<b>Agricultural, Environmental, and Development Economics (AEDECON)</b>										
2580	<b>Feast or Famine: The Global Business of Food:</b> Global and regional trends in food consumption and production are surveyed. <i>Cross-listed with IS 2580.</i>	25%	Leonard	3	44	0	36	0	SP 18	SP 19
4320	<b>Energy, the Environment, and the Economy:</b> Understand the role of energy in the economy and the environment. <i>Cross-listed with IS 4320.</i>	25%	Sohngen	3	76	0	71	0	AU 17	AU 18
4320H	<b>Energy, Environment, &amp; the Economy: Honors</b> <i>Cross-listed with IS 4320.</i>	25%	Sohngen	3	4	0	1	0	AU 17	AU 18
4532	<b>Food Security &amp; Globalization:</b> Examination of the causes and solutions for food insecurity, including global and local factors. <i>Cross-listed with IS 4532.</i>	25%	Dougherty	3	44	1	31	0	AU 17	AU 18
4534	<b>Comparative Challenges to Economic Development: Sub-Saharan Africa, Latin America, and China:</b> <i>Cross-listed with IS 4534.</i>	50%	Southgate	3	0	0	9	1	AU 17	AU 18
4535	<b>International Economic Development:</b> Study of the growth and diversification of developing economies and the causes of poverty and inequality. <i>Cross-listed with IS 4535.</i>	25%	Chen, Flatnes	3	93	1	95	1	AU 17 SP 18	AU 18 SP 19
4538*	<b>Latin American Economic Development:</b> Public policy and other factors influencing economic growth in Latin America are examined. <i>Cross-listed with IS 4538.</i>	100%	Southgate	3	20	6	0	0		SP 19

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4540	<b>International Commerce and the World Economy:</b> Application of trade theory and policies to world trade that impacts global business. <i>Cross-listed with IS 4540.</i>	25%	Sheldon	3	65	1	48	0	SP 18	SP 19
4597.01	<b>Food, Population, and the Environment:</b> Emphasis on the Global South. <i>Cross-listed with IS 4597.01.</i>	33%	Southgate, Sohngen	3	160	1	156	0	All	All
4597.01H	<b>Food, Population, and the Environment: Honors</b> <i>Cross-listed with IS 4597.01.</i>	25%	Southgate, Sohngen	3					All	All
6200	<b>International Economics and Policy:</b> Application of economic theory and methods to current problems in international economics, policy and trade.	25%	Sheldon	3	0	8	0	16	AU 17	AU 18
6400	<b>Regional and International Development:</b> Critical discussion of seminal and innovative scholarly research in agricultural, environmental, and development economics.	25%	Mirzaie, Faggian	3	0	8	1	12	SP 18	SP 19
<b>Animal Sciences (ANIMSCI)</b>										
2400.07	<b>Global Dairy Industries: Latin America:</b> An opportunity for students to study the culture, political, economic, and social framework, and dairy industry of another country.	100%	Eastridge	3	0	0	35	0		SP 19
3600	<b>Global Food and Agriculture:</b> Integration of food, culture, agriculture, resources, technology, trade on a global scale.	25%	George	3	35	0	35	0	SP 18	SP 19
3600E	<b>Global Food and Agriculture:</b> Embedded.	25%	George	3			2	0	SP 18	SP 19
3797.03	<b>Human and Animal Interactions Study Abroad.</b>	25%	Cole, Moeller	3	49	0	62	0	AU 17 SP 18	AU 18 SP 19
4004	<b>Small Ruminant and Pseudo Ruminant (Sheep, Goat, Llama, Alpaca, &amp; Deer) Production Management.</b>	25%	Parker, High	3	34	0	34	0	SP 18	SP 19
<b>Anthropology (ANTHROP)</b>										
2202	<b>People &amp; Cultures: An Introduction to Cultural Anthropology:</b> Comparative survey of traditional and contemporary peoples.	25%	GTA/ Lecturer	3	1842	2	1028	0	All	All
2202H	<b>People &amp; Cultures: An Introduction to Cultural Anthropology: Honors.</b>	25%	GTA/ Lecturer	3	49	0	103	0	AU 18 SP 19	AU 18 SP 19
3416*	<b>Latin American Peoples and Cultures.</b>	100%	Kawa	3					SP 18	SP 19
3419	<b>Regional Survey of Latin American Cultures and Migration in Global Perspectives:</b> An intensive ethnographic investigation of Latin American migration.	100%	Cohen	3	0	0	23	0		SP 19
3420	<b>Indians of North America:</b> Development of culture change of Indians, including Mexico and Central America.	50%	Willow	3	0	0	18	0		AU 18
3553*	<b>New World Prehistory: Aztecs and their Predecessors.</b>	100%	Faculty	3						
3555	<b>New World Prehistory: Ancient Maya Civilization.</b>	100%	Grimstead	3			34	0	SP 18	SP 19

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3597.01	<b>Crisis! An Anthropological Perspective of Global Issues:</b> Analysis of cultural conflict in developing nations resulting from rapid technological and social change, with emphasis on Latin America.	25%	GTA/ Lecturer	3	88	0	113	0	All	All
3597.02	<b>Women, Culture, &amp; Development:</b> An analysis of the dramatic changes occurring in women's lives in response to development and modernization.	25%	GTA/ Lecturer	3	71	0	99	0	All	All
5602	<b>Advanced Medical Anthropology: Women's Health in Global Perspective:</b> Cross-cultural comparison of the political, economic, social, & biological issues surrounding women's health, with emphasis in Latin	50%	Barbara Ann Piperata	3			15	8	AU 17	AU 18
5626	<b>Special Topics in Cultural Anthropology: Economic Anthropology:</b> Includes emphasis on Latin America.	50%	Cohen	3	0	0	11	6	SP 18	SP 19
5701	<b>Health and Healing in Latin America and the Caribbean:</b> Biocultural examination of western healing practices and health disparities in Latin America.	100%	Piperata	3			9	11	SP 18	SP 19
7701	<b>Advanced Topics in Physical Anthropology:</b> Modern Human Physical Variation: Survey of modern human biological diversity; underlying evolution and adaptability.	25%	Crews	3	0	6	0	13	AU 17	AU 18
7703	<b>Theories in Cultural Anthropology:</b> Major theoretical orientations in the field, emphasizing Latin America.	50%	Cohen	3	0	10	0	11	AU 17	AU 18
7805.01*	<b>Anthropology of North America:</b> Including Mexico and Central America.	50%	Faculty	3	0	7				
<b>Art Administration, Education, and Policy (ARTEDUC)</b>										
2367.01	<b>Visual Culture: Diversity &amp; Social Justice:</b> Study of art from diverse ethnic cultures in North America & Mexico.	25%	Reeves	3	386	0	336	0	AU 17 SP 18	AU 18 SP 19
2367.01H	<b>Visual Culture: Diversity &amp; Social Justice:</b> Honors.	25%	Reeves	3	0	0	20	0		SP 19
4000	<b>Critical Multiculturalism in Teaching Visual Culture:</b> Investigating the interrelationship of social and visual cultural issues and their impact on education.	25%	Acuff	3	15	0	17	0	AU 17	AU 18
5675	<b>International Intercultural Relations:</b> Explores cultural exchange as a policy tool of international cultural engagement, nation branding, and cultural diplomacy.	25%	Wyszomirski	3	0	0	35	9		SP 19
5797.02	<b>Exploring Jamaican Arts and Culture.</b>	100%	Acuff	3	9	3	10	1		SU 19
5798.02	<b>Cultural Equity, Arts Policy &amp; Advocacy in Puerto Rico.</b>	100%	Manjon	3	0	0	3	0		
<b>Arts &amp; Sciences (ARTSSCI)</b>										
2798.05	<b>Cuba: Race, Revolution, and Culture.</b>	100%	Burton, Morris	3			23	1	SU 18	SU 19
<b>Business Administration (BUSADM)</b>										

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2798	<b>Study Tour: Costa Rica:</b> Introductory course for students who plan to study abroad in Costa Rica.	100%	Dickstein	0.5	15	0	19	0	SP 18	SP 19
3760	<b>Exploring Culture in International Environments:</b> Fisher's International Student Exchange Program course.	25%	Isozaki	1	23	0	38	0	AU 17 SP 18	AU 18 SP 19
<b>Business Administration: Management and Human Resources (BUSMHR)</b>										
2000	<b>Intro to International Business:</b> Intro to trade and investment problems, and intro to multinational corporation strategies and varied environments in which they do business.	25%	Makhija, Corredoira	1.5	2,017	0	2,401	0	All	All
3000	<b>Advanced Topics in International Business:</b> including strategy, alliances, and exchange.	25%	Monahan	3	32	0	36	0	AU 17	AU 18
4021	<b>Institutions of the International Business Environment:</b> Major international institutions and the role they play in international business and commerce.	25%	Makhija	3	0	0	13	0	AU 17	AU 18
4321	<b>International Labor and Human Resource Management:</b> Examination of HR challenges and issues to be considered when preparing for international assignments.	25%	Lakhani	3	28	0	29	0	SP 18	SP 19
7010	<b>Advanced Topics in Multinational Business:</b> Examination of international business, including the role of cultural and political systems, trade and FDI.	25%	Shenkar	1.5	0	14	0	5	SP 18	SP 19
7020	<b>Global Labs I:</b> Students prepare for client project with lectures on project work, how to do business in foreign settings, and business-focused cultural differences.	25%	Eldred	1.5	0	2	0	0	SP 18	SP 19
7022	<b>Global Applied Project:</b> Students plan and execute real-world consulting engagement during travel abroad, delivering final presentation to client. Locations: Mexico, Brazil.	100%	Eldred	3	0	0	0	19	SP 18 SU 18	SP 19 SU 19
<b>Business Administration: Management Science (BUSMGT)</b>										
4237	<b>International Operations Management:</b> Explores complexity of managing geographically dispersed operations with relationships between multiple entities.	25%	Dickstein	3	70	0	75	0	AU 17 SP 18	AU 18 SP 19
<b>Business Administration: Marketing and Logistics (BUSML)</b>										
4253	<b>Global Marketing:</b> Examines the theory of marketing across national borders, marketing and market research within different foreign environments.	25%	Taylor	1.5	52	0	69	n/a	AU 17 SP 18	AU 18 SP 19
<b>City and Regional Planning (CRPLAN)</b>										

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4597	<b>The Global Environment in Planning:</b> Challenges in developed and developing countries, economic development, social equity, growth and rural development.	25%	Leonard	3	64	1	88	0	All	All
4798	<b>Planning Study Abroad: Belize</b> Rapid globalization of cities creates new opportunities to explore, investigate, & analyze development in Belize.	100%	Usher	3	7	0				SP 19
6430	<b>Urban Design:</b> Vibrant cities contribute to quality of life, through urban design and urban form, Latin America focus.	25%	Lara	3	0	19	0	9	AU 18	AU 19
6970	<b>International Development Studio:</b> Focus on rapidly urbanizing international cities/regions, planning challenges, & context-sensitive solutions.	25%	Usher	6	0	4	0	6	SP 18	SP 19
<b>Communications (COMM)</b>										
2704	<b>Language, Culture and Communication in Latino Health:</b> Team-taught with a faculty member in the Department of Spanish & Portuguese.	50%	Martinez	3	7	0	2	0		SP 19
3597.01	<b>International Perspectives on Communication:</b> Perspectives on communication media from different parts of the world, including Latin America.	25%	Nisbet	3	47	0			AU 18	AU 19
<b>Comparative Studies (COMPSTDS)</b>										
2301	<b>Introduction to World Literature:</b> Analysis of oral and written literatures of diverse cultures and historical periods.	25%	Perez	3	167	0	209	0	AU 17 SP 18	AU 18 SP 19
2322	<b>Intro to Latino Studies:</b> History, politics, and cultural production of communities in the US and borderlands.	100%	Delgadillo, Aldama	3	17	0	17	0	AU 17 SP 18	AU 18 SP 19
2323	<b>Introduction to American Indian Studies:</b> Legal, cultural, historic, and political foundations, experiences, and perspectives and futures of American Indians in hemisphere.	50%	Low, Rivers	3	25	0	31	0	AU 17 SP 18	AU 18 SP 19
2367.02	<b>U.S. Latino Identity: Latino/a identity in the U.S.:</b> Latino/a cultural history and expression and on role of race, class, gender, and sexuality in identity construction.	50%	Espinosa, Martinez	3	36	0	39	0	AU 17 SP 18	AU 18 SP 19
3302	<b>Translating Literatures &amp; Cultures:</b> Introduction to issues and problems inherent to translating literatures and cultures.	25%	Jusdanis	3	8	0	5	0	AU 17	AU 18
3360	<b>Intro to Globalization &amp; Culture:</b> History and contemporary dimensions of globalization.	25%	Armstrong	3	21	0	27	0	AU 17 SP 18	AU 18 SP 19
3689	<b>Transnationalism &amp; Culture in the Americas.</b>	100%	Martinez	3	21	0	17	0	SP 18	SP 19
4597.01	<b>Global Studies of Science and Technology:</b> Relations among culture, science, technology in global contexts.	25%	Jesser, Haines	3	24	0	18	0	AU 17 SP 18	SP 19

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4597.02	<b>Global Culture:</b> Examines contemporary global cultural flows, the concepts useful in analyzing them, and the questions they raise about power and cultural change.	25%	Murray	3	0	0	13	0	SP 18	SP 19
4597.03	<b>Global Folklore:</b> Examines contemporary folklore around the world; emphasis on Latin America.	25%	Borland	3	15	0	9	0	SP 18	SP 19
4805*	<b>Literature of the Americas:</b> Examines U.S. ethnic and Latin American literatures, including intercultural contact, exchange, exploitation, transformation.	100%	Delgadillo	3						SP 19
4822	<b>Native American Identity:</b> Historical and contemporary issues of American Indian identity.	50%	Faculty	3						SP 19
5691	<b>Topics in Comparative Studies:</b> Ethnography, Film, Festival: Study of ethnographies of Nicaragua & folkloric, documentary & ethnographic filmmaking.	75%	Borland	3	0	0	2	8	SP 18	
5957.02	<b>Folklore in Circulation:</b> Study of transmission of culture. Topics vary, e.g., tourists, travelers, tricksters; cultures of waste and recycling; orality and literacy.	25%	Noyes	3	0	0	3	10	SP 18	SP 19
6425	<b>Intro to Latino Studies:</b> Intro to themes, concepts, and questions raised in the interdisciplinary field of Latino studies.	33%	Delgadillo	4	0	5	0	0	SP 18	SP 19
7193	<b>Independent Study:</b> Latin American-related graduate work.	100%	Delgadillo	3	0	6	0	2	All	All
7380	<b>Theorizing America:</b> Interdisciplinary study of culture, identity, & representation in Latin America & the US.	75%	Martinez	3			0	8	SP 18	SP 19
<b>Dance (DANCE)</b>										
3402	<b>Dance in Global Contexts:</b> Dance from around the globe, offering insights into the religious, social, and political functions of dances.	25%	Klein	3	107	0	75	1	AU 17 SP 18	AU 18 SP 19
5194	<b>Graduate and Undergraduate Group Studies: Dance Brazil:</b> Introduction to dance, music, and culture of Brazil.	100%	Roberts	3			16	2	AU 17	SP 19
5798	<b>Graduate and Undergraduate Group Studies: Dance Brazil:</b> Introduction to dance, music, and culture through education abroad program to Bahia, Brazil.	100%	Roberts	3			12	0	SP 18	SP 19
<b>Economics (ECON)</b>										
3900.01S	<b>The Economics of Immigration:</b> Service-learning opportunity with Esperanza International in Tijuana, Mexico.	100%	Hartman	3	11	0	10	0	SP 18	SU 19
4130	<b>World Economic Development in Historical Perspective:</b> A survey of economic development from the middle ages through the 20th century.	25%	Hernandez, Young	3	293	0	558	2	All	All
4140	<b>Economic History of the Americas.</b>	100%	Cooper, Doetsch	3	114	0	250	0	AU 17 SP 18	AU 18 SP 19

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8862	<b>International Economics:</b> Theory and empirics of international macroeconomics. Topics include: open-economy business cycles, from an international perspective.	25%	Seok	3	0	0	0	7	SP 18	SP 19
<b>Education: Teaching and Learning (EDUTL)</b>										
5225	<b>Reading Multicultural Literature Across Middle Childhood Curricula:</b> Strategies focusing on diverse cultures and content, with emphasis on Mexican and Latino literatures.	25%	Gallo	3	87	0	91	4	AU 17 SP 18	SP 19
5301	<b>Foundations of Bilingual Education:</b> Discussion of history, theoretical foundations, and practices of bilingual education in the U.S. and on the experiences of immigrant children from Latin America.	25%	Enciso	3	0	17				
6808	<b>Multicultural and Global Perspectives on Teaching and Learning:</b> Examines knowledge, pedagogy, and resources that support education for cultural diversity globally.	25%	Tyson, Smith	4	0	50	0	29	SP 18	AU 18
7193	<b>Individual Studies:</b> Latin American-related topic.	100%	Enciso, Gallo	4	0	13	0	5	All	All
7344	<b>Bilingualism and Biteracy:</b> Explores research on bilingual communities and education, as well as methods for studying bilingualism in social context. Issues are viewed from a global perspective, with faculty emphasis on Latin America. <i>*new*</i>	25%	Gallo							AU 18
7364	<b>Multicultural Literature for Children and Young Adults:</b> Research concerned with selecting, analyzing, and discussing YA literature, emphasis on Latin American literature.	75%	Enciso	3	0	8	0	17	SP 18	SP 19
8999	<b>Graduate Research:</b> With Latin Americanist faculty.	100%	Enciso, Gallo, Cristol	4	0	6	0	7	All	All
<b>Engineering (ENGR)</b>										
2797.02	<b>Engineering Study Abroad in Central America:</b> Study abroad coursework in Central America.	100%	Hempson	.5-12	0	0	0	0	SP 18 SU 18	SP 19 SU 19
2797.11	<b>Service Learning Course to Montana de Luz, Honduras:</b> Preparatory course in-country field portion of the Engineering Montana de Luz, Honduras program.	100%	Casale	3	10	0	14	0	SP 18	SP 19
5797.03	<b>Engineering Study Abroad in South America:</b> Study abroad in South America.	100%	Hempson	.5-12					SU 18	SU 19
5797.11S	<b>Service Learning Trip to Choluteca, Honduras:</b> Students will travel to Honduras and implement, test, and evaluate the technologies they developed in the Spring Semester. <i>*new*</i>	100%	Casale	3						SP 19
5797.14*	<b>OSU-Colombia Collaboration:</b> Focus on development of education in Colombia at the K-12 level via STEM education.	100%	Faculty	3						

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5797.16S	<b>Engineering Service-Learning Haiti:</b> Engineering Service-Learning Haiti is the in-country portion of ESHESA 2577.	100%	Raymond	3	11	1	n/a	n/a	SP 18	SP 19
<b>Entomology (ENTOMOL)</b>										
5797	<b>Emerging Arthropods, Pathogens, and Challenges in Vector Biology:</b> Immersive field and lab experiences spanning the spectrum of vector biology in Xalapa, Mexico.	100%	Piermarini	3	0	0	8	0		
<b>Environment and Natural Resources (ENR)</b>										
3530	<b>Women, Environment and Development:</b> Interdisciplinary study of women's roles as environmental stewards and in resource-based development in global context. Attention given to Latin America. Cross-listed in RURLSTD 3530.	50%	Rakowski	3	8	0	14	0	SP 18	SP 19
5480	<b>Local Peoples and International Conservation:</b> Uses interdisciplinary thinking to explore the global environmental crises and the conflicts between indigenous/local peoples.	50%	Brooks	3	17	3	10	5	SP 18	SP 19
5790.10	<b>Study Abroad: Antarctica:</b> Preparatory course prior to travel.	100%	Krissek	3	22	1	33	1	AU 17	AU 18
5797.07	<b>Study at a Foreign Institution: Dominican Republic:</b> Opportunity for students to study at a foreign institution and receive Ohio State credit for that work.	100%	Ogburn	3			15	0	AU 17	AU 18
<b>Geography (GEOG)</b>										
2750	<b>World Regional Geography:</b> Examination of the human and physical geographic structure of all world regions.	25%	Chabot, Ahlqvist	3	667	1	623	0	All	All
2750H	<b>World Regional Geography: Honors.</b>	25%	Dave E Schul	3	10	0	13	0	All	All
2800	<b>Our Global Environment:</b> Introduction to global environmental issues, including the interaction of physical and social factors of environmental problems. LA focus.	25%	McSweeney	3	114	0	136	0	All	All
3597.01	<b>World Urbanization:</b> Examination of geographic aspects of the urbanization process in the world's major regions, including Europe, Asia, Africa, and the Americas.	25%	Chabot	3	19	0	33	0	AU 17	AU 18
3701	<b>The Making of the Modern World:</b> The geographies of modernity and their formation: emphasis on Latin America.	50%	Wainwright, Coleman	3	168	0	205	1	AU 17 SP 18	AU 18 SP 19
3752	<b>Geography of Latin America.</b>	100%	McSweeney	3	24	0	14	1	SP 18	SP 19
3900	<b>Global Climate Change:</b> Examines the natural and human factors that force changes in our climate and environment and explores strategies for a sustainable environment in the future.	33%	Mark	3	156	0	168	0	All	All

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5700	<b>Geography of Development:</b> Political economy of development; development theory; the historical geography of capitalist development, with an emphasis on the Americas.	50%	Wainwright	3	18	0	20	1	SP 18	SP 19
5751	<b>New Worlds of Latin America:</b> Exploration of ongoing debates about achieving socially equitable and environmentally sustainable change in Latin America.	100%	Ettlinger	3	9	4	17	1		SP 19
5801	<b>Environmental Conservation</b>	25%	Wainwright	3			10	1		AU 18
7102	<b>Fieldwork in Human Geography:</b> Methods for generating and interpreting field data; contested history and ethical challenges of fieldwork in human geography.	50%	McSweeney	3	0	9	0	10	SP 18	SP 19
<b>Health Sciences (HTHRHS)</b>										
7700S	<b>Global Health in Health Professions:</b> Supervised on-site active learning in international health and educational settings focusing on enhancing skills.	50%	Deubler	2	0	12	0	13	SP 18	SP 19
<b>Health Services Management and Policy (PUBHHMP)</b>										
4650	<b>United States &amp; International Health Care:</b> Introduction to the history, organization and politics of the global health care system using different analytic frameworks.	50%	Faculty	3	250	0	286	0	All	All
<b>History (HIST)</b>										
1101	<b>Latin American Civilizations to 1825.</b>	100%	GTA/Lecturer	3	45	0	138	0	AU 17 SP 18	AU 18 SP 19
1102	<b>Latin American Civilizations since 1825.</b>	100%	GTA/Lecturer	3	82	0	28	0	SP 18 SU 18	AU 18
2070	<b>Introduction to Native American History:</b> History of Native Americans from pre-contact times to the present.	75%	Lopez	3			75	0		
2100	<b>Introduction to the Spanish Atlantic World:</b> Introductory survey of the Spanish Empire in the Americas to 1825.	100%	Dueñas	3	43	0	10	0	SP 18	SP 19
2105	<b>Latin America and the World:</b> Latin America's relationship with the World since independence.	100%	Schoof	3	45	0	28	0	SP 18	SP 19
2110	<b>Introduction to Native American Peoples from Mesoamerica.</b>	100%	Dueñas	3	44	0	26	0		AU 18
2111	<b>Introduction to Native American People of the Andes.</b>	100%	Dueñas	3	32	0	29	0	SP 18	SP 19
2120	<b>Revolutions &amp; Social Movements in Modern Latin America.</b>	100%	Smith	3	31	0	17	0	AU 17	SP 19
2125	<b>Latin America in Film: Histories of Activism and Struggle.</b>	100%	Dueñas	3	26	0	59	0	AU 17	SP 19
2642	<b>Global History 1500 to Present:</b> Examines major issues that have shaped the human experience since 1500 C.E.	25%	GTA/Lecturer	3	134	0	117	1	SP 18	SP 19

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2650	<b>The World Since 1914:</b> Global perspective on major forces that shaped the world since 1914.	25%	Rivers	3	279	0	266	1	All	All
2750	<b>Natives and Newcomers: Immigration and Migration:</b> Survey of (im)migration history from precolonial times to the present.	75%	Fernandez	3	72	0	42	0	AU 17 SP 18	SP 19
2750H	<b>Natives and Newcomers: Immigration &amp; Migration: Honors.</b>	50%	Fernandez	3	0	0	1	0		SP 19
2750E	<b>Natives and Newcomers: Immigration &amp; Migration: Embedded.</b>	50%	Fernandez	3	39	0				SP 19
3070	<b>Native American History from European Contact to Removal, 1560-1820.</b>	75%	Newell	3			13	0		
3075	<b>Mexican American Chicano/a History:</b> History of people of Mexican descent and their presence in the United States from Spanish colonial times to contemporary period.	33%	Fernandez	3	44	0	28	0	SP 18	SP 19
3100	<b>Colonial Latin America.</b>	100%	Dueñas, Denning	3	20	0	27	0		
3101	<b>South America Since Independence.</b>	100%	Dueñas	3	4	0	0	0		
3105	<b>History of Brazil.</b>	100%	Eaglin	3	8	0	22	0	SP 18	SP 19
3106	<b>History of Mexico.</b>	100%	Smith	3	56	0	7	0	AU 17	SP 19
3107*	<b>History of Argentina.</b>	100%	Faculty	3						
3675	<b>Comparative Revolutions:</b> Study of the history of revolutions in Latin America from the 19th century.	100%	Newell	3	14	0	0	0	AU 17	AU 18
3705	<b>History of Capitalism in Comparative and Global Perspective:</b> A historical comparison of the development of modern capitalism globally.	25%	GTA/Lecturer	3	29	0	16	0		
3798.04	<b>Study Tour Buenos Aires:</b> Students participate in coursework on the history of Argentina while abroad.	100%	Newell	3	8	0	12	0	SU 18	SU 19
4100*	<b>Readings in Latin American History.</b>	100%	Smith	3						SP 19
4100H*	<b>Readings in Latin American History: Honors.</b>	100%	Smith	3						SP 19
4100E*	<b>Readings in Latin American History: Embedded.</b>	100%	Smith	3						SP 19
4125	<b>Research Seminar in Latin American History.</b>	100%	Dueñas	3	9	0	7	0		SP 19
4590H	<b>Interdisciplinary Protocols: Identity &amp; National Formation in Latin America</b>	100%	Unzueta, Smith	3						
4675	<b>Research Seminar in Global/World/Transnational History:</b> Advanced research and writing on selected topics in World/Global/Transnational History.	25%	Roth	3	0	0	17	0		SP 19
4700	<b>Readings in Latin American Environmental History</b> *New*	100%	Eaglin	3						SP 19
6999	<b>Master's Thesis Research:</b> Latin American topics.	100%	Smith, Newell	1 to 12	0	1			All	All
7100*	<b>Studies in Latin American History.</b>	100%	Smith	3	0	0				
7193.01	<b>Independent Study in Latin American History.</b>	100%	Marino, Smith	1 to 6	0	3	0	6	All	All
7650	<b>Studies in World History:</b> Analysis of seminal works and concepts in the development of global-scaled integrative approaches to world history.	25%	McDow	3	0	0	0	4	AU 17	AU 18
8100	<b>Seminar in Latin American History.</b>	100%	Smith	3	0	4	0	8	AU 17	

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8500	<b>Seminar in International History:</b> Graduate Research Seminar in International and Diplomatic History.	25%	Siegel	1 to 6	0	0	0	13	SP 18	SP 19
8999	<b>Dissertation Research:</b> Latin American topics.	100%	Fernandez, Smith, Newell	1 to 12	0	9	0	3	All	All
<b>History of Art (HISTART)</b>										
2005	<b>History of Latin American Art.</b>	100%	Hamann	3	38	0	42	0	AU 17	AU 18
3603	<b>Introduction to Modern and Contemporary Latin American Art and Culture.</b>	100%	Rojas	3	19	0	27	0		SP 19
5562*	<b>Art and History in Early Modern Latin America, 1492-1820.</b>	100%	Hamann	3						
8193	<b>Individual Studies in Latin American Art.</b>	100%	Hamann	1 to 6	0	2	0	1	All	All
8561	<b>Studies in Latin American Art.</b>	100%	Hamann	3	2	7	0	9	SP 18	SP 19
<b>Horticulture and Crop Sciences (HCS)</b>										
5797.03	<b>Agriculture and Agro-Ecosystems in Chile:</b> Eight-day study tour of agriculture industries and agroecosystems.	100%	Pasian	3			8	1	AU 17	AU 18
<b>Human Nutrition (HUMNNTR)</b>										
3313	<b>Food in Different Cultures:</b> Food practices of selected peoples of the world with consideration of the existing social, cultural, and economic conditions.	25%	Ilic	2	51	1	52	3	SP 18	SP 19
<b>International Studies (INTSTDS)</b>										
2100*	<b>Introduction to Latin America.</b>	100%	McSweeney, Puga	3	58	0	52	0	AU 17 SP 18	AU 18 SP 19
2500	<b>Introduction to Development Studies:</b> Examines theories of political and international economy and development, as well as the historical geography of global capitalism.	25%	Woodworth	3	87	0	46	0	AU 17 SP 18	AU 18 SP 19
2500H	<b>Intro to Development Studies: Honors.</b>	25%	Woodworth	3	7	0	20	0	SP 18	SP 19
2580	<b>Global Business of Food:</b> Global and regional trends in food consumption and production are surveyed. Emphasis on Latin America. <i>Cross-listed with AEDE 2580.</i>	50%	Leonard	3	5	0	5	0	SP 18	SP 19
3850	<b>Introduction to Globalization:</b> Analysis of globalization in its various aspects, economic, political, environmental and technological, as well as of its extent and desirability.	25%	Mughan, Pierskalla	3	37	0	26	0	AU 17 SP 18	AU 18 SP 19
4100*	<b>Impunity, Corruption &amp; Crime in Contemporary Latin America:</b> Multidisciplinary analysis of the causes of trends in crime and corruption in Latin America.	100%	Schatz	3						

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4242	<b>Incomplete Democracies: the (Un)Rule of Law in Latin America:</b> Explores various forms of violence (electoral, political, organized crime) and other human rights abuses. <i>Cross-listed with POLITSCI 4242.</i>	100%	Schatz	3	9	0	4	0	AU 17	AU 18
4451*	<b>The Immigration Controversy through Film:</b> Examines the controversial phenomenon of immigration through the medium of film. Emphasis on Latin America/US relations.	50%	Podalsky	3						
4534	<b>Comparative Challenges to Economic Development: Sub-Saharan Africa, Latin America, &amp; China.</b>	33%	Southgate	3	0	0	3	1	AU 17	AU 18
4535	<b>International Economic Development:</b> Study of the growth and diversification of developing economies and the causes of poverty and inequality.	25%	Flatnes	3	9	0	11	0	AU 17 SP 18	AU 18 SP 19
4538	<b>Latin American Economic Development:</b> <i>Cross-listed with AEDE 4538.</i>	100%	Southgate	3	2	0	3	0		
4597.01	<b>Food, Population, and the Environment:</b> Issues related to world-wide population increases, food production, and associated environmental stress; emphasis on Latin America. <i>Cross-listed with AEDE 4597.01.</i>	33%	Southgate, Sohngen	3	11	1	16	1	AU 17 SP 18	AU 18 SP 19
4597.01H	<b>Food, Population, and the Environment: Honors.</b> <i>Cross-listed with AEDE 4597.01H.</i>	33%	Southgate	3	5	0	0	0	SP 18	SP 19
4800	<b>Cultural Diplomacy:</b> Exchange of information, ideas & values among nations. Public and private mechanisms for these exchanges are explored.	25%	Noyes	3	65	0	75	0	AU 17 SP 18	AU 18 SP 19
4850	<b>Understanding the Global Information Society:</b> Invites students to think critically about the global networks that are shaping the new knowledge creation & sharing processes.	25%	Espinosa de los Monteros	3	25	0	26	0	SP 18	SP 19
4998	<b>Undergraduate Research in International Studies:</b> Focus on Latin America.	100%	Tappata, Sheldon	1 to 6	3	0	1	0	All	All
5191	<b>Student Intern Program in International Studies:</b> Latin American-focused internships.	100%	Hasting	3	4	0	5	0	AU 17	AU 18 SP 19
5640	<b>Globalization &amp; Latin America:</b> <i>Cross-listed with Spanish 5640.</i>	100%	Trigo	3	4	1	8	2	SP 18	SP 19
<b>Jewish Studies (JESHST)</b>										
3110*	<b>The Jewish Experience in Latin America.</b>	100%	Faculty	3						
<b>Law (LAW)</b>										
7124	<b>International Dispute Resolution:</b> Examines procedures for resolving international disputes (negotiation, mediation, arbitration, judicial settlement).	25%	Quigley Jr.	3	0	16	0	21	AU 17	AU 18
7236	<b>International Trade:</b> Public international law frameworks that regulate trade and economic relations between nations.	25%	Chow	3	0	24	0	0		SP 19
7700	<b>Human Rights:</b> Reading and discussions.	25%	Quigley, Jr.	4	0	0	0	25	AU 17	AU 18

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7712	<b>International Law.</b>	25%	Helal	4	0	24	0	20	AU 17	AU 18
8303	<b>Immigration Law.</b>	50%	Smith	3	0	24	0	16	AU 17	AU 18
8896.6	<b>Transitional Justice:</b> Explores transitional justice mechanisms in post-conflict societies and compares and analyzes them in view of various demands for justice.	50%	Fernandez	4			0	5	AU 17	AU 18
<b>Linguistics (LING)</b>										
3501	<b>Intro to American Indigenous Languages.</b>	100%	Diewald	3	0	0	16	1	AU 17	SP 19
3603	<b>Language across Cultures:</b> Investigation of relationships between language and culture in different societies.	25%	GTA	3	71	0	74	0	AU 17 SP 18	AU 18 SP 19
5651	<b>Languages in Contact:</b> Study of the effects of language contact on the structure of the involved languages.	25%	Winford	3	1	3	7	3	SP 18	SP 19
6193	<b>Individual Studies:</b> Focus on Latin American languages.	100%	Tonhauser	1 to 12	0	1	0	1	All	All
<b>Music (MUSIC)</b>										
2208.22	<b>Andean Music Ensemble:</b> Learning to play music and explore various musical genres within the Andean region. <i>Cross-listed with SPAN 2208.22.</i>	100%	Wibbelsman	.5-1	3	1	8	1	AU 17 SP 18	AU 18 SP 19
3348	<b>Music on the Move in a Globalized World:</b> Survey of globalization's effects on musical cultures around the world.	25%	Furlong, Graber	.5-1	86	0	70	0	AU 17 SU 18	AU 18 SU 19
3351	<b>The World of Music:</b> Introduction to music in non-Western cultures and societies and to the concepts, vocabulary, and methodology for dealing with this music.	25%	McCabe, Wang	0.5	52	0	100	0	AU 17	AU 18
3360	<b>The Brazilian Experience: Surveying Brazilian Culture through Music and Education:</b> This course offers an overview of the complex musical culture of Brazil.	100%	Hedgecoth	3			14	0	SU 18	SU 19
7780.22	<b>Andean Music Ensemble:</b> Learning to play music and explore various musical genres within the Andean region. <i>Cross-listed with SPAN 7802.22.</i>	100%	Wibbelsman	3	0	4	0	5	AU 17 SP 18	AU 18 SP 19
<b>Nursing (NURSING)</b>										
2798	<b>Nursing Short-Term Education Abroad in Nicaragua:</b> Preparing students for travel and learning experiences abroad. Participant in the College of Nursing short term study abroad program required.	100%	Fitzgerald	1-4	13		20		SP 18	SP 19
3430	<b>Cultural Competence in Health Care:</b> US and Global Contexts: Introduction to concepts and techniques for the provision of culturally competent care within the U.S. and across global contexts. <i>Cross-listed with NRSADVN 3430.</i>	25%	Charney, Price	3	160	0	121	0	AU 17 SU 18	AU 18 SU 19

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5430	<b>Interdisciplinary Healthcare in the Global Community:</b> Development of strategies for culturally competent interdisciplinary healthcare in selected world communities.	25%	Kue	2	0	6	0	8	AU 17 SU 18	SU 19
5798	<b>Nursing Short-Term Education Abroad in Nicaragua:</b> Preparing students for travel and learning experiences abroad. Participant in the College of Nursing short term study abroad program required.	100%	Fitzgerald	1-4		18		0	SP 18	SP 19
<b>Nursing Advancement (NRSADVN)</b>										
3430	<b>Cultural Competence in Health Care: US and Global Contexts:</b> <i>Cross-listed with NURSING 3430.</i>	100%	Reuter, Spring	2	6	0	121	0	AU 17 AU 18	AU 18 AU 19
<b>Political Science (POLITSC)</b>										
1200	<b>Intro to Comparative Politics:</b> Intro to modern nation-states outside the United States, with emphasis on Latin America.	50%	Kurtz, Brooks	3	803	0	915	0	All	All
1200H	<b>Intro to Comparative Politics: Honors.</b>	50%	Kurtz, Brooks	3	13	0	17	0	All	All
1300	<b>Global Politics:</b> Cooperation and conflict in world politics.	25%	Bowen	3	348	0	534	0	All	All
1300H	<b>Global Politics: Honors.</b>	25%	Mitzen	3	0	0	30	0	AU 17	AU 18
3220	<b>Politics of a Developing World:</b> Introduction to the historical development and contemporary characteristics of the new states of Latin America, Asia and Africa.	50%	GTA/Lecturer	3	282	0	189	0	All	All
3460	<b>Global Justice:</b> Examines the idea of justice between states and among the people of the world.	25%	Kurtz	3			64	0		SP 19
4240	<b>Latin American Politics.</b>	100%	Castillo	3	27	0	61	0	AU 17 SP 18	AU 18 SP 19
4242	<b>Incomplete Democracies:</b> Explores various forms of violence and other human rights abuses in Latin America. <i>Cross-listed with SOC 4242.</i>	100%	Schatz	3	12	0	13	0	AU 17	AU 18
4335	<b>International Environmental Politics:</b> Theories and debates over sustainable development, environment, and security, and effectiveness of international regimes.	25%	Kurtz	3	80	1	30	0	AU 17 SP 18	AU 18 SP 19
4455	<b>Human Rights:</b> Examines human rights, including the United Nations Declaration on Human Rights; coercive enforcement of rights; hunger, violence, persecution, and economic rights.	25%	Tappata	3	44	0	44	0		AU 18
4597.01	<b>International Cooperation &amp; Conflict:</b> Examination of the relationships industrialized countries have with each other and developing nations.	25%	Larson	3	98	1	62	0	SP 18	SP 19
4892	<b>Topics in Comparative Politics:</b> Selected topics in comparative politics; emphasis on Latin America.	100%	Brooks	3	4	0	12	0		AU 18
4893H	<b>Honors Seminar in International Politics:</b> Intensive study of selected political science topics and issues in a seminar format; topics vary.	25%	Mitzen	3	26	0	25	0	AU 17 SP 18	AU 18 SP 19

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4940	<b>Politics of Immigration:</b> Patterns, reasons, and acceptance of international migration by governments and public; dynamics of anti-immigrant sentiment.	25%	Mughan	3	32	0			SP 18	AU 18
6194.04	<b>Contemporary International Political Problems:</b> Contemporary political problems.	25%	Gelpi	3	0	10			SP 18	
6350	<b>Politics of Global Climate Change:</b> Advanced overview of the politics of climate change, with an emphasis on its international and global dimensions. <i>New course.</i>	25%	Wainwright	3						SP 19
7193.02	<b>Comparative Politics:</b> Individual studies in political science; student work is evaluated by papers and/or special examinations.	75%	Kurtz, Brooks	3	0	6	0	14	All	All
7193.03	<b>International Politics:</b> Individual studies in political science; student work is evaluated by papers and/or special examinations. Latin America focus.	75%	Wendt, Schweller	3	0	11	4	27	All	All
7200	<b>Basic Theories in the Study of Comparative Politics:</b> Examination of theories as determinants of governmental structures.	50%	Kurtz	3	0	9	0	9		
7205	<b>Democratic Transitions:</b> Examination of the transition from authoritarian to democratic regimes, with special attention to southern Europe and South America. <i>New course.</i>	75%	Brooks	3						SP 19
7220	<b>Politics of the Developing World:</b> Emphasis on Asia, Africa, and Latin America.	33%	Lin	3			0	14		SP 19
7240*	<b>Problems in Latin American Politics:</b> A structured examination of the major theories, concepts, and approaches used in the analysis of Latin American politics.	100%	Kurtz	3	0	0	0	0		
8782	<b>Research in Comparative Politics:</b> Seminar on various topics in comparative politics.	50%	Holland	3	0	20	0	22	AU 17 SP 18	AU 18 SP 19
8999	<b>Dissertation Research:</b> Latin American topics.	100%	Kurtz, Brooks	1 to 12	0	9	0	7	All	All
<b>Portuguese (PORTGSE)</b>										
2150	<b>Introduction to the Literatures of the Portuguese-Speaking World.</b>	100%	GTA/Lecturer	4			0	0		
2330	<b>Introduction to Brazilian Culture.</b>	100%	GTA/Lecturer	3	13	0	14	n/a	AU 17	AU 18
2332	<b>Andean &amp; Amazonian Studies:</b> <i>Cross-listed in Spanish.</i>	100%	Wibbelsman	3					AU 17	SP 19
2335	<b>Cannibal Brazil: Cultural Encounters and Negotiations of Identity in Literature and Culture.</b>	100%	Surek-Clark	1	0	0	13	1		SP 19
2798.10	<b>Contemporary Issues in Brazil: Cultural, Environmental, &amp; Racial Politics.</b>	100%	Costigan	3	23	0	8	0		SU 19
3450	<b>Intro to the Study of Literatures and Cultures:</b> Strategies for reading and extensive practice in analyzing literary and cultural texts from the Portuguese-speaking world.	100%	Barra Costa	3	10	1	18	0	SP 18	SP 19
3570	<b>CLLC Radio:</b> Student partners prepare 3 target Portuguese language broadcasts which stream live.	100%	Martinez	3	1	0	1	0	AU 17	

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4193	<b>Individual Studies.</b>	100%	Barra Costa	3	0	0	1	0	AU 17 SP 18	AU 18 SP 19
4510	<b>Portuguese Translation.</b>	100%	Faculty	1					SP 18	
4550	<b>Literatures of the Portuguese Speaking World.</b>	100%	Pereira	1 to 9						
4561	<b>Cultural Expressions of Brazil.</b>	100%	GTA/Lecturer	3						
4597.02	<b>Representing Identity in the Cinema of the Portuguese-Speaking World.</b>	75%	Barra Costa	3	0	0	13	0	AU 17 SP 18	
4606*	<b>Business Culture and Communication in Portuguese.</b>	100%	Pereira	3						
5510	<b>Literatures and Cultures in Portuguese, From the Middle Ages to Neoclassicism.</b>	100%	Voigt	3			5	1	AU 17	
5520	<b>Literatures and Cultures in Portuguese, from Romanticism to Modernism.</b>	100%	Costigan, Pereira	3	4	6			SP 18	SP 19
5530	<b>Literatures and Culture in Portuguese from Modernism to Present.</b>	100%	Costigan	3	2	8	0	7		SP 19
5611	<b>The Portuguese Language:</b> Discussion of main dialect differences between Brazil and Portugal.	50%	Schwenter	3	9	4			AU 17	
5650	<b>Studies in Literatures and Cultures of the Portuguese Speaking World.</b>	100%	Barra Costa	3	5	5	5	16	AU 17 SP 18	AU 18 SP 19
7300	<b>Studies in Portuguese Linguistics.</b>	100%	Costigan	3						
7440	<b>Cinema of the Portuguese-Speaking World.</b>	75%	Podalsky	3						
7500	<b>Studies in Literatures and Cultures of the Portuguese-Speaking World:</b> <i>New Course.</i>	75%	Barra Costa	3					SP 18	SP 19
8193.01	<b>Individual Studies.</b>	100%	Costigan, Voigt, Pereira	1 to 9	0	1	0	3	AU 17 SU 18	AU 18 SU 19
8500	<b>Seminar in Literatures and Cultures of the Portuguese Speaking World:</b> Detailed exploration of advanced issues in the literatures and cultures of Brazil, Portugal, Lusophone Africa and Lusophone Asia.	50%	Pereira, Costigan	3	0	5	0	5	SP 18	SP 19
<b>Public Affairs (PUBAFRS)</b>										
5700	<b>Rebuilding Failed and Weak States:</b> Tackles the question of how to design policies and programs to rebuild failed and weak states into functioning, if not vibrant, democracies.	33%	Hightower	3	7	8	13	8	SP 18	SP 19
<b>Public Health (PUBHLTH)</b>										
2010	<b>Introduction to Global Public Health:</b> Introduction to current and emerging global health issues.	25%	Acton	2	338	0	385	0	All	All
6000	<b>Introduction to Global Health:</b> Overview of current and emerging global health issues, actions, and interventions.	25%	Gallo	2	0	44	1	41	AU 17	AU 18

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6189.02	<b>Field Experience in Global Health:</b> Placement in a public health agency or related site for supervised international practice experience in Nicaragua.	100%	Hoet	6	0	3	0	2	SU 18	SU 19
7000	<b>Public Health in Developing Countries:</b> Core public health principles and practices applied to global health issues.	25%	Norris	3	0	17	0	14	SP 18	SP 19
<b>Religious Studies (RELSTDS)</b>										
3672	<b>Native American Religions:</b> Comparative survey of indigenous religions of North America, including Mexico and Central America.	50%	Reff	3			37	0	SP 18	SP 19
4873	<b>Contemporary Religious Movements in Global Context:</b> Contemporary religious movements within the context of larger political, cultural, and economic processes.	25%	Urban	3	0	0	21	0	AU 17	AU 18
<b>Rural Sociology (RURLSOC)</b>										
3580	<b>Social Groups in Developing Societies:</b> Experiences of rural social groups in the context of development and globalization, emphasis on Latin America. <i>Cross-listed in WGSS.</i>	50%	Rakowski	3	44	0	19	0	AU 17 SP 18	AU 18
5797	<b>Study at a Foreign Institution:</b> An opportunity for students to study at a foreign institution and receive Ohio State credit for that work.	100%	King	3	15	0	16	0	SP 18	SP 19
6500	<b>Rural Poverty:</b> Emphasis on the rural U.S. and developing nations, particularly Latin America.	50%	Lobao	3	0	14	1	10	SP 18	SP 19
8500	<b>Development Sociology:</b> Overview of sociological principles, theories and research in the evolution of international development and globalization practices, objectives, and policies. Contemporary issues in development and globalization.	33%	Rakowski	3			0	5		AU 18
<b>Social Work (SOCWK)</b>										
1140	<b>Minority Perspectives: Race, Ethnicity, Gender:</b> Examination of the structure of human societies, cultures, and institutions from the perspective of oppressed minorities.	50%	Raiz, McGuire	3	333	0	477	1	All	All
2101	<b>Sociopolitics of Latino Communities.</b>	25%	Rodriguez	3	0	0	19	0		SP 19
5004	<b>International Social Work:</b> Examines a variety of social issues through a global perspective and the role of culturally diverse and country-specific responses to social problems.	25%	Karandikar	3	55	46	26	65	SP 18 SU 18	SP 19 SU 19
5005	<b>Human Trafficking: Domestic and Global Perspectives:</b> Examines domestic and global human trafficking from a social work perspective.	25%	Estes, Karandik	3	39	54	74	115	All	All
5019*	<b>Cross-National Community Development:</b> Addresses different variations and challenges of community-based interventions in Central America and the US.	50%	Olate	2						
5798.02	<b>Social Issues and Human Rights in Nicaragua.</b>	100%	Early	3	15	0	13	1	SU 18	SU 19

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<b>Sociology (SOCIOL)</b>											
3200	<b>Sociology of Immigration:</b> Provides a sociological understanding of contemporary migration both globally and with a particular focus on the U.S. & Latin America.	50%	Frank, Espinosa	3			30	0	AU 17 SP 18	AU 18 SP 19	
3597.01	<b>World Problems in Global Context:</b> Sociological analysis of contemporary world societies with special attention to major social institutions and patterns of social change.	25%	Matthews	3	102	0	90	0	AU 17 SP 18	AU 18 SP 19	
3597.02	<b>World Population Problems:</b> How population growth and structure have caused or aggravated social problems in various countries.	25%	Frank	3			51	0	SP 18	AU 18	
5450	<b>Sociology of Global Health &amp; Illness:</b> Sociological study of international health and illness and related behaviors.	25%	Clark	3	103	0	155	2	AU 17 SP 18	AU 18 SP 19	
6193	<b>Individual Studies:</b> Latin America focus.	100%	Frank, Schmeer	1 to 9	0	2	0	4	All	All	
6999	<b>Research for Thesis.</b>	50%	Frank, Schmeer	1 to 12	0	0	0	2	All	All	
6999	<b>Research for Dissertation.</b>	50%	Frank, Schmeer	1 to 12	0	7	0	5	All	All	
<b>Spanish - Literary and Cultural Studies (SPAN)</b>											
2151	<b>Latin American Culture and Literature.</b>	100%	Zevallos-Aguilar	3	42	0	14	0	AU 17 SP 18	AU 18 SP 19	
2193	<b>Individual Studies.</b>	100%	Wibbelsman	1	1	0	0	0	SP 18	SP 19	
2194	<b>Group Studies.</b>	100%	Corona	1			9	0			
2208.22	<b>Andean Music Ensemble:</b> Learning to play music and explore various musical genres within the Andean region. <i>Cross-listed with Music 2208.22.</i>	100%	Wibbelsman	1	2	0	4	0	AU 17 SP 18	AU 18 SP 19	
2242	<b>Introduction to Latino Studies.</b>	50%	Aldama, Delgadillo	3	16	0	17	0	AU 17 SP 18	AU 18 SP 19	
2330	<b>Reinventing America:</b> Intro to visual and verbal representation of Latin American multi-ethnic cultures through literature and visual arts.	100%	Voigt	3	0	0	41	0	SP 18	AU 18 SP 19	
2331	<b>Caribbean Cultures.</b>	100%	Faculty	3	0	0	2	0			
2332	<b>Intro to Andean and Amazonian Cultures.</b>	100%	Wibbelsman	3	15	0	16	0	SP 18	SP 19	
2380	<b>Introduction to Latin American Film.</b>	100%	Podalsky	3	29	0	36	0	AU 17	SP 19	
2389	<b>Spanish in the U.S. - Language as Social Action:</b> Teaches students to analyze discourses surrounding language and ethnicity in the media today.	100%	Babel	3	11	0			AU 17	SP 19	
2504	<b>Language, Culture, &amp; Communication in Latino Health.</b>	50%	Martinez	3			10	0		SP 19	
2506	<b>Latin American Culture in a Business Context.</b>	100%	Foulis	3			20	0	AU 17	AU 18	
2510	<b>Mexican Studies.</b>	100%	Corona	3	23	0	10	0			
2520	<b>Latin American Literature (in Translation).</b>	100%	Barra Costa	3	64	0	65	0	AU 17 SP 18	AU 18 SP 19	

COURSE LIST: The Ohio State University Center for Latin American Studies

2797	<b>Topics in Foreign Study:</b> Credit from study abroad for courses in Latin America not offered by the department.	100%	Faculty	1 to 9	9	0	4	0	All	All
2798.11	<b>Bolivia: Cultures and Identities.</b>	100%	Unzueta	3			10	0	SU 18	
2798.12	<b>Globalization in the Mayan Country: Culture, Tourism, History.</b>	100%	Corona	3	21	0	0	0		
3450	<b>Introduction to the Study of Literature and Culture in Spanish.</b>	100%	Faculty	3	209	0	251	0	All	All
3450H	<b>Introduction to the Study of Literature and Culture in Spanish: Honors.</b>	100%	Faculty	3	43	0	31	0	AU 17 SP 18	AU 18 SP 19
3570	<b>CLLC Radio:</b> Student partners prepare 3 target language broadcasts, then become podcast for public use.	100%	Martinez	3	2	0	1	0	AU 17	AU 18
4193	<b>Individual Studies:</b> Topics may vary.	100%	Foulis, Wibbelsman	1	3	0	3	0	AU 17 SP 18	AU 18 SP 19
4461	<b>Latino Urbanism: Reinvention of the American City.</b>	50%	Lara	3	8	0	0	0	SP 18	SP 19
4515	<b>Andean Art, Culture, and Society.</b>	100%	Zevallos-Aguilar	3	0	0	16	0		AU 18
4516	<b>The Formation of Bolivian National Cultures.</b>	100%	Unzueta	3	18	0	22	0	SP 18	SP 19
4555	<b>Indigenous, Colonial, &amp; National Literatures and Cultures of Spanish America.</b>	100%	Voigt	3	17	0	11	0	AU 17	AU 18
4555E	<b>Indigenous, Colonial, &amp; National Literatures and Cultures of Spanish America: Embedded.</b>	100%	Voigt	3	6	0	4	0	AU 17	AU 18
4556	<b>Modern Spanish American Literature.</b>	100%	Puga, Del-Sarto	3	24	0	22	0	AU 17 SU 18	AU 18
4557.10	<b>Intro to Latino Literature in the U.S.</b>	50%	Alex	3	17	0	22	0	AU 17 SP 18	AU 18 SP 19
4557.20	<b>"Other" Latino Literature in the U.S.</b>	50%	Martinez-Cruz	3	17	0	18	0	SP 18	SP 19
4560	<b>Intro to Spanish American Culture.</b>	100%	Podalsky	3	24	0	23	0	All	All
4560H	<b>Intro to Spanish American Culture: Honors.</b>	100%	Del-Sarto	3	15	0	11	0	SP 18	SP 19
4565H	<b>Latin American Indigenous Literatures and Cultures.</b>	100%	Zevallos-Aguilar	3	16	0	9	0	AU 17	AU 18
4570	<b>Latin Soundscapes: Musical Cultures of Latin America.</b>	100%	Martinez-Cruz	3	22	0	25	0	SP 18	SP 19
4580	<b>Latin America Film.</b>	100%	Podalsky, Trigo	3	41	0	45	0	AU 17 SU 18	
4590H	<b>Interdisciplinary Protocols: Identity &amp; National Formation in Latin America.</b>	100%	Unzueta, Smith	3	0	0			AU 18	
4595.01	<b>Special Topics in Foreign Study.</b>	100%	Faculty	1 to 6	1	0	0	0	All	All
4595.02	<b>Special Topics in Foreign Study.</b>	100%	Faculty	2 to 6	15	0	29	0	All	All
4595.03	<b>Special Topics in Foreign Study.</b>	100%	Faculty	3 to 6	9	0	8	0	All	All
4998	<b>Undergraduate Research in Spanish.</b>	100%	Faculty	1 to 6	1	0	3	0	AU 17 SP 18	AU 18 SP 19
4998H	<b>Honors Undergraduate Research in Spanish.</b>	100%	Faculty	1 to 6	10	0	5	0	AU 17 SP 18	AU 18 SP 19

COURSE LIST: The Ohio State University Center for Latin American Studies

4999	<b>Research for Thesis.</b>	100%	Faculty	1 to 6	4	0	6	0	All	All
5000	<b>Aldea Global: Fostering Understanding and Engagement with Latin American Languages and Cultures in K12 Education</b> <i>*new*</i> Includes service-learning element.	100%	Wibbelsman	3						SP 19
5301	<b>Technology Tools for Teachers of Spanish and Portuguese: Cross-listed in French.</b>	100%	Faculty	3						SP 19
5389	<b>U.S. Latino Languages and Communities.</b>	50%	Babel	3	4	6	11	7	SP 18	SP 19
5501.1	<b>Amerindian Languages and Cultures (Study Abroad).</b>	100%	Faculty	1 to 9						
5620	<b>Gender and Power in the Americas.</b>	100%	Martinez-Cruz	3	0	0	4	1		AU 18
5640	<b>Globalization and Latin America: Multi-disciplinary Approaches: Cross-listed with IS 5640.</b>	100%	Trigo	3	7	1	8	4	SP 18	SP 19
5660	<b>Seminar in Latin American Literatures and Cultures.</b>	100%	Zevallos-Aguilar, Corona	3	28	0	33	0	AU 17 SP 18	AU 18 SP 19
5689S	<b>Spanish in Ohio: An Experiential Course.</b>	100%	Foulis	3	26	0	25	0	AU 17 SP 18	AU 18 SP 19
5797	<b>Summers Seminars Abroad for Spanish Teachers: various regions throughout Latin America.</b>	100%	Morgan	1 to 9	3	12	1	25	SU 18	SU 19
6700	<b>Introduction to Literary and Cultural Analysis.</b>	100%	Zevallos-Aguilar	3	0	8	0	5	AU 17	AU 18
6705	<b>Introduction to Latino Studies.</b>	50%	Delgadillo	4	0	2			SP 18	SP 19
7560	<b>Studies in Indigenous and Colonial Latin America.</b>	100%	Unzueta	3	0	0	0	9		SP 19
7580	<b>Studies in Contemporary Latin America.</b>	100%	Martinez-Cruz	3	0	0	0	14		
7595	<b>Comparative Topics in Luso-Hispanic Literature and Culture.</b>	100%	Costigan	3	0	0	0	5	SP 18	AU 18
7650	<b>Topics in Latin American Cultures.</b>	100%	Trigo, Del Sarto	3	0	7	0	20	AU 17 SP 18	AU 18 SP 19
7780.22	<b>Andean Music Ensemble: Cross-listed in Music 7780.22.</b>	100%	Wibbelsman	3	0	3	0	6	AU 17 SP 18	AU 18 SP 19
7800	<b>Latin American Film.</b>	100%	Podalsky	3	0	10	0	0		AU 18
7801	<b>College Teaching of Spanish and Portuguese.</b>	100%	Nibert	3	0	10	0	12	AU 17	AU 18
7880	<b>Interdepartmental Studies.</b>	100%	Puga	3	0	9	0	0	AU 17	
8193.01	<b>Individual Studies: Latin American topic.</b>	100%	Faculty	3	0	11	0	13	All	All
8550	<b>Seminar in Indigenous and Colonial Latin American Literatures and Cultures.</b>	100%	Costigan	3	0	8				
8560	<b>Seminar in Independence and 19th-Century Latin American Literatures and Cultures.</b>	100%	Unzueta	3	0	4			SP 18	
8570	<b>Seminar in Modern Latin American Literatures and Cultures.</b>	100%	Zevallos-Aguilar	3	0	9	0	9	SP 18	SP 19
8595	<b>Seminar in Comparative Luso-Hispanic Literature and Culture.</b>	100%	Voigt, Costigan	3	0	4	0	6	AU 17	
8650	<b>Seminar in Latin American Cultures.</b>	100%	Del Sarto	3	0	0	0	12	AU 17	

COURSE LIST: The Ohio State University Center for Latin American Studies

8780	<b>Research Methods and Design.</b>	100%	Babel	3	0	11				
8800	<b>Seminar in Literary and Cultural Theory.</b>	50%	Podalsky	3					SP 18	SP 19
8890	<b>Publication Workshop.</b>	100%	Schwenter	3	0	5	0	18		
8894	<b>Literatures and Culture Colloquium.</b>	100%	Martinez-Gil	3	0	38	0	46	AU 17 SP 18	AU 18 SP 19
8999	<b>Research for Dissertation.</b>	100%	Faculty	1 to 12	0	28	0	34	All	All
<b>Theatre (THEATR)</b>										
5751	<b>Performance and Culture in Cuba.</b>	100%	Tarantino	3			5	7	AU 17	AU 18
5771.02	<b>Theatre for Social Change:</b> Focusing specifically on Brazilian Augusto Boal's Theatre of the Oppressed.	100%	Mozingo	3	23	0	11	0	SP 18	SP 19
5771.06	<b>International Theatre and Performance:</b> Advanced study of a focused international theatre history topics.	25%	Harelik, Ferris	3			13	0		AU 18
<b>Women's, Gender, and Sexuality Studies (WGSST)</b>										
2305	<b>Gender and Sexuality in Global Perspective:</b> Investigates gender and sexuality in transnational and cross-cultural perspective.	25%	Chitnis	3	24	0	1	0		AU 18
2340	<b>Latina Experience in the U.S.</b>	33%	LaTorre	3	0	0	11	0		AU 18
2367.02	<b>US Latina Writers: Text and Context:</b> Writing and analysis of U.S. Latina experiences.	25%	Lerma	3	23	0	24	0	AU 17 SP 18	AU 18 SP 19
3302	<b>Engendering Peace and Conflict:</b> Analysis of the gendered dimensions of political, ethnic, and economic situations involving armed struggle and peace-building. Emphasis on Latin America.	25%	Rakowski	3	18	0				SP 19
3530	<b>Women, Environment and Development:</b> Interdisciplinary study of women's roles as environmental stewards. <i>Cross-listed in ENR 3530.</i>	50%	Rakowski	3	0	0	3	0	SP 18	SP 19
4375	<b>Women and Visual Culture:</b> Analysis of visual images of women in historical, racial, and class contexts.	25%	LaTorre	3	31	0			AU 17	AU 18
4560	<b>Chicana Feminism.</b>	50%	LaTorre	3			18	0	AU 17	
5450	<b>Global Human Trafficking.</b>	25%	Suchland	3	0	0	3	1	SP 18	SP 19
5624	<b>Women and Social Change in Latin America.</b>	100%	Rakowski	3	16	2				
7780	<b>Theorizing Global and Transnational Feminisms.</b>	25%	Suchland	3	0	0	0	14		
8163	<b>Practicum in WGSST:</b> Emphasis on Latin America.	100%	LaTorre	3	0	4	0	6	SP 18	SP 19
8999	<b>Research in WGSST:</b> Emphasis on Latin America.	100%	LaTorre	3	0	2	0	0	All	All

\* = Courses supported by Title VI funds

**Performance Measurement Form for Project Specific Measures**

*BL: Baseline, T: Target*

<b>Project Goal A: Enhance K12 teacher's Latin American competencies and curriculum integration.</b>									
<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1: Train 100 K12 teachers on Latin American competencies by the end of the grant period through NRC-funded teacher training programs	1a: Recruit K12 teachers to enroll in training programs (via <i>Shamupay!</i> outreach initiative)	Number of new teachers contacted	Annually	Listserv, Website & Newsletter data	346	360	380	400	420
	1b: Offer teacher trainings, workshops and summer institutes to K12 educators (Global Teacher Seminar, Global Fellowship Program, SSAST)	Enrollment of teachers into programs	Annually	Attendance records, Enrollment	20	40	60	80	100
2. 75% or more of participating teachers incorporate LA training into their curricular content	2: Give professional development stipends to educators who implement LA curriculum into their courses	Number of stipends awarded	Annually	financial award records (4/year), Teacher Training Impact Assessment	0	4	4	4	4
3: Increase by 50% the number of Andean & Amazonian Studies (A&AS) K12 curricular components available on the "Teaching the Andes" online resource repository	1a: Compile completed curriculum materials developed by teachers for the online repository	Number of materials submitted	Annually	Curriculum repository database	0	5	10	15	20
	1b: Offer completion grants for existing teacher A&AS-themed projects (ongoing projects from GPA program)	Number of grants awarded	Year 1	Financial award records	0	6	0	0	0
	1c: Share downloadable curriculum materials for national use online	Number of downloadable materials available	Annually	Online repository website hits	0	250	500	750	1,000

*BL: Baseline, T: Target*

<b>Project Goal B: Broaden sustainable MSI and CC access to Latin American content and programming</b>									
<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1: Increase by 10% the number of students involved in curricula that increases the knowledge of LA languages and cultures at CCs and MSIs	1a: Launch online Portuguese 1101-1103 course sequence at Lorain County Community College	Enrollment of students in the courses	Annually	Registrar records, course enrollment data	0	2	5	7	10
	1b: Develop “Introduction to Latin America” online course modules	Number of course modules created	Annually	Course enrollments	0	1	2	2	3
	1c: Assess outcomes of curriculum review & MSI/CC partnerships	Number of effective partnerships	Year 3	Survey data	0	0	0	10	0
2: Increase the number of CLAS-sponsored programming at partner institutions by 25% (Columbus State CC, Lorain County CC, and Central State University)	2a: Develop at least 2 strategic plans with partner institutions in Year 1	Number of finalized plans developed	Year 1	MOUs, letters of support, meeting notes	0	2	0	0	0
	2c: Increase programming for faculty, students, and community at these campuses	Number of program events	Annually	CLAS calendar of events, survey	0	2	4	4	8
3: Support CC/MSI faculty training by providing opportunities for professional development to at least 10 faculty members	3a: Offer \$1,500 annually for MSI/CC faculty to attend NRC Global Studies Conference	Number of MSI/CC representatives who attend	Annually	Conference attendance records	0	1	1	1	1
	3b: Provide training grants to two faculty at MSIs/CC per year to engage in research, serve as visiting scholar, travel to conferences, etc.	Number of faculty who use training grant funds	Annually	Financial records, trip record	0	2	2	2	2

*BL: Baseline, T: Target*

<b>Project Goal C: Strengthen Less Commonly Taught Language (LCTL) instruction in priority languages</b>									
<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1: Increase enrollments in LCTLs at Ohio State by 10% by the end of the grant cycle	Expand Quechua synchronous distance-learning courses to institutions in the Midwest	Number of institutions receiving Quechua course	Annually	Registrar records, MOU, BTAA Course Share data	3	4	4	5	5
	Host indigenous language conferences and workshops (including ILCLA conference, CLASP Languages workshop, and BTAA LA LCTL Course Share Workshop)	Number of LCTL events hosted at OSU	Annually	Calendar of events, meeting notes, event survey data	1	2	2	3	2
C.2: Increase production of experts in LCTLs and priority languages, at both the undergraduate and the graduate level.	Develop two advanced Quechua courses to produce depth of language	Student enrollment	Annually	enrollment records, student needs survey	0	0	1	2	3
	Offer FLAS Fellowships for LCTL language instruction	% of FLAS Fellowships awarded to LCTL instruction	Annually	FLAS financial records	0	50%	50%	75%	75%
3: Introduce and expand Portuguese language instruction at the high school level	Recruit and train qualified high school Spanish teachers	Number of HS teachers engaged	Annually	Program attendance records	0	5	7	9	12
	Provide online Portuguese language training in high schools	Number of HS students enrolled	Annually	enrollment records, student needs survey	0	2	5	10	15
	Create an intensive Portuguese for Spanish Teachers Summer Institute in Curitiba, Brazil	Number of teachers participating	Annually	Enrollment records, trip reports	0	0	8	8	8

*BL: Baseline, T: Target*

<b>Project Goal D: Promote knowledge and expertise about Latin American Studies to increase the supply of experts</b>									
<b>Performance Measures</b>	<b>Activities</b>	<b>Data Indicators</b>	<b>Frequency</b>	<b>Data Source</b>	<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1: Increase the number of LAS experts by graduating 10% more LAS students by the end of 2022	1a: Develop the MA-LAS Foreign Area Officer Track by the end of Year 2 in order to offer an accelerated degree option for students entering government service.	Number of students in track	Annually	MA-LAS program records	0	0	1	2	3
	1b: Sponsor the development of LAS online course modules, to spread knowledge about LAS to new members of the campus community	Number of modules created	Annually	Course offerings data, faculty communications	0	1	3	3	3
2: Increase knowledge of Latin America in Columbus by hosting 5 public events each year	2a: Sponsor Columbus Council on World Affairs business luncheons to network with local members interested in global affairs.	Number of luncheons supported	Annually	Event data	0	0	1	1	0
	2b: Sponsor Business Breakfasts with the Fisher College of Business	Number of breakfasts supported	Annually	Event data	0	0	0	1	2
3: Enable faculty members to disseminate LAS knowledge to students and the campus community by offering research & event funding	3a: Provide OSU faculty with Travel Grants to conduct research relating to LAS	Number of faculty grants awarded	Annually	Travel reimbursements	0	8	8	8	8
	3b: Develop Faculty-led Exploratory Working Groups in LA to foster campus discussions about relevant LAS issues.	Number of working group events	Annually	Event data	0	2	4	6	10



**Department  
of Education**

John R. Kasich, Governor  
Paolo DeMaria, Superintendent of Public Instruction

Dear Grant Reviewers,

The Ohio Department of Education would like to take this opportunity to express its support for the current and future work of the Center for Latin American Studies (CLAS) at The Ohio State University. This Center has played a vital role in supporting K-12 language and culture efforts both regionally and statewide over the past many years.

We are particularly excited about the plans at CLAS to support an expanded role for Portuguese language and culture learning in Ohio. Anecdotal evidence from Ohio businesses indicates that Brazil is an emerging market for Ohio goods and services. We anticipate an increased future demand for workers in our state with knowledge of Brazilian culture and proficiency in Brazilian Portuguese. Together with CLAS and other collaborators, we would like to take a proactive stance in preparing for the future language and culture needs of our state.

Currently, courses in Brazilian Portuguese are only available to post-secondary students in the Buckeye State; no K-12 schools offer Portuguese to their students. The CLAS plan seeks to put into place in our state's largest university the needed elements related to coursework and licensure to support the building of a critical mass of educators who could pioneer K-12 Portuguese programs in some innovative Ohio schools and districts. In terms of future sustainability, the pipeline of potential Portuguese teaching candidates would include those coming up from our eventual K-12 Portuguese pioneer programs.

In principle, the Ohio Department of Education supports the expansion of language offerings to learners in the K-12 system, especially those considered to be critically important to Ohio's social and economic well-being now and in the future. The CLAS plan for Portuguese strikes us as a well-developed idea at the right time.

In closing, we strongly recommend that the grant funding proposal submitted by the Center for Latin American Studies at The Ohio State University be given every consideration. We look forward to future collaborative efforts that could result and favorably impact K-12 language and culture learning if an award is given to CLAS.

Sincerely,

**Ryan T. Wertz**

*Lead Consultant for World Languages &  
International Education*

Office of Curriculum and Assessment

Tel. 614-7284630

[Ryan.Wertz@education.ohio.gov](mailto:Ryan.Wertz@education.ohio.gov)



June 13, 2018

Dear Sir or Madam:

As Chair of the Department of Spanish and Portuguese (SPPO), I am writing to express strong support for the Title VI application being presented by OSU's Center for Latin American Studies (CLAS). SPPO and CLAS have a long history of collaboration and a synergistic relationship that advances departmental priorities while furthering the missions of our units. The current proposal describes a number of objectives that will contribute substantially to the strategic priorities of the department. In what follows, I will describe these objectives and highlight some of the resources that the Department of Spanish and Portuguese will commit to these initiatives during the upcoming grant cycle and beyond.

The Department of Spanish and Portuguese has collaborated with the Center for the past eight years in the development of Quechua language instruction at Ohio State. This partnership has significantly enhanced our ability to train scholars and practitioners with a focus on Andean and Amazonian Studies and, over the next four years, the Department will continue to support the Quechua language program. We pledge to continue funding the lecturer position for Elvia Andia Grágeda, which is a key component of the program's infrastructure. CLAS will continue to collaborate with the Department to ensure that course offerings are accessible to Ohio State students as well as throughout the Midwest region by employing the Big Ten Academic Alliance Course Share model, allowing us to share cross-institutional matriculation processes at no additional cost.

The Department of Spanish and Portuguese currently houses one of the nation's largest concentrations of Andean and Amazonian specialists, including faculty members with expertise in ethnomusicology, literary studies, cultural studies, sociolinguistics, and film studies. Our faculty will play a pivotal role in the several Andean and Amazonian Studies initiatives described in the proposal, including working groups, outreach initiatives, and future course development.

Finally, the Department of Spanish and Portuguese is excited about collaborating with CLAS to expand our Portuguese language offerings to K12 schools, Central State University, and community colleges throughout the region. The department will facilitate instructional and technical resources on our end to ensure that this initiative is a success, while CLAS will focus on establishing connections to create the first Portuguese teaching certificate in the State of Ohio. The two units will also collaborate to establish a Portuguese for Spanish Teachers Summer Seminar in Curitiba, Brazil (a sister city of Columbus) to provide language pedagogy training in the field for K12 educators. To meet these ambitious goals, the Department will create a new Portuguese Language Program Directorship to oversee these endeavors, with CLAS cost-sharing the position for the first three years, at 25%, 15%, and 5%, respectively. This



partnership ensures that the development of the programs will be successful and sustainable after the grant cycle ends.

If you have any further questions about the commitment of the Department of Spanish and Portuguese to the proposal, please do not hesitate to contact me.

Sincerely,

Laura Podalsky  
Chair and Professor



June 14, 2018

United States Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
400 Maryland Avenue, SW, Room 3E200  
Washington, DC 20202

To Whom It May Concern:

It is with great pleasure and enthusiasm that I write to support the applications for funding under the Title VI program for the Center for Latin American Studies and Center for European Studies at the University of Florida (UF) as well as for CLASP partners at Stanford University, Ohio State University, University of North Carolina at Chapel Hill, Duke University, and Florida International University. This grant will not only provide resources to advance the internationalization of our academic programs, but will also offer resources to further the professional development of our faculty and expand training opportunities for our students.

The partnership with UF and other CLASP members provides invaluable opportunities to promote diversity and strengthen area-studies capacities and programming at our institutions. We are delighted to collaborate in the curriculum and professional development activities proposed by our colleagues, and we look forward to continue working closely with them over the next four years.

If you need any other information, please do not hesitate to contact me.

Cordially,

Dr. Luis A. Ferrao  
Interim Chancellor

**UNIVERSIDAD DE PUERTO RICO**  
Recinto de Río Piedras  
Rectoría

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PR/Award # P015A180036

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Patrono con Igualdad de Oportunidades en el Empleo M/M/V/I



March 29, 2018

To Whom It May Concern:

As a faculty member in social studies teacher education in the College of Education and Human Ecology at The Ohio State University, I am writing to express my support and enthusiasm for the Title VI grant proposals submitted by OSU's Center for Latin American Studies, Center for Slavic and East European Studies, East Asian Studies Center, and Middle East Studies Center.

The proposed collaboration with the area studies centers will allow faculty in social studies education and teacher education to enhance the preparation of preservice and in-service K-12 educators in school systems in Ohio and beyond. This will be accomplished by 1) supporting teachers in incorporating global perspectives into lessons and 2) promoting the use of student-centered and dialogic instructional strategies that increase student engagement and content learning. These workshops will help prepare teachers for 21<sup>st</sup> century classrooms and support the demands of inquiry-based teaching and learning. This aligns with a recently released proposed strategic plan from the Ohio Department of Education to elevate problem-solving, creativity, and information analytics as areas of focus for Ohio's schoolchildren. Additionally, the plan includes preparing each student with the knowledge and skills to be a lifelong learning who is actively engaged and culturally aware. The work in collaboration with the area studies centers will directly benefit teachers who are a part of our College and better enable them to meet these new goals set forth in the proposed strategic plan. Finally, the Global Teaching Seminars align with the newly released National Council for the Social Studies teacher standards. These Seminars will help prepare in-service and preservice teachers to engage learners to take action toward achieving a more inclusive and equitable society, facilitate interdisciplinary learning environments, and engage learners in disciplinary inquiry to develop literacies for civic life.

For these reasons and for the numerous opportunities for further collaboration that will certainly emerge from the seminars proposed, we enthusiastically support this Title VI grant application.

Sincerely,

Tami Augustine, Ph.D.

Clinical Assistant Professor of Social Studies and Middle Childhood Education

Director of Teacher Education

Department of Teaching and Learning, College of Education and Human Ecology

The Ohio State University

1945 N. High Street, Arps Hall

Columbus, OH 43210

[augustine.19@osu.edu](mailto:augustine.19@osu.edu)

**The Ohio State University Center for Latin American Studies**  
**Applications for Title VI Comprehensive NRC and FLAS Fellowship Grants**

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Criterion J: FLAS Awardee Selection Procedures	47
Criterion K: Competitive Preference Priorities	50

**Application Description to Meet Statutory Requirements**

Diverse Perspectives and Wide Range of Views in Funded Activities  
Government Service in Areas of National Need and Other Employment Sectors

**Appendices**

Appendix A: Curriculum Vitae and Position Descriptions  
Appendix B: Course List  
Appendix C: Performance Measure Forms  
Appendix D: Letters of Support

1. Ohio Department of Education
2. The Ohio State University Department of Spanish and Portuguese
3. University of Puerto Rico
4. The Ohio State University College of Education and Human Ecology

**Assurances and Certifications**

Assurances - Non-Construction Programs (SF424B)  
Disclosure of Lobbying Activities (SF LLL)  
Certification Regarding Lobbying (ED 80-0013)

# FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

### Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

### Federal Funds Requested

#### NRC Request

Year 1: \$237,015 Year 2: \$256,731 Year 3: \$238,233 Year 4: \$215,268

#### FLAS Request

Year 1: \$351,000 Year 2: \$351,000 Year 3: \$351,000 Year 4: \$351,000

### Type of Applicant

- Single institution The Ohio State University
- Consortium of institutions
  - Lead \_\_\_\_\_
  - Partner 1 \_\_\_\_\_
  - Partner 2 \_\_\_\_\_
  - Partner 3 \_\_\_\_\_

### NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |   |  |
|---|--|
| <input type="checkbox"/> AFRICA                                     | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                                     | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA                         | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                                     | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                              | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input checked="" type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Portuguese, Quechua, Haitian Creole



### Acronyms List

The following list contains acronyms, initialisms, and other abbreviations common at OSU & CLAS:

<b>Acronym</b>	<b>Description</b>
A&AS	Andean & Amazonian Studies
AAEO	Affirmative Action & Equal Opportunity
ACCAD	Advanced Computing Center for the Arts & Design
ACTFL	American Council on the Teaching of Foreign Languages
AEDE	Department of Agricultural, Environmental, and Development Economics
ASC	area study center
BTAA	Big Ten Academic Alliance
CAS	College of Arts & Sciences
CC	community college
CCP	College Credit Plus
CEHE	College of Education & Human Ecology
CFAES	College of Food, Agricultural, and Environmental Science
CLAS	Center for Latin American Studies
CLASP	Consortium of Latin American Studies Programs
CLLC	Center for Languages, Literatures, and Cultures
CON	College of Nursing
CPH	College of Public Health
CSCC	Columbus State Community College
CSU	Central State University
EA	education abroad
EDUTL	Department of Teaching & Learning, College of Education & Human Ecology
FAO	Foreign Area Officer
FCOB	Fisher College of Business
FLAS	Foreign Language and Area Studies
G/P	graduate/professional
GAP	Global Applied Programs
GO	Global Option
GPA	Fulbright-Hays Group Projects Abroad
GTA	Graduate Teaching Associate
I.I.	Individualized Instruction
ILCLA	Symposium on Indigenous Languages and Cultures
JGCPA	John Glenn College of Public Affairs
LA	Latin America
LAS	Latin American Studies

LASA	Latin American Studies Association
LAT	Latin American and Iberian Studies Collection, OSU Libraries
LCCC	Lorain County Community College
LCTL	less commonly taught languages
MA-LAS	Master's Degree in Latin American Studies
MÁS ALLÁ	Music and Spanish in the Andes Language Learning Academy
MSI	minority-serving institution
MSW	Master's Degree in Social Work
NRC	National Resource Center
ODE	Ohio Department of Education
ODI	Office of Diversity & Inclusion
ODS	Office of Disability Services
OIA	Office of International Affairs
OLAC	Ohio Latin Americanist Conference
OPI	Oral Proficiency Interview
OSU	Ohio State University
OSUL	Ohio State Libraries System
SEI	Student Evaluation of Instruction
SPPO	Spanish & Portuguese Department
SSAST	Summer Seminars Abroad for Spanish Teachers
UCAT	University Center for the Advancement of Teaching
UG	undergraduate
UPR	University of Puerto Rico



### **Description: Diverse Perspectives and Wide Ranges of Views**

The Center for Latin American Studies (CLAS) at The Ohio State University (OSU) promotes the discussion and debate on Latin America and its role in the contemporary global arena by encouraging expression of diverse perspectives and promoting intellectual exchange of ideas within and between OSU, Ohio, and the nation. This exchange of diverse ideas and perspectives is enhanced by international linkages resulting from research, education abroad programs, and outreach events. Vigorous discussion and debate are motivated by a need for knowledge and understanding about peoples and cultures around the world.

OSU is a magnet for numerous U.S.-minority and foreign students and a desired destination for scholars and scientists from around the world. In AY 2017-18, over 6,000 international students called OSU home. In a global age of rapidly changing geopolitical and economic realities, OSU is a major academic contributor, at home and abroad, by synthesizing knowledge and identifying best practices for teaching in a balanced manner. Support for opposing ideas and awareness of the world's diversity of peoples and languages among faculty and students helps safeguard OSU and its NRCs from politicizing influences of interest groups.

As an **NRC**, CLAS will remain dedicated to disseminating diverse perspectives and generating debate on Latin American affairs through its activities and programs. NRC funds will be primarily utilized to: a) increase the supply of experts at the undergraduate and graduate levels; b) strengthen LCTL curricula; c) develop a focused research program articulated to the academic curriculum; d) engage in meaningful outreach activities to P-16 educators, business, media, and the public at local, regional and national levels. The diversity of the Center's 125 faculty members from 44 departments across campus secures a wide range of viewpoints and guarantees the vibrancy of interdisciplinary debates on the highly contested Latin American field. The research and outreach work of CLAS affiliates guarantees an engaging interdisciplinary approach in areas such as the emergence of political, social, ethnic, and indigenous movements; local, regional, and international policies regarding transnational migration and manifold social violence; and effects of neoliberalism and globalization on national cultures, nation-states, and local environments. The main purpose of the academic programming included in the proposal is to nurture inclusive, challenging, and prolific intellectual debate around these as well as other critical issues.

To **FLAS** awardees, CLAS will employ diverse perspectives and informed debate in the integration of the committee and fellows' selection criteria. The committee is composed of five CLAS faculty (including the Director serving as chair) from at least three departments. The rotation of faculty from various disciplines and colleges ensures that diverse perspectives are represented. Thus, CLAS will implement breadth of disciplinary merit for graduate FLAS allocations. In a previous cycle (2010-14), CLAS awarded FLAS fellowships to students in 18 departments and 100% were for priority languages. 68% of FLAS awards went to graduate students, 48% to advanced language study, and 17% to professional or STEM students. Awards were distributed among Portuguese, Quechua, Aymara, and Nahuatl, demonstrating CLAS' commitment to diversity in allocations.



### **Description: Service in Areas of National Need**

The Center for Latin American Studies (CLAS) at The Ohio State University (OSU) has a history of producing experts that contribute to the national needs for government service, as well as education, business, and nonprofit sectors. This focus complies with the overarching goal of Title VI, as identified by the U.S. Department of Education.

As an **NRC**, the programs and activities planned for the 2018-22 cycle will (1) enhance the production of knowledge on Latin America, (2) increase the number of graduates entering the workforce with competence in the critical languages and cultures of the region, and (3) improve the quality of training for specialists in diverse disciplines. Career education, interwoven into program planning at all levels, will promote Title VI's priority careers. A survey of our most recent Tinker grantees (2012-14) demonstrated that 94.5% of awardees use their area studies and language training in their professions. Surveys of recent MA-LAS graduates report placements in government and education positions such as a lecturer at the U.S. Military Academy at West Point and an Assistant Professor at the University of Cincinnati (see Criterion C.5.a). CLAS will expand its focus on professional development by designing a 12-month Foreign Area Officer track in MA in Latin American Studies program to increase the competency of military personnel entering government service. For more information on the FAO track and other programs being developed to meet national needs, see Criterion H.3.a.

**FLAS Fellowships** are a primary mechanism by which students are motivated to add languages and area studies to their courses of study, ensuring a steady stream of highly capable graduates entering Latin American-focused careers in government, military, business, education, and civic and non-profit sectors. Quechua and Portuguese are designated as critical languages, and in the FLAS competition, CLAS will continue its rigorous selection process that gives highest priority to students with financial need who plan to study priority languages at the advanced level and enter government service or a professional field upon graduation. CLAS will award 100% of FLAS Fellowships to the study of Quechua, Portuguese, and other less commonly-taught languages of LA. CLAS will take advantage of its strong relationship with the Fisher College of Business and Colleges of Food, Agricultural, and Environmental Sciences, Education & Human Resources, and Public Health to recruit professional school applicants for advanced Portuguese and indigenous languages. CLAS has a history of producing experts in areas of national need, demonstrated by a 2017 survey of CLAS FLAS fellows in which 45% of fellows reported being enrolled in a Ph.D. or MA program, while 10% entered government service and 22% worked in higher education, 13% in the private sector, and 7% in the nonprofit sector.

OSU area studies centers collaborate with the following agencies to increase student placement in government service:

- Department of State
- Central Intelligence Agency
- Department of Energy's National Nuclear Security Administration
- Federal Bureau of Investigations
- Defense Intelligence Agency
- Government Accountability Office
- Peace Corps

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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# The Ohio State University Center for Latin American Studies

## Title VI NRC Proposed Budget: 15 August 2018 - 14 August 2022

Category & Explanation	Rate	Priority*	YR 1 2018-19	YR 2 2019-20	YR 3 2020-21	YR 4 2021-22	Page Ref #
<b>1. PERSONNEL</b>							
<b>A. Administrative Personnel (annual inflation rate of 2.5%)</b>							
<b>1. CLAS Assistant Director: Megan Hasting</b> to oversee academic program coordination, FLAS administration, Title VI reporting, MA-LAS degree program management	50% of 1.0 FTE; Base Pay: \$56,829;		\$ 28,415	\$ 29,125	\$ 29,853	\$ 30,599	8, 10, A-75
<b>2. OIA Senior Research Associate: Cindy Jiang</b> to oversee program evaluation and assessment	5% of 1.0 FTE; Base Pay: \$71,000;		\$ 3,550	\$ 3,639	\$ 3,730	\$ 3,823	8, 18, A-77
<b>3. Program Operations Coordinator</b> to provide fiscal, travel, and programming support for CLAS proposed activities	50% of 1.0 FTE; Base Pay: \$43,680;		\$ 21,840	\$ 22,386	\$ 22,946	\$ 23,519	8, 13, A-81
<b>4. Student Program Assistant</b> to assist with special projects & area studies development	\$10/hour x 15hrs/wk x 45 weeks		\$ 6,750	\$ 6,919	\$ 7,092	\$ 7,269	8, 13, A85
<b>5. Digital Humanities Curator for Campus Collections</b> to assist with digital interactive features and virtual reality modeling for LAS projects (yr 2: 20%; yr 3: 15%, yr 4: 10%)	1.0 FTE, base pay: \$40,000;		\$ -	\$ 8,000	\$ 6,150	\$ 4,100	8, 17, A-88
<b>Subtotal Administrative Personnel:</b>			<b>\$ 60,555</b>	<b>\$ 70,068</b>	<b>\$ 69,770</b>	<b>\$ 69,311</b>	
<b>B. Outreach Personnel (annual inflation rate of 2.5%)</b>							
<b>1. CLAS Outreach Coordinator</b> to oversee all outreach activities, events and development/fundraising initiatives	100% of 0.5 FTE, Base Pay: \$17,680 (\$17/hr, 20 hrs/wk, 52 wks)	AP 2 CP 1,2	\$ 17,680	\$ 18,122	\$ 18,575	\$ 19,039	8, 13, A-83
<b>Subtotal Outreach Personnel:</b>			<b>\$ 17,680</b>	<b>\$ 18,122</b>	<b>\$ 18,575</b>	<b>\$ 19,039</b>	
<b>C. Area Studies Instruction Personnel (annual inflation rate of 2.5%)</b>							
<b>Subtotal Area Studies Instruction Personnel:</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
<b>D. Language Instruction Personnel (annual inflation rate of 2.5%)</b>							
<b>1. Supplemental Compensation to Quechua Instructor</b> to create two new Advanced Courses (7th and 8th semesters)	\$2,000 per course/institute	FLAS CP 2	\$ 2,000	\$ 2,000	\$ -	\$ -	35, A-9
<b>2. Portuguese Language Program Directorship</b> in SPPO to oversee program expansion; (yr 1: 25%, yr 2: 15%, yr 3: 5%)	1.0 FTE, base pay: \$48,500; partial salary support;	FLAS CP 2	\$ 12,125	\$ 7,457	\$ 2,546	\$ -	35, A-86
<b>Subtotal Language Instruction Personnel:</b>			<b>\$ 14,125</b>	<b>\$ 9,457</b>	<b>\$ 2,546</b>	<b>\$ -</b>	
<b>TOTAL PERSONNEL:</b>			<b>\$92,360</b>	<b>\$97,647</b>	<b>\$90,891</b>	<b>\$88,350</b>	

<b>2. FRINGE BENEFITS</b>								
<b>A. Administrative Personnel</b>								
<b>1. CLAS Assistant Director: Megan Hasting</b>	composite benefit rate of 31.6%		\$ 8,979	\$ 9,203	\$ 9,434	\$ 9,669		
<b>2. OIA Senior Research Associate: Cindy Jiang</b>	composite benefit rate of 31.6%		\$ 1,122	\$ 1,150	\$ 1,179	\$ 1,208		
<b>3. Program Operations Coordinator</b>	composite benefit rate of 31.6%		\$ 6,901	\$ 7,074	\$ 7,251	\$ 7,432		
<b>4. Student Program Assistant</b>	composite benefit rate of 8.0%		\$ 540	\$ 554	\$ 567	\$ 582		
<b>5. Digital Humanities Curator</b>	composite benefit rate of 31.6%		\$ -	\$ 2,528	\$ 1,943	\$ 1,296		
<b>Subtotal Administrative Fringe Benefits</b>			<b>\$ 17,542</b>	<b>\$ 20,509</b>	<b>\$ 20,374</b>	<b>\$ 20,187</b>		
<b>B. Outreach Personnel</b>								
<b>1. CLAS Outreach Coordinator</b>	composite benefit rate of 31.6%	AP 1, 2	\$ 5,587	\$ 5,727	\$ 5,870	\$ 6,016		
<b>Subtotal Outreach Fringe Benefits</b>			<b>\$ 5,587</b>	<b>\$ 5,727</b>	<b>\$ 5,870</b>	<b>\$ 6,016</b>		
<b>C. Area Studies Instruction Personnel</b>								
<b>Subtotal Area Studies Instruction Fringe Benefits:</b>			<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>D. Language Instruction Personnel</b>								
<b>1. Supplemental Compensation for Quechua Instructor</b>	composite benefit rate of 15.7%	FLAS CP 2	-	\$ 314	\$ -	\$ -		
<b>2. Portuguese Directorship Position</b>	composite benefit rate of 26.8%	FLAS CP 2	\$ 3,250	\$ 1,998	\$ 682	\$ -		
<b>Subtotal Language Instruction Fringe Benefits:</b>			<b>\$ 3,250</b>	<b>\$ 2,312</b>	<b>\$ 682</b>	<b>\$ -</b>		
<b>TOTAL FRINGE BENEFITS</b>			<b>\$ 26,379</b>	<b>\$ 28,548</b>	<b>\$ 26,926</b>	<b>\$ 26,203</b>		

<b>3. TRAVEL</b>								
<b>A. International Travel</b>								
<b>1. CLAS Director to visit collaborative partners</b> annually to initiate linkages, build collaborations in the area of teaching & research (Y1: Paraguay Y2: Brazil Y3: Honduras, Y4: Bolivia)	one week: airfare (\$1,500), lodging (\$1,100), per diem (\$700), incidentals (\$200)	AP 1	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500		2
<b>2. OSU Faculty Research Travel Stipends</b> to support OSU faculty research conducted in Latin America	8 stipends per year, \$1,000 each	AP 1	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000		2
<b>3. LASA Annual Conference</b> Director and Assistant Director partial travel support to enhance CLAS program-building	\$1,500/year, per person for airfare (\$500), lodging (\$700), per diem (\$300)		\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000		
<b>4. LAS Librarian Travel</b> to build and maintain LA acquisitions and collections at OSUL	travel support to subsidize the cost of travel, lodging, meals, and incidentals (decreasing by year 4)	AP 1	\$ 2,000	\$ 1,500	\$ 1,000	\$ 500		26
<b>Subtotal International Travel</b>			<b>\$ 16,500</b>	<b>\$ 16,000</b>	<b>\$ 15,500</b>	<b>\$ 15,000</b>		

<b>B. Domestic Travel</b>									
<b>1. NRC Meeting in Washington, D.C.</b> for partial travel support for Director and Assistant Director travel	4 days: airfare (\$200) lodging (\$750) and per diem (\$275)		\$2,450	\$0	\$0	\$0			
<b>2. Outreach Coordinator travel</b> to meetings and workshops in Ohio, Kentucky, & West Virginia	\$1,200 per year for NCSS; \$500 per year for regional travel	AP 2, CP 2	\$1,700	\$1,700	\$1,700	\$1,700			2
<b>3. Government/Military Recruitment at Defense Language Institute</b> Assistant Director travel to recruit for MA-LAS program in Monterey, California	airfare (\$500), lodging for 3 nights (\$700), per diem (\$300)	AP 1	\$1,500	\$1,500	\$1,500	\$1,500			2
<b>4. Regional Ohio Staff Travel to MSIs &amp; community colleges</b> for recruitment to MA-LAS program and to discuss international career opportunities	\$.545/mile, 250 mile estimate per year	CP 1	\$136	\$136	\$136	\$136			4
<b>5. Professional development for CLAS Staff</b> to travel to Title VI and CLASP conferences and workshops (two staff/year)	Program and Outreach Coordinator travel allowance, \$2,000 per year		\$4,000	\$4,000	\$4,000	\$4,000			12
<b>6. Staff Regional Ohio Travel</b> for <i>Shamupay!</i> outreach	\$.545/mile x 400 miles;	CP 2	\$218	\$218	\$218	\$218			
<b>7. Quechua Instructor Travel</b> for the Taller de Lenguas Indígenas de América Latina at Stanford University	\$200 registration, \$64 per diem, \$360 lodging, \$500 airfare		\$1,124	\$1,124	\$1,124	\$1,124			
<b>Subtotal Domestic Travel:</b>			<b>\$11,128</b>	<b>\$8,678</b>	<b>\$8,678</b>	<b>\$8,678</b>			
<b>TOTAL TRAVEL:</b>			<b>\$ 27,628</b>	<b>\$ 24,678</b>	<b>\$ 24,178</b>	<b>\$ 23,678</b>			

<b>4. EQUIPMENT</b>									
<b>TOTAL EQUIPMENT:</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>			

<b>5. SUPPLIES AND MATERIALS</b>									
<b>A. OSU Libraries LA Acquisitions</b> to enhance access to digital resources, books, and other acquisitions in various LA languages	standard acquisitions rate to build up key repositories to advance CLAS programming	AP 1	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000			26
<b>B. CLAS Program Publicity</b> utilizing print and digital communications strategies to publicize events & programs	annual budget estimate, based on proposed program plan		\$ 3,000	\$ 5,000	\$ 5,000	\$ 3,000			
<b>C. LA Andean &amp; Amazonian Studies Culture Boxes</b> to include cultural artifacts, lesson plan development, and postage	20 boxes distributed per year, \$120/box		\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400			
<b>Subtotal Supplies and Materials:</b>			<b>\$ 15,400</b>	<b>\$ 17,400</b>	<b>\$ 17,400</b>	<b>\$ 15,400</b>			
<b>TOTAL SUPPLIES &amp; MATERIALS:</b>			<b>\$ 15,400</b>	<b>\$ 17,400</b>	<b>\$ 17,400</b>	<b>\$ 15,400</b>			

<b>6. CONTRACTUAL</b>									
<b>TOTAL CONTRACTUAL:</b>			<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>			

7. CONSTRUCTION										
<b>TOTAL CONSTRUCTION</b>						\$ -	\$ -	\$ -	\$ -	

**8. OTHER**

A: The Outreach Pipeline: Enhance Teacher Training and Collaborative P16 Outreach Activities									
<b>1. ASC Global Teacher Seminar:</b> partial support for 1-week intensive summer course for in-service teachers; <i>Year 1: Global Urbanization</i> <i>Year 2: Health &amp; Wellness (CLAS as lead organizer)</i> <i>Year 3: Human Rights</i> <i>Year 4: Democratization</i>	As lead NRC (Y2): instructor stipend (\$3,000), travel (\$2,000), CEHE faculty stipend (\$1,000), teacher curriculum development grants (\$500); <u>As non-lead NRC (Y1, Y3, Y4):</u> guest speaker stipend (\$500), travel (\$1,000), teacher development grants (\$500)	AP 1, 2 CP 2	\$2,000	\$6,500	\$2,000	\$2,000	1		
<b>2. K12 Global Fellowship Program</b>	\$500 per NRC per year	AP 1, 2 CP 3	\$500	\$500	\$500	\$500	1		
<b>3. CEHE Field School in Oaxaca, Mexico:</b> partial support for Dr. Peter Sayer, faculty leader to establish service abroad course	airfare (\$500), lodging (\$600), per diem (\$500), program expenses (\$1,000)	AP 1, 2 CP 4	\$2,600	\$0	\$0	\$0	3		
<b>4. Portuguese K12 Workshops</b> to create a pipeline for the deployment of future language instruction	\$150 per workshop, 4 workshops per semester, 2 semesters per year	AP 1, 2 CP 5	\$1,200	\$1,200	\$1,200	\$1,200	5		
<b>5. Shamupay! Weekend K12 Teacher Toolkit Workshops for In-Service Teachers</b>	\$500 per workshop, 5 workshops per year	AP 1, 2 CP 6	\$2,500	\$2,500	\$2,500	\$2,500	4		
<b>6. Shamupay! AAS Storytelling &amp; Literacy After-School Program</b> for elementary school students	\$200 per semester to assist with workshop and reading materials to students	AP 1	\$400	\$400	\$400	\$400	4		
<b>7. MÁS ALLÁ Summer Camp</b>	partial support for one camp per summer	AP 1	\$1,500	\$1,500	\$1,500	\$1,500	4		
<b>8. Shamupay! "Teach the Andes" Online Curriculum Repository Digitization</b>	web support to roll out site (once online, it will be self-sustainable at no charge)	AP 1, 2 CP 6	\$3,500	\$0	\$0	\$0	4		
<b>9. Shamupay! K12 Teacher Curriculum Project Support</b> to develop curriculum that populate the online repository	\$500 grants to six teachers completing long-term AAS curriculum projects	AP 1, 2 CP 6	\$3,000	\$0	\$0	\$0	4		
<b>10. NCSS CLASP Exhibit Collaboration with CLASP</b>	advertising and promotion costs		\$300	\$300	\$300	\$300			
<b>11. Américas Book Award K12 Teacher Workshop</b>	partial support of CLASP teacher workshop	AP 1, 2 CP 6	\$1,000	\$1,000	\$1,000	\$1,000			
<b>12. Summer Seminars Abroad for Spanish Teachers</b>	program support for increased national publicity efforts	AP 2	\$500	\$500	\$500	\$500	15		
<b>13. Council on International Education Exchange Conference</b> to recruit CLAS outreach staff and teacher collaborators to present on <i>Shamupay!</i> outreach impact	partial travel and fee support stipend		\$750	\$750	\$750	\$750			
<b>Subtotal Focus Area 1:</b>			<b>\$19,750</b>	<b>\$15,150</b>	<b>\$10,650</b>	<b>\$10,650</b>			

<b>B: Postsecondary Outreach: Develop Sustainable Minority-Serving Institution &amp; Community College Collaborations</b>								
<b>1. Global Studies Conference on NRC, CC, &amp; MSI Collaboration:</b> Yr 1: Tulane University; Yr 2: Florida International University; Yr 3: University of New Mexico; Yr 4: Vanderbilt University	partial support for travel of one NRC and one CC/MSI faculty/administrator (\$500 travel, \$600 lodging, \$250 per diem, \$130 registration)	AP 1 CP 1	\$2,960	\$2,960	\$2,960	\$2,960	\$2,960	2
<b>2. "Introduction to Latin American Studies" Online MOOC course modules</b> for Central State and Appalachian Institutions	\$2,000 development grant for OSU lead faculty, \$500/module (5 modules in Y2 and Y3); \$1,000 web/studio production	CP 1	\$0	\$5,500	\$2,500	\$0	\$0	2, 4
<b>3. MSI and CC Faculty Professional Development Grant</b> to support faculty collaborators at partner institutions	\$1,000 grants, 4 faculty per year	CP 1	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	4
<b>4. Ohio Postsecondary Outreach LAS Lecture Series</b>	CSCC: \$500/year; CSU: \$500/year; LCCC: \$500/year	CP 2	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	4
<b>5. Latin America Open House Day</b> for regional community college students	partial program support, with CLAS institutionalizing the cost by year 4	CP 3	\$1,000	\$750	\$500	\$250	\$250	4
<b>6. Quechua &amp; Portuguese Instruction at Lorain County Community College</b>	Funds to coordinate remote & in-person student visits, mutual activities to recruit students	CP 4	\$1,000	\$2,000	\$3,000	\$1,000	\$1,000	4
<b>Subtotal Focus Area 2:</b>			<b>\$10,460</b>	<b>\$16,710</b>	<b>\$14,460</b>	<b>\$9,710</b>		
<b>C: Strengthen LCTL Language Instruction</b>								
<b>1. Quechua Distance Learning with Lorain County Community College, Indiana University, Oberlin College, &amp; Purdue University</b>	Instructor travel to each institution one 2 days per semester (lodging, per diem, mileage costs)	FLAS CP 1, 2	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	5
<b>2. Quechua Instructor Working Group</b>	\$1,500 per year for programs & workshops	FLAS CP 1, 3	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	5
<b>3. LCTL Education Workshops</b> to establish best practices in LA LCTL course sharing and training at U.S. institutions (i.e. maximizing CLASP and BTAA Course Share capacities)	partial support for workshop facilitators and guests speakers (\$2,000 per workshop/yr)	FLAS CP 1, 4	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	5
<b>4. LCTLs in Latin America Lecture Series</b>	Support for travel and honoraria for guest speakers in key LCTL languages;	FLAS CP 1, 5	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	5
<b>5. Language Pedagogy Training for LCTL Instructors</b>	3 instructors (1 Quechua, 2 Portuguese), \$500 training stipend per year	FLAS CP 1, 6	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	5
<b>6. Intensive Portuguese for Spanish Speakers Summer Institute,</b> to be taught in Curitiba, Brazil	partial support to cover the cost of program creation (\$2,000), course development (\$1,500), instruction (\$1,500), and travel (\$2,500)	FLAS CP 1, 7	\$ -	\$ 5,000	\$ 2,500	\$ -	\$ -	5
<b>Subtotal Focus Area 3:</b>			<b>\$ 8,500</b>	<b>\$ 13,500</b>	<b>\$ 11,000</b>	<b>\$ 8,500</b>		
<b>D: LAS Across Campus &amp; Columbus: Promoting LA Knowledge &amp; Expertise</b>								
<b>1. Latin America in the Professions Cultural Competency Training</b> program development	program development, honoraria and materials, declining by year 4	AP 1	\$1,000	\$1,000	\$500	\$250	\$250	2, 6

<b>2. Latin America and Public Affairs Colloquia</b> integrating LAS into existing Glenn College programming	partial support for one external LA guest lecture per year	AP 1	\$0	\$1,000	\$1,000	\$1,000	2, 6
<b>3. 1st Year Seminar Course Development</b> <i>Health, Nutrition, and Physical Activity: Learning from LA Women Revolutionaries of Latin America</i> <i>Revisiting Columbus: Discovery, Conquest, and Colonialism</i>	\$500 grants to faculty to develop 1st year seminar courses; 2 courses total	AP 1	\$0	\$500	\$500	\$500	6
<b>4. Sumac Puringashpa Virtual Reality Collaboration on the Andes &amp; Amazonia</b>	partial support for program phase 1 and 2 launch; finished by year 2		\$2,000	\$1,500	\$0	\$0	2
<b>5. OSU Area Studies Center Conference Grant</b> to jointly organize a research grant competition to provide research conference funding on an emerging global issue	\$5,000 per Center in Y2 and Y3	AP 1	\$0	\$5,000	\$5,000	\$0	2
<b>6. Indigenous Languages and Cultures of Latin America Conference</b>	\$2,500 to support conference programming (2018, 2020)	AP 1	\$2,500	\$0	\$2,500	\$0	2
<b>7. LAS Lecture Series: "STEM in LA", "Democracy &amp; Elections in Latin America"</b>	partial travel honoraria support at \$1,000/lecture, 3 lectures per year	AP 1	\$3,000	\$3,000	\$3,000	\$3,000	2
<b>8. Faculty-led Exploratory Working Groups: "Andes &amp; Amazonia", "African Diaspora in Latin America", "Sustainability, Climate Change, &amp; Resiliency"</b>	\$1,000 per working group per year; max of 3 working groups	AP 1	\$3,000	\$3,000	\$3,000	\$3,000	2, 6
<b>9. Business Breakfasts with OSU Alumni in LA</b> partial support business breakfasts in years 3 and 4 with FCOB and Global Gateways (2 per year)	honoraria (\$500), travel (\$1,000);	AP 1	\$0	\$0	\$3,000	\$3,000	2
<b>10. International Career Workshops: "Leveraging your Language Skills", "Global Fluency Resume Building"</b>	partial support \$300/yr;	AP 1	\$300	\$300	\$300	\$300	2
<b>11. Columbus Council on World Affairs Luncheons</b>	balance of support by CCWA	AP 1	\$0	\$2,500	\$2,500	\$0	2
<b>12. Festival Latino Sponsorship</b> to publicize indigenous Latin America to Columbus Public	\$500 per year		\$500	\$500	\$500	\$500	2
<b>13. alter/nativas Journal Publication</b>	professional service fees, online publication process		\$2,000	\$2,000	\$2,000	\$2,000	2
<b>14. AAS Service-Learning Course Creation</b>	\$1,000 start-up course development	AP 1	\$1,000	\$0	\$0	\$0	2
<b>15. John Mraz "Mexican Braceros" exhibit</b> in partnership with Indiana University	\$400 in shipping costs		\$400	\$0	\$0	\$0	2
<b>Subtotal Focus Area 4:</b>			<b>\$15,700</b>	<b>\$20,300</b>	<b>\$23,800</b>	<b>\$13,550</b>	
<b>E: Capacity Building &amp; Evaluation</b>							
<b>1. BTAA LCTL Sustainability Workshop</b> to share best practices and maximize the capabilities of the consortia's course share model	workshop costs and travel support	AP 1	\$0	\$2,500	\$0	\$0	
<b>2. External evaluation of CLAS</b>	stipend for external evaluator 2-day visit by LAS specialist in year 1 and 4;		\$2,000	\$0	\$0	\$2,000	18
<b>3. LASA Membership</b>	\$1,000 institutional membership + one individual membership	AP 1	\$1,131	\$1,131	\$1,131	\$1,131	

<b>4. CLASP Membership</b>	\$150 institutional membership per year		\$150	\$150	\$150	\$150	
<b>Subtotal Program Evaluation:</b>			<b>\$3,281</b>	<b>\$3,781</b>	<b>\$1,281</b>	<b>\$3,281</b>	
<b>TOTAL OTHER:</b>			<b>\$57,691</b>	<b>\$69,441</b>	<b>\$61,191</b>	<b>\$45,691</b>	

<b>9.</b>	<b>Total Cost:</b>	<b>\$ 219,458</b>	<b>\$ 237,714</b>	<b>\$ 220,586</b>	<b>\$ 199,322</b>	
<b>10.</b>	<b>Indirect Costs (8%)</b>	<b>\$ 17,557</b>	<b>\$ 19,017</b>	<b>\$ 17,647</b>	<b>\$ 15,946</b>	
<b>11.</b>	<b>Total FLAS Fellowship Training Stipend Request</b>	<b>\$ 351,000</b>	<b>\$ 351,000</b>	<b>\$ 351,000</b>	<b>\$ 351,000</b>	
<b>TOTAL COST (lines 9-11): \$ 588,014 \$ 607,731 \$ 589,233 \$ 566,268</b>						

\*Key to NRC Priorities: AP 1: diverse perspectives and national need; AP 2: teacher training activities; CP 1: collaboration with MSIs or CCs; CP 2: collaborative activities with teacher education programs;

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11. FLAS Training Stipends	Awards	Page #	Year 1	Year 2	Year 3
<b>Undergraduate FLAS Fellowships</b>					
<b>Academic Year Fellowships</b>					
Institutional Payment (\$10,000 each)	5		\$ 50,000	\$ 50,000	\$
Subsistence Allowance (\$5,000 each)	5		\$ 25,000	\$ 25,000	\$
<b>Subtotal Undergraduate Academic Year FLAS Fellowships:</b>			<b>\$ 75,000</b>	<b>\$ 75,000</b>	<b>\$</b>
<b>Summer Fellowships</b>					
Institutional Payment (\$5,000 each)	2		\$ 10,000	\$ 10,000	\$
Subsistence Allowance (\$2,500 each)	2		\$ 5,000	\$ 5,000	\$
<b>Subtotal Undergraduate Summer FLAS Fellowships:</b>			<b>\$ 15,000</b>	<b>\$ 15,000</b>	<b>\$</b>
<b>TOTAL UNDERGRADUATE FLAS FELLOWSHIPS:</b>			<b>\$ 90,000</b>	<b>\$ 90,000</b>	<b>\$</b>
<b>Graduate FLAS Fellowships</b>					
<b>Academic Year Fellowships</b>					
Institutional Payment (\$18,000 each)	7		\$ 126,000	\$ 126,000	\$
Subsistence Allowance (\$15,000 each)	7		\$ 105,000	\$ 105,000	\$
<b>Subtotal Graduate Academic Year FLAS Fellowships:</b>			<b>\$ 231,000</b>	<b>\$ 231,000</b>	<b>\$</b>
<b>Summer Fellowships</b>					
Institutional Payment (\$5,000 each)	4		\$ 20,000	\$ 20,000	\$
Subsistence Allowance (\$2,500 each)	4		\$ 10,000	\$ 10,000	\$
<b>Subtotal Graduate Summer FLAS Fellowships:</b>			<b>\$ 30,000</b>	<b>\$ 30,000</b>	<b>\$</b>
<b>TOTAL GRADUATE FLAS FELLOWSHIPS:</b>			<b>\$261,000</b>	<b>\$261,000</b>	<b>\$</b>
<b>11. TOTAL FLAS FELLOWSHIP TRAINING STIPEND REQUEST</b>			<b>\$ 351,000</b>	<b>\$ 351,000</b>	<b>\$ 3</b>