

**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 # P015A180040**

**Grants.gov Tracking#: GRANT12658790**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180040

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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 checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/21/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text" value="1620476822"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Vanderbilt University"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="62-0476822"/>	* c. Organizational DUNS: <input type="text" value="9657171430000"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="110 21st Avenue, South"/>	
Street2:	<input type="text" value="Sponsored Program Admin, Baker Building, Suite 800"/>	
* City:	<input type="text" value="Nashville"/>	
County/Parish:	<input type="text" value="Davidson"/>	
* State:	<input type="text" value="TN: Tennessee"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="37203-2417"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Ctr for Latin American Studies"/>	Division Name: <input type="text" value="Arts and Science"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name:	<input type="text" value="Dorothy"/>
Middle Name: <input type="text" value="Janiece"/>		
* Last Name: <input type="text" value="Harrison"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Director, Sponsored Programs"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="615-322-2631"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="spa@vanderbilt.edu"/>		

**Application for Federal Assistance SF-424**

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

O: Private 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:**

National Resource Center Program and Foreign Language and Area Studies Fellowship Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="1,810,575.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,810,575.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

Vanderbilt 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	43,500.00	53,175.00	62,870.00	63,586.00		223,131.00
2. Fringe Benefits	8,964.00	10,087.00	11,214.00	11,379.00		41,644.00
3. Travel	40,350.00	39,500.00	31,500.00	30,500.00		141,850.00
4. Equipment						
5. Supplies	18,500.00	18,500.00	18,500.00	18,500.00		74,000.00
6. Contractual						
7. Construction						
8. Other	91,500.00	81,000.00	99,000.00	91,000.00		362,500.00
9. Total Direct Costs (lines 1-8)	202,814.00	202,262.00	223,084.00	214,965.00		843,125.00
10. Indirect Costs*	16,225.00	16,181.00	17,847.00	17,197.00		67,450.00
11. Training Stipends	225,000.00	225,000.00	225,000.00	225,000.00		900,000.00
12. Total Costs (lines 9-11)	444,039.00	443,443.00	465,931.00	457,162.00		1,810,575.00

**\*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: 07/01/2016 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 57.00%.

(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  %.  
PR/Award # P015A180040

Name of Institution/Organization Vanderbilt 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  <input type="text" value="NICOLE J ACTION"/>	TITLE  <input type="text" value="Director, Sponsored Programs"/>
APPLICANT ORGANIZATION  <input type="text" value="Vanderbilt University"/>	DATE SUBMITTED  <input type="text" value="06/21/2018"/>

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" value="ED-GRANTS-052518-001"/>	<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.

1245-GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

**Statement Regarding Equitable Access and Participation (GEPA Section 427)**

Vanderbilt, and CLAS in particular, is committed to ensuring equitable access to, and participation in, our NRC and FLAS funded programs and resources. We focus on recruiting students, faculty, and staff from underrepresented groups to participate in our academic and public programming. CLAS promotes diversity on campus, recently recognized for “strengthening the intellectual, racial, and cultural diversity of Vanderbilt.” Over 50% of LAS majors and minors come from underrepresented groups, and in the last four years, over 50% of undergraduate students studying abroad in Latin America come from minority groups. We are able to achieve this diversity through:

- (1) We actively recruiting graduate students from our MSI partner institutions and underrepresented international students (we currently have three Maya graduate students at Vanderbilt); two of our current MA students are first generation college students. TSU, Fisk, and Spelman (reflecting our collaborations);
- (2) recruiting students through our collaboration with the Latino Achievers Program and our outreach programs to underserved schools with majority minority student bodies;
- (3) providing intensive advising and additional support for first-generation, international, and other students as needed;
- (4) through our faculty strengths and programs, especially our strengths in the Black Atlantic, Afro-Latin America, and slavery (see the Slave Societies Digital Archive)

We will continue to actively recruit students from under-represented groups through these HBCU partners, our outreach programs in area K-12 schools, and by working with our admissions office. Our intensive advising program gives these students the support they need to succeed.

We also recruit faculty and staff from underrepresented groups: 35% of all LAS faculty are members of racial or ethnic minority groups (in A&S, the figure is 43%), 48% are women, and 5% are over 65. Five of our six staff members are women and we have an especially family-friendly workplace.

Our new initiatives include expanding access to language study (of Portuguese and Spanish) and international experiences for students at our MSI partner institutions (including undergraduate students and medical students), and simultaneously foster the exchange of diverse perspectives.

Our outreach programs targets low-resource schools and districts both in Nashville and regionally through our MSI partners (e.g., Macon County AL teachers with Tuskegee University). Reaching a critical mass of participants from diverse and underrepresented groups lowers the barriers to participation.

We regularly offer LAS courses through the Osher Lifelong Learning Institute that targets retired individuals.

All major teaching, office, and recreational buildings on campus are fully accessible, and Vanderbilt has a full range of services available to faculty, staff, and students with sight, hearing, mobility or learning disabilities.

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## 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> <input style="width: 90%;" type="text" value="Vanderbilt University"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Dorothy"/> Middle Name: <input style="width: 150px;" type="text" value="Janiece"/>
* Last Name: <input style="width: 300px;" type="text" value="Harrison"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director, Sponsored Programs"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="NICOLE J ACTION"/>	* DATE: <input style="width: 150px;" type="text" value="06/21/2018"/>

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

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix: Dr.	First Name: Edward	Middle Name: F.	Last Name: Fischer	Suffix:
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Address:

Street1:	110 21st Avenue, South
Street2:	Sponsored Program Admin, Baker Building, Suite 800
City:	Nashville
County:	Davidson
State:	TN: Tennessee
Zip Code:	37203-2417
Country:	USA: UNITED STATES

Phone Number (give area code) 615-322-2527	Fax Number (give area code)
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Email Address:  
edward.f.fischer@vanderbilt.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:

### **Abstract**

With the proposed NRC funding, the Vanderbilt Center for Latin American Studies' 2018-2022 strategic plan centers on two overarching goals, building capacity in Latin American Studies (across campus and at partner institutions) and increasing inclusion and access to knowledge produced on campus. We propose several new initiatives to pursue these goals: (1) expanding on long-standing collaborations with HBCUs Tuskegee University and Meharry Medical College, we will provide access to Vanderbilt language training and field sites in Latin America, and include Tennessee State University; (2) based on our success with Portuguese and K'iche' Mayan, we will offer Haitian Creole language instruction (identified as an "area of national need"), and will pilot offerings in Quechua using distance learning technology; (3) responding to the need for K-12 teachers trained to teach students from diverse backgrounds, we will start a new joint degree program and teacher training initiatives with our College of Education; and (4) under our One Vanderbilt in Latin America model of trans-institutional collaboration, we will introduce Latin American language and area studies content in nontraditional areas, bringing faculty and students from across disciplines and schools together around projects that address challenges facing the region.

We have a proven track record of maximizing impact by taking advantage of existing campus resources and coordinating programming to meet several aims at once. Our plan builds upon existing strengths. We have a demonstrated commitment to partnering with HBCUs and to teaching less commonly taught languages. Over the last ten years, we have built a remarkable concentration of Latin Americanists with special strengths in Brazil, Central America, the Andes, and the Black Atlantic. We have established joint programs with every school and college on campus (the only program at Vanderbilt with such reach). Our model integrates teaching, research, and public engagement, as exemplified in our Guatemalan initiatives that bring together faculty and students from health science, business, social science, education, and the humanities to work on overlapping projects that focus on health, development, and inclusion. Bolstered by our K'iche' Mayan language program, these projects then serve as a basis for K-12 and public outreach, such as our Popol Wuj marionette show. We support similar integrated projects around race and education in Brazil, past and present violence in the Andes, and the Black Atlantic experience. In 2017-18, our outreach programs reached over 190,000 people; in addition, our LAPOP program produced over 250 reports and articles, stimulating more than 300,000 tweets and resulting in a significant evidence-based contribution to foreign policy debates.

Over the last four years, and with NRC funding, we increased the number of affiliated students and faculty (now 16% of A&S faculty), extended language instruction to traditionally difficult areas (e.g., Law, Nursing, Engineering), established sites in Latin America for medical student rotations, and created a new distance learning partnership for K'iche' Mayan. We have also built a strong cohort of Latin American graduate students, especially indigenous students, through a year-long language and acclimation program, increasing the range of perspectives on campus and preparing a new generation of leaders.

Our outreach, MSI collaborations, and instruction in critical languages would not be possible without federal funding. The proposed budget tightly links strategic priorities to NRC funding (Teacher Training/Outreach 29%, MSI Collaborations 20%, LAS across the university 18%, LCTLs 15%, College of Education Collaborations 14%, and Evaluation 4%). Our lean administrative operation allows NRC funds to have maximum impact, and our evaluation program provides ongoing feedback to inform resource allocations. The programs we propose advance both NRC absolute priorities and all NRC/FLAS competitive priorities.

## Project Narrative File(s)

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

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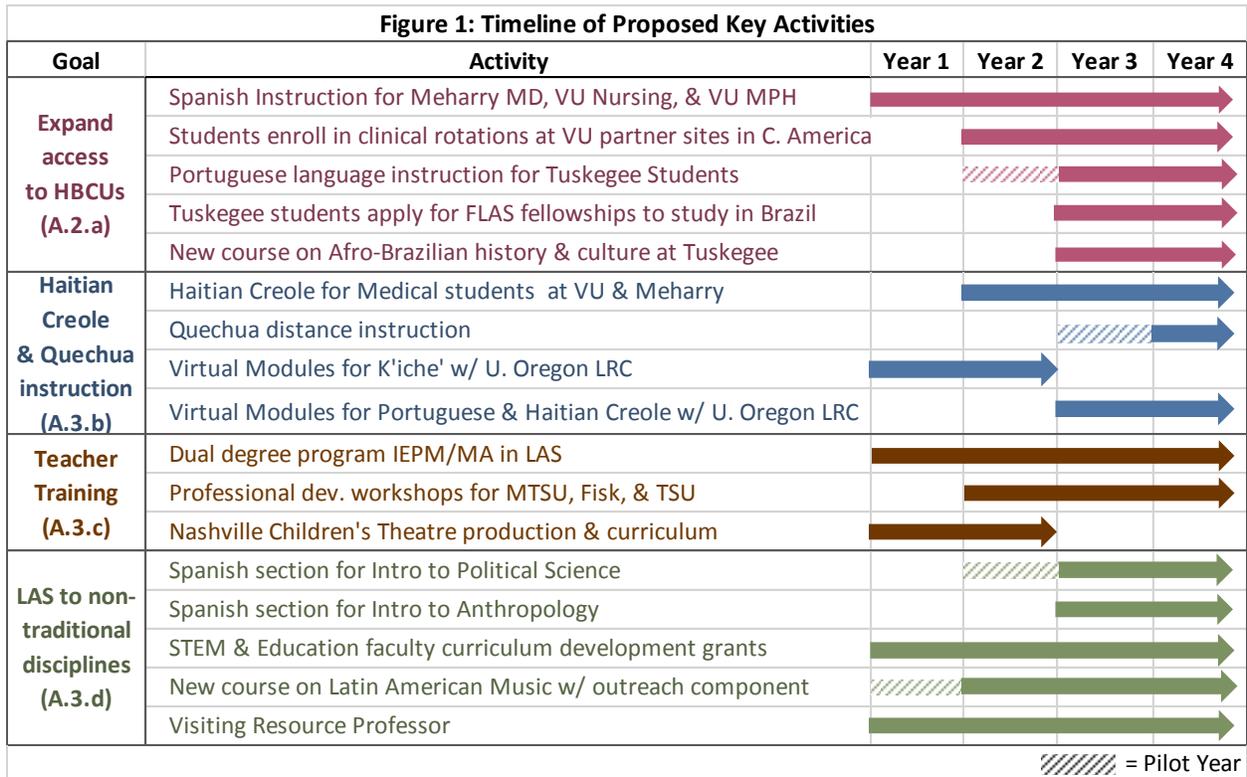
To add more Project Narrative File attachments, please use the attachment buttons below.

## **(A) PROGRAM PLANNING AND BUDGET**

**A.1. Proposed Plan of Activities** Our 2018-2022 strategic plan proposes a range of new initiatives aligned with NRC priorities and centered around building capacities at Vanderbilt, our MSI partners, and K-12 schools, while simultaneously increasing inclusion and access. We propose initiatives based on programs we have found to work well, that build on our faculty expertise, and that we can unite under our “One Vanderbilt” model of trans-institutional collaboration. We have a proven track record of implementing strategic plans, and create programs that the university can sustain after NRC funding. Our 2018-2022 strategic plan has four pillars: (1) start new initiatives with HBCU partners to extend access to Vanderbilt language programs and field sites in Latin America; (2) expand language offerings to include Haitian Creole and Quechua (both identified as critical languages in areas of national need); (3) initiate a new joint degree program and teacher training collaborations with our College of Education to prepare future teachers to better understand and teach diverse classrooms; and (4) introduce significant Latin American content across disciplines and schools around projects that address the challenges facing the region. All of our programs work to include a diversity of perspectives, prepare critically engaged students for public service and other careers, and support teacher training.

The initiatives proposed here respond to needs identified through our nationally recognized evaluation program and consultations with key constituencies. Federal government agencies have identified both Haitian Creole and Quechua (in addition to Portuguese and K’iche’ Mayan) as priority languages in areas of national need. At the community and regional level, Middle Tennessee has a growing population of Haitian Creole and Mayan language speakers, and teachers have expressed a need to better understand their students’ backgrounds.

**A.2. Development Plan** CLAS runs a lean administrative operation, allowing NRC funds to have maximum impact. We build on existing campus resources and are fortunate to have an active and supportive faculty who contribute their time to LAS advising, outreach, and teaching. Our process involves piloting new inter-disciplinary initiatives with modest funding and then scaling up those that are successful. To stretch resources, we always look for synergies between research, teaching, and outreach activities.



**A.2.a. Partnering with Minority Serving Institutions and Post-Secondary Outreach** As part of a private university in the south, we have a special commitment to working with HBCUs that extends across all elements of this proposal. Over the last 6 years we have built strong relationships with faculty and administrators at Tuskegee University, Fisk University, and Meharry Medical College. Four of our 11 CLAS Regional Faculty Affiliates are at HBCUs. We look for areas where faculty research interests and teaching and outreach needs intersect; our

research on the Black Atlantic has provided a nexus for programming with Fisk and Tuskegee, including public outreach featured as exemplary in presentations for the Title VI Technical Workshop in 2017 and at Latin American Studies Association in 2017.

One of our goals for 2018-2022 is to increase the number of MSI students with significant training in Latin American languages and area studies. We recently began offering medical Spanish instruction to Vanderbilt Nursing students. Based on surveys of Meharry and Vanderbilt MPH students, we will combine these into a two-level course sequence on the Meharry campus (taught by Vanderbilt instructors for Vanderbilt and Meharry students) beginning in Year 1. Starting in Year 2, all students in these courses will be able to participate in clinical rotations at one of our three sites in Central America (through our IDIS 5618 course), supporting ongoing faculty research in infectious diseases and gastroenterology. This will fill a demand by Meharry students while enriching the diversity of perspectives in Vanderbilt classes.

With the goal of expanding access to language studies and FLAS summer awards for MSI students, we will use NRC funding to extend our model of synchronous distance language instruction. Responding to needs identified by Dr. Rhonda Collier, Director of the Tuskegee University Global Office, and building on our experience of shared K'iche' Mayan instruction in a virtual classroom (see G.1. below), we will begin offering distance Portuguese language instruction to students at Tuskegee in Year 2. These will be taught by an advanced graduate student at Vanderbilt. By Year 3 or 4, we expect Tuskegee students in those classes to be competitive applicants for Summer FLAS funding. Further, the two-year sequence is designed to satisfy Tuskegee's General Education requirement for language. The program will be coordinated by Collier, who holds a PhD in Portuguese; she will also develop a new course on Afro-Brazil that will become a permanent part of Tuskegee's curriculum. This program will

include professional development opportunities for Tuskegee faculty and joint K-12 outreach programs in Macon County, AL. (see attached letter of support from the Tuskegee Provost).

In collaboration with Tulane, UNM, and FIU, we will host a four-year series of professional development symposia for MSI and Community College faculty focused on building degree programs, developing and funding study abroad, and designing community outreach. Vanderbilt will host the symposium in Year 4 and send MSI colleagues in other years.

**A.2.b. Expanding Instruction in Critical Languages: From Portuguese and K'iche' Mayan**

**to Haitian Creole and Quechua** Vanderbilt is committed to supporting less commonly taught languages (LCTLs). In 2010 we started what was then the only program in the country teaching K'iche' Mayan (a language of great historical importance and spoken by 1m people today). We expanded K'iche' instruction three years ago through a virtual classroom and distance language partnership with Duke/UNC and UVa; offering K'iche' to students at all four institutions doubled our enrollments (see G.1.). Responding to the need of our growing Andean studies program, in Year 3 we will pilot offerings in Quechua using the distance learning technology employed with K'iche'.

Our focus for the next four years will be expanding enrollment in Haitian Creole (with instruction provided by Duke through the virtual classroom), complementing our strength in the Black Atlantic and addressing the national need for more speakers of Creole (due to the growth of speakers in the U.S. as well as Haiti's ongoing crises). In Year 3, we will open our Creole classes to students from TSU and Fisk, preparing them to be eligible for Summer FLAS awards.

Students in global health have expressed a need for practical language instruction. In Year 3, we will hire an instructor to develop and teach a one-hour module in basic medical Creole. Toward this same end, we will adapt our K'iche' course to include more health and

development content (also preparing students to work in our clinical programs in rural Guatemala). CLAS, along with Tulane, FIU, and UNM, will collaborate with the Center for Applied Second Language Studies at the University of Oregon to develop virtual modules for instruction of Mayan, Portuguese, and Haitian Creole. In Years 1 and 3, Vanderbilt will host related workshops for instructors of these LCTLs.

**A.2.c. Collaborations with College of Education, Teacher Training Programs, and Public**

**Outreach** With ten faculty with teaching or research interests in LAS, we have a strong presence in Vanderbilt's highly ranked Peabody College of Education. In 2016 we used federal funds to seed a joint appointment between A&S and Peabody (A. Carse). Based on these links and student demand, in Year 1 we will offer a new degree program in which students obtain a M.A. in Latin American Studies and a M.Ed. in International Education Policy and Management in three years. Also responding to a need identified by faculty and students, we will provide seed funding to develop a new field school for Peabody education students.

The cornerstone of our teacher-training program is professional development for K-16 educators. We will continue to offer several day-long teacher workshops every year featuring Vanderbilt faculty and visiting speakers. Based on feedback from workshop participants, we will enlist teachers to develop specific curricular content, as they are best positioned to incorporate Common Core standards and take into account practical classroom concerns. Relatedly, we will expand our K-12 Curriculum Development Grants which fund educators to create resource modules that are made available on our website.

For 2018-2022, we will begin a new series of workshops to prepare future teachers for diverse classrooms. We will partner with Peabody's Department of Teaching and Learning (Year 1), MTSU (Year 2), TSU (Year 3), and Fisk (Year 4). Further, our Outreach Coordinator will

initiate a new Americas Award book set series and curriculum resources for educators in Year 1 (see Section I). Building on our successful summer institute series on Brazil with Tulane, we will organize another series of four summer workshops on the ecosystems of Central America. We will also use our new Latin American Garden as the subject for teacher workshops and as a site for TSU's amaranth research project.

We have found that partnering with local arts organizations is a particularly productive strategy for reaching the general public. Our marionette show based on the Popol Wuj, sacred text of the K'iche', continues to reach wide audiences (see Section I). In Year 1 and 2, we will embark on a new collaboration with the Nashville Children's Theater (NCT) to adapt the 2010 Américas Award winner, *Return to Sender* by Julia Alvarez, as a children's play with accompanying curriculum guide for educators.

#### **A.2.d. Latin American Studies Across Campus: Collaborations with A&S and the**

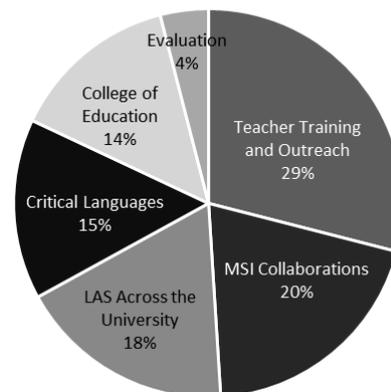
**Professional Schools** We have had great success in introducing significant LAS content into the professional schools and non-traditional departments in A&S. Our survey data indicate significant social science student interest in foreign language proficiency in the vocabulary of their major field. Thus, in Year 2 we will begin a Culture and Language Across the Curriculum (CLAC) initiative that will pay advanced graduate students from Political Science and Anthropology (with native or near-native fluency) to teach an optional one-hour Spanish-language section of introductory courses in their fields. We will also promote LAS across campus through a Visiting Resource Professor (VRP) program that will bring Latin American academics, artists, and public figures for 4-8 week residencies; nominated by a faculty member, they will lead a portion of a seminar taught by that faculty member (those sessions open to all students and faculty). We feature most of our VRPs in public outreach events during their stay.

Given our recent critical mass in the Blair School of Music (3 faculty with specialization in Latin America), our 2018-2022 plan will support the new ¡BLAIR! (Blair Latin American Initiatives & Resources) program. In Year 1, we will pilot a course on Latin American music that connects Vanderbilt students with classes at the Nashville School of the Arts and W.O. Smith Music School. Starting in Year 2, we will support an exchange with the University of Costa Rica’s conducting program that will also feed into our K-12 outreach programs.

Key to expanding LAS content in many nontraditional fields are study abroad programs. Our overseas partnerships work best when they strengthen capacities at both institutions. For example, we support a biomedical engineering course in which Vanderbilt students work alongside U. del Valle students to repair equipment in Guatemalan hospitals. During the next four years, Vanderbilt students and faculty will work with U. del Valle mechanical engineering students and faculty to develop the first BME training program in Guatemala. Also in Year 1 CLAS will begin working with the Proyecto Lingüístico Francisco Marroquín (PLFM), a non-profit dedicated to documenting Mayan languages, to manage our K’iche’ summer program.

**A.3. Budget:** We have closely tied budget allocations to our strategic priorities and the NRC/FLAS mandates (see Figure 2 and the Budget). Allocations are linked to our implementation timeline to achieve maximum impact with the sequence of investments. We have designed all of these initiatives to work together in a way that makes the best use of federal dollars (see Figure 1 for timeline).

Figure 2  
Proposed NRC Budget Allocations



**A.4. Long-Term Impact on Institution’s Programs:** Our efforts are designed to have a long-term and sustained impact on Vanderbilt and our partner institutions. With 2018-2022 funding,

we will create a new graduate joint degree program, introduce new undergraduate courses, and seed new faculty lines that will last beyond federal funding. In Year 1, we will inaugurate the new joint degree program with the Peabody College of Education, as well as establish a new undergraduate program with the Blair School of Music. We will use the proposed NRC funding to leverage further Vanderbilt investment in less commonly taught language instruction; our new language classes in Haitian Creole and Quechua will become a permanent part of the Vanderbilt curriculum. Our efforts to introduce significant language training and area studies content into the professional schools has led those schools to strategically focus their international programs on Latin America; the initiatives proposed here will solidify this long-term impact. Outside of Vanderbilt, the Portuguese classes and Afro-Brazil course will be integrated into Tuskegee's General Education requirements, and the proposed joint classes with Meharry will form part of their ongoing curriculum.

## **(B) QUALITY OF STAFF RESOURCES**

**B.1.a. Qualifications of Faculty and Staff:** With 137 LAS faculty, Vanderbilt has built up one of the strongest concentrations of Latin Americanists in the nation over the last ten years (see Table 1). These positions are distributed between junior and senior faculty, including 20 endowed chairs. We have built a substantive faculty base in all of our professional schools, with 42 faculty across Divinity, Education, Engineering, Law, Management, Medicine, Music, and Nursing. Geographically, our faculty have the greatest depth in Brazil, Central America, the Black Atlantic, and the Andes, and we integrate these strengths into our outreach efforts.

The largest number of LAS faculty are in A&S. All of the faculty in Anthropology (14 TT and 3 NTT) are full-time Latin Americanists, including 3 endowed chairs. The Department of Spanish and Portuguese has 12 TT positions in Spanish and 2 in Portuguese as well as 18

Lecturers. With 10 Latin American historians, we have one of largest clusters of LAS historians

in the country, including

three endowed chairs.

Political Science faculty

run our Latin American

Public Opinion Project

(LAPOP) with six tenured

LAS faculty, including

two named chairs.

(LAPOP conducts

representative sample

<b>TABLE 1: LAS Faculty at Vanderbilt</b>			
<b>College of Arts and Science</b>		<b>Professional Schools</b>	
African American Diaspora	2	College of Education	10
American Studies	1	School of Divinity	1
Anthropology	17	School of Engineering	2
Art	4	School of Law	6
Biological Sciences	1	School of Business	2
Earth & Environmental Sciences	1	School of Medicine	13
Economics	3	School of Music	3
English	6	School of Nursing	5
French and Italian	1		
History	10		
History of Art	1		
Latin American Studies	3		
Medicine, Health & Society	1		
Physics & Astronomy	2		
Political Science	6		
Sociology	4		
Spanish & Portuguese	32		
<b>Total A&amp;S Faculty</b>	<b>95</b>	<b>Total Prof Faculty</b>	<b>42</b>

surveys in every country of Latin America except Cuba every two years focusing on trust in

institutions, measures of economic and social inclusion, and attitudes toward democracy and

authoritarianism.) Because of the strength of faculty in these areas, and strategically using NRC

funding, CLAS has been able to nudge departments to invest in new faculty lines; we now have

LAS-focused faculty in African American and Diaspora Studies, Art, Art History, Biology, Earth

and Environmental Science, Economics, English, French, and Sociology.

We began as the Institute for Brazilian Studies in 1947, and Brazil continues to be one of

our areas of great strengths, bringing together faculty from across campus to work on projects

that combine research, teaching, and capacity building. Most recently, Vanderbilt funded a multi-

disciplinary team led by senior faculty from medicine (T. Sterling) and history (M. Eakin) to

study social indicators of TB and HIV transmission in Brazil; the team works with LAPOP

graduate students from Political Science, and includes an undergraduate service learning course.

The Black Atlantic has become a key area of focus, with faculty research and teaching on African-descended peoples ranging from archaeology in Brazil, to the history of slavery (J. Landers), to gender matters in the African Atlantic (T. Patterson), and to the genetic ancestry of African and indigenous Caribbean peoples (J. Benn Torres). The Slave Societies Digital Archive (SSDA) makes digital copies of endangered archives in Cuba, Brazil, and Colombia relating to Africans and Afro-descended peoples and has trained a generation of historians. Going forward, we are targeting Haiti as an area of focus, with our Haitian Creole course, strong interest from medicine and public health, and a growing faculty focus on its history and literature.

Vanderbilt hosts a concentration of Maya scholars and we are home to the Guatemala Scholars Network. We teach K'iche' Mayan, and recently hired a medical linguist who works in K'iche' (T. S. Harvey). Our faculty lead major archaeological excavations in Guatemala (A. Demarest, M. Eberl) and El Salvador (W. Fowler), and LAPOP conducts timely research on security issues and the push factors of emigration from Central America. E. Fischer leads an interdisciplinary effort to address malnutrition that involves faculty and students from education, business, medicine, and anthropology and has produced published research as well as training opportunities. CLAS supports engineering faculty and students' service learning projects in Guatemala (see A.2.d.) as well as medical school immersion sites in Nicaragua, Guatemala and Honduras (see F.1.).

We have emerged as hub of Andean Studies, with seven tenured and tenure-track faculty. In archaeology, faculty research the early population of the Americas (T. Dillehay), development of complex societies (J. Janusek), and local impacts of colonial expansion (S. Wernke). This is complemented by the bioanthropology of violence (T. Tung) and medical work

on respiratory diseases among indigenous peoples (C. Grijalva). Our ethnographers look at the political and social consequences of violence and marginalization (L. Gill, C. Bjork-James).

The strength of our faculty is demonstrated by success in obtaining research funding, book prizes, and teaching and mentoring awards. Over the past three years, two faculty won the Society for American Archaeology Book Award; our malnutrition program was named the top social innovation in Latin America; and our faculty have received 44 research awards for over \$8m from Guggenheim, NEH, NSF, NIH, Tinker, and Mellon (see Appendix 1).

Professional Development Opportunities for Both Faculty and Staff: Vanderbilt is committed to providing professional development opportunities not only for faculty but also for staff. The university has a generous sabbatical policy for TT faculty (1-2 semesters of paid leave after every four years) and provides conference travel and a number of internal funding opportunities to TT and NTT faculty. Since 2015, CLAS faculty have received over \$1m in internal funds. In addition to competitive funding, the university provides professional development resources through the Center for Teaching's (CFT) programs (new faculty orientation, classroom pedagogy, technological integration), early career mentoring, and other programs. We believe that it is important for all of our staff to have a deep understanding of our programs and the region, and so CLAS funds overseas experiences for all our staff members.

Teaching and Advising: All of our LAS faculty regularly teach LAS content courses; even our most senior faculty teach at all levels, graduate to undergraduate; and we are fortunate to have a large percentage actively involved in supervising research and advising students. LAS faculty include a number of star instructors, and overall our faculty have received a disproportionate number of the university's teaching awards. Our core faculty teach at least one course each term that is part of the LAS curriculum, and many teach 100% LAS courses every

term. Departmental faculty offer specialized guidance for independent study courses focused on Latin American topics, and serve on committees for both undergraduate and graduate scholars.

**B.2. Center Staffing and Faculty Involvement, CLAS Organization and Oversight:** Our staff is known for high morale and commitment to our common project. CLAS staff includes the Director (given half-time course release), an Executive Director, an Assistant Director, a LAS Bibliographer, an Outreach Coordinator, and an Administrative Assistant. We are a small, scrappy team that works closely together, good at coming up with creative ways to fulfill our mandates. Director E. Fischer is the Cornelius Vanderbilt Professor of Anthropology; he oversees strategic planning, trans-institutional partnerships, and reports to the Dean of A&S. He was recently selected to co-chair the university's international strategic planning process. Executive Director Dr. A. Dickins de Girón works closely with the Director and oversees center operations, budget, and staff, as well as leading our MSI initiatives. In 2016, we created a new position funded by A&S to centralize LAS advising and support our large network of affiliated students. Assistant Director Dr. N. Kostiw teaches core LAS courses, advises our undergraduate and graduate students, and oversees FLAS fellowships and the Graduate Certificate program. LAS Bibliographer P. Covington's qualifications are described in Section E; she is fully integrated into our staff and meetings. We recently hired C. McCoy, M.Ed. as our Outreach Coordinator to organize teacher training and public engagement efforts, and she serves as the co-coordinator for the Américas Award. Administrative Assistant A. Paz-Sanmiguel oversees student accounts, day-to-day finances, and event planning. All staff members are fluent in Spanish or Portuguese; Fischer and Dickins speak Mayan languages. Our entire staff (including the bibliographer) schedules overlapping office hours weekly, holds formal monthly meetings, and participates in an annual strategic planning retreat. The director and executive director

practice continuous performance feedback for staff, the director also conducts formal annual written performance evaluations.

Faculty Involvement: The Center is overseen by a 7-member faculty Steering Committee that includes core disciplines and professional school representatives; members rotate on 2-year staggered terms. Representatives (4) from core LAS departments (History, Anthropology, Political Science, and Spanish and Portuguese) are elected by their departments, while representatives from other departments and professional schools (3) are appointed. The Committee meets four times per year to review CLAS performance and offer guidance, and meets annually with the University Librarian. We hold a biannual LAS Faculty Town Hall meeting to solicit direct feedback on programming. To reach beyond our core audience, last year we issued an open call for funding that resulted in new collaborations with Art (a visiting artist in residence) and Economics (with a new course focused on Paraguay).

**B.3. Non-Discrimination/Equal Access:** CLAS was recently recognized for “strengthening the intellectual, racial, and cultural diversity of Vanderbilt.” Over the last 5 years, CLAS has worked with colleges to dramatically increase the diversity of faculty. Last year, we helped arrange two targeted hires supporting our Black Atlantic initiatives (M. Camps-Pons in Art) and K’iche’ Mayan program (T. S. Harvey in Anthropology). Currently, 35% of all LAS faculty are members of racial or ethnic minority groups (in A&S, the figure is 43%), 48% are women, and 5% are over 65. When we have a job vacancy in CLAS, we proactively recruit candidates from underrepresented groups. This involves distributing announcements through social media networks, notifying our MSI partners, and working with Vanderbilt Human Resources. Most importantly, we collaborate with organizations such as the Tennessee Chamber of Hispanic Commerce and ConexiónAméricas to prepare first generation professionals with the job

application skills they need. Five of our six staff members are women and we have created an especially family-friendly workplace. The University is committed to inclusion, and our Equal Opportunity and Disability Services Department offers a range of support for faculty and staff. We have adopted a similar approach for student recruitment with impressive results; see C.3.

**(C) IMPACT AND EVALUATION**

**Table 2: CLAS Outputs by Category, 2014-2018**

	<i>Activities/Outputs</i>	<i>Number of Courses/Events</i>	<i>Enrollment/ Attendance</i>
<b>University</b>	<i>Undergraduate Courses</i>	323	11,777
	<i>Graduate Courses</i>	118	755
	<i>LCTL Courses</i>	32	364
	<i>Professional School Courses</i>	77	1667
	<i>Campus Academic and Cultural Events</i>	268	7333
<b>Community</b>	<i>Teacher Workshops and Institutes</i>	30	734
	<i>Public Events</i>	90	38,107
	<i>Business Outreach</i>	5	155
<b>Region and Nation</b>	<i>MSI and K-16 Activities</i>	18	916
	<i>Public Events</i>	24	5191
	<i>K-16 Activities</i>	20	1047
	<i>LAPOP Media Coverage</i>	<i>598 media mentions, 316,211 downloads</i>	
	<i>Library resources and publications</i>	<i>25,000+ items lent/downloaded</i>	

**C.1. Impact:** Over the last four years, CLAS extended LAS across campus, building vibrant joint projects with each of Vanderbilt’s nine schools and colleges; developed K-16 outreach collaborations with other institutions, especially minority serving ones; and strengthened Portuguese and indigenous language instruction, particularly through our virtual classroom. Along with our public outreach efforts, these programs have impacted over 300,000 people (see Table 9). We have placed students in government and public service jobs and graduate programs that utilize their expertise. We have also built up strong relationships with partner HBCUs, broadening the regional scope of our outreach efforts while building capacities at those

institutions. We developed an open-access and searchable online database of the curricular materials and lesson plans written by teams of K-12 teachers. We also expanded our graduate certificate program to Law and created a new joint M.P.H./M.A. with a focus on global health in Latin America. As a result of our sustained support, Portuguese enrollments remain strong and the university has picked up salary support.

Our extensive tracking and data collection program measures this impact; Table 2 summarizes several key outputs from the last four years. With our large contingent of affiliated faculty across campus, we have consistently high course enrollments, and a wide range of courses across departments and schools (see Table 5). As indicated in Table 2, we have strong participation rates for faculty and students as well as the general public locally and nationally, and our investments in digitization have greatly increased the usage of Center resources (curriculum materials, library collections, and archival materials).

**C.2. Addressing National Needs and Disseminating Information to the Public:** CLAS is committed to producing and disseminating evidence-based research to address national needs. Our biggest impact on public policy and debates on regional and international affairs comes from the work of the Latin American Public Opinion Project (LAPOP). With major funding from USAID and the IDB, LAPOP's bi-annual Americas Barometer survey interviews over 45,000 respondents in nationally representative samples. Their reports are widely circulated and cited within the State Department, and have been the subject of dozens of high-profile policy debate panels over the last four years. In 2017, LAPOP produced over 250 reports, resulting in over 147 substantive news articles and over 300,000 tweets. This data-driven analysis has had a major impact on U.S. foreign policy; for example, a number of recent court rulings have cited LAPOP

data on the roots of violence in Central America. LAPOP data will provide the foundation for workshops for MSI faculty in 2018-2022.

In addition, we have made significant and measurable contributions to teaching a national priority language (Portuguese) and establishing capacity in a designated least commonly taught language (K'iche'). Ten years ago, we began what was then the country's only program in K'iche' Mayan. Going forward, we will expand to Haitian Creole and Quechua.

In terms of national dissemination, we also co-coordinate the annual Américas Book Award with the Library of Congress and CLASP to promote Latin American themes in literature for young adults. We have helped produce two films (*Música Campesina* and *Camioneta*) that have been widely viewed (on HBOlé and Netflix). Likewise, our marionette show and forthcoming play will reach broad audiences, and we created a new series with Vanderbilt University Press to provide a platform for national dissemination of important research. Our teacher workshops and summer institutes enroll teachers from around the country; since 2016, teachers from 19 states attended CLAS workshops or used our culture boxes in their classrooms.

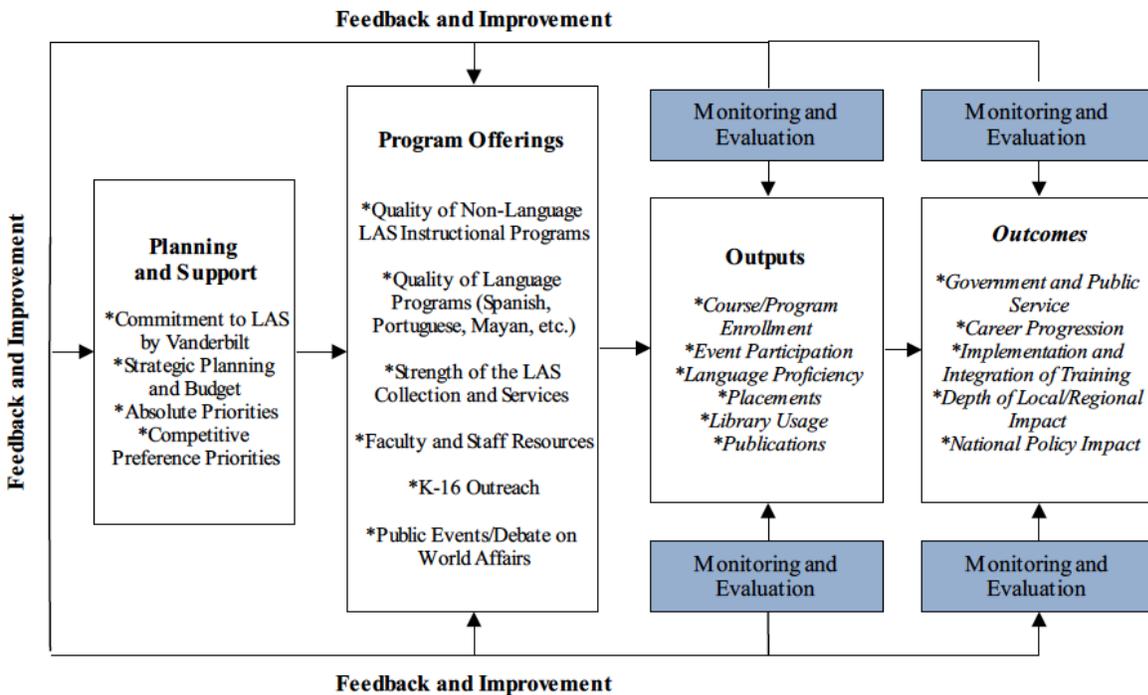
**C.3. Equal Access:** CLAS is committed to providing equal access and treatment of traditionally under-represented groups. We work with the Vice Provost for Inclusive Excellence on workshops on challenges faced by students from diverse backgrounds and first generation college students. Over 50% of LAS majors and minors come from underrepresented groups (over 46% of first year students entering Vanderbilt Fall 2017 were minority students). We host an annual Latino Achievers meeting, meet with prospective Posse scholars, and use our K-12 connections with majority minority student bodies to help recruit undergraduate students. Our intensive advising program gives these students the support they need to succeed.

We actively recruit students for our graduate program from Fisk, Howard, Tuskegee, and other HBCUs, and target underrepresented international students (we currently have three Maya students). Two of our current MA students are first generation college students. Once admitted to Vanderbilt, we work to make sure these students have the resources they need to succeed. Over the past 3 years, 43% of our FLAS awards went to minorities (a three-fold increase), and 63% went to women.

**C.4. Evaluation Plan:** CLAS collaborates with Vanderbilt's Peabody College of Education to conduct a comprehensive evaluation program to measure the impact and reach of our activities and ensure continuous improvement. As illustrated in the conceptual framework (Figure 3), independent evaluators collect assessments and provide quantifiable and outcome-measure-oriented data for the center staff. This feedback informs decision-making in every step of planning and implementation. In addition to the Dept. of Education's Performance Measure Forms (PMFs), we maintain this robust assessment program to provide quality data and a detailed record of the impact NRC funds.

Each summer, we review assessment documents and the evaluation protocol itself so that our programming continues to adapt in response to changing needs, as well as faculty and student interests. We expand efforts that work well and modify or end programs that do not produce desired results. For example, based on outreach surveys, we worked with our Department of Teaching and Learning to identify topics most relevant to pre-service teachers to increase their participation in CLAS workshops. Also in response to workshop surveys, we integrate dedicated time to curriculum development in each workshop. We moved more academic lectures to the lunch hour in response to faculty and student surveys, and attendance has significantly increased as a result. In terms of advising and placement, we gathered feedback

from students and faculty, and began using Facebook and LinkedIn to create greater connections between alumni and current students. We continually adapt our communications (including email format and frequency, webpage content, and social media posts) in response to surveys and focus groups with faculty and students.



**Figure 3: Impact and Evaluation Conceptual Framework**

Key elements of our assessment protocol are pre- and post- surveys for K-16 educator workshops, assessments of the use of curriculum materials, town hall meetings with LAS faculty, and library surveys. Another important aspect of the evaluation program is our Teacher Advisory Board, composed of five local educators who meet twice per semester with our Outreach Coordinator to provide guidance on activities and future outreach initiatives.

The Evaluation Team will consist of Professor Xiu Cravens from Peabody College, a graduate Evaluation Intern, and CLAS Outreach Coordinator C. McCoy. Each academic year, the evaluation team will produce a summary of all programs that year. In addition to the specific

Performance Measures in Appendix 3, Table 3 summarizes how our evaluation plan captures key project objectives using multiple sources of quantitative and qualitative data.

**Table 3: Impact and Evaluation Plan**

<i>Target Audience</i>	<i>Specific Activities</i>	<i>Impact</i>		<i>Evaluation</i>
		<i>Objective &amp; NRC Priority Alignment</i>	<i>Outputs/Outcomes</i>	<i>Monitoring/Assessment</i>
<b>University</b>	<i>Language Courses</i>	<i>Instruction in the less or least commonly taught languages - <b>FLAS Competitive Pref. Priority 2</b></i>	<i>Enrollment</i> <i>ACTFL proficiency</i> <i>Graduate Placement</i>	<i>Registrar; VIRG reports;</i> <i>Course evaluations</i> <i>Faculty Focus group</i>
	<i>International and Area Studies; LAS Degrees and Certificates</i>		<i>Enrollments;</i> <i>Placements</i>	<i>Registrar; VIRG reports;</i> <i>Course evaluations;</i> <i>Faculty Focus group</i>
	<i>Campus Workshops and Cultural Events</i>	<i>Collaborations with School of Ed – <b>NRC Competitive Pref. Priority 2</b></i>	<i>Participation #s;</i> <i>Utility feedback</i>	<i>Exit survey; Participation report; Focus groups</i>
	<i>Library information and services</i>		<i>Online hits;</i> <i>Usage; Referrals</i>	<i>Circulation report; Online tracking; Library Survey</i>
<b>Community</b>	<i>Instructional Resources</i>	<i>Teacher training – <b>Absolute Priority 2</b></i>	<i>Requisitions;</i> <i>Referrals</i>	<i>Course evaluations; Faculty survey; Teacher Advisory Board; Teacher Focus group</i>
	<i>Training Workshops</i>		<i>Participation #s;</i> <i>Utility feedback</i>	
	<i>Library information and services</i>	<i>Collaboration with MSIs – <b>NRC Competitive Pref. Priority 1</b></i>	<i>Online hits;</i> <i>Usage/ requisitions;</i> <i>Referrals</i>	<i>Circulation report; Online tracking; Library Survey</i>
	<i>Community Events</i>		<i>Participation #s;</i> <i>Utility feedback</i>	<i>Exit survey; Focus groups</i>
<b>Region and Nation</b>	<i>Training and Development workshops</i>	<i>Teacher training – <b>Absolute Priority 2</b></i>	<i>Participation #s;</i> <i>Utility feedback</i>	<i>Course evaluation; Faculty survey; Focus groups</i>
	<i>Joint Programming w MSI partners</i>	<i>Collaborations with MSIs – <b>NRC Competitive Pref. Priority 1</b></i>	<i>Participation #s</i> <i>Utility feedback</i>	<i>Exit survey (representative sampling); Participation report; Spot Interviews</i>
	<i>Digital Collections</i>		<i>Online hits; Usage/ requisitions;</i> <i>Referrals;</i> <i>Collaborations</i>	<i>Circulation report; Online tracking; User Survey</i>
	<i>LAPOP Impact</i>	<i>Generate debate and inform foreign policy – <b>Absolute Priority 1</b></i>	<i>Policy briefs, media mentions</i>	<i>Enhanced Alumni Tracking</i>
	<i>Track media mentions/tweets</i>			

For each target audience, we will continue to enhance our evaluation program. Language courses will be measured by enrollment, completion, and most importantly, language competency. Students’ career trajectories will be tracked, with particular attention to placements

in elementary and secondary education, higher education, private sector, non-profit, and government service. In addition to exit surveys, we will use Facebook, LinkedIn, and other social media to establish an ongoing method of contact before students graduate. Complementing pre- and post-workshop surveys, we will conduct follow-up surveys with teachers to measure the extent to which they integrate workshop content into their classrooms. We will track online usage and seek feedback from users through surveys. With our Public Affairs office, we will improve our tracking of media citations. We will also work with the library to improve metrics on the breadth and depth of use of our digitized collections.

**C.5. Record of Placing Students in Areas of National Need and Efforts to Increase:** We have an exceptional placement rate for our LAS students, virtually all of whom go into careers where they use their language and LAS training in areas of national need. Over the last four years, 20% of our undergraduates went on to graduate school in LAS fields; 15% to government service; 32% to the private sector; 19% for international organizations and NGOs. Recent graduates have taken positions in Latin American foreign policy management (Wilson Center), international currency exchange (Goldman Sachs), foreign service (State Dept.), and humanitarian aid (Pan American Development Foundation). For our Graduate Certificate and MA students, 41% went into academia; 20% to international organizations and NGOs; 18% into private sector; and 3% went into government service. In 2017, we conducted an alumni survey; the career paths of 74% of respondents reflect areas of national need for area studies experts. Our alumni reported that their foreign language skills are an enduring part of their LAS education, and 66% use them in their current position. We will administer the alumni survey biennially to continue to track student placement outcomes and inform our efforts to meet national needs.

Across all levels, we have strong student interest in government and public service, and we have responded with professional development opportunities. We bring in alumni who work for the State Department or the World Bank as guest speakers to meet with students and discuss their career paths. In partnership with the newly established Vanderbilt Career Center, we will expand this program over the next four years into an annual virtual LAS career fair event, taking advantage of our distance language technology. We will also develop an internship program with the Career Center and work with them to track new job opportunities in key strategic areas.

**C.6. Contribution to Supply of Specialists in LAS:** Nearly half of all Vanderbilt students take LAS content and language classes annually, and 15% of Vanderbilt students graduate with at least 15 hours in LAS language and area studies training. In addition, over 100 graduate and professional students specialize in LAS topics. We have identified a need for more specialists in Law, Business, Education and the Health Sciences. Over the last four years, we worked with faculty in these schools to build new programs, study abroad opportunities, and provide practical language instruction. As a result, professional school enrollments have increased dramatically in the last four years; total enrollments for 2014-18 exceed 200 in Law, 400 in Business, 200 in Education, and 400 in Medicine and Nursing. We now offer joint degree programs with Public Health, Business, and Education. Students in professional fields also constitute the fastest-growing segment of enrollments in our Certificate program; in the last four years over 25% Certificate awardees come from the professional schools. With these programs in place, we plan to expand the number of course offerings available in each area to generate an increased supply of area studies specialists in these disciplines. In response to a growing demand for deep regional knowledge in certain professional fields, the Center will continue to increase the number of FLAS fellowships awarded to professional students.

**C.7. All FLAS fellowships Awarded Address National Needs:** We award 100% of our FLAS fellowships to students studying priority languages in areas of national need as identified by federal agencies. Out of all FLAS awardees in the past four years, approximately 50% studied Portuguese and 40% studied K'iche' Mayan; the remainder studied other Latin American indigenous languages. Among award recipients from the last four years, areas of concentration include: international affairs/area studies (41%), foreign languages (38%), health (9%), economics (6%), STEM (2%), education (2%), and defense/intelligence/diplomacy (2%).

**(D) COMMITMENT TO THE SUBJECT AREA**

Over the last 10 years, Vanderbilt has increased support for LAS in recognition of our program's success. Our "One Vanderbilt in Latin America" initiative was recently commended by the Board of Trust as a model for the university's efforts to bring together disciplines and professional schools in a way that strengthens individual programs while creating interdisciplinary value and impact larger than the sum of the parts. Including faculty salaries, Vanderbilt spends over \$20m a year in support of Latin American Studies.

Center Operations: Vanderbilt pays for all administrative costs associated with the Center, except 50% of the salary for our Outreach Coordinator. In 2016-17, the University dedicated \$503,354 to CLAS, the bulk of which goes to graduate student support and instructional salaries. Starting in Fall 2018, the university will assume salary support for our Portuguese and K'iche' instructors (previously seeded by NRC funds).

The University provides approximately \$570,000 in funding for LAPOP, the most comprehensive public opinion poll in the region; \$250,000 to Slave Societies Digital Archive (SSDA) to preserve endangered Afro-Latin American archives; and \$325,000 for our One Vanderbilt in Guatemala program that coordinates 13 overlapping projects involving faculty and

**Table 4: University Financial Commitment to LAS**

<b>Salaries</b>	
LAS Area Studies Faculty (in departments and prof schools)	1,375,000
Language Faculty (Span, Port, K'iche')	10,970,000
CLAS Staff	224,954
Library Staff	105,000
<b>Sub-total</b>	<b>12,674,954</b>
<b>Student Support</b>	
Departmental Doctoral Student Fellowships	2,080,000
LAS-Related Undergraduate Aid	1,500,000
LAS M.A. Fellowships	206,400
Financial Aid for Study Abroad to Latin America	222,473
Student Research Awards	24,000
<b>Sub-total</b>	<b>4,032,873</b>
<b>Other</b>	
Latin American Public Opinion Project	570,000
Slave Society Digital Archives (SSDA)	250,000
One Vanderbilt in Guatemala Projects	325,000
Internal Research Funding for LAS Faculty	614,000
LAS Faculty Travel	332,000
Library Acquisitions (Helguera, MZO, Delia: 61,000)	250,000
Biological Anthropology Lab and Ancient DNA Lab	900,000
Virtual Language Classroom	70,000
Spatial Analysis Research Laboratory	100,000
CASA-Cuba Founding Member	25,000
Latin American Garden	50,000
Research Foundation for State of São Paulo Partnership (FAPESP)	25,000
Postdoctoral Positions	150,000
Outreach Related Expenses	17,000
Center Operations	55,000
<b>Sub-total</b>	<b>3,733,000</b>
<b>TOTAL.....</b>	<b>\$20,440,827</b>

students from Education, Medicine, Nursing, Engineering, Business, and Law as well as Anthropology, Political Science, and K'iche'. CLAS worked with Vanderbilt University Press to establish LAS as a strategic area of growth; now 32% of its titles focus on Latin America, all of which are subsidized by the university. In addition, Vanderbilt is home to and underwrites several LAS journals: *Ancient Mesoamerica*, *Afro-Hispanic Review*, *Ameriquests*, and the *Journal of Luso-Hispanic Studies*.

Teaching Staff: Last year Vanderbilt spent over \$12m in LAS faculty salaries and another \$321,020 to support less commonly taught language instruction in Portuguese and K'iche' Mayan. With 137 faculty with significant research and teaching interests in Latin America, Vanderbilt has one of the highest percentages of LAS specialists in the nation. We have 42 affiliated professional faculty (with concentrations in medicine, education, and business) and 95 A&S affiliates; see Table 1 (p.9).

Library Resources: The University pays over \$100,000 annually in salaries for the LAS bibliographer and cataloging staff, and last year allocated approximately \$250,000 for LAS acquisitions. Vanderbilt recently spent over \$1m to renovate the LAS collection space and funds fellowships for doctoral students to work on special LAS collections.

Linkages Abroad: CLAS seeks to cultivate deep and sustained relationships with a core group of partner institutions. Our greatest strength is Brazil: Vanderbilt invests \$55,000 per year to support our core partnership with U. São Paulo (USP) involving student and faculty exchanges and an annual meeting. The Owen School of Management provides major support for our Americas MBA collaboration with ITAM (Mexico) and USP. Vanderbilt invested \$25,000 to help found the CASA Cuba program, and will invest another \$25,000 for the CASA Rio program. The School of Engineering is allocating funds in collaborative teaching and research projects at U. del Valle (Guatemala) and U. de los Andes (Colombia). Our study abroad office also administers \$222,473 in need-based aid per year for study abroad to Latin America.

Outreach Activities: Vanderbilt pays half the salary for our Outreach Coordinator and covers approximately \$17,000 per year in outreach-related costs for event space, equipment, and supplies. We dedicate at least one A&S graduate assistant line to outreach support. The \$570,000

that Vanderbilt provides for LAPOP generates analysis widely used by USAID, State Department, World Bank, IDB, UNDP, and others.

Students in LAS-Related Fields: The University supports over 50 PhD students with a LAS focus with \$2.0 million in tuition and stipends; A&S doctoral students receive full funding for 5 years. The University supports undergraduates in LAS with approximately \$1.5m in aid annually. 66% of all undergraduates and 100% of graduate students receive financial support from the university, and Vanderbilt guarantees that all undergraduates will graduate debt free through scholarship programs. Vanderbilt fully funds 4 MA lines in LAS and supplements funding for FLAS and Foreign Area Officer students. Finally, the University provides \$16,000 per year for graduate summer research awards.

## **(E) STRENGTH OF THE LIBRARY**

**E.1.a. Strength of Holdings and Financial Support:** Vanderbilt's Heard Library has made the Latin American collection a signature strength. LAS Bibliographer Paula Covington is a fully integrated member of the CLAS staff and team-teaches our core research methods seminar. A past president of the Seminar on the Acquisition of Latin American Library Materials (SALALM) and editor of *Latin America and the Caribbean: A Critical Guide to Research Resources*, Covington works closely with faculty and students to determine collection needs.

In 2017-18 the Vanderbilt library expended \$250,000 for LAS materials, \$100,000 in salary for the LAS Bibliographer and cataloging staff, and \$25,000 for graduate student fellows to digitize LAS collections (see D.1.).

Reflecting LAS faculty research and teaching, we have special depth in Colombian, Brazilian, and Mayan resources; these attract scholars from across the world. Our core Latin American collection holds 400,000 items and approximately 2,300 serials (400 current

subscriptions), in addition to substantial LAS holdings in libraries across campus (law, business, education, music, and divinity). The library subscribes to many databases in the field (e.g., *HAPI*, *PRISMA*, *Informe*), and recently added a number of online sources (e.g., *Brazilian and Portuguese History and Culture*, *Confidential Print: Latin America*). Almost 45% of the LAS collection is in Spanish and 20% in Portuguese. The LAS acquisitions rate is about 5,000 items a year. The LAS bibliographer travels to Bogotá, Guadalajara, and Guatemala annually to purchase recent publications and special collections that would otherwise be unavailable.

Our Mesoamerican anthropology and archaeology collection is a designated national resource by the Association of Research Libraries' Global Resources Program and the Latin Americanist Research Resources Project. We have focused on Mayan language collections in recent years, and now have over 780 items, including software for language instruction.

Supporting our commitment to Black Atlantic studies, we have been acquiring the Manuel Zapata Olivella Papers over the last several years, and CLAS has invested in the digitization of these printed materials and audio recordings. This multi-media collection of Afro-Colombian literary and anthropological materials attracts the most external researchers both in person and virtually to Vanderbilt's special collections. In addition, web traffic indicates wide-ranging use of the collection (<http://mzo.library.vanderbilt.edu/>).

Vanderbilt's collection of Colombiana, anchored by the J. León Helguera Collection, is widely considered the finest outside of Colombia. In 2016, Vanderbilt purchased the remainder of the Helguera collection for \$350,000 (including rare manuscripts, pre-Independence and 19<sup>th</sup> century journals, newspapers, and broadsides). As with the Zapata Olivella Collection, both CLAS and the library have provided major support for the digitization of this collection; see <http://helguera.library.vanderbilt.edu/>. Other collections of note include the Simon Collier

Collection of early tango recordings and publications, a significant collection of rare Latin American travel accounts, and a growing Andean collection.

In the 2017 library survey (see C.4), 77% of faculty, graduate, and undergraduate students indicated the Latin American collection served their academic needs well or very well. The services provided by the bibliographer were used by 58% of respondents, with most complementing her efforts to know their research and buy accordingly.

**E.1.b. Access, Cooperation and Research Beyond Vanderbilt:** Vanderbilt students have access to all of the key databases in the field (see above), and our interlibrary loan service accepts and fills requests from anywhere in the world. Vanderbilt is a net lender; in 2016-17 we lent over 15,500 items to libraries worldwide. Through the Athena network, our students can borrow and we lend to regional public and school libraries; last year we lent over 1,100 items through this network. Further, Vanderbilt has cooperative arrangements with area colleges and universities (e.g., Fisk, Sewanee, Rhodes); students and faculty at these institutions have direct borrowing privileges.

In the past several years, the library has focused on creating open-access digital collections. The SSDA now contains over 500,000 unique documents ([www.vanderbilt.edu/esss/](http://www.vanderbilt.edu/esss/)), and the library has recently upgraded the platform to accommodate the Manuel Zapata Olivella and Helguera collections. CLAS also supported the Voices from Our America project that makes oral histories from Panama widely available ([voicesamerica.library.vanderbilt.edu/](http://voicesamerica.library.vanderbilt.edu/)).

Our commitment to growing and sharing LAS is extensive. Vanderbilt hosts and supports the open access database, Latin American Periodicals Table of Contents Project ([laptoc.library.vanderbilt.edu/](http://laptoc.library.vanderbilt.edu/)). We have been a leader in the formation of the Latin American

Studies Southeast Region (LASER) network of collections, updating the shared resource on the website, preparing a collections analysis for the membership, and hosting the conference; we will host it in 2020-21 (Year 3). Vanderbilt is an active member in a number of other consortia, including the Latin American Research Resources Project, the Latin American Materials Project (LAMP), HathiTrust and WorldCat. The library exchanges its duplicate (gift) collections with SALALM colleagues and has exchanged larger collections of its materials with the Benson Library at UT Austin and the Ibero-Amerikanisches Institut in Berlin.

## **(F) QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM**

**F.1 Course Offerings Across Disciplines and Professional Schools:** For a university of our size, an exceptionally large number of Vanderbilt undergraduate and graduate students take LAS courses. We have particularly strong departments of Anthropology, History, Political Science, and Spanish/Portuguese, and over the last five years CLAS has expanded LAS content in non-traditional disciplines and the professional schools, resulting in new courses in Art, Engineering, Economics, Education, African American and Diaspora Studies, Earth and Environmental Sciences, Nursing, Medicine, and Business (see Appendix 2).

As indicated in Table 5, Vanderbilt offered 189 classes with 25% or more Latin American content during the last 2 AY, enrolling 4391 students. Over 90% of these classes are taught by full-time TT faculty, and our most senior faculty teach the full range of levels.

In the professional schools, faculty taught over 30 courses with LAS content in the last four years. We have instituted dual degree programs with public health (MA/MPH) and business (MA/MBA), and are in the final stages of approval for a joint degree in education (MA/MEd). These projects reflect CLAS's significant investment of time and resources to expand LAS content in the professional schools, with a special emphasis on project-driven field experiences.

For undergraduates in professional schools, we identified a need and interest in the College of Education and worked with them to hire A. Carse to teach Latin American development

<b>TABLE 5: LAS Non-Language Course Offerings Fall 2016-Spring 2018</b>				
<b>LAS Course Offerings</b>	<b>100% Courses</b>	<b>25-75% Courses</b>	<b>Total # Courses</b>	<b>Enrollments</b>
<b>Arts and Science</b>				
Afr Am & Diaspora	7	0	7	67
Anthropology	12	48	60	1248
Earth and Env Science	3	0	3	25
Economics	3	10	13	751
English	2	1	3	36
History	15	4	19	290
LAS	4	0	4	48
Med, Health, Society	0	4	4	114
Political Science	4	6	10	195
Portuguese literature	15	0	15	119
Sociology	0	1	1	29
Spanish literature	25	7	32	660
<b>Total A&amp;S</b>	<b>90</b>	<b>81</b>	<b>171</b>	<b>3601</b>
<b>Professional Schools</b>				
Business	0	8	8	243
Divinity	1	0	1	12
Education	0	5	5	116
Engineering	0	1	1	12
Law	0	6	6	113
Medicine	2	7	9	156
Music	3	0	3	107
Nursing	1	2	3	31
<b>Total Prof Schools</b>	<b>2</b>	<b>16</b>	<b>18</b>	<b>790</b>

courses. CLAS supports a bio-medical engineering course (BME 3890) that takes students to Guatemala to work on equipment at hospitals and includes an interdisciplinary orientation to the country's history and culture. With two recent hires, we have a critical mass of Latin Americanists in our School of Music (see A.2.d.).

With the Owen School of Management, we developed an Americas MBA program as a consortium with USP (Brazil), ITAM (Mexico), and Simon Fraser. We also host the Latin Business Case Competition, the only one in the country focused on Latin America. In the Law School, M. Newton runs a Practice Lab to train students in human rights issues and high-level litigation using current cases in Peru and Colombia (LAW 7266). Based on our strong relationship with Fundação Getúlio Vargas (FGV), the Law School has established a popular course (LAW 8101) and created a student exchange program with FGV.

A key area of growth has been in the health sciences. We worked with faculty in the Institute for Global Health to establish jointly administered sites in Central America for clinical rotations (IDIS 5618), and created teaching modules on the social and cultural context of the region. Other courses feature project-based research with Latin American organizations (PUBH 5541 and 5555). Currently, 25% of our MPH students focus on Latin America, and in 2015, we introduced a dual MA-MPH degree. In 2017, we introduced new LAS content for nursing students (NURS 5105) that includes regional background, two levels of Spanish language instruction, and field experience at one of our Central American sites.

**F.2. Interdisciplinary Courses:** CLAS supports faculty through curriculum development grants to promote truly interdisciplinary approaches to research topics and teaching. In total, the Center and departments offer over 24 interdisciplinary courses. Examples include Blacks in Latin America and the Caribbean (AADS 2148, History/English), Global Dimensions of Community Development (HOD 3200, Anthropology/Education), Nobel Laureates in Literature from Latin America and the Caribbean (LAS 1111, Spanish/History), Essential Skills in Global Health (PUBH 5541/7306), and the university-wide course, History and Science of Brewing (UNIV 3330). Some interdisciplinary courses revolve around a specific country, such as Health, Development and Culture in Guatemala (MHS 3210), Health and Poverty in Brazil (LAS 3891), Afro-Brazilian Race, Culture and Expression (AADS 1706), and Haiti: Freedom and Democracy (AADS 4256). Other courses are focused on project-based learning, such as the Project Pyramid course series (MGMT 6429, 6552, 6554) that enrolls students from business, education, nursing, medicine, divinity, and law to work on development projects in Latin America. All LAS denominated classes are interdisciplinary, including the three that form the core of our degree programs: (LAS 2101, LAS 2102, LAS 4901/5901). In sum, we have supported the development

of new interdisciplinary courses at both the undergraduate and graduate levels that integrate scholarship, research, and service.

**F.3 Sufficient Faculty and Pedagogical Training:** Vanderbilt has 137 faculty who teach LAS content courses, including 42 faculty in professional schools (see Table 1). In the last 3 years, Vanderbilt has added 6 new hires in LAS in the disciplines of Anthropology, Art, Economics, Education, Music, and Political Science. The vast majority of Vanderbilt classes are taught by tenure track faculty, and all faculty are required to teach every semester they are in residence.

Vanderbilt is committed to providing high quality and ongoing pedagogical training for all instructional assistants. The Center for Teaching (CFT) provides mandatory pedagogical training for all instructional assistants, including teaching observations and video recording, and ongoing individualized mentoring. The CFT provides an orientation each August for graduate student TAs, and then offers training workshops and seminars throughout the year culminating in a Certificate in College Teaching. The professor of record also closely mentors graduate teaching assistants in syllabus design, evaluation, and classroom instruction.

Other resources for instructional assistants include the Institute for Digital Learning, which supports the use of online and other digital technologies in campus classrooms; their Graduate Fellows program advances proficiencies in digital learning content. Recent workshops for instructional assistants include “TAing to Thousands” presented by teaching assistants from Vanderbilt’s Coursera offerings.

**F.4. Depth of Specialized Coverage:** We offer a large number of specialized courses both in terms of geographic regions and disciplinary depth. Our offerings reflect faculty

strengths in Brazil, the Black Atlantic, Central America, the Andes, and Mexico (see Table 6);

these include Classic Maya Language

and Hieroglyphs (ANTH 6622),

Comparative Slavery in Colonial Latin

American (HIST 8600), Machado and

Clarice (PORT 3892/5892), and Indians, Gauchos, and Blacks (SPAN 3893).

	<b>Faculty</b>	<b>25-75%</b>	<b>100%</b>
Brazil	14	5	23
Latin Amer Black Atlantic	13	4	18
Central America	13	4	13
Andes	9	4	3
Mexico	8		4
<b>Totals</b>	<b>57</b>	<b>17</b>	<b>61</b>

In disciplinary terms, we have a large number of specialized 4000 and above courses, with particular depth in anthropology (39 courses), history (17), Portuguese (10), and Spanish (30). We have extended the range of specialized classes to include seminars for first year students on topics such as Capoeira: The African Brazilian Dance of Deception (AADS 1001), Conquest of Mexico (ANTH 1111), Destruction of the Indies (HIST 1111), Brazilian Cinema (PORT 1111), and Ecocritical Perspectives in Latin American Literature (SPAN 1111). Finally, responding to student interest, we have a large number of special topics courses across disciplines (389X denomination; see Appendix 2).

## **(G) QUALITY OF THE LANGUAGE PROGRAM**

**G.1 Language Instruction and Enrollments:** Vanderbilt has a strong performance-based program of AY language instruction in Spanish, Portuguese, and K'iche' Mayan, and CLAS directly organizes summer programs for the intensive study of Brazilian Portuguese and K'iche' Mayan. In 2015, we began a distance language learning partnership with Duke/UNC and UVa to expand instruction for K'iche' Mayan and Haitian Creole (see A.2.b.).

We offer a four year sequence of K'iche' instruction, which includes regular one-on-one conversational sessions between students and native speakers. We founded a FLAS-approved summer field school for K'iche' in Guatemala in 2008, and in 2014, we combined it with

Tulane’s Kaqchikel summer program to create the Mayan Language Institute, a successful collaboration that allows us to share space and resources. We have a well-known and long-standing Portuguese program; past NRC funds seeded a new line that the university now covers. For the past 8 years, we have offered a FLAS-eligible summer Brazilian Portuguese program with Tulane that enrolls students from our universities and from across the country.

We have a strong Spanish language program that enrolls approximately 1400 undergraduate students per year; there are 154 Spanish majors and 114 minors (see Table 7). To encourage interest in Portuguese, we introduced a combined Spanish and Portuguese major; major numbers are still small but growing, and it is popular with students seeking broad exposure across all of Latin America.

<b>Spanish</b>	<b># Sec</b>	<b># Students</b>		<b>Portuguese</b>	<b>Students</b>
Beginning	149	2253		Beginning (1103)	138
Intermediate	137	1777		Intermediate (2203)	78
Conversation	27	761		Conversation (3301)	28
Spanish for Professional Majors	6	333		Summers 2015-17	73
School of Medicine	1	128			
<b>Total Spanish</b>	115	5309		<b>Total Portuguese</b>	317

*Note: The fourth levels are literature courses, reported in Section 3; see also Appendix 2.*

In our experience, interest in language ebbs and flows over time. For years, NRC funding allowed us to maintain a full Portuguese program in the face of low enrollments. Recently, enrollments have grown and now stabilized to the point that the College has taken over salary support for Portuguese instruction. Enrollments in our introductory and intermediate Portuguese courses (PORT 1103 and 2203) continue to show modest gains. The AY study of Portuguese is complemented by our intensive FLAS-eligible program in São Paulo, which enrolled 29 students in Summer 2017.

Our expansion of language instruction to K'iche' Mayan was driven by a recognition that there was a complete lack of instruction in one of the most important Mayan languages, and our efforts have garnered strong interest in this LCTL. Academic year K'iche' enrollments have risen significantly over the last four years (see Table 8), and our Summer program averages 8 students per year. Additionally, in the last three years, we have provided instruction to 45 non-Vanderbilt students (nearly doubling enrollments) through our distance learning technology platform.

<b>Level</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Beginning	9	17	8	14
Intermediate	4	11	7	10
Advanced	-	4	5	4
Readings	-	4	4	3
<b>Totals</b>	<b>13</b>	<b>36</b>	<b>24</b>	<b>31</b>

**G.2 Levels of Training and Language Across the Curriculum:** Vanderbilt offers four levels (beginning, intermediate, conversation, and specialized) in Spanish, Portuguese, and K'iche' Maya. In Spanish, we offer a full range of courses at every level, with multiple sections for the larger courses (See Course List in Appendix 2.)

The Portuguese program offers intensive beginning (PORT 1103; 4 hours per week, offered every semester), intermediate (PORT 2203/5203, offered every semester), and conversation (PORT 3301/5301) course; specialized literature and culture courses are reported in Section F (Table 5). Students completing PORT 1103 on average achieve the American Council on the Teaching of Foreign Language (ACTFL) “Intermediate Low” level, meaning they can respond to simple questions and hold limited conversations. Students completing PORT 2203/5203 achieve an average “Advanced Low” level, indicating they can hold informal and formal conversations in various contexts (work, school, and home). Of students participating in the intensive summer program in São Paulo, most achieve “Advanced Low”; students who enter with advanced proficiency achieve higher “Advanced Mid” or beyond.

We offer a 2-year sequence of intensive K'iche' courses starting each Fall: beginning (KICH 1101/5101), intermediate (KICH 1102/5102), conversation (2201/5201), and advanced vocabulary using colonial and modern texts (KICH 2202/5202). Students completing this sequence improve on average by one full Oral Proficiency Interview (OPI)-scale ranking; students who also enroll in our summer field school achieve "Advanced Low" on average.

CLAS is committed to introducing language across the curriculum (see A.2.d.), and our focus over the last four years has been expanding instruction to the professional schools (Medicine, Law, Nursing and Business; see F.1), with great success. Given curricular demands, we have developed creative solutions for foreign language instruction tailored to the particular needs of professional schools. For example, we have found that classes must fit into shorter instructional periods, offered in evening or off-hours, and with the vocabulary and subject matter targeted to practical needs of each profession. Using NRC funds, we began offering intermediate medical Spanish for medicine students; the Medical School has now picked up 100% of that funding. In the last three years, we have begun to offer two levels of Spanish instruction for nursing students using NRC funds, as part of a broader instructional program. We have hired graduate students to provide Spanish training for students in global health, business, and engineering. Similarly, we support Portuguese language instruction for Law students attending the Brazil exchange program (see F.1.) and for business students with career interests in Brazil. Our plans for 2018-2022 are to expand the two levels of medical Spanish instruction to include Meharry students; offer K'iche' instruction to health sciences students planning to do clinical rotations at our site in Guatemala; and provide Portuguese instruction to students at Tuskegee through synchronous virtual instruction.

We supported a Fulbright Foreign Language Teaching Assistant to create instructional modules for Portuguese for medical students and professionals. Similarly, in A&S we introduced Spanish instruction into graduate seminars through our Visiting Resource Professor program, in which we encourage our VRPs to instruct in their native language. Moving forward, we will expand this culture and language across the curriculum program through 1-credit hour Spanish language sections of introductory courses in anthropology and political science (see A.2.d.).

**G.3: Number of Language Faculty and Pedagogical Training:** The Spanish program has 12 TT professors and 17 lecturers; the Portuguese program has 2 TT professors and 1 lecturer, and the Mayan program is led by 1 TT professor and 1 lecturer. In addition to classroom teaching, many of these instructors organize conversation groups and other extracurricular activities. The state of the art performance evaluation measures are the OPI protocols developed by ACTFL. Given the absence of ACTFL support for Portuguese and K'iche', we have developed an ACTFL-based Simulated Oral Proficiency Interview (SOPI) for those languages. We train our instructors in these performance-based measures that they then incorporate into their classes. In partnership with the Center for Second Language Studies (CSLS), CLAS supports continuing training in performance-based instruction and ACTFL evaluation methods for our Spanish, Portuguese and Mayan instructors.

Pedagogical training is provided to all foreign language graduate students through a newly established 2-course sequence. Foreign Language Learning and Teaching (SPAN/PORT/SLS 6030) focuses on interactive and communicative models of language instruction, as well as performance based measures. Second Language Acquisition Theories (SLS 7040) provides additional theoretical grounding for language pedagogy. CSLS hosts a weekly professional development presentation for all language instructors, and its Digital

Language Initiative offers ongoing training in the use of technology in instruction. Each August, CSLS also hosts an orientation for all language and literature instructors on pedagogical techniques and new technologies for language classrooms.

**G.4. Performance-Based Instruction** Our performance-based methodology for Spanish, Portuguese and Mayan requires students to read, write, and speak in both controlled and free situations, thus building vocabulary and linguistic inventiveness (as well as confidence). Three of our Spanish faculty have full ACTFL certification and regularly attend workshops; CLAS is working with Spanish and Portuguese faculty to expand ACTFL training and certification. Our ACTFL-trained Spanish faculty worked with our Portuguese and Mayan instructors to develop our own SOPI-equivalent instruments for these languages.

We administer these performance-based tests to all students in Portuguese and K'iche' each semester and use the results to identify areas of difficulty and adapt classroom instruction accordingly. On average, Portuguese students increase in SOPI-measured conversational skills by a full category, reaching "Advanced Low" by the end of the full sequence. In K'iche', beginning learners averaged "Intermediate Low" level after just two semesters; and most who took the summer course obtained an "Advanced Low" level of proficiency. All LAS MA students have met our requirement of language proficiency. Over the last years, nearly 50% of the LAS students reached an "Advanced High" to an "Advanced Mid" level; another 54% gained an "Intermediate Mid" to "Advanced Low" proficiency in Portuguese.

## **(H) QUALITY OF CURRICULUM DESIGN**

**H.1. Center Curriculum and Requirements:** CLAS offers a rigorous undergraduate major and minor in LAS, a minor in Brazilian Studies, and a 4+1 program for undergraduate majors who decide to pursue a MA directly. We offer a MA in LAS, as well as joint degrees with business

and public health, and we will add a new dual degree with education in 2018. In addition to joint degrees, we have successfully integrated significant LAS content in all of Vanderbilt's professional schools, and our Graduate Certificate allows students from across the university to document their regional specialization.

Our courses are integrated into Vanderbilt's required core curriculum, allowing us to impact a remarkable number of undergraduate students. During the last four years, on average nearly half of the student body (3143 undergraduates) enrolled in LAS language and area studies classes each year. LAS faculty teach popular 1-credit seminars for first year students to introduce them to LAS, and we have supported faculty to expand LAS offerings for credit in education, engineering, and music (see Appendix 2). As part of their coursework (36 hours for majors, 15 for minors), LAS students must take our core course (LAS 2101: Intro to LAS) and our capstone seminar (LAS 4901: Research Methods). Our Brazilian Studies minor is anchored by LAS 2102 (Intro to Brazilian Studies) and complements our Portuguese program.

Language Requirements: All of our degree programs have stringent language requirements (see also H.3.). LAS majors must demonstrate (1) advanced proficiency in Spanish, Portuguese, or an indigenous Latin American language and (2) intermediate proficiency in another of these languages; minors must demonstrate intermediate knowledge of one of these. We measure proficiency using an OPI instrument based on ACTFL guidelines: minimum levels to meet our requirements are "Advanced (Low)" and "Intermediate (Mid)." (See G.4.)

**H.2. Academic and Career Advising:** CLAS offers individualized academic advising to our own majors and graduate students as well as to students across the university with a focus on Latin America. We seek to place our students in jobs that best utilize their expertise, with a focus on public and government service or in graduate programs for those pursuing advanced degrees.

We have an impressive track record of placement (see C.5.) that reflects our attention to personalized advising. In 2016, we created a new Assistant Director position to centralize student advising. She meets one-on-one with all of our majors, minors, MA and Certificate students at least once each semester and organizes a biweekly writing group for students working on theses and dissertations. The University offers significant undergraduate advising through the Career Center, Office of Honors Scholarships, and Pre-major Advising Center.

For our MA and affiliated graduate students, Career Development Services advises on non-academic as well as academic careers, and our Center for Teaching offers a number of programs to train doctoral students in classroom methods. CLAS works closely with faculty in business, education, medicine, and nursing to help ensure that their students match their LAS skills to areas of need. We get to know our students as individuals and are thus able to connect them with appropriate opportunities and job offerings.

In response to student demand, we have increased professional development opportunities. In 2015, CLAS initiated a series of seminars offered twice per semester to provide advice on topics such as writing resumes, applying to doctoral programs, and interviewing for jobs. We also feature alumni in these seminars who share their career experience in government, academia, and private and non-profit sectors. As discussed in Section C.5., we will expand these into a virtual LAS career fair every year. Finally, in 2017, we established project-based internships including archival digitization and research projects to provide students with direct experience and specific skills.

**H.3. Instruction and Training in Variety of Fields:** CLAS supports graduate training across a wide range of A&S disciplines, and through specific programs with Medicine, Nursing, Education, Engineering, Business, Law and Divinity. In 2014, we introduced a joint MPH/MA

degree, with two students already having completed this program. With the Owen School of Management, we offer an Americas MBA program and we recently renewed our joint MA/MBA program (see F.1.). We are currently developing a program with Education for a joint MEd/MA, and expect to open it in Fall 2018. In the last 4 years, across all disciplines we offered a total of 129 international and area studies courses at the 4000 level and above. We have found that an effective way to promote enrollments across disciplines and schools is to circulate a list during registration of all LAS content classes (see Appendix 2).

We currently have 121 affiliated graduate students. Certificate students complete 12 hours of formal LAS coursework, with at least 6 hours outside of their home discipline, and must demonstrate OPI Intermediate Mid proficiency in Spanish, Portuguese, or an indigenous Latin American language. Since 2005, we have awarded 84 Certificates. After a 2014 review of the Certificate program, we began to target professional school students, particularly in Education, and have since awarded 8 Certificates to Education students.

LAS MA students complete 33 hours of coursework distributed across disciplines for a non-thesis option, or 30 hours of coursework with a thesis. They are required to take a core research methods seminar (LAS 5901) and demonstrate advanced proficiency in Spanish, Portuguese or K'iche', and intermediate proficiency in another one of these, as measured using OPI performance-based guidelines (see G.4.). Our MA and other graduate students have access to a large number of specialized courses and faculty (see Table 6 and Section F.4). As evidence of their quality, during the last 3 years, LAS affiliated graduate students with a focus on Latin America received over \$400,000 in grant funding.

**H.4. Study Abroad Programs:** CLAS works with our Global Education Office (GEO) to coordinate and support study abroad opportunities in Latin America for undergraduates. We

work with our professional schools to support study abroad initiatives for students in Engineering, Medicine, Nursing, Business, Education, and Law (see Sections F.1. and H.4.). We are committed to connecting study abroad to on-campus coursework and research. A key step in achieving this goal has been joining the Consortium of Advanced Studies Abroad (CASA). This non-profit consortium includes eleven research universities; Vanderbilt is a founding member of the Cuba program, CASA's first permanent site. The Cuba offerings complement our campus research specialty in slave societies and the Black Atlantic. We have just added three new CASA programs (Buenos Aires, Santiago, and Rio de Janeiro) that likewise link directly into our campus curriculum. All of these programs offer an interdisciplinary course of study, and provide students with the opportunity to enroll in courses at local universities for a fully immersive study abroad experience. In the last four years, 55 undergraduates have spent a semester studying abroad in Latin America; 28 of which are minority students (over 50%). Vanderbilt offers significant need-based funding to make such programs available to all; over the last three years, Vanderbilt contributed \$694,188 of need-based financial aid to study abroad in Latin America.

In response to the constraints of professional school requirements and some undergraduate majors, CLAS developed several shorter immersive experiences. LAS faculty in a variety of disciplines have taken students abroad through Maymester courses to Brazil, Peru, and Honduras in recent years (EES 3865, SPAN 3330, ANTH 2114). With our Institute for Global Health, we developed a course (IDIS 5618) for medical students to do month-long clinical rotations in Latin America. Using faculty curriculum development funds, we support faculty to develop courses and take students to Latin America: these include Cynthia Paschal's biomedical engineering course (BME 3890) that culminates with a student trip to Guatemala to repair hospital equipment; a nursing course (NURS 5105) that provides students with a cultural

and historical overview of Central America in preparation for their work with a clinic in Guatemala; Project Pyramid (MGT 6554) that addresses issues of poverty through social entrepreneurship with organizations in Latin America; and a new field research seminar for graduate students in economic development in Paraguay (ECON 7930). We work closely with our Office of Active Citizenship and Service (OACS) to support more than 200 undergraduates that travel to Latin America with student organizations during Spring Break each year, providing cultural context in pre-departure meetings and logistical support. Vanderbilt offers need-based funding for study abroad, contributing approximately \$230,000 annually for students studying in Latin America. The percentage of minority students studying in Latin America has increased significantly over the past eight years (from 25% to 54%).

CLAS directly administers FLAS-eligible language study programs for Portuguese in Brazil and K'iche' Mayan in Guatemala with Tulane (see G.1.). Both of these programs enroll students from across the country. We promote programs organized by other schools by awarding Summer FLAS fellowships for students to study Nahautl (U. of Utah), Haitian Creole (FIU) and Yucatec Mayan (UNC). In addition, our Executive Director compiles the annual list of summer LCTL programs, circulating it to all LAS centers and posting it on the CLASP website.

### **(I) OUTREACH ACTIVITIES**

CLAS runs an extensive outreach program founded on strong collaborations with local partners, regional post-secondary institutions, and MSIs. Our outreach strategy integrates faculty areas of expertise, and we program multiple activities around visitors and performances. Our impact extends nationally, with the Américas Award (coordinated with CLASP and the Library of Congress), the Readworks program (our 55 reading comprehension articles on Latin America have reached 45,565 students at 2392 schools across the country), and workshops (educators

from over 16 different states attended our workshops and used curriculum materials in 2017-2018). We organize over 150 educational and cultural events annually, many in partnership with museums, the public library, and local arts institutions. In the last four years we have impacted more than 308,000 people (see Table 9).

<b>Table 9: CLAS Outreach Activities and Impact by Category, AY 2014-18</b>			
<b>Activities</b>	<b># Events</b>	<b># Participants</b>	<b>#Impacted*</b>
<b>K-16 Totals</b>	<b>220</b>	<b>45,359</b>	<b>272,335</b>
Teacher Workshops	24	661	107,921
Summer Institutes	6	73	10,972
Educator Conferences (NCSS)	6	659	109,476
Academic/International Conferences	8	630	630
Speaker Series and Other (Univ and K-12)	38	3,741	3,741
Affiliated Faculty Program	10	30	30
Instructional Resources**	128	39,565	39,565
<b>Business, Public, and Government Totals</b>	<b>270</b>	<b>21,064</b>	<b>21,064</b>
Business and Government Outreach	16	713	713
Lectures (University and Public)	111	3,992	3,992
Cultural Arts Events	97	15,001	15,001
Films	29	825	825
Medical/Cultural Competency	17	533	533
<b>MSI Collaborations Totals</b>	<b>17</b>	<b>560</b>	<b>15,092</b>
Teacher Workshops with MSIs	5	86	14,618
Events with MSIs	12	474	474
<b>Total for all Outreach</b>	<b>507</b>	<b>66,983</b>	<b>308,491</b>
<i>*Multiplier for K-12 outreach is 174; multiplier only used for K-12 conferences, professional development workshops and K-12 summer institutes. To avoid double-counting participants and impacts, Teacher Workshops with MSIs (Tuskegee and TSU) are not counted towards Teacher Workshops under K-16 Outreach.</i>			
<i>**Instructional Resources include new online curriculum resources, Lending Library and Culture Box checkouts. Impact for online curriculum resources not currently tracked, with the exception of ReadWorks articles.</i>			

For the last several years, we have strategically focused on public outreach projects that take advantage of our faculty expertise and that will have an ongoing impact that will extend beyond NRC funding. In 2013, we produced a marionette show based on the Popol Wuj, the sacred text of the K'iche' Maya, with the Nashville Public Library. This project integrated our K'iche' language program, archaeological research, and our general expertise in Mayan studies.

Now part of the library's permanent repertoire, it tours throughout the region and includes educational materials for K-12 teachers; since 2015 it has been seen by 1300 people. We have found that hosting artists as Visiting Resource Professors effectively brings together our faculty, students, and the community. For example, Magdalena Campos-Pons created a hyacinth map of her hometown in Cuba that is now a permanent part of campus. Similarly, we have supported the creation of award-winning films, including *La Camioneta* and *Musica Campesina*. We will continue these synergistic activities, including a new partnership with Nashville Children's Theatre to commission a play based on Julia Alvarez's *Return to Sender*, an Américas Award Winner.

Our Outreach Coordinator, Colleen McCoy, organizes teacher workshops, oversees community events, serves on the CLASP outreach committee, and co-coordinates the CLASP Américas Award at the Library of Congress. McCoy enlists LAS faculty and staff to contribute to outreach activities, and works closely with our Executive Director on MSI initiatives and post-secondary collaborations.

**I.1.a. Elementary and Secondary Schools:** Teacher workshops serve as a key means to connect educators with faculty expertise and facilitate the development of new curricula, and so serve as the foundation of our outreach program. In addition to lectures by LAS faculty and visiting speakers, we call on our pool of Education faculty to lead curriculum development sessions in each workshop. Over the last four years, we hosted 24 workshops for educators and pre-service teachers on a wide range of themes, as well as 5 summer institutes. These were led by 27 Vanderbilt faculty from across schools, and were attended by a total of 540 teachers and 25 pre-service teachers. Both our quantitative and qualitative evaluations show an overwhelmingly positive impact of these workshops. In response to a recent survey, 81% of

teachers reported behavioral changes, incorporating materials and knowledge from CLAS workshops in their classrooms. In addition to perennial workshops (Américas Award in D.C., Día de los Muertos, and Black History Month), we have recently expanded coverage to STEM topics such as “Volcanoes and Rainforests in Latin America” and “Numbers and Graphs: Integrating Latin America in Any Classroom.” A second new workshop series highlights our depth in the Black Atlantic; examples include “Zora Neale Hurston’s Engagements with Latin America” (with Tuskegee), “Cuba: Histories of the Present” (with TSU), “Black Resistance and Negotiation in Latin America (with UAB), and “Exploring Haiti with the Works of Edwidge Danticat.” A third series targets the related arts, with programming on weaving and dyeing, street murals in Mexico and Nashville, and grassroots musical movements. In addition, we host week-long institutes each summer. For the past four years, we have collaborated with Tulane and UGA to offer a series on Afro-Brazilian topics and the Portuguese language. See:

<https://as.vanderbilt.edu/clas/teacher-workshops/>

In addition to workshops, we have a number of sustained collaborations with local schools and national organizations to directly impact students. CLAS partners with Hillsboro High School on their International Baccalaureate program; for the past seven years LAS faculty have worked with Hillsboro teachers to create project based learning curricula (public opinion, coffee). Last year, our MA students developed an arts and culture curriculum series with video lessons and other materials available for download for teachers to use in their classrooms.

**I.1.b. Post-secondary Institutions and MSIs** During the past six years, CLAS has strengthened our outreach program through strategic collaborations with MSIs, particularly Tuskegee, Fisk, and Meharry. Our efforts seek to not only enrich the diversity of perspectives for our faculty and students but to build capacity at our partner institutions. These collaborations include K-16

educator workshops on partner campuses, cultural arts events, and international conferences. For example, our partnership with Tuskegee involves joint post-secondary programming and related K-12 outreach in Macon County, AL. This partnership was highlighted as a model for outreach collaborations with MSIs at the IFLE Title VI workshop and the Latin American Studies Association meetings in 2017.

In Spring 2017, CLAS collaborated with TSU to host an international summit for MSIs and community colleges to establish ties to institutions in Colombia, which was attended by 75 people. Our collaborations with Fisk are centered around Afro-Brazilian culture and Portuguese language. Going forward, we will build on these relationships as described in Section A.2.a.

We also work with other post-secondary institutions and NRCs across the country. CLAS collaborates closely with MTSU to organize InDigital, a bi-annual conference dedicated to indigenous engagement with digital media, which has resulted in an edited volume by VU Press. We have partnered with Western Kentucky University on their Year of Ecuador (2014-15) and will do so again for their upcoming Year of Cuba programming. We recently hosted art exhibits at Cumberland University and Miami of Ohio, and supported related programming on their campuses. We have especially active partnerships with Tulane, Duke/UNC, New Mexico, and FIU. In 2017, we created a Latin American Garden on campus, with University of Georgia and TSU donating many of the plants. The garden is now a focal point for K-16 outreach and serves as a resource for university classes.

We began a Regional Affiliated Faculty program to incorporate scholars of Latin America at neighboring schools into the CLAS community. The program provides access to Vanderbilt's library and other resources, while also establishing a platform for joint

programming. Currently, we have 10 affiliated faculty (at TSU, MTSU, Tuskegee, UT-Knoxville, Austin Peay, Rhodes).

**I.1.c. General Public, Business, and Other:** CLAS is widely recognized in the community for its breadth of partnerships with local organizations and public engagement programs. We support and help organize city-wide events including the Día de los Muertos with Cheekwood Botanical Gardens, the Celebration of Cultures with Metro Parks, and art exhibits at the Frist Museum and other venues. In 2015, we partnered with the Nashville Opera to present *Florencia en el Amazonas*, Nashville's first Spanish language opera; we collaborated again in 2017 around their tango performance and highlighted our singular library collection of tango materials.

CLAS has established strong relationships with local companies working in Latin America, including Bridgestone/Firestone, Caterpillar, LP, and Nissan. With our Owen School of Management, we have sponsored a series of seminars for employees of these companies on conducting business in Latin America. We collaborate with the Chamber of Commerce to host breakfast talks on Latin America for the local business community; most recently Visiting Resource Professor and economist Luis Paolo Rosenberg spoke about Brazil's economy.

CLAS is committed to having our expertise and research contribute to public policy debates. For example, LAPOP's work on democracy and trust in institutions is widely employed by USAID, IDB, UNDP, State Department, and other government agencies.

CLAS has worked with the Tennessee Attorney General's office and our Law School to host workshops on international arbitration, drug trafficking and the opioid epidemic, and gang networks. We facilitate press coverage of faculty research, with recent features by PBS, NPR, and the New York Times. With support from CLAS, VU Press published 17 titles that are focused on Latin America between 2015-2017, representing 32% of their list.

## **(J) FLAS AWARDEE SELECTION PROCEDURES**

We are requesting 5 AY and 8 Summer FLAS fellowships in our approved languages (Portuguese, K'iche' Mayan, and Haitian Creole). Our FLAS program targets a Dept. of Education priority less commonly taught language (Portuguese) and two least commonly taught languages (K'iche' and Creole). We strive for inclusion and wide accessibility, and we consider financial need and academic achievement in making awards; in short, we align the selection process with NRC/FLAS priorities. CLAS sponsors two FLAS-eligible summer language programs; one for K'iche' in Guatemala and the other for Portuguese in São Paulo.

We are fortunate to have a large pool of graduate students focused on Latin America (121) and strong demand for funding to conduct language study in our target languages. We have a growing number of applicants not only from traditional A&S disciplines but from professional fields, particularly education and health sciences, as well as an increasing number of undergraduate applicants. For the 2018 competition, we received 14 applications for summer FLAS fellowships, with awards going to 2 M.A. students and 5 Ph.D. students, 1 M. Div. student, and 2 B.A. students. We encourage applicants from other universities with an interest in our target languages. We routinely make one or more summer awards to qualifying non-Vanderbilt students. During the next four years, we will target students at MSI institutions for summer FLAS awards.

We make a special effort to advertise our award competition as broadly as possible on campus and to our off-campus partners. To stimulate interest, we host two roundtable discussions (in September and January) with past summer award recipients. We have found this to be an effective way to promote awareness of the program across fields as well as share the interesting work these students are conducting. Going forward, we will encourage departments to

nominate their top PhD students with language interests for AY FLAS fellowships. CLAS announces the FLAS competition to the Directors of Graduate Study in core departments, undergraduate advisers, and directly to all of our students via email; we also advertise the competition in our Fall newsletter, on the CLAS webpage, on all CLAS social media platforms, and through our weekly e-newsletter to ensure that we reach core and nontraditional fields.

In regard to timeline, we announce the award competition in November, the online application goes live in December, and the due date is in early February, with awards announced in early March. For the upcoming competition, we will introduce an online application that clearly states FLAS funding priorities, levels of funding, eligibility, and requirements. Incoming eligible graduate students and current students (including FLAS fellows) are encouraged to apply for AY fellowships. Applicants submit transcripts, test scores, a statement of how the language study will impact their research and career goals, proof of language proficiency (i.e. coursework or language assessment results), and indicate their interest in government or public service. Students are required to submit a letter of recommendation from a faculty member at their institution that can attest to their suitability for the program. Both summer and AY applicants submit responses regarding financial need and current financial aid.

The selection committee is appointed annually by the CLAS Director in consultation with the steering committee. It is composed of four faculty members representing different disciplines including at least one member from a professional school. The Director does not serve on the committee or attend meetings; the Assistant Director (who also serves as the CLAS Director for Graduate Studies) compiles the applications, acts as the contact person for applicant questions, and serves on the Selection Committee in an ex-officio capacity. The Assistant Director circulates applications and informs the committee members of the criteria and preferences for

FLAS fellowships. The selection committee members individually rank the applicants, and then meet to agree on a final ranking and awardees.

The applications are judged according to academic qualifications, relevance of the language for their research and career, and quality of the proposal. In an effort to broaden access, we consider financial need in making awards (Competitive Preference Priority 1). We also take into consideration career plans and award competitive preference points to those pursuing careers in government or public service. Finally, we award 100% of FLAS fellowships to those studying less commonly taught languages (Competitive Preference Priority 2).

### **(K) NRC and FLAS PRIORITIES**

*NRC Competitive Preference Priority 1:* We have a demonstrated commitment to working with MSIs and will significantly expand collaborations with HBCUs, through joint language instruction programs and access to field sites (A.2.a.). New course initiatives will have sustained impact at Tuskegee and Meharry (A.4.); see I.1.b. for our ongoing MSI collaborations.

*NRC Competitive Preference Priority 2:* We will begin a new joint degree program with our Peabody College of Education (A.2.c.). We will also partner with Peabody and other schools of Education (MTSU, TSU, Fisk) to introduce a new series of workshops to prepare future teachers for diverse classrooms, and target future teachers for curriculum development grants (A.2.c.).

*FLAS Competitive Preference Priority 1:* We modified our selection process so that now committees will consider financial need as one of the key selection criteria, and we designed a new online application that asks applicants to report their current financial status (Section J).

*FLAS Competitive Preference Priority 2:* We will award 100% of our FLAS fellowships in priority languages as identified by the Department of Education's 2017 Consultation with Federal Agencies on Areas of National Need (Portuguese, Haitian Creole, K'iche') (Section J).

## Other Attachment File(s)

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# FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://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: 219,039

Year 2: 218,443

Year 3: 240,931

Year 4: 232,162

### FLAS Request

Year 1: 225,000

Year 2: 225,000

Year 3: 225,000

Year 4: 225,000

## Type of Applicant

### Single institution: Vanderbilt 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)

AFRICA

CANADA

EAST ASIA/PAN ASIA

EUROPE

INTERNATIONAL

LATIN AMERICA and the CARIBBEAN

MIDDLE EAST

PACIFIC ISLANDS

RUSSIA, EASTERN EUROPE, EURASIA

SOUTH ASIA

SOUTHEAST ASIA

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, K'iche' Mayan, Haitian Creole, Quechua

**List of Acronyms Used in the 2018 NRC/FLAS Application**

ACTFL	American Council of the Teaching of Foreign Languages
CASA	Consortium of Advanced Studies Abroad
CFT	Center for Teaching, Vanderbilt University
CLAC	Culture and Language Across the Curriculum
CLASP	Consortium of Latin American Studies Programs
CSLS	Center for Second Language Studies
FIU	Florida International University
FGV	Fundação Getúlio Vargas
HAPI	Hispanic American Periodicals Index
HBCU	Historically Black College/University
IDB	Inter-American Development Bank
ITAM	Instituto Tecnológico Autónomo de México
LAPOP	Latin American Public Opinion Project
LAS	Latin American Studies
LASA	Latin American Studies Association
LASER	Latin American Studies Southeast Region
LCTL	Less or Least Commonly Taught Language
MTSU	Middle Tennessee State University
MSI	Minority Serving Institution
NCSS	National Council for the Social Studies
PRISMA	Publicaciones y Revistas Sociales y Humanísticas
SALALM	Seminar on the Acquisition of Latin American Library Materials
(S)OPI	(Simulated) Oral Proficiency Interview
TSU	Tennessee State University
UNM	University of New Mexico
USP	Universidade de São Paulo
UVa	University of Virginia
UVG	Universidad del Valle (Guatemala)
VRP	Visiting Resource Professor

## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

CLAS has a strong commitment to presenting diverse perspectives in our activities and one of our core missions is to promote debate on Latin America and international affairs. Our record of accomplishment shows that we include voices from across the political spectrum in our events. For example, in recent public panels on drug policy, border security, and development aid, we included both critics and proponents of particular policies and positions. We are fiercely non-partisan and seek to promote lively debates that help illuminate many sides of critical issues.

We will continue to work closely with the First Amendment Center, sponsoring public debates on current issues facing the region and the U.S. We regularly organize public talks with the Nashville Chamber of Commerce and the Public Library to present and engage a wide range of perspectives to broad and diverse audiences. We will likewise continue those efforts with the funding requested.

We also seek to have the research produced at Vanderbilt inform public debates across the political spectrum. LAPOP's measures of democracy and security are used by the State Department to evaluate programs and develop foreign policy. We work with the Foreign Area Officer program to train and place area specialists; in the past year, we have had two recent M.A. graduates take positions in Latin American with the State Department. Our most recent efforts focus on the business community and have continued to widen our perspectives on economic development and emerging perspectives on the history and the future of Latin American political economy.

We collaborate closely with Tennessee State University, Fisk University, Tuskegee University and other MSIs on student exchanges and colloquia that promote discussion based on the participants' distinct perspectives. Our new initiatives, particularly around health care and promoting greater access to language will foster the exchange of diverse perspectives among students from different backgrounds as well as from different professions.

Our Visiting Resource Professor (VRP) program will bring distinguished Latin American scholars and writers to Vanderbilt for one to two months participate in courses, offer special topic seminars, and to interact more widely with students. The VRP program exposes our students (and faculty) to alternate perspectives and generates lively discussions. We work closely with the Peabody College of Education to facilitate visiting scholars, including Fulbright and Humphreys Fellows from Latin America, who likewise bring a fresh perspective to campus through lectures, brownbag lunches, and informal exchanges.

A key part of our mission is to engage diverse perspectives (political, cultural, and disciplinary) in meaningful dialogues of topics of national and theoretical importance, and we use federal funds toward those ends.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

CLAS instills in its students the need to use their language and area studies skills for the greater good. This may take various forms, but in particular we encourage our students to pursue public service in government, education, and nonprofits. We coordinate professional development training for our students in a variety of areas to provide them with skills for government and private sector careers in areas of national need. Through our connections with government and business built up through outreach activities, we help place our LAS majors and minors in appropriate internships that often lead to permanent positions after graduation. Going forward, we will continue our successful program of roundtables led by CLAS alumni who have successfully obtained positions in government, non-governmental or private organizations that work on Latin American issues. These are important for stimulating interest and providing practical pathways to pursue such careers. In addition, we host panels led by CLAS faculty to discuss career opportunities inside and outside of academia for graduate students who specialize in Latin America.

We will continue to host recruitment sessions for the Peace Corps, Teach for America, IDB, and similar government and public service organizations. Our LAPOP program works closely with USAID and the UNDP, training students in LAS for careers in foreign service and international aid. We have alumni presently working in the State Department, Defense Language Institute, and the Organization of American States, among many others.

Through our School of Education, we offer degree programs in public policy and leadership, and we work with them to find appropriate internships and career placement. We collaborate with the School of Education to enroll their students in LAS courses and our Certificate program, thus preparing a new generation of teachers with critical background in Latin American Studies. Through our collaborations with the business, law, education, and divinity school, we are preparing a new generation of students with crucial background in Latin America. We have particular strength in provide in-depth language and area studies training to professional school students who will go on to work in public service and areas of national need.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Edward F Fischer, Vanderbilt Center for Latin American Studies

Name/Title of Authorized Representative (Printed): Edward F. Fischer, Director, Center for Latin American Studies

Title: Cornelius Vanderbilt Professor of Anthropology; Director of Vanderbilt University Center for Latin American Studies; 615-974-5226; edward.f.fischer@vanderbilt.edu

Signature:



Date: 6/15/2018

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Language Proficiency Scale:

- 5 = native speaker
- 4 = fluent
- 3 = conversational
- 2 = basic
- 1 = beginner

**Note:** “**Dissertations and theses supervised in the past 5 years**” only includes students who have graduated (not degrees in progress).

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**Tiffany Ruby Patterson**

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**Appointed/Rank:** 2007; Associate Professor and Director of Undergraduate Studies in African American and Diaspora Studies; Affiliated Faculty, Department of History

**Education:** Ph.D., University of Minnesota, 1995

**Academic Experience:** Associate Professor, Program in Africana Studies, Hamilton College, 2005-2007; Associate Professor, Department of History and Africana Studies, Affiliated Teaching Faculty in Latin American and Caribbean Studies Program, Philosophy, Interpretation and Culture, Program and Women Studies Program, Binghamton University 1994-2005

**Research Specialization:** Black transnational studies; Haiti

**Languages (5=Native, 1=Beginner):** Spanish – 2; Portuguese – 2; French – 2

**Relevant Courses:** The Making of the African Diaspora (AADS 2106), Haiti: Freedom and Democracy (AADS 4256)

**Percent of time devoted to Latin America:** 75

**Recent Publications:**

- *Zora Neale Hurston and a History of Southern Life*. Temple University Press, 2005.
- “The Conundrum of Geography, or Diaspora Studies in Europe.” In *Black Europe and the African Diaspora*, edited by D. C. Hine, T. Keaton and S. Smalls, co-authored with T. Sharpley-Whiting, 2008.
- “Diaspora and Beyond: The Promise and Limitations of Black Transnational Studies in the United States.” In *Les diasporas dans le monde contemporain Un état des lieux*, edited by W. Berthomiere and C. Chivallon, 2006.

**Distinctions:**

- Associate Editor of *Black Women in United States History*, 16 volumes, Carlton Publisher, 1990
- Member of CLAS Steering Committee, 2017-2018

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**Gilman W. Whiting**

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**Appointed/Rank:** 2004; Associate Professor and Director of Graduate Studies of African American and Diaspora Studies

**Education:** Ph.D., Purdue, 2004

**Academic Experience:** Visiting Assistant Professor, Hamilton College 2001-2004; Faculty and Assistant to the Vice President of Academic Affairs, Martin University 1996-2000

**Research Specialization:** Black & Latino masculinity; race, sports, and American culture; qualitative methods; welfare reform and fatherhood initiatives; educational disparity; special needs populations

**Overseas Experience:** Brazil

**Languages (5=Native, 1=Beginner):** Portuguese – 2

**Relevant Courses:** Capoeira: Afro-Brazilian Race, Culture and Expression (AADS 1706), Commons Seminar: Capoeira: African-Brazilian Dance of Deception (AADS 1001)

**Percent of time devoted to Latin America:** 75

**Recent Publications:**

- “The Scholar Identity Model: Black Male Success in the K-12 Context.” In *Building on Resilience: Models and frameworks of Black male success across the P-20 pipeline*. Fred A. Bonner II (Ed.), 2017.
- *On Manliness: Black American Masculinities*.” Special issue of the journal *Ameriquests*, co-editor with T. Lewis, 2008.
- “Culturally and linguistically diverse students in gifted education: Recruitment and retention issues.” *Exceptional Children*, with D. Y. Ford and T. C. Grantham, 2008.
- “Another Look at the Achievement Gap: Learning from the Experiences of Gifted Black Students.” *Urban Education*, with D. Y. Ford and T. C. Grantham, 2008.
- “Cultural Competence: Preparing gifted students for a diverse society.” *Roper Review*, with D. Y. Ford, 2008.

**Distinctions:**

- Co-founder and Director, Scholar Identity Institute for Black Males
- Faculty Advisor, Vanderbilt Capoeira Club
- Chair, Peabody Professional Achievement Gap Institute
- Visiting Scholar, The Achievers Programme, India 2012-2014
- The Heinz Endowments Grant for Scholar Identity Model Implementation (2012-2015)

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Gabriel Torres**

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**Appointed/Rank:** 2016; Senior Lecturer and Assistant Director of American Studies**Education:** Ph.D., University of New Mexico, 2008**Academic Experience:** Director of Undergraduate Studies and Affiliated Faculty in Anthropology, University of Notre Dame, 2012-2016; Interim Director (2009-2010) and Affiliated Visiting Assistant Professor in Anthropology, Saint Mary's College, 2011-2012**Research Specialization:** Political anthropology; anthropology of race; gender; nationalism; sexuality; Blackness in the Americas; Caribbean; sports**Overseas Experience: Puerto Rico****Languages (5=Native, 1=Beginner):** Spanish - 5**Relevant Courses:** Introduction to American Studies (AMER 1002); Rivalries: Cultural Conflict in America (AMER 1111); Global Perspectives on the U.S. (AMER 3200)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “Meaningful Play, Meaningful Pain: Traumatic Brain Injuries in Youth Sports.” In *Purposeful Pain: The Embodiment of Intentional Suffering*, with S. Smith. 2018.
- “Hope, Exploitation, and the Meaning of Fight: Boxing as a Form of Social Resistance.” In *The “Crucified People” of Sports History: Latino/a Perspectives*. 2018.
- “Genética, memoria y presencia en los pueblos originarios caribeños.” In *Anales del Caribe: Centros de Estudios del Caribe*, with J. Benn-Torres. 2017.

**Distinctions:**

- National Science Foundation Grant, University of Notre Dame, 2016
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**Jada Benn-Torres**

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**Appointed/Rank:** 2016, Associate Professor of Anthropology**Education:** Ph.D., University of New Mexico, 2006**Academic Experience:** Director of the Vanderbilt Ancient DNA Lab, 2017- present; Assistant Professor, University of Notre Dame, 2009-2016; Postdoctoral Scholar, University of Chicago, 2006-2008**Research Specialization:** Genetic anthropology; indigenous Caribbean peoples; African Diaspora; women's reproductive health; race**Overseas Experience:** Black Atlantic, Puerto Rico**Languages (5=Native, 1=Beginner):** Spanish - 4**Relevant Courses:** Disease and Adaptation (ANTH 3890/8010), Genetics in Society (ANTH 3345)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Genética, memoria y presencia en los pueblos originarios caribeños.” In *Anales del Caribe: Centros de Estudios del Caribe*, with G. Torres. 2017
- “A history of you, me, and humanity: mitochondrial DNA in anthropological research.” In *AIMS Genetics*, 2016.
- “Genetic anthropology and archaeology: Interdisciplinary approaches to human history in the Caribbean.” In *PaleoAmerica*, 2016.

**Distinctions:**

- Executive Committee, American Association of Anthropological Genetics, 2017-2020
- Biological Seat, American Anthropological Association Nominations Committee, 2017-2020
- Gabriel Ward Lasker Award, *Human Biology*, 2017
- Seed Grant, The Office of Equity, Diversity and Inclusion, “Race, genetic ancestry, and discourses of identity (belonging) in Puerto Rico,” 2017
- Ford Foundation Diversity Dissertation Fellow, Honorable Mention, 2005

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Carwil Bjork-James**

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**Appointed/Rank:** 2013; Assistant Professor of Anthropology**Education:** Ph.D., City University of New York, 2013**Academic Experience:** Adjunct Lecturer of Anthropology and Sociology, City University of New York 2011-2012; Instructor of Activism and Social Change, New College of California 2005-2006**Research Specialization:** Cultural anthropology; grassroots autonomy and protests in Latin America; takeover and use of urban space by social movements in Bolivia; transformations of social power**Overseas Experience:** Bolivia, Perú, Columbia, Ecuador**Languages (5=Native, 1=Beginner):** Spanish – 4; Quechua – 2; Catalan – 2; Japanese – 2**Relevant Courses:** Andean Culture and Society (ANTH 3130); Biology and Culture of Race (ANTH 3343/6343); Human Rights of Indigenous Peoples (ANTH 3134)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Hunting Indians: Globally circulating ideas and frontier practices in the Colombian Llanos.” *Comparative Studies in Society and History*, 2015.
- “Patterns of organization and upheaval: Recent works on Bolivia.” *Journal of Latin American and Caribbean Anthropology*, 2011.
- “Peasants’ rights and the UN System: Quixotic struggle? Or emancipatory idea whose time has come?” *Journal of Peasant Studies*, with M. Edelman, 2011.
- “Review of Indians and Leftists in the Making of Ecuador’s Modern Indigenous Movements, by Marc Becker.” *Journal of Latin American and Caribbean Anthropology*, 2010.

**Distinctions:**

- Photograph featured in “2011: The Year in Photos,” Atlantic.com

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**Beth Conklin**

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**Appointed/Rank:** 1991; Associate Professor and Department Chair of Anthropology**Education:** Ph.D., University of California-San Francisco and Berkeley, 1989**Academic Experience:** Adjunct Associate Professor of Religious Studies 1997-present; Graduate Faculty, Graduate Department of Religion 1994-present; Adjunct Professor of Social Anthropology, Museu Nacional, Universidade Federal do Rio de Janeiro 2007-2008**Research Specialization:** Cultural and medical anthropology; indigenous peoples of the Brazilian Amazon, especially Wari’; compassionate cannibalism; environmental movements and cultural responses to climate change**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 4; Spanish – 3; Wari’ – 4; French – 3 reading, 1 speaking**Relevant Courses:** Special Topics: Amazonia (ANTH 8101-1), Medical Anthropology (ANTH 3143), Anthropology of Healing (ANTH 3141), Values and the Environment (ANTH 8010)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *Consuming Grief: Compassionate Cannibalism in an Amazonian Society*. University of Texas Press, 2001.
- “When Bodies Become Things: Anxieties and Agencies of Transformation in the World Trade Center Recovery Effort and Wari’ Funerary Cannibalism.” In *Body Histories*, edited by D. Boric and O. Harris, 2013.
- “Amazonia.” In *Handbook of Sociocultural Anthropology*, edited by J. G. Carrier and D. B. Gewertz, 2013.
- “Subverting Stereotypes: The Visual Politics of Representing Indigenous Modernity.” In *Anthropology and the Politics of Representation: Identity Strategies, Decentered Selves, and Crucial Places*, edited by G. Vargas-Centina, 2013.

**Distinctions:**

- President, Society for the Anthropology of Lowland South America, 2011-2014
- Vanderbilt International Office grant to develop Conversations/Conversas Project with faculty and graduate students at University of São Paulo, Brazil (with V. Pavlović, M. Ziegler, and D. C. Wood), 2010-2011, 2011-2012

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Arthur Demarest**

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**Appointed/Rank:** 1983; Ingram Professor of Anthropology; Director, Vanderbilt Institute of Mesoamerican Archeology; General Editor, VIMA Monographs in Archeology; Director of Cancuén Archeological Project in Guatemala

**Education:** Ph.D., Harvard University, 1981

**Academic Experience:** Junior Fellow, Harvard University 1981-1983; Assistant Professor of Anthropology 1983-1986; Associate Professor of Anthropology 1986-1995; Director of Graduate Studies 1986-2003

**Research Specialization:** Archaeology and ethno-history of Latin America (Inca, Aztec, Maya, Olmec)

**Overseas Experience:** El Salvador, Guatemala, Honduras

**Languages (5=Native, 1=Beginner):** Spanish – 4; Q'eqchi' Mayan – 2

**Relevant Courses:** Archaeology of Ancient Maya Civilization (ANTH 2242), Collapse of Civilizations (ANTH 3202)

**Percent of time devoted to Latin America:** 100

**Dissertations and theses supervised in past 5 years:** 3

**Recent Publications:**

- *The Ancient Maya: The Rise and Fall of a Rainforest Civilization*, Cambridge University Press, 2004.
- *Proyecto Arqueológico Cancuén Informe Temporada 2007*. Dirección General del Patrimonio Cultural y Natural de Guatemala, co-edited with H. Martínez, 2008.
- *Introduction to the Petexbatun Regional Archaeological Project: A Multi-Disciplinary Study of the Classic Maya Collapse*, Vanderbilt Institute of Mesoamerican Archaeology Monograph #1, 2006.

**Distinctions:**

- Alphawood Foundation and National Geographic Society Grants for excavation in Cancuén, 2013
- *Orden Nacional* of Guatemala, 2004
- Cancuén Development Project selected in World Bank competition as one of the 10 best rural sustainable development projects in Central America, 2003

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**Tom Dillehay**

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**Appointed/Rank:** 2004; Rebecca Webb Wilson Distinguished Professor of Anthropology, Religion and Culture and Latin American Studies

**Education:** Ph.D., University of Texas at Austin, 1976

**Academic Experience:** Adjunct Profesor Internacional, Programa de Estudios Andinos, Universidad Católica del Perú; Profesor Adjunto, Universidad Nacional de Trujillo; Marshall T. Hahn Professor of Anthropology, University of Kentucky 1980-2002; Director and Professor of Anthropology, Universidad Austral de Chile 1977-1979

**Research Specialization:** Archaeology; Change and development of prehistoric complex societies, particularly in Perú and Chile; colonialism, ethnography, and ethno-history; first settlements in the Americas

**Overseas Experience:** Perú, Chile, Argentina, México, Brazil, Colombia, Uruguay

**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 2; Mapudungu (Mapuche) – 1; French – 1

**Relevant Courses:** Andean Archaeology (ANTH 3890), Seminar in Preindustrial Political Systems (ANTH 8210)

**Percent of time devoted to Latin America:** 100

**Dissertations and theses supervised in past 5 years:** 4

**Recent Publications:**

- *Where the Land Meets the Sea*. University of Texas Press, 2017.
- *Excavación de la Residencia Fortificada de un Encomendero Español, La Casa-Fuerte de Santa Sylvia, Villa San Pedro, Pucón, Chile*. Vanderbilt University Publications in Anthropology, 2012.
- “Las Culturas Tempranas de los Andes: Adaptaciones Tecno-Económicas.” *Boletín de Arqueología de PUCP*, Lima, co-editor with P. Kaulicke, 2013.

**Distinctions:**

- Museu Monte Verde, Featured Excavations Exhibit, Chile, 2018.
- Society for American Archeology Book Award, 2017
- President, Fundación Monte Verde, Chile, 2012-2013
- *Prix de Reconnaissance à vie pour la Recherche en Amérique Latine*, Université de Paris, Sorbonne, 2012
- *Premio Hijo Ilustre* of Puerto Montt and the Region XI, Chile, 2011
- National Geographic Research grants for work at Huaca Prieta, and in the Chicama Valley Perú, 2009-2011

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**Markus Eberl**

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**Appointed/Rank:** 2009; Associate Professor of Anthropology**Education:** Ph.D., Tulane University, 2007**Academic Experience:** Postdoctoral Fellow, 2007-2009, Adjunct Instructor, Tulane University 2003-2006; Adjunct Instructor, Institute of Latin American Studies and Anthropology, University of Bonn 1996-2000**Research Specialization:** Archaeology and Maya epigraphy; settlement patterns and elite commoner relations in ancient Maya society; ceramic analysis**Overseas Experience:** México, Guatemala, Germany**Languages (5=Native, 1=Beginner):** Spanish – 4; Classic Mayan – 2; German – 5; French – 2**Relevant Courses:** Introduction to Archaeology (ANTH 1201), Theories of Culture and Human Nature (ANTH 3900), Classic Maya Language and Hieroglyphs (ANTH 3622), Ceramic Analysis in Archaeology (ANTH 3260), Classic Maya Religion and Politics (ANTH 3243), Anthropological Approaches to Human Landscapes (ANTH 2220), Problems in Anthropological Theory: Imagined Communities (ANTH 3901), History Anthropological Thought II (Core Graduate Seminar) (ANTH 8001), Symbols in Archaeology (ANTH 8010-06)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Community and Difference. Change in Late Classic Maya Villages of the Petexbatun Region.* Vanderbilt University Press, 2013.
- *Muerte, entierro y ascensión. Ritos funerarios entre los antiguos Mayas.* Universidad Autónoma de Yucatán, Mérida, 2005.
- “Nourishing Gods. Birth and Personhood in Highland Mexican Codices.” *Cambridge Archaeological Journal*, 2013.
- “Chemical Signatures of Middens at a Late Classic Maya Residential Complex, Guatemala.” *Geoarchaeology*, with M. Álvarez and R. E. Terry, 2012.
- “Identifying a Forged Maya Manuscript in UNESCO’s World Digital Library.” *Ancient Mesoamerica*, with H. J. Prem, 2011.

**Distinctions:**

- Project director of the Tamarindito Archaeological Project, field and lab seasons in 2009- present

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

**Edward F. Fischer**

**Appointed/Rank:** 1996; Director of the Center for Latin American Studies and Cornelius Vanderbilt Professor of Anthropology; Director, Institute for Coffee Studies

**Education:** Ph.D., Tulane University, 1996

**Research Specialization:** Mayan ethnic movements, the political economy of Guatemala, impacts of globalization, economic anthropology and well-being, coffee

**Overseas Experience:** Guatemala, Brazil, Germany

**Languages (5=Native, 1=Beginner):** Spanish – 4; Kaqchikel Mayan – 2; German – 3

**Relevant Courses:** Seminar on Maya Ethnography (ANTH 8110), Health, Development and Culture in Guatemala (MHS 3210), Culture and Human Nature (ANTH 3900), Peoples and Cultures of Latin America (ANTH 2106), Economic Anthropology (4153), Seminar on Maya Ethnography (ANTH 8110)

**Percent of time devoted to Latin America:** 100

**Dissertations and theses supervised in past 5 years:** 5

**Recent Publications:**Books:

- *The Good Life: Aspiration, Dignity, and the Anthropology of Wellbeing*, Stanford University Press, 2014.
- *Cash on the Table: Anthropological Engagements with Economics and Economies*. School of Advanced Research Press, 2013.
- *Of rage and redemption: The art of Oswaldo Guayasamín*. Vanderbilt University Press, edited with J. S. Mella and C. Jáuregui, 2008.
- *Indigenous peoples, civil society, and the neoliberal state in Latin America*. Berghahn Books, 2008.
- *Broccoli and desire: Global connections and Maya struggles in postwar Guatemala*. Stanford University Press, with P. Benson, 2006.
- *Pluralizing ethnography: Comparison and representation in Maya cultures, histories, and identities*. School of American Research Press, edited with J. M. Watanabe, 2004.

Articles:

- “Beyond bias: exploring the cultural contexts of health and well-being measurement.” *Cultural Contexts of Health and Well-being, No. 1*, World Health Organization, 2015.
- “High-End Coffee and Smallholding Growers in Guatemala.” *Latin American Research Review* 49(1), 2014.
- “Breastfeeding and Ready-To-Use Supplementary Foods in Guatemala.” *Human Organization* 73(1), with T. Davis and D. Heinburger, 2013.
- “Frustrated Freedom: The Effects of Agency and Wealth on Wellbeing in Rural Mozambique.” *World Development*, with B. Victor, B. Coil, and A. Vergara, 2013.
- “High-end coffee and smallholding producers in Guatemala.” *Latin American Research Review*, with B. Victor, 2013.

**Distinctions:**

- Co-Chair, Vanderbilt University International Strategy Working Group, 2017
- Founder Mani+ Nutrition Project to combat malnutrition in Guatemalan children
- Outstanding Alumnus, School of Social & Behavioral Sciences, University of Alabama Birmingham, 2009
- Outstanding Exhibition and Catalogue of Contemporary Materials, Southeastern College Art Conference, 2008
- Editor’s Choice Award, Readers Preference Reviews for *Peoples and Cultures of the World*, 2005
- Ellen Gregg Ingalls Award for Excellence in Classroom Teaching, 2004
- Jeffrey Nordhaus Award for Excellence in Teaching, 2002
- Choice Magazine Outstanding Academic Title for *Cultural Logics and Global Economies*, 2002

**Grants Received:**

- Stephan Schmidheiny VIVA Award for Mani+ Project, 2016
- Vanderbilt University Trans-Institutional Program Grant, “A Multidisciplinary Approach to Assessing Healthcare in Brazil,” 2015
- Discovery Grant, Vanderbilt University, with B. Victor, 2013-2015
- Alexander von Humboldt Fellow, 2005-2007
- MacArthur Foundation Program on Global Security and Sustainability, 2000
- School of American Research Advanced Seminar, “Markets and Moralities,” 2009

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**William R. Fowler, Jr.**

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**Appointed/Rank:** 1991; Associate Professor of Anthropology**Education:** Ph.D., University of Calgary, 1982**Academic Experience:** Visiting Professor, Universidad Tecnológica de El Salvador 2003; Visiting Lecturer at School of Social Sciences, University of California, Irvine 1986-1987; Executive Director and Field Director, Chattanooga Regional Anthropological Association 1986; Postdoctoral Fellow, U.S. Spanish Joint Committee for Cultural and Educational Cooperation, and Council for International Exchange of Scholars 1984-1985**Research Specialization:** Archaeology and ethno-history of conquest period in Mesoamerica**Overseas Experience:** El Salvador**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Theories of Culture and Human Nature (ANTH 3900), Interdisciplinary Research Methods (LAS 4901), Conquest of México (ANTH 1111), Archaeological Methods and Theory (ANTH 2211), Ancient Mesoamerican Civilization (ANTH 3240), The Aztecs (ANTH 3241), Historical Archaeology (ANTH 8212)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Arqueología de El Salvador*. In *La Universidad*, 2011.
- *Ciudad Vieja: Excavaciones, arquitectura y paisaje cultural de la primera villa de San Salvador*. Editorial Universitaria/Secretaría de Cultura de la Presidencia, San Salvador, 2011.
- *Arqueología histórica de la villa de San Salvador, El Salvador: Informe de las excavaciones (1996-2003)*. Arqueología Histórica en América Latina, 2006.

**Distinctions:**

- Founding Co-Editor, *Ancient Mesoamerica*
- Chair, Study Abroad Committee

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**Lesley Gill**

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**Appointed/Rank:** 2008; Professor of Anthropology**Education:** Ph.D., Columbia University, 1984**Academic Experience:** Associate Professor of Anthropology, American University 1992-2008; Visiting Assistant Professor, State University of New York 1991-1992; Visiting Assistant Professor, Haverford College 1990-1991**Research Specialization:** Political violence, human rights, global economic restructuring, the state, and transformations in class, gender, and ethnic relations (Bolivia, Colombia, United States)**Overseas Experience:** Colombia, Bolivia**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Culture and Power in Latin America (ANTH 2106), Politics of Memory (ANTH 3890), Political Violence in the Americas (ANTH 8010), Social Movements (ANTH 8010)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *A Century of Violence in a Red City*. Duke University Press, 2016.
- *The School of the Americas: Military Training and Political Violence*. Duke University Press, 2004.
- “Torture is U.S.: Public Amnesia and the School of the Americas.” In *Rethinking America: A Reader on Imperialism and Inequality in the Contemporary United States*, edited by I. Susser and J. Maskovsky, 2009.
- “The Parastate in Colombia: Political Violence and the Restructuring of Barrancabermeja.” *Anthropologica*, 2009.
- “The Limits of Solidarity: Labor and Transnational Organizing of Coca-Cola.” *American Ethnologist*, 2009
- *Teetering on the Rim: Global Restructuring, Daily Life and the Armed Retreat of the Bolivian State*. Columbia University Press, 2000.

**Distinctions:**

- Choice Award for Outstanding Academic Titles, 2016.
- Presidential Fellow, American University, 2006 & 2007
- National Science Foundation Research Grant, 2006
- College of Arts and Sciences Mellon Research Fund Grant, American University, 2003, 2005

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**T.S. Harvey**

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**Appointed/Rank:** 2017, Associate Professor of Anthropology**Education:** Ph.D., University of Virginia, 2003**Academic Experience:** Associate Professor of Anthropology, University of California, Riverside, 2007-2017; and Chair of the Linguistics Program, University of California, Riverside, 2009-2017; Assistant Professor of Anthropology, Case Western Reserve University, 2003-2007**Research Specialization:** Medical and linguistic anthropology; environmental health; global public health; crisis managements, and disaster relief; doctor-patient interactions; public health campaigns; environmental protection**Overseas Experience:** Guatemala, Mexico**Languages (5=Native, 1=Beginner):** Spanish – 4, Ki'che Mayan – 4, Tz'utujil Maya – 2, Kaqchikel Mayan – 2, Farsi - 1**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Cultural Issues and Linguistic.” “Complication in Health.” “Communication.” In *International Encyclopedia of Public Health, 2<sup>nd</sup> edition, volume 6*, 2016.
- *Wellness Beyond Words: Maya Compositions of Speech and Silence in Medical Care*. University of New Mexico Press, 2013.
- “Cyanobacteria Blooms: Maya Peoples between the Politics of Risk and the Threat of Disaster.” *Medical Anthropology: Cross-Cultural Studies in Health and Illness*, 2012.
- “Maya Mobile Medicine: The ‘Other’ Public Health.” *Medical Anthropology Quarterly*, 2011.

**Distinctions:**

- Vanderbilt University Trans-Institutional Program Award, “Interdisciplinary Geospatial Research,” 2018
- Member of CLAS Steering Committee, 2017- 2018
- Fulbright Council for the International Exchange of Scholars Grant, 2013-2014

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**John Janusek**

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**Appointed/Rank:** 1998; Associate Professor of Anthropology**Education:** Ph.D., University of Chicago, 1994**Academic Experience:** Research Associate, Field Museum of Natural History 2005-present; Bolivia Society of Archaeology 2005-present; Senior Lecturer, Field Museum of Natural History 1998; Visiting Professor, Universidad Mayor de San Andrés, Bolivia 1997; Visiting Professor, Universidad Mayor de San Andrés 1992-1994**Research Specialization:** Archaeology; South American Andes societies; identity and power relations; urbanism, space and place in the southern Lake Titicaca Basin**Overseas Experience:** Bolivia**Languages (5=Native, 1=Beginner):** Spanish – 4; Aymara – 3**Relevant Courses:** Ancestors of the Aztec and Inca (ANTH 1111), Ancient Mesoamerican Civilizations (ANTH 3240), Ancient Cities (ANTH 3200), Ancient South American Civilizations (ANTH 2231), The Inca Empire (ANTH 3250), Foundations of Anthropological Theory I/II (ANTH 8000/1), The History and Science of Brewing (UNIV 3330)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 3**Recent Publications:**

- *Archaeological Research at Khonkho Wankane, Bolivia*. University of California, Berkeley, Archaeological Research Facility, 2017.
- “Incipient urbanism at the Early Andean center of Khonkho Wankane, Bolivia.” In *Journal of Field Archaeology*, 2015.
- *Khonkho and its Hinterland: Archaeology of the Andean Formative*. University of California Press, 2013.
- *Ancient Tiwanaku: Civilization in the High Andes*. Cambridge University Press, 2008.
- “Building Taypikala: Telluric Transformations in the Lithic Production of Tiwanaku.” In *Mining and Quarrying in the Ancient Andes: Sociopolitical, Economic and Symbolic Dimensions*, edited by N. Tripcevich and K. Vaughn, with P. R. Williams, M. Golitko, and C. Lemuz, 2013.

**Distinctions:**

- Vanderbilt University Trans-Institutional Program Award, “Digital Cultural Heritage Research,” 2018
- Fellow, Dumbarton Oaks Research Library and Collection, Trustees for Harvard University, 2008-2009

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Charles E. Orser, Jr.**

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**Appointed/Rank:** 2013; Research Professor of Anthropology**Education:** Ph.D., Southern Illinois University at Carbondale, 1980**Academic Experience:** Founder and editor of the *International Journal of Historical Archaeology*; Distinguished Professor of Anthropology and Director, Midwestern Archaeological Research Center, Illinois State University 1989-2007; Associate Professor of Anthropology (tenured), Louisiana State University Baton Rouge 1988-1989**Research Specialization:** Archaeology, post-Colombian history, social theory and archaeological analysis of social inequality and the material conditions of modernity in Brazil and elsewhere**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 4; Spanish – 3**Relevant Courses:** Archaeology of Slavery (ANTH 3890); Modern World Archaeology (ANTH8010)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Historical Archaeology, 3rd edition.* Routledge, 2016.
- *A Primer on Modern-World Archaeology.* Eliot Werner Publications, 2014.
- *The Archaeology of Race and Racialization in Historic America.* University Press of Florida, 2007.
- *Unearthing Hidden Ireland: Historical Archaeology in County Roscommon.* Wordwell Press, 2006.
- *Identidades, Discurso e Poder: Estudos da arqueologia contemporânea.* FAPESP, São Paulo, edited with P. P. A. Funari and S. N. O. Schiavetto, 2005.
- *Race and Practice in Archaeological Interpretation.* University of Pennsylvania Press, 2003.

**Distinctions:**

- Faculty of Arts Fellowship, Department of Archaeology, National University of Ireland, Galway, 2002.
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**Norbert O. Ross**

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**Appointed/Rank:** 2003; Associate Professor of Anthropology and Psychology**Education:** Ph.D., University of Freiburg, 1998**Academic Experience:** Investigator, Vanderbilt Learning Science Institute 2005-present; Affiliated Researcher, Centro Estudios Indígenas, San Cristóbal de Las Casas, México**Research Specialization:** Maya groups in Chiapas, Yucatán (México) and Petén (Guatemala); Cultural anthropology and ontology, children's acquisition of cultural knowledge; folkbiology; cognitive anthropology**Overseas Experience:** México, Guatemala**Languages (5=Native, 1=Beginner):** Spanish – 4; Tzotzil Maya – 4; Lacandon Maya – 2; Yucatec Maya – 2; Nahuatl – 2; German – 4; Latin – 2; Greek – 2**Relevant Courses:** Freshman Seminar Conquest of Mexico (ANTH 1111), Freshman Seminar Culture and Thought (ANTH 1111), Above and below the Surface: The Caribbean between Climate Change and Tourism (ANTH 2114), Myth, Ritual, Belief, Religion (ANTH 3140)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *Culture and Resource Conflict: Why Meanings Matter.* Russel Sage, with D. Medin, and D. Cox, 2007.
- *Culture and Cognition: Implications for Theory and Method.* Thousand Oaks, 2004.
- “Why folkbiology matters: Resource conflict despite shared goals and knowledge.” *Human Ecology*, with D. Medin, D. Cox, and S. Atran, 2007.
- “Folkbiological reasoning from a cross-cultural developmental perspective: Early essentialist notions are shaped by cultural beliefs.” *Developmental Psychology*, with S. Waxman, D. Medin, 2007.
- “Texto para la curación de komel” and “El sistema de cargos públicos y el ciclo de fiestas de los indios.” In *Santa Catarina Pantelhó*, edited by U. Köhler, with D. Wetzel, 2007.

**Distinctions:**

- National Science Foundation, for research on “Social Change, Moral Decision-Making, and Resource Allocation among the Tzotzil-Maya of Southern Mexico,” 2014
- Center of the Americas Seed grant for multidisciplinary research project in México with W. Fowler, 2007
- National Science Foundation, for research on Linguistic Relativity and Cultural Models among Maya and Spanish speakers in the Highlands of Chiapas, 2007

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**Mareike Sattler**

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**Appointed/Rank:** 2009; Senior Lecturer of Anthropology**Education:** Magister Artium, Universität Hamburg, Germany, Altamerikanische Sprachen und Kulturen, 1993**Academic Experience:** Maya Language Instructor, Vanderbilt University and Duke/UVa Consortium, 2009-present; Lead Instructor, Director Mayan Language Institute in Nahualá, Guatemala, summer 2012 and 2014; Instructor for German and English, Escuela Maya, Tecpán, Guatemala 1993-1994**Research Specialization:** Geographic representations from the perspective of historical linguistics; Maya epigraphy, hieroglyphic grammar, colonial Maya texts, modern Kaqchikel and K'iche'**Overseas Experience:** Guatemala, Germany**Languages (5=Native, 1=Beginner):** Spanish – 4; K'iche' Mayan – 4; Kaqchikel Mayan – 4; Quechua – 2; German – 5

Reading proficiency: French, Latin, Yucatek, Colonial Yucatek, Cholti, Colonial Kaqchikel, Colonial K'iche' Maya Hieroglyphs

**Relevant Courses:** Elementary K'iche' I (KICH 1101/5101), Elementary K'iche' II (1102/5102); Intermediate K'iche' I (KICH 2201/5201); Intermediate K'iche' II (KICH 2202/5202); Readings in K'iche' Maya (ANTH 3615), Independent K'iche' Study (ANTH 3850), K'iche' Reading (ANTH 3890); Language and Culture (ANTH 1601), Intro to Anthropological Linguistics (ANTH 2602), Hurricanes, Cocoa and Cigars (first-year seminar) (LAS 1001), Commons Seminar: Apocalypse Now? Ancient Maya and Modern Prophecies (ANTH 1001)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Produktion und Begehren – Das neue Gesicht landwirtschaftlicher Exports aus Latin Amerika.” In *Jahrbuch für Lateinamerika*, 2009.
- “Ch'olti’: An analysis of the Arte de la lengua Cholti by Fray Francisco Morán.” In *The Linguistics of Maya Writing*, edited by S. Wichmann, 2004.

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**Tiffany Tung**

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**Appointed/Rank:** 2004; Associate Professor and Director of Graduate Studies of Anthropology**Education:** Ph.D., University of North Carolina, Chapel Hill, 2003**Academic Experience:** Director of Bioarchaeology and Stable Isotope Research Lab at Vanderbilt, 2017-present; Visiting Professor of Archaeology, Universidad Nacional de San Cristóbal de Huamanga, Perú 2006-present**Research Specialization:** Bioarchaeology, skeletal biology and paleopathology, imperialism and body as social artifact in the Peruvian Andes**Overseas Experience:** Perú**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Life, Death and the Human Body (ANTH 2370), Human Osteology (ANTH 3372), Health and Disease in Ancient Populations (ANTH 4373), Violence and Its Embodiments (ANTH 8311)**Dissertations and theses supervised in past 5 years:** 4**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Stable isotope analysis of a pre-Hispanic Andean community: Reconstructing pre-Wari and Wari era diets in the hinterland of the Wari empire, Peru.” TA Tung and KJ Knudson. *American Journal of Physical Anthropology*, 2018.
- “Estimating Haplogroup Affiliation through Ancient mtDNA Analysis from the Huaca Prieta Burials.” TA Tung, C Lewis, R Tito, M Summar. In *Where the Land Meets the Sea: Fourteen Millennia of Human Prehistory on the North Coast of Peru*. Ed, T. Dillehay, 2017.
- “The Application of 3D Geometric Morphometrics and Laser Surface Scanning to Investigate the Standardization of Cranial Vault Modification in the Andes.” *Journal of Archaeological Science-Reports*, with S. Kuzminsky, M. Hubbe, A. Villasenor, 2016.
- *Violence, Ritual, and the Wari Empire: A Social Bioarchaeology of Imperialism in the Ancient Andes*. University Press of Florida, 2012.

**Distinctions:**

- Vanderbilt University Trans-Institutional Program Award, “Interdisciplinary Geospatial Research,” 2018
- Vanderbilt Award for Excellence in Graduate Mentoring, 2017
- Vanderbilt Chancellor’s Cup for greatest contribution to student learning outside the classroom, 2011

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Steven Wernke**

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**Appointed/Rank:** 2005; Associate Professor, Director of Undergraduate Studies, Director of Spatial Analysis Research Lab, Department of Anthropology

**Education:** Ph.D., University of Wisconsin-Madison, 2003

**Academic Experience:** Affiliated Faculty, Programa de Estudios Andinos, Pontificia Universidad Católica del Perú 2010-present; Research Associate, Research Laboratories of Archaeology, University of North Carolina Chapel Hill 2005-2006; Postdoctoral Scholar, Carolina Population Center, University of North Carolina Chapel Hill 2003-2005

**Research Specialization:** Archaeology and ethno-history of the Andean region; colonialism and culture change, missionary encounters, community and land-use organization, GIS and special analysis

**Overseas Experience:** Perú, Bolivia

**Languages (5=Native, 1=Beginner):** Spanish – 4; Quechua – 2

**Relevant Courses:** Introduction to Archaeology (ANTH 1201), Anthropologies and Archaeologies of Community (ANTH 3160), Colonial Encounters in the Americas (ANTH 3161), The Inca Empire (ANTH 3250), Seminar on South American Archaeology and Ethnohistory (ANTH 8240)

**Percent of time devoted to Latin America:** 100

**Recent Publications:**

- “A GIS of Affordances: Movement and Visibility at a Planned Colonial Town in Highland Peru.” Steven A. Wernke, Lauren E. Kohut, and Abel Traslaviña. *Journal of Archaeological Science*, 2017.
- “Conversion and Persistence: Analysis of Faunal Remains from an Early Spanish Colonial Doctrinal Settlement in Highland Peru.” *Latin American Antiquity*, with S. Defrance, A. Sharpe, 2016.
- “Beyond the Basemap: Multiscalar Survey through Aerial Photogrammetry in the Andes.” In *Mobilizing the Past: Recent Approaches to Archaeological Fieldwork in the Digital Age*, with G. Oré, C. Hernández, A. Rodríguez, A. Traslaviña, G. Marcone, 2016.
- *Negotiated Settlements: Andean Communities and Landscapes under Inka and Spanish Colonialism*. University Press of Florida, 2013.

**Distinctions:**

- Vanderbilt University Trans-Institutional Program Award, “Interdisciplinary Geospatial Research,” 2018
- American Council of Learned Societies Grant, 2018
- Vanderbilt University Chancellor’s Fellow, 2017-2019
- Society of American Archaeology Book Award, 2015

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**Anne Catesby Yant**

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**Appointed/Rank:** 2011; Senior Lecturer in Anthropology, Assistant Director of College of Arts and Science Pre-Major Academic Advising Resources Center (CASPAR), Director of College of Arts and Sciences Tutoring

**Education:** Ph.D., Vanderbilt University, 2011

**Academic Experience:** Instructor, Rhodes College 2010-2011; High School Spanish Teacher, Shelby County Schools, Memphis 2008; Graduate Teaching Assistant 2002-2006; Ford Fellow, Millsaps College 2000-2002

**Research Specialization:** Archaeology of Yucatan; K-12 outreach

**Overseas Experience:** México

**Languages (5=Native, 1=Beginner):** Spanish – 4

**Percent of time devoted to Latin America:** 100

**Recent Publications and Presentations:**

- “Introducing habits of critical inquiry across academic disciplines.” Workshop co-leader and paper presented at the 2013 Conference for the Scholarship of Teaching and Learning meetings in Savannah, Georgia, with R. Nisselson, N. Chick, L. Claiborne, J. Edmonds, and A. Hearn.
- “The Evolution of Non-domestic Architecture at Kiuic.” In *The Archaeology of Yucatán: New Directions and Data*, edited by T. Stanton, 2011.
- “La evolución de la arquitectura no doméstica de Kiuic.” Paper presented at *the III Congreso Internacional de Cultura Maya*, Merida, Yucatan, México, with G. Bey and R. M. Ciau, 2011.
- “Sacred Space from the Preclassic to Postclassic at Kiuic, Yucatan.” Paper presented at the *77th Annual Meeting of the Society of American Anthropology*, 2012.

**Distinctions:**

- Peabody College Summer Fellow, Vanderbilt University, 2013
- Dissertation Writer’s Retreat Award, Vanderbilt University, 2011

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**Maria Magdalena Campos-Pons**

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**Appointed/Rank:** 2017; Professor and Cornelius Vanderbilt Chair of Art**Education:** M.F.A., Massachusetts College of Art, 1988**Academic Experience:** Professor, School of the Museum of Fine Arts, Tufts University, 1995-2017; Visiting Artist, Rhode Island School of Design, 1994; Visiting Artist, Massachusetts College of Art, 1991; Professor, Higher Institute of Art, Havana, 1986**Research Specialization:** Photography, performance, audiovisual media, sculpture, Cuban and Afro-Cuban identity and culture, religion and spirituality, sexuality, cultural activism**Overseas Experience:** Cuba**Languages (5=Native, 1=Beginner):** Spanish - 5**Percent of time devoted to Latin America:** 100**Recent Exhibitions:**

- “Documenta 14.” Athens, Greece & Kassel, Germany, 2017
- “Selection from the Polarious Collection.” Touring Exhibition, 2016-2019
- “Alchemy of the soul: Elixir for the spirits.” Peabody Essex Museum, Salem, MA, 2016
- “3<sup>rd</sup> Biennale.” Bahia Museum of Archive, San Salvador, Brazil, 2014

**Distinctions:**

- Rauschenberg Fellowship, New York, 2016
- Montalvo Award for Visual Arts, 2016-2018
- 100 Leading Global Thinkers in Foreign Policy, Washington, DC, 2015
- Jane Fortune Outstanding Women in the Arts Lecture, Indianapolis, 2013

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**Jana Harper**

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**Appointed/Rank:** 2012; Associate Professor of the Practice, Department of Art**Education:** M.F.A., Printmaking and Book Arts, Arizona State University, 2001**Academic Experience:** Core Fellowship Program at the Penland School of Crafts; key collaborator in CLAS art initiatives and host for previous and past Visiting Resource Professors in Art**Research Specialization:** project-based visual art; themes related to authenticity, environment, and the supernatural**Relevant Courses:** ARTS 1800 (Sources of Contemporary Art)**Percent of time devoted to Latin America:** 10**Exhibitions:**

- “New Walks in an Old Field”, Salmon Library Gallery, Huntsville, AL (2017)
- “Selected Works from the Hand Print Workshop”, Athenaeum Museum, Alexandria, VA (2017)
- “Southern Constellations”, American University Art Museum, Washington, D.C. (2016)
- “Remains of the Real”, Napoleon Gallery, Philadelphia, PA (2016)
- “Asymmetric Kin”, Mixer Gallery, Istanbul, Turkey and Seed Space/COOP Galleries, Nashville, TN (2016)
- “Cloud Stories”, Seed Space Gallery, Nashville, TN (2015)
- “Anthology: Visual Narratives from Nashville’s Print Community”, Frist Center for Visual Arts, TN (2015)
- “5 for 5”, COOP Gallery, Nashville, TN (2015)
- “Three Year Retrospective”, Elsewhere Museum’s Southern Constellations Residency, John and June Allcott Gallery, Chapel Hill, NC (2015)
- “You Call it a Cloud”, Space 204, Nashville, TN (2015)
- “Six Gestures”, COOP Gallery, Nashville, TN (2014)
- “On the Edges”, Curb Center for Art, Enterprise, and Public Policy, Nashville, TN (2014)

**Distinctions:**

President, COOP Curatorial Collective, Nashville, TN (2017-present)

Board Member, Public Art Committee, Nashville Metro Arts (2017-present)

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**Vesna Pavlović**

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**Appointed/Rank:** 2009; Assistant Professor of Art and Director of Undergraduate Studies**Education:** M.F.A., Columbia University, 2007**Academic Experience:** Adjunct Professor of Art, University of Washington 2008-2009**Research Specialization:** Photography and digital media; member of Conversations/Conversas Project - current collaboration with Universidade de São Paulo**Overseas Experience:** Brazil, El Salvador, Argentina**Languages (5=Native, 1=Beginner):** Spanish – 3; Portuguese – 1**Percent of time devoted to Latin America:** 50**Recent Expositions:**

- “Vesna Pavlovic”, Zeitgeist Gallery, Nashville, TN, 2015
- “Found.” Exposition in the New Art Gallery Walsall, West Midlands, United Kingdom, 2015.
- “Intersections.” Exposition in the Phillips Collection, Washington DC, 2014.
- “Pictures We Were Supposed to Take / Imágenes que Esperábamos Tomar.” Exposition in the Centro Cultural de la Memoria Haroldo Conti in Buenos Aires, Argentina, 2013.
- “Arquivo Vivo.” Exposition in the Paço das Artes of the Secretaria da Cultura, Governo de São Paulo, Brazil, 2013.
- “A Fotografia Do Invisível,” course taught via professor exchange with the Universidade de São Paulo, 2013.

**Distinctions:**

- Vanderbilt University Chancellor Faculty Fellow, 2017-2019
- Vanderbilt University Research Scholar Fellowship, “Stagecraft/Art History Archive: Memory and Photographic Obsolescence,” 2018-2019
- City of Copenhagen Artist in Residence Award, 2012
- Best Photo, Traditional format, National Juried Art Show, 2011
- Selected by Nat Trotman, Curator, Solomon Guggenheim Museum, 2011
- Art Matters Foundation Grant, NY, 2012
- U.S. Embassy Belgrade Travel Grant, Belgrade, Serbia, 2012

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**Mel Ziegler**

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**Appointed/Rank:** 2007; Professor and Paul E. Schwab Chair in Fine Arts, Department of Art**Education:** MFA, California Institute of the Arts, 1982**Academic Experience:** Associate Professor in Sculpture, University of Texas 1997-2007; Loeb Fellowship, Harvard Graduate School of Design 1996-1997**Research Specialization:** Mapping trajectories, questioning history, and highlighting the specificity of places and communities; member of Conversations/Conversas Project - current collaboration with Universidade de São Paulo**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Spanish – 2**Relevant Courses:** Independent Research: Senior Show (ARTS 3971), Director, Senior Studio Program**Percent of time devoted to Latin America:** 25**Recent Exhibitions and Installations:**

- *Real Estate: Dwelling on Contemporary Art*, Berman Museum of Art, Collegeville, PA, 2016
- *An American Conversation*, Bemis Center for Contemporary Art, Omaha, NE, 2013
- *Fetch*, Washington Mall, 2013
- *Taking Note*, permanent public art commission for City of Cambridge, MA, 2013
- *Cotton*, lighting event, Sikeston, MO, 2013
- *America Starts Here: Kate Ericson and Mel Ziegler*, joint project of the Tang Museum and the MIT List Visual Art Center consisting of a series of public-art and contemporary social commentary pieces, 2007-2008

**Distinctions:**

- Collaborator for CLAS K-16 Outreach and Visiting Resource Professor Program
- Joan Mitchell Residency, New Orleans, 2013
- Vanderbilt Research Development Grant “Blinding Landscapes,” 2012
- Vanderbilt University Chancellor Heard Award Faculty Member of the Year, 2010

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**Maria Luisa Jorge**

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**Appointed/Rank:** 2003; Assistant Professor of Biological Sciences**Education:** Ph.D., University of Illinois, Chicago, 2007**Academic Experience:** Post-doctoral Fellow, Universidade Estadual Paulista, Rio Claro, Brazil 2011; Field Course Coordinator: Animal Behavior and Rainforest Biodiversity, Cooperation USP-Vanderbilt University 2011; Graduate Assistant, University of Illinois, Chicago 2001-2007; High School Teacher, Brazil 2000-2001; Lecturer, Universidade São Francisco, Brazil, 2000**Research Specialization:** Movement ecology, trophic interactions, conservation biology**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 5; Spanish – 4**Relevant Courses:** Animal Behavior and Rainforest Biodiversity in Brazil (BSCI 3890), From Volcanoes to Rainforest: Geology and Ecology in Southern Brazil (field methods abroad; EES 3865)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “A biodiversity hotspot without its top predator? The challenge of jaguar conservation in the Atlantic Forest of South America.” Jorge, et al. *Scientific Reports*, 2016.
- “Diet overlap and foraging activity between feral pigs and native peccaries in the Pantanal.” Jorge, et al. *PLOS One*, 2015.
- “Mammal defaunation as surrogate of trophic cascades in a biodiversity hotspot.” *Biological Conservation*, with M. Galetti, M. C. Ribeiro, and K. Ferraz, 2013.
- “First telemetry study of the bush dog (*Speothos veneticus*): providing information on home range, activity, and habitat selection.” *Wildlike Research*, with E. S. Lima, K. E. DeMatteo, R. S. P. Jorge, J. C. Dalponte, H. S. Lima, and S. Klorfine, 2012.

**Distinctions:**

- Ecology and conservation of an engineer species, the white-lipped peccary (*Tayassu pecari*), Conselho Nacional de Desenvolvimento Científico e Tecnológico, Brazil, 2012-2013
- Best poster presentation, 3<sup>rd</sup> International Symposium on Frugivory and Seed Dispersal, Brazil, 2000

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**Guilherme Gualda**

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**Appointed/Rank:** 2007; Associate Professor of Earth and Environmental Sciences**Education:** Ph.D., University of Chicago, 2007**Academic Experience:** Graduate Assistant, Geophysical Sciences, The University of Chicago 2001-2007; Teaching Assistant, Mineralogy and Petrology, Universidade de São Paulo 1996; Research Assistant, Microprobe Lab, Instituto de Geociências, Universidade de São Paulo 1995-2001**Research Specialization:** Igneous petrology, volcanology, mineralogy and geochemistry in Brazil and the U.S.**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 5**Relevant Courses:** From Volcanoes to Rainforest: Geology and Ecology in Southern Brazil (EES 3865)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- “Microprobe monazite dating and the ages of some granitic and metamorphic rocks from southeastern Brazil.” *Revista Brasileira de Geociências*, with S. Vlach, 2017.
- “Textural evidence for high-grade ignimbrites formed by low-explosivity eruptions, Paraná Magmatic Province, southern Brazil.” *Journal of Volcanology and Geothermal Research*, with Lucetti, Gravely, Nardy, 2017.
- “Quantitative 3D petrography using x-ray tomography 4: Assessing glass inclusion textures with propagation phase-contrast tomography.” *Geosphere*, with A.S. Pamukcu, M. L. Rivers, 2013.
- “The Bishop Tuff giant magma body: An alternative to the standard model.” *Contributions to Mineralogy and Petrology*, with M. S. Ghiorso, 2013.

**Distinctions:**

- Chair, Faculty Advisory Council on International Education, 2017-2018
- “Spatial Distribution, Longevity and Evolution of Giant Magma Bodies”, Discovery Grant, 2017
- National Science Foundation Faculty Early Career Development Award, 2012

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**Ana Regina Vides de Andrade**

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**Appointed/Rank:** 2003; Senior Lecturer and Director of Graduate Program in Economics**Education:** Ph.D., Vanderbilt University, 1990**Academic Experience:** Research Associate, Center for Evaluation and Program Improvement, Peabody College, Vanderbilt University, 2009-2013; Research Associate, Vanderbilt Institute for Public Policy Studies and Peabody College, 2001-2009; Principal Investigator, FUSADES, El Salvador 2000-2001; Post-Doctoral Fellow, Vanderbilt Institute for Public Policy Studies 1998-2000**Research Specialization:** Labor economics, econometrics; Latin American economic development**Overseas Experience:** El Salvador, Argentina, Paraguay**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Project Evaluation (ECON 7100), Research on Economic Development (ECON 7910/20), Latin America Economic Development (ECON 2220), Field Seminar in Research on Economic Development in Paraguay (ECON 7930)**Percent of time devoted to Latin America:** 50**Publications:**

- “Comparative Effectiveness of After-School Programs to Increase Physical Activity.” In *Journal of Obesity*, with S. Gesell, E. Sommer, E. Lambert, L. Whitaker, L. Davis, B. Beech, S. Mitchell, N. Arinze, S. Neloms, C. Ryan, S. Barkin, 2013.
- “Geographical isolation and labor markets in rural El Salvador.” In *Who's In and Who's Out: Social Exclusion in Latin America*, edited by J. R. Behrman, A. Gaviria, M. Székely, with A. Palomo and L. Calderon, 2002.

**Distinctions:**

- World Bank Doctoral Scholarship, 1991-1992
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**Andrew Dustan**

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**Appointed/Rank:** 2014, Assistant Professor of Economics**Education:** Ph.D., University of California, Berkeley, 2014**Academic Experience:** Graduate Student Researcher and Instructor, University of California, Berkeley, 2008-2014**Research Specialization:** Development economics, economics of education, labor economics, with a focus on Latin America**Overseas Experience:** Mexico, Peru, Paraguay**Languages (5=Native, 1=Beginner):** Spanish - 4**Relevant Courses:** Development Economics (ECON 3650), Seminar: Research Economic Development (ECON 7910)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- “Commuting to Educational Opportunity? School Choice Effects of Mass Transit Expansion in Mexico City.” *Economics of Education Review*, with Diana Ngo, 2018.
- “Flourish or Fail? The Risky Reward of Elite High School Admission in Mexico City.” In *Journal of Human Resources*, with A. de Janvry, E. Sadoulet, 2017.
- “Commuting to Educational Opportunity? School Choice Effects of Mass Transit Expansion in Mexico City” with Diana K. L. Ngo. *Economics of Education Review* 63: 116-133; 2016.
- “Recent Advances in Impact Analysis Methods for Ex-post Impact Assessments of Agricultural Technology: Options for the CGIAR” with Alain de Janvry and Elisabeth Sadoulet. Report prepared for the workshop: Increasing the rigor of ex-post impact assessment of agricultural research: A discussion on estimating treatment effects, organized by the CGIAR Standing Panel on Impact Assessment, 2010.

**Distinctions:**

- Reviewer, *Canadian Public Policy, Economic Development and Cultural Change, Economics of Education Review, Food Policy, World Bank Economic Review*.
- Grant, Spencer Foundation, 2016
- Dissertation Research Award, Institute of Business and Economic Research, UC Berkeley, 2012

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**Federico Gutierrez**

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**Appointed/Rank:** 2011; Assistant Professor of Economics**Education:** Ph.D., Yale University, 2011**Academic Experience:** Teaching Fellow, Yale University 2007-2010; Teaching Assistant, UNLP Argentina 2005; Researcher, CEDLAS-UNLP 2004-2005**Research Specialization:** Development economics, applied econometrics, labor economics in México and Latin America**Overseas Experience:** México, Argentina**Languages (5=Native, 1=Beginner):** Spanish – 5; Italian – 5**Relevant Courses:** Development Economics (ECON 3650), Seminar: Research Economic Development (ECON 7910)**Percent of time devoted to Latin America:** 75**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- “Infant Health during the 1980s Peruvian Crisis and Long-term Economic Outcomes.” *World Development*, 89, 2017.
- “Labor Contracts and Risk Sharing.” World Development Report Background Paper, 2014.
- “Growth and Income Poverty in Latin America and the Caribbean: Evidence from Household Surveys,” *Review of Income and Wealth*, with L. Gasparini and L. Tornarolli, 2007.
- “Trade and Labor Outcomes in Latin America’s Rural Areas: A Cross-Household Survey Approach.” 2004 LAC Flagship Report *Beyond the City: The Rural Contribution to Development*, World Bank, with L. Gasparini and G. Porto.
- “Simulating Income Distribution Changes in Bolivia: A Microeconomic Approach” Bolivia Poverty Assessment background paper – World Bank, with L. Gasparini, M. Cicowicz and M. Marchionni, 2004.

**Distinctions:**

- Vanderbilt University Research Scholar Fellowship, “Marriage Markets and the Assimilation of Immigrants in the Early 20<sup>th</sup> Century,” 2018-2019
- Prize Teaching Fellowship, Graduate School, Yale University, 2009
- Sasakawa Fellowship, Economic Growth Center, Yale University, 2008

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**Candice Amich**

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**Appointed/Rank:** 2014, Assistant Professor, English Department**Education:** Ph.D., Rutgers University, 2012**Academic Experience:** Postdoctoral Fellow, Carnegie Mellon University, 2012-2014**Research Specialization:** Poetry and performance in the 20<sup>th</sup> and 21<sup>st</sup> centuries in the Americas; Latino/a literature; ethnic American literature; Latin American literature; poetry and politics; literary globalization studies; hemispheric performance studies; postcolonial studies; feminist studies**Overseas Experience:** Cuba, Dominican Republic**Languages (5=Native, 1=Beginner):** Spanish - 4**Relevant Courses:** Latino-American Literature (ENGL 3742), Ethnic American Literature (ENGL 3658), First-Year Writing Seminar: Growing Up Latino/a (ENGL 1111), Introduction to Literary and Cultural Analysis: Literatures of Globalization (ENGL 1260W)**Percent of time devoted to Latin America:** 75**Recent Publications and Presentations:**

- *Performance, Feminism, and Affect in Neoliberal Times*, co-editor, 2017.
- “From Precarity to Planetary: Cecilia Vicuña and the Aesthetics of Dislocation.” *The Global South*, 2014.
- “Playing Dead in Cuba: Coco Fusco’s Stagings of Dissensus.” *Theatre Research International*, 2009.

**Distinctions:**

- Co-editor, *Performance-Feminism-Affect-Activism in Neoliberal Times*
- Contributing editor, *Waxwing*
- Research Scholar Grant, “Precarious Forms: Performing Utopia in the Neoliberal Americas,” 2017-2018
- CLAS Steering Committee, 2016-2017

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**Colin Dayan**

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**Appointed/Rank:** 2004; Professor, Department of English, and Robert Penn Warren Professor in the Humanities; Professor of Law, 2013--present

**Education:** Ph.D., City University Graduate Center, 1980, Comparative Literature

**Academic Experience:** Professor, Department of English, University of Pennsylvania, 2001-2004; Regents Professor, University of Arizona, 1998-2001; Professor, Department of English, University of Arizona, 1992-2001 Visiting Associate Professor, African-American Studies Program, University of Arizona, 1991-1992; Assistant Professor, Department of English, Yale University, 1981-1986

**Research Specialization:** Caribbean social history and literature (especially Haiti and Jamaica); early American religious and legal history; nineteenth-century American, French, and English legal history

**Overseas Experience:** Haiti, Caribbean

**Languages (5=Native, 1=Beginner):** French- 4

**Relevant Courses:** Caribbean Literature (ENG 3674); Studies in Comparative Literatures - Idioms of Servility (ENG 8440);

**Percent of time devoted to Latin America:** 75

**Recent Publications and Presentations:**

- *With Dogs at the Edge of Life*. Columbia University Press, 2018.
- *The Law is a White Dog*. Princeton University Press, 2011.
- *The Story of Cruel and Unusual*. MIT Press, 2007.
- *Haiti, History, and the Gods*. University of California Press, October 1995.

**Distinctions:**

- American Academy of Arts and Sciences, elected fellow, 2012
- Chancellor's Research Award for *The Law is a White Dog*, 2012
- Choice's Outstanding Academic Titles: Top 25 Books for 2011.
- Guggenheim Fellowship in law for project on slavery, incarceration, the law of persons, 2005-2006

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**Vera Kutzinski**

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**Appointed/Rank:** 2004; Martha Rivers Ingram Professor of English; Professor of Comparative Literature; Director of the Alexander von Humboldt in English (HiE) Project; Director of Graduate Studies for English

**Education:** Ph.D., Yale University, 1985

**Academic Experience:** Director of Vanderbilt Center for the Americas 2004-2009; Professor, Yale University 1986-2004; Assistant Professor, University of Maryland 1985-1986

**Research Specialization:** Literatures of the Americas, nineteenth and twentieth centuries, transatlantic modernisms, translation studies, race and sexuality, Cuban and Caribbean studies, and Alexander von Humboldt studies

**Languages (5=Native, 1=Beginner):** Spanish – 3; Portuguese – 1; French – 3; German – 4

**Relevant Courses:** Caribbean Literature (ENGL 3674), Special Topics: Atlantic/Hemispheric Studies (ENGL 8155)

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- *The Worlds of Langston Hughes: Modernism and Translation in the Americas*, Cornell, 2012.
- Translation of *Alexander von Humboldt's View of the Cordilleras and Monuments of the Indigenous Peoples of the Americas*, University of Chicago Press, 2012.
- "Caribbean Literary History and its Sexual Others." *Caribbean Interfaces*, edited by L. D'hulst, J. Moura, L. De Bleeker and N. Lie, 2007.
- "Fearful Asymmetries: Langston Hughes, Nicolás Guillén, and *Cuba Libre*." *Diacritics*, 2006.
- "Literatura afrohispanoamericana." *Historia de la literatura hispanoamericana*, edited by R. González Echevarría and E. Pupo-Walker, 2006.
- *A History of Literature in the Caribbean*. Vol. 2: *The Anglophone and Dutch Caribbean*, coedited with I. Phaf and A. J. Arnold, 2001.

**Distinctions:**

- Fellow, Berkeley College, 2002-2004

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**Lorraine Lopez**

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**Appointed/Rank:** 2002; Associate Professor of English; Associate Director of Latino and Latina Studies Program**Education:** Ph.D., University of Georgia, 2000**Academic Experience:** Assistant Professor of Humanities, Brenau University, 2000-2002**Research Specialization:** Latina/o literature emphasizing literary fiction, autobiography, and detective fiction**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 4**Relevant Courses:** Latino-American Literature (ENGL 3658); Survey of Latino/a Literature (LATS 3658); Introduction to Latino and Latina Studies (LATS 2201); First-Year Seminar: Growing up Latina/o (ENGL 1111)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- *The Darling*. University of Arizona Press, 2015.
- “Soy la Avon Lady” in *Mexican American Literature: A Portable Anthology*, Macmillan Learning, 2015.
- *Rituals of Movement in the Poetry and Prose of Judith Ortiz Cofer*. Caribbean Studies Press, 2012.
- *The Other Latin@: Writing Against a Singular Identity*. University of Arizona Press, coedited with B. Falconer, 2011
- *The Realm of Hungry Spirits*. Grand Central/Hachette Books, 2011.
- *An Angle of Vision: Women Writers on Their Poor and Working-Class Roots*. University of Michigan Press, 2009.
- *Homicide Survivors Picnic, and Other Stories*. BkMk Books, 2009.
- *The Gifted Gabaldón Sisters*, a novel. Grand Central/Hachette Books, 2008.

**Distinctions:**

- Harvey Branscombe Distinguished Professor Award, 2016
- Las Comadres Selection for *The Darling*, 2016
- Silver Award in Multicultural Adult Non-Fiction from the Independent Publishers Book Awards, 2012
- Finalist for the PEN/Faulkner Prize in Fiction for *Homicide Survivors Picnic, and Other Stories*, 2010
- Award for Excellence in Graduate Teaching presented by the English Graduate Student Association at Vanderbilt University, 2009
- Vanderbilt Research Scholar Grant/Summer Stipend for “An Angle of Vision: An Anthology of Essay and Memoir by Women Writers from Lower and Working Class Backgrounds,” 2008.

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**Marzia Milazzo**

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**Appointed/Rank:** 2013; Assistant Professor of English**Education:** Ph.D., University of California Santa Barbara, 2013**Academic Experience:** Fellowship, University of Cape Town, South Africa (2010 and 2012)**Research Specialization:** 20th and 21st century comparative literatures: African American, Afro-Latin American, Chicana/o, Latina/o, Inter-American, and South African; Black radical thought, critical race theory, postcolonial theory, sociology of race and ethnic relations, and white supremacy**Overseas Experience:** Brazil, Panama, Caribbean, South Africa, Germany**Languages (5=Native, 1=Beginner):** Spanish – 5; Portuguese – 4; Italian – 5; German – 5; French – 3; isiZulu – 2**Relevant Courses:** Ethnic American Literature (ENGL 3650); Introduction to Latina and Latino Studies (LATS 2201); Introduction to Literary and Cultural Analysis (1260W); Modern World Literature (ENGL 2319); Race, Place and Power (UNIV 3200)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “White Supremacy, White Knowledge, and Anti-West Indian Discourse in Panama: Olmedo Alfaro’s *El peligro antillano en la América Central*.” *Interoceanic Diasporas and the Panama Canal’s Centennial*—special issue of *The Global South*, edited by C. Milian and I. K. Nwankwo, 2013.
- “Brazil’s *Mestiçagem* in the African American Imagination: From the ‘Nadir of the Negro’ to Gayl Jones’s *Corregidora*.” *Tinta: Research Journal of Hispanic and Lusophone Studies*, 2010.
- “Aztlán.” In *Celebrating Latino Folklore: An Encyclopedia of Cultural Traditions*, edited by M. Herrera-Sobek, 2012.

**Distinctions:**

- Chancellor’s Fellowship, UCSB, 2007-2013

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**Ifeoma Nwankwo**

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**Appointed/Rank:** 2006; Associate Professor of English and Associate Provost for Strategic Initiatives and Partnerships

**Education:** Ph.D., Duke University, 1999

**Academic Experience:** Associate Professor, University of Michigan, Ann Arbor 1999-2006

**Research Specialization:** 19th and 20th century U.S. African American and Caribbean literature and culture, including that from the portions of Central America that border the Caribbean Sea

**Overseas Experience:** Panama, Haiti, Caribbean

**Languages (5=Native, 1=Beginner):** Jamaican patois –5; Spanish –4; French – 2

**Relevant Courses:** Freshman Seminar on Immigration and U.S. Identity (ENGL 1111), Caribbean Literature (ENGL 3674), Special Topics: Race, Immigration, and Identity, NY & Nashville (ENGL 3898), Special Topics: Representing Paradise Caribbean (ENGL 3898)

**Percent of time devoted to Latin America:** 100

**Dissertations and theses supervised in past 5 years:** 2

**Recent Publications:**

- *Black Cosmopolitanism: Racial Consciousness and Transnational Identity in the Nineteenth-Century Americas*. University of Pennsylvania Press, 2014.
- *Interoceanic Diasporas and the Panama Canal's Centennial*, a Special Issue of *The Global South*. Indiana University Press, coeditor with C. Milian, 2013.
- *Rhythms of the Afro-Atlantic World*. University of Michigan Press, co-edited with M. Diouf, 2010.
- *African Routes, Caribbean Roots, Latino Lives*, a Special Issue of *Latin American and Caribbean Ethnic Studies*. Taylor and Francis/Routledge, 2009.

**Distinctions:**

- Principal Investigator and Founding Director, Voices from Our America™: Panamanians of West Indian Descent; African American Worldviews™
- American Studies Association Community Partnership Grant, 2011
- Undergraduate Summer Research Supervision Grant, Vanderbilt Research Scholars Grant Program, 2011
- National Endowment for the Humanities Tennessee Affiliate Grant, 2010-2012
- Center for Latin American Studies K-12 Education Digital Resource Grant, 2009, 2010

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**Robert Barsky**

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**Appointed/Rank:** 1998; Professor, Departments of French, English and Jewish Studies; Professor of Law

**Education:** Ph.D., McGill University, 1992

**Academic Experience:** Visiting Professor, Institute for Advanced Studies, Toulouse School of Economics, 2012-2013; Yale University's Haskins Lab, 2008-2012; Canadian Bicentennial Visiting Associate Professor and Visiting Fellow, Yale University, 2000-2003; Post-Doctoral Studies, Free University of Brussels, 1994-1996

**Research Specialization:** Migrants from México and Central America, border issues, transnational flows, inter-American dialogues, refugees, and homelessness

**Overseas Experience:** Brazil, México, Canada

**Languages (5=Native, 1=Beginner):** Spanish – 2; French – 4; Italian – 2

**Relevant Courses:** Crossing Borders in Law and Literature (LAW 7128)

**Percent of time devoted to Latin America:** 25

**Dissertations and theses supervised in past 5 years:** 1

**Recent Publications:**

- *Hatched!*. Sunbury Press, 2016.
- *Undocumented Immigrants an Era of Arbitrary Law: The Flight and Plight of People Deemed 'Illegal.'* Routledge, 2015.
- *The Legacies and Future(s) of the Humanities*, a special issue of *AmeriQuests*, 2012.
- *Zellig Harris: From American Linguistics to Socialist Zionism*. The MIT Press, 2011.

**Distinctions:**

- Visiting Research Fellow, Institute for Advanced Studies in the Humanities, University of Edinburgh, 2016
- Editor of *AmeriQuests*
- Alexander Heard Distinguished Service Professor, Vanderbilt University, 2011
- Vanderbilt University International Organization Grant and Scholar's Grant, 2011-2012

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**Richard Blakett**

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**Appointed/Rank:** 2002; Andrew Jackson Professor of History**Education:** M.A., University of Manchester, England, 1973**Academic Experience:** Harmsworth Visiting Professor, Oxford University 2013-2014; Moores Distinguished Chair, University of Houston 1999-2003; Professor and Director of Graduate Studies, Indiana University 1985-1993; Editor, *Journal of American History* 1985-1990; Associate Professor, University of Pittsburgh 1971-1985**Research Specialization:** U.S. and Caribbean history, and transatlantic movements that worked to abolish slavery**Overseas Experience:** Caribbean**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Latin American Historiography (HIST 3000W), Caribbean History, 1492-1983 (HIST 2570)**Percent of time devoted to Latin America:** 50**Dissertations and theses supervised in past 5 years:** 3**Recent Publications:**

- “The Underground Railroad and the Struggle Against Slavery.” *History Workshop Journal*, 2014.
- *Making Freedom. The Underground Railroad and the Politics of Slavery*. UNC Press, 2013.
- *Divided Hearts: Britain and the American Civil War*. Louisiana State Press, 2001.
- “Montgomery Bell, William E. Kennedy, and Middle Tennessee and Liberian Colonialization.” *Tennessee Historical Quarterly*, 2010.
- “And There Shall Be No More Sea. William Lloyd Garrison and the Transatlantic Abolitionist Movement.” In *William Lloyd Garrison at Two Hundred*, edited by J. B. Stewart, 2008.

**Distinctions:**

- Past president of the Association of Caribbean Historians
- Editorial Board for *Slavery and Abolition*, *Contours*, *American Nineteenth Century History*, and *Civil War History*
- Consultant, Pittsburgh School Board, Latin American History Project for Middle Schools

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**Brandon Byrd**

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**Appointed/Rank:** 2016; Assistant Professor of History**Education:** Ph.D., University of North Carolina- Chapel Hill**Academic Experience:** Assistant Professor of History, Mississippi State University, 2014-2016**Research Specialization:** U.S. and Caribbean history, Haiti, black intellectual history,**Overseas Experience:** Caribbean**Languages (5=Native, 1=Beginner):****Relevant Courses:****Percent of time devoted to Latin America:** 25**Recent Publications:**

- “The Black Republic: African Americans, Haiti, and the Rise of Radical Black Internationalism University of Pennsylvania Press, (forthcoming).
- “The Transnational Work of Moral Elevation: African American Women and the Reformation of Haiti, 1874-1950,” *Palimpsest: A Journal on Women, Gender, and the Black International* 5:2, 2016.
- “To Start Something to Help These People:” African American Women and the Occupation of Haiti, 1915-1934,” *The Journal of Haitian Studies* 21:2, 2015.

**Distinctions:**

- Best Article Prize, Latin American Studies Association, Haiti-Dominican Republican Section, 2017
- Research Scholar Grant, 2017
- College of Arts & Sciences Humanities and Arts Research Program Fellowship, Mississippi State University, 2015

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Celso Thomas Castilho**

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**Appointed/Rank:** 2008; Assistant Professor of History**Education:** Ph.D., UC Berkeley, 2008**Academic Experience:** Teaching Assistant, UC Berkeley 2003-2008; Editorial Assistant, Hispanic American Periodicals Index (HAPI), UCLA 1999-2000**Research Specialization:** Latin America and the Atlantic World, abolitionist movements in Brazil, 19th century Latin America and the Caribbean, and the African Diaspora**Overseas Experience:** Brazil, Caribbean**Languages (5=Native, 1=Beginner):** Spanish – 5; Portuguese – 5**Relevant Courses:** Modern Latin America (HIST 1380), Latin American Historiography (HIST 3000W), Brazilian Civilization (HIST 2490), Race and Nation in Latin America (HIST 2540)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “The Racial Terms of Citizenship: Abolition and Its Political Aftermath in Northeastern Brazil.” In *Race and Nation in the Age of Emancipations: An Atlantic World Anthropology*. University of Georgia Press, 2017.
- *Slave Emancipation and Transformations in Brazilian Political Citizenship*. University of Pittsburgh Press, 2016.
- Maria Helena P.T. Machado and Celso Thomas Castilho, eds., *Tornando-se Livre: agentes históricos e lutas sociais no processo de abolição*, EDUSP, 2015
- “Performing Abolitionism, Enacting Citizenship: The Social Construction of Political Rights in 1880s Recife, Brazil.” *Hispanic American Historical Review*, 2013.

**Distinctions:**

- Bolton-Johnson Prize, Conference of Latin American Historians, 2017
- Warren Dean Memorial Prize, Conference of Latin American Historians, 2017
- Roberto Reis Best Book Award, Brazilian Studies Association, 2017
- Research Scholar Grant, “The Trans-American Repertoires of Uncle Tom's Cabin,” 2017

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**Marshall C. Eakin**

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**Appointed/Rank:** 1983; Professor of History**Education:** Ph.D., UCLA, 1981**Academic Experience:** Instructor/Visiting Assistant Professor, Loyola Marymount University 1981-1983**Research Specialization:** Processes of nationalism and nation-building, economic and business history, and industrialization primarily in 20th century Brazil**Overseas Experience:** Brazil, Nicaragua, México, Argentina, Cuba**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 4; French – 1**Relevant Courses:** Colonial Latin America (HIST 1370), Modern Latin America (HIST 1380), Reform and Revolution in Latin America (HIST 2510), Research Seminar in Latin American History (HIST 8639), Health and Poverty in Brazil (LAS 3891), Brazilian Civilization (HIST 2490/5490), Race and Nation in Latin America (HIST 2540/5540)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *Becoming Brazilians: Race and National Identity in Twentieth-Century Brazil (New Approaches to the Americas)*. Cambridge University Press, 2017.
- *The History of Latin America: Collision of Cultures*. Palgrave Macmillan, 2007.
- *Envisioning Brazil: A Guide to Brazilian Studies in the United States*. University of Wisconsin Press, co-edited with Paulo Roberto de Almeida, 2005.

**Distinctions:**

- Co-Director, Trans-Institutional Project, “A Multidisciplinary Approach to Assessing Health Care in Brazil,” 2016-2017
- Alumni Education Award, 2016
- NEH grant to conduct research for book, 2014
- Executive Director of the Brazilian Studies Association, 2004-2011

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**Miriam Erickson**

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**Appointed/Rank:** 2015; Lecturer, History Department**Education:** Ph.D., Vanderbilt University, 2015**Academic Experience:** Pre-Major Academic Advisor, College of Arts & Sciences, Vanderbilt University, Fall 2015- current; Graduate Consultant, Writing Studio, Vanderbilt University, 2014/2015; Digital Humanities consultant, “Ecclesiastical & Secular Sources for Slaves Societies” (ESSSS), a collaborative, NEH-funded project involving the digital preservation of sacramental records, 2010; 2014 LETTERS Editor, Robert Penn Warren Center for the Humanities Newsletter, 2013/2014**Research Specialization:** History of colonial Latin America; the Atlantic World; the Circum-Caribbean borderlands; comparative slave systems; military and political history of the Revolutionary Era.**Overseas Experience:** Guatemala, Brazil, Belize**Languages (5=Native, 1=Beginner):** Spanish – 3; French – 1; Portuguese – 1**Relevant Courses:** Disease & Disorder in the Atlantic World (HIST 1385)**Percent of time devoted to Latin America:** 50**Recent Publications:**

- Dictionary of Caribbean and Latin American Biography, Contributor Section: “Juan Santiago,” Editors Henry Louis Gates, Jr. and Franklin W. Knight, Oxford University Press, 2015
- “‘Midst a Firing of Grape:’ The 1798 Battle of St. George’s Key in the Entangled Atlantic World,” (in process for *William and Mary Quarterly*)
- “From Jean Jacques to Juan Santiago: Slavery and Freedom in the Haitian Revolution” (in process for *Slavery & Abolition*)

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**Joel Harrington**

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**Appointed/Rank:** 1989; Centennial Professor of History; Chair, Department of History; Professor of German Studies**Education:** Ph.D., University of Michigan, 1989**Academic Experience:** Associate Provost for Global Strategy, Vanderbilt University; 2004-2011; Director of the Center for European Studies, 2000-2004**Research Specialization:** History of early modern Germany; history of marriage, children, family; Reformation; history of Christianity**Overseas Experience:** Brazil, Germany**Languages (5=Native, 1=Beginner):** German**Relevant Courses:** Introduction to Historiography**Percent of time devoted to Latin America:** 10**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *Dangerous Mystic: Meister Eckhart’s Path to the God Within*; Penguin Press, 2018.
- *The Faithful Executioner: Life and Death, Honor and Shame in the Turbulent Sixteenth Century*; Farrar, Straus and Giroux, 2013
- *The Unwanted Child: The Fate of Foundlings, Orphans, and Juvenile Criminals in Early Modern Germany*; University of Chicago Press, 2009. Winner of the 2010 Roland H. Bainton Prize for History.
- *Reordering Marriage and Society in Reformation Germany*; Cambridge University Press, 1995. One of *Choice’s* Outstanding Academic Titles for 1996.

**Distinctions:**

- John Simon Guggenheim Memorial Foundation Fellow, 2018; project focuses on the sixteenth-century mercenary Hans Staden, who published an influential account of his captivity among the Tupinambá of Brazil, including graphic accounts of ritual cannibalism.
- Visiting Fellow at the American Academy in Berlin, Herzog August Bibliothek (Wolfenbüttel), Institut für Geschichte der Medizin (Universität Erlangen-Nürnberg), and Clare College (Cambridge).

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**Jane Landers**

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**Appointed/Rank:** 1992; Gertrude Conaway Vanderbilt Professor of History**Education:** Ph.D., University of Florida, 1988**Academic Experience:** Grants Officer, Vanderbilt International Office 2006-2007; Associate Dean, College of Arts & Science 2001-2004; National Director, History Teaching Alliance 1988-1991**Research Specialization:** Colonial Latin America and the Atlantic World, history of Africans and their descendants; digitalization of archives from slave societies in Latin America**Languages (5=Native, 1=Beginner):** Spanish – 4, Spanish paleography; Portuguese – 4, Portuguese paleography; French – 1, Italian – 1**Relevant Courses:** Destruction of the Indies (HIST 1111), Slavery in the Americas, 1492-1822 (HIST 2720), History of Gender and Women in Colonial Latin America (HIST 2630), Pirates of the Caribbean (HIST 3100), Comparative Slavery in Latin America (HIST 8600), Interdisciplinary Research Methods in Latin American Studies (LAS 4901)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 4**Recent Publications:**

- Editor, *Slavery and Abolition in the Atlantic World: New Sources and New Findings*. Taylor and Francis Books, 2017.
- “Researching with History of Slavery in Colombia and Brazil through Ecclesiastical and Notarial Archives.” In *Dust to Digital: Ten Years of the Endangered Arches Programme*, with J. Acuña, P. Gómez, C. Campbell. Open Book Publishers, 2015.
- *Atlantic Creoles in the Age of Revolutions*. Harvard University Press, 2011.

**Distinctions:**

- Trans-Institutional Program Award, “Digital Cultural Heritage Research,” 2018
- Research Scholar Fellowship, “Atlantic Transformations: The Many Lives of Captain Francisco Menendez and his ‘Subjects,’” 2018-2019
- Founder and Director of Slave Societies Digital Archive (SSDA)
- U.S. Representative, UNESCO International Scientific Committee of the Slave Route, 2015-2019
- National Endowment for the Humanities Digital Enhancement Grant, 2016-2018
- Andrew W. Mellon Faculty Fellowship in Digital Humanities, 2016
- John Simon Guggenheim Memorial Foundation Fellowship and American Council of Learned Societies Fellowship, “African Kingdoms, Black Republics, and Free Black Towns across the Iberian Atlantic,” 2013

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**William Frank Robinson**

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**Appointed/Rank:** 2002; Assistant Professor of History**Education:** Ph.D., Auburn University, 1999**Academic Experience:** Fulbright Scholar, Panama, 1997; Assistant Professor, Kent State University 1999-2002**Research Specialization:** 20<sup>th</sup> C. Latin America and the Caribbean, political and social movements, nationalism and populism, Caribbean diaspora communities and Iberian Atlantic empires**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese- 2; German – 3; French – 2; Kiswahili – 1**Relevant Courses:** Colonial Latin America (HIST 1370), Central America (HIST 2480), Latin America and the United States (HIST 2535), Intro to Latin America, (LAS 2101), Intro to Brazil (LAS 2102), Interdisciplinary Research Methods (LAS 4901), Selected Topic: Contemporary Caribbean (HIST 3890), Studies in Latin American History: 20<sup>th</sup> Century Political and Social Movements (HIST 8620)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 12 (M.A. theses)**Recent Publications:**

- “Panama for the Panamanians: The Populism of Arnulfo Arias Madrid,” in *Populism in Latin America* 2nd edition, edited by M. L. Conniff, 2012.
- “Sam Nujoma.” In *Encyclopedia of African History*, 2004.

**Distinctions:**

- President of Southeastern Council of Latin American Studies (SECOLAS), 2013-2014
- National Endowment for the Humanities Summer Institute Grant, “Slaves, Soldiers, Rebels: Currents of Black Resistance in the Tropical Atlantic, 1760-1888,” The Johns Hopkins University, 2009

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**Kara Schultz**

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**Appointed/Rank:** 2016; ACLS Postdoctoral Fellow in the Digital Humanities; Lecturer, Department of History**Education:** Ph.D., University of Texas at Austin, 1976**Research Specialization:** Modern Latin America; Slave Resistance in the Americas; 15th-19th century Spanish and Portuguese paleography**Overseas Experience:** Angola, Argentina, Brazil, Portugal, Spain**Languages (5=Native, 1=Beginner):** Spanish – 4; Spanish paleography; Portuguese – 3; Portuguese paleography**Relevant Courses:** Slave Resistance in the Americas (HIST 1383)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Slavery and Abolition in the Atlantic World: New Sources and New Findings* (Routledge, 2017)
- “Interwoven: Slaving in the Southern Atlantic under the Union of the Iberian Crowns, 1580-1640,” *Journal of Global Slavery* 2017.
- ‘The Kingdom of Angola is not Very Far from Here’: The South Atlantic Slave Port of Buenos Aires, 1585-1640,” *Slavery & Abolition*, 2015.

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**Edward Wright-Rios**

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**Appointed/Rank:** 2004; Professor of History and Director of Undergraduate Studies**Education:** Ph.D., University of California San Diego, 2004**Academic Experience:** Lecturer, Department of History, University of California San Diego 2004**Research Specialization:** Cultural history of modern México; popular religious practice in 1880-1934 in México; priestly efforts to reform popular religious practice, female-led visionary movements, and the complexities of Catholic resurgence during this period**Overseas Experience:** México, Honduras, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 5; Portuguese – 3**Relevant Courses:** Colonial Latin America (HIST 1370), Reform and Revolution Latin America (HIST 2510), Research Seminar in Latin American History (HIST 8630), Modern México (HIST 2470)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Searching for Made Matiana: Prophecy and Popular Culture in Modern Mexico*. University of New Mexico Press, 2014.
- *Revolutions in Mexican Catholicism: Vision, Shrine, and Society in Oaxaca, 1887-1934*. Duke University Press, 2009.
- “La Madre Matiana: Nation and the Female Prophetic Persona in Mexican Satire.” *The Americas*, 2011.
- “Fitting Fanáticas: Nation, Narration, and Assimilation of Pious Femininity in Revolutionary México.” In *México’s Unfinished Revolutions: 1810, 1910, and 2010*, edited by C. Faulhaber, 2011.
- “Inspirando mexicanos: religiosidad, autoridad, y comunidad desde la Madre Matiana al Segundo Juan Diego.” In *Prácticas populares, cultura política y poder en México, siglo XIX*, edited by B. Connaughton, 2008.

**Distinctions:**

- Guggenheim Foundation Fellow, “Devotion in Motion: Pilgrimage in Modern Mexico”, 2018
- “Devotion in Motion” Photography Exhibit, 2017-2018
- Charles A. Ryskamp Fellowship, American Council of Learned Societies, 2011
- Winner of the 2010 Murdo J. MacLeod Book Prize of the Southern Historical Association
- President’s Postdoctoral Fellowship Finalist, University of California 2004-2005
- Visiting Research Fellowship/Guest Scholar, Center for U.S.-Mexican Studies, University of California San Diego, 2002-2003/2003-2004

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**Leonard Folgarait**

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**Appointed/Rank:** 1981; Professor of History of Art**Education:** Ph.D., University of California Los Angeles, 1980**Academic Experience:** Lecturer in Modern Art History, Art Center College of Design, 1981; Lecturer, Modern Art History, California Institute of the Arts, 1978-1981**Research Specialization:** Modern art of Latin America, with a specialization in the 20th century art of México; and modern European and American art and architecture**Overseas Experience:** México, Spain**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 3**Relevant Courses:** 20<sup>th</sup> Century Mexican Literature, Film and Art (HART 3730); Mexican Art and Architecture from Independence to the Present (HART 2390); Selected Topics: Cubism, Modern Mexican Art, Surrealism (HART 3890)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- *Mexican Muralism: A Critical History*. University of California Press, co-editor with A. Anreus and R. Greeley, 2012.
- *Seeing México Photographed: the Work of Horne, Casasola, Modotti and Álvarez Bravo*, Yale University Press, 2008.
- “Christ and Crack, 1983.” *Serge Guilbaut: Retro-Perspective*, 2012.
- “O’Higgins y el *Daily Worker*, 1931.” *Pablo O’Higgins: voz de lucha y de arte*, Fundación Cultural María y Pablo O’Higgins, México City, 2005.
- “Picasso and Cubism in 1909.” *Migrations in Society, Culture, and the Library*, WESS European Conference Proceedings, Paris, 2004.

**Distinctions:**

- Included in “The Best 300 Professors,” *The Princeton Review*, 2012
- Getty Scholar Grant, Getty Research Institute, Los Angeles, 2007-2008
- Research Scholar Grant, Vanderbilt University, 2006
- The Ellen Gregg Ingalls Award for Excellence in Classroom Teaching, 1986

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**Paula Covington**

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**Appointed/Rank:** 1976; Latin American Bibliographer, Senior Lecturer in Latin American Studies**Education:** M.A., Vanderbilt University, 1994; M.L.S., Peabody College of Vanderbilt University, 1971**Academic Experience:** Reference Librarian and Fine Arts Bibliographer 1973-1976; Senior Librarian, Nashville Public Library 1971-1972**Research Specialization:** 19th-century travel to México and Latin America; Interdisciplinary Research Methods**Overseas Experience:** Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Guatemala, Honduras, México, Nicaragua, Perú, Ecuador, Puerto Rico, Uruguay**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Interdisciplinary Research Methods (LAS 4901)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Latin America and the Caribbean: A Critical Guide to Research Sources*. Greenwood Press, 1992.
- *Index Guide to Latin American Journals: A Selection of Latin-American Serials*. Secretariat, Seminar on the Acquisition of Latin American Library Materials (SALALM), University of Texas, coedited with G. Williams, 1999.
- *Latin American Frontiers, Borders and Hinterlands: Research Needs and Resources*. SALALM, University of New México, 1990.
- “Quest for Books in Cuba.” *Vanderbilt International*, 2010.

**Distinctions:**

- *Who's Who in Library and Information Services*, 2010-present
- Consultant, Bodleian Library, Hispanic collections, University of Oxford, 2009
- *World Scholar*, Editorial Board member and consultant, Gale, 2010

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**Avery Dickins de Girón**


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**Appointed/Rank:** 2008; Executive Director of the Center for Latin American Studies; Senior Lecturer in Anthropology

**Education:** Ph.D., Vanderbilt University, 2008

**Academic Experience:** Adjunct Senior Lecturer; Vanderbilt School of Nursing (2017-present); Vanderbilt Institute for Global Health affiliate, 2012-present; Vanderbilt Summer Academy 2008-2009

**Research Specialization:** International development programs in Guatemala; private security guard industry; development, economics, labor migration; traditional medicine and indigenous access to healthcare

**Overseas Experience:** Guatemala, Bolivia, Perú, Chile

**Languages (5=Native, 1=Beginner):** Spanish – 4; Q’eqchi’ Maya – 2

**Relevant Courses:** Latin American Ethnobotanics (ANTH 1001), Community Health: Central America Section (NURS 5015), Health, Development and Culture in Guatemala (MHS 3210), Apocalypse Now: Modern Maya and Ancient Prophecies (ANTH 1001)

**Percent of time devoted to Latin America:** 100

**Recent Publications:**

- “Ultimatums and Rationalities in Two Maya Towns,” with E. Fischer. In *Cash on the Table: Markets, Values, and Moral Economies*, edited by E. Fischer, 2013.
- “The Security Guard Industry in Guatemala: Rural Communities and Urban Violence.” In *Securing the City: Neoliberalism, Space, and Insecurity in Postwar Guatemala*, edited by K. L. O’Neill and K. Thomas, 2010.
- “El Otro Lado: Local Ends and Development in a Q’eqchi’ Maya Community.” *Social Analysis*, 2007.
- “Rationality, Self-Interest, and Cultural Context: Results of Economic Experiments in Two Guatemalan Maya Communities.” *Southern Anthropological Society Proceedings*, with E. Fischer, 2006.
- “Development and Hegemony: Cultural Property and Cultural Propriety in the Maya Region.” *Connecticut Journal of International Law*, with E. Fischer, 2004.

**Recent Presentations:**

- “Partnerships with Minority Serving Institutions,” U.S. Department of Education, International Foreign Language Education Title IV Technical Workshop; September 2017.
- “Successful Outreach Collaborations between National Resource Centers and Minority-Serving Institutions: Engaging Diverse Perspectives on Issues Relevant to Latin America,” Latin American Studies Association meetings, May 2017.
- “Guatemala’s Security Guard Industry: Inequality and Opportunity,” Latin American Studies Association meetings, May 2013.
- “Facilitating Interdisciplinary Collaboration and Team Teaching,” Centre College Mellon Conference, April 2013.
- “A Comprehensive Model for National Resource Center Evaluation,” presented at the Ohio State University conference Demonstrating the Impact of National Resource Centers, February 2013.

**Distinctions:**

- Vanderbilt University Trans-Institutional Program Award, “Study of Antimicrobial Resistance Drivers,” 2018
- Manager, Vanderbilt University Latin American Garden
- Chair, Consortium of Latin American Studies Programs (CLASP) Language Committee, 2012-2007
- Treasurer, Guatemala Scholars’ Network and Executive Board Member, 2010-present
- Inter-American Health Alliance (IAHA) Board of Directors, 2011-present
- College of Arts and Science Social Science Dissertation Fellowship, 2007-2008
- National Science Foundation Doctoral Dissertation Research Grant, “Linking Social and Cultural Capital: An Analysis of Cultural Change in Two Q’eqchi’ Maya Communities,” 2005-2006

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**Nicolette Kostiv**

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**Appointed/Rank:** 2016; Assistant Director of the Center for Latin American Studies; Director of Graduate and Undergraduate Studies for Latin American Studies, Senior Lecturer in Latin American Studies

**Education:** Ph.D., Vanderbilt University, 2015

**Academic Experience:** Vanderbilt University Summer Academy Program for Talented Youth, 2015; Tennessee Foreign Language Institute, 2012-2015

**Research Specialization:** Slavery in Brazil, post-emancipation era, history of childhood, digital humanities

**Overseas Experience:** Brazil

**Languages (5=Native, 1=Beginner):** Portuguese – 4, Spanish - 3

**Relevant Courses:** Introduction to Latin American Studies (LAS 2101); Introduction to Brazil (LAS 2102); Latin American Studies Research Seminar (LAS 4901/5901)

**Percent of time devoted to Latin America:** 100

**Recent Publications and Presentations:**

- “Belabored freedom: Tutelage, slavery, and transition in Rio de Janeiro, Brazil.” At Latin American Studies Association conference, 2017.
- “Joaquim d’Almeida,” “Mestre Pastinha,” “Octacilio Nunes,” “Queen Ginga,” “Tia Ciata,” “Tim Maia.” *Dictionary of Caribbean and Afro-Latin American Biography*, Oxford University Press, 2016.
- “Children in crisis: Labor, transition, and the reinvention of inequality.” At American Historical Association conference, 2016.
- “Negotiated motherhood tutelage, legal discourse and children of color in Rio de Janeiro, 1871-1900.” At American Historical Association conference, 2014.

**Distinctions:**

- Vanderbilt University Center for Teaching Junior-Faculty Teaching Fellow, 2017-2018.
- Vanderbilt University Libraries Dean’s Fellow in Digital Humanities, Special Collections Topics in Wikipedia, 2014.
- Coordinating Council for Women in History, Ida B. Wells Dissertation Award, 2012.

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**Colleen McCoy**

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**Appointed/Rank:** 2017; Outreach Coordinator for the Center for Latin American Studies

**Education:** M.Ed., Vanderbilt University, 2017; B.A. in Spanish and International Studies, B.A. in Integrated Strategic Communication

**Academic Experience:** Research Assistant on Fuchs Project, Vanderbilt Department of Special Education, 2015-2017

**Overseas Experience:** Primary school teacher in Madrid, Spain, 2011-2013; Hospitality Coordinator in Melbourne, Australia, 2014; Program Administration Assistant for UWRF study abroad in Dalkeith, Scotland, 2016; Business consultant to social enterprise Itza Wood in Guatemala, 2017

**Research Specialization:** International education, Professional development for K-16 educators, Postsecondary Education, Education Abroad

**Languages (5=Native, 1=Beginner):** Spanish - 4

**Percent of time devoted to Latin America:** 100

**Distinctions:**

- Co-coordinator of Americas Award for Young Adult Literature, 2017-present
- Member of the Consortium of Latin American Studies Programs Outreach Committee
- Graduate Certificate in Latin American Studies, 2017

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**Dominique Béhague**

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**Appointed/Rank:** 2012; Associate Professor of Medicine, Health, and Society and Anthropology**Education:** Ph.D., McGill University, 2004**Academic Experience:** Senior Lecturer, King's College London, 2012-present; Honorary Lecturer, London School of Hygiene and Tropical Medicine, 2010-present; Senior Lecturer, Brunel University, 2010-2012; Lecturer, London School of Hygiene and Tropical Medicine, 2002-2010**Research Specialization:** Psychiatry, reproductive health, politics of global health; Brazil health and biomedicine**Overseas Experience:** Brazil, Ecuador**Languages (5=Native, 1=Beginner):** Spanish – 5; Portuguese – 4; French – 4**Relevant Courses:** Global Health and Social Justice (MHS 3110); Special Topics: Global Public Health (MHS 3890); Advanced Research Methods (MHS 3000); Culture Psychology and Mental Health (MHS 3000)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Psychiatry, bioepistemes and the making of adolescence in Southern Brazil.” *História, Ciências, Saúde*, 2016.
- “‘Lives in the balance’: The Safe Motherhood Initiative and the Partnership for maternal, newborn and child health.” *Health Policy and Planning*, with K. Storeng, 2016.
- “Taking pills for development ails in Southern Brazil: The biologization of adolescence.” *Social Science and Medicine*, 2015.
- “Taming troubled teens: the social production of mental morbidity amongst young mothers in Pelotas, Brazil” *Social Science & Medicine*, with H. Gonçalves, D. Gigante, B. R. Kirkwood, 2012.
- “Contraceptive medicalization, fear of infertility and teenage pregnancy in Brazil.” *Culture, Health and Sexuality*, with H. Gonçalves, A. Souza, S. Tavares, and D. Cruza, 2011.

**Distinctions:**

- Vanderbilt Research Scholar Fellowship, “Troubled Teens: Psychiatry and the Shaping of Adolescence in the Wake of Brazil’s New Democracy,” 2018-2019
- Wellcome Trust Postdoctoral Research Training Fellowship: Salary, research costs, and tuition for MSc in Epidemiology, “The life-course and health of youth and their mothers in the 1982 Pelotas birth cohort: an interdisciplinary research approach,” 2005-2010

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**David J. Ernst**

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**Appointed/Rank:** 1992; Professor of Physics and Astronomy**Education:** Ph.D., Massachusetts Institute of Technology, 1970**Academic Experience:** Associate Dean of College of Arts & Science 1995-1997; Interim Director of W. M. Keck Foundation Free Electron Laser 1999-2000; Professor, Texas A&M University 1985-1992**Research Specialization:** Promotes exchanges and cooperation in the sciences between U.S. and Latin America; Nuclear Theory, neutrino masses and mixings**Overseas Experience:** México, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 4**Percent of time devoted to Latin America:** 15**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- “The Fisk-Vanderbilt Master’s to Ph.D. Bridge Program: Recognizing and Cultivating Unrecognized Potential in Underrepresented Minority Students.” *American Journal of Physics*, with K. G. Stassun, S. Sturm, K. Holley-Bockleemann, A. Burger, and D. Webb, 2011.
- “Implications of the Super-K atmospheric, long-baseline, and reactor data for the Mixing Angles  $\theta_{13}$  and  $\theta_{23}$ .” *Physical Review*, with J. Escamilla-Roa, and D. C. Latimer, 2010.

**Distinctions:**

- Chair-Elect, Board of Trustees; Fellow for Minority Affairs, Southeastern Universities Research Association
- Winner, Francis G. Slack Award from the Southeast Section of the American Physical Society for work diversifying the field physics, work with the National Society of Hispanic Physicists and the National Society of Black Physicists, and building programs at Vanderbilt and Fisk Universities, 2011
- Nicholson Medal for Human Outreach by the American Physical Society, 2011

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**Susan Gessner Stewart**

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**Appointed/Rank:** 2013; Assistant Professor of Astronomy**Education:** Ph.D., University of Alabama Tuscaloosa, 1998**Academic Experience:** University of Alabama Tuscaloosa 1994-1997; Research Assistant, Instituto de Astrofísica de Canarias, La Laguna, Tenerife, Canary Islands, Spain 1994**Research Specialization:** Solar system/celestial dynamics, astrometry, navigation; collaboration with Andean archaeologists on mapping ancient celestial patterns**Percent of time devoted to Latin America:** 10**Recent Publications:**

- “Predicting navigational error of visual binary stars.” *Naval Engineers Journal*, 2014.
- “Section E (Planets), Section H (Stars and Stellar Systems), and Section L (Notes and References).” *The Astronomica*, with F. Walter, 2000.
- “Ultraviolet Observations of the Powering Source of the Supergiant Shell in IC 2574.” *Almanac for the Years 1998 through 2015*, U.S. Government Printing Office, 2000.

**Distinctions:**

- Staff astronomer at the U.S. Naval Observatory in Washington, DC, 1997-present
- Secretary, Steering Committee for Division A Fundamental Astronomy of the International Astronomical Union, 2013
- Sigma Xi Research Society grant award, 1994-1996
- NASA Space Grant Fellow, 1990-1993

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**Jonathan Hiskey**

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**Appointed/Rank:** 2005; Associate Professor, Associate Chair, and Director of Graduate Studies of Political Science**Education:** Ph.D., University of Pittsburgh, 1999**Academic Experience:** Chair, Graduate Education Committee and Director of Graduate Studies 2008-2009; Assistant Professor, University of California, Riverside 1999-2005**Research Specialization:** Political economy in México, development implications of political transitions in Mexico and Latin America; immigration and migration**Overseas Experience:** México, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 2**Relevant Courses:** Latin American Politics (PSCI 3217), Politics of Global Inequality (PSCI 2236), Research in Latin American Politics (PSCI 8315), Research in Comparative Analysis (PSCI 8319)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- “Leaving the Devil You Know: Crime, Victimization, U.S. Deterrence Policy, and the Emigration Decision in Central America.” *Latin American Research Review*, 2018.
- “Severed Linkages: Distorted Accountability in Uneven Regimes.” *Comparative Political Studies*, 2017.
- “Shaping politics at home: Cross-border social ties and local political engagement.” *Comparative Political Studies*, with A. Córdova, 2015.
- “Subnational electoral contexts and corruption in Mexico.” *Journal of Politics in Latin America*, with B. Faughnan, S. Revey, 2014.
- “Democracy, governance, and emigration intentions in Latin America and the Caribbean.” *Studies in Comparative International Development*, with D. Montalvo, D. Orcés, 2014.

**Distinctions:**

- Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching, Vanderbilt University, 2017.
- Research Scholar Fellowship. “Migration, Democracy, and Those Left Behind in Latin America”, 2012
- Robert H. Birkby Award for Teaching Excellence in Political Science, Vanderbilt University, 2010
- Center for the Americas Publication Colloquium award, “Migration in the Americas: México and Latin America in Comparative Perspective” (with K. Donato), Vanderbilt University, 2008

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**Noam Lupu**

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**Appointed/Rank:** 2016, Associate Professor of Political Science; Associate Director of Latin American Public Opinion Project

**Education:** Ph.D., Princeton University, 2011

**Academic Experience:** Assistant Professor, University of Wisconsin-Madison, 2013-2016; Visiting Professor, Universidad Torcuato Di Tella, Argentina, 2015-present; Junior Research Fellow, Juan March Institute, Spain, 2012-2013; Visiting Fellow, University of Notre Dame, 2011

**Research Specialization:** Representation, Latin American politics, political behavior, political parties and partisanship, class and inequality

**Overseas Experience:** Argentina, Brazil, Guatemala, Peru, Venezuela

**Languages (5=Native, 1=Beginner):** Spanish – 5; Portuguese – 3; Hebrew – 5

**Relevant Courses:** Comparative Political Parties (PSCI 2062)

**Percent of time devoted to Latin America:** 100

**Recent Publications:**

- *Party brands in crisis: Partisanship, brand dilution, and the breakdown of political parties in Latin America.* Cambridge University Press, 2016.
- “The end of the Kirchner era.” *Journal of Democracy*, 2016.
- “What good is a college degree? Education and leader quality reconsidered.” *Journal of Politics*, with N. Carnes, 2016.
- “Rethinking the comparative perspective on class and representation: Evidence from Latin America.” *American Journal of Political Science*, with N. Carnes, 2015.

**Distinctions:**

- Editorial Board, *American Journal of Political Science*
- Jack Walker Award, Political Organizations and Parties section of the American Political Science Association, 2016
- Alexander L. George Article Award, Qualitative and Multi-Method Research section of the American Political Science Association, 2015

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**Cecelia Mo**

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**Appointed/Rank:** 2012, Assistant Professor of Political Science

**Education:** Ph.D., Stanford University, 2012

**Academic Experience:** National Fellow, Hoover Institution, Stanford University, 2015-2016; Faculty Fellow, Latin American Public Opinion Project, Vanderbilt, 2012-present; Assistant Professor of Public Policy & Education (by courtesy), Vanderbilt Peabody College of Education & Human Development, 2012-Present

**Research Specialization:** Political behavior, political psychology, political economy of development, public policy, human trafficking and migration

**Overseas Experience:** Guatemala, Nepal, Rwanda, Bangladesh, Indonesia, Trinidad and Tobago

**Languages (5=Native, 1=Beginner):** Spanish – 2; Korean – 5

**Relevant Courses:** Comparative Political Behavior (PSCI 8314), Statistics for Political Research I (PSCI 8356), Political Economy of Development (PSCI 8317), Human Trafficking (PSCI 8301)

**Percent of time devoted to Latin America:** 15

**Recent Publications and Presentations:**

- “Aspirations and the role of social protection: Evidence from economic shocks in rural Pakistan.” *World Development*, with K. Kosec, 2017.
- “The effects of perceived relative deprivation on risk: An aspirations-based model of human trafficking vulnerability.” *Political Behavior*, 2017.
- “The voter’s blunt tool.” *Journal of Theoretical Politics*, with R. Bowen, 2016.
- “The consequences of explicit and implicit gender attitudes and candidate quality in the calculation of voters.” *Political Behavior*, 2015.

**Distinctions:**

- Humanity United Grant, 2016-2017.
- World Bank Development Grant, 2015-2017.
- U.S. Department of Labor, Bureau of International Labor Affairs Grant, 2014-2019.
- USAID Counter-Trafficking in Persons Campus Challenge Research Grant, 2013-2016.

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Efrén O. Pérez**

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**Appointed/Rank:** 2008; Associate Professor of Political Science; Associate Professor (by courtesy) of Sociology**Education:** Ph.D., Duke University, 2008**Academic Experience:** Co-Director, Research on Individuals, Politics, and Society Lab 2010-present; Faculty Affiliate, Latin American Public Opinion Project 2008-present**Research Specialization:** Political psychology; race, ethnicity, and politics; Latino public opinion; anti-immigrant bias, measurement and scaling, experimental design, survey research**Overseas Experience:** México**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Political Psychology (PSCI 8334), Group Conflict and Cooperation in U.S. Politics (PSCI 3250)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- *Unspoken Politics: Implicit Attitudes and Political Thinking*. Cambridge University Press, 2016.
- “Rolling off the tongue into the top-of-the-head: Explaining language effects on public opinion.” *Political Behavior*, 2016.
- “Race and nation: How racial hierarchy shapes national attachments.” *Political Psychology*, with C. Niambi, 2015.
- “Mind the gap: Why large groups deficits in political knowledge emerge – and what to do about them” *Political Behavior*, 2015.
- “Xenophobic rhetoric and its political effects on immigrants and their co-ethnics.” *American Journal of Political Science*, 2015.

**Distinctions:**

- Vanderbilt University Chancellor Faculty Fellow, 2017-2019
- Latino Center for Leadership Development Grant “Speaking in Tongues: Explaining Language Effects on Survey Response,” 2017.
- Russell Sage Foundation Grant 2016

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**Mitchell Seligson**

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**Appointed/Rank:** 2004; Centennial Professor of Political Science; Founder and Senior Advisor, Latin American Public Opinion Project (LAPOP)**Education:** Ph.D., University of Pittsburgh, 1974**Academic Experience:** Professor of Sociology 2009-present; Fellow, Vanderbilt Center for Nashville Studies 2004-present; Daniel H. Wallace Professor of Political Science, University of Pittsburgh 1994-2004**Research Specialization:** Democratization, Latin American politics, political economy of development**Overseas Experience:** Costa Rica, Latin America**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Politics of Change in the Third World (PSCI 8316), Political Economy of Development (PSCI 8317), Politics of Global Inequality (PSCI 2236)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 5**Recent Publications:**

- “Reported threats: The routinization of violence in Central America.” *Pragmatics*, with S. Berk-Seligson, 2016.
- “Determinants of perceived skin-color discrimination in Latin America.” *Journal of Politics*, with D. Canache, M. Hayes, J. Mondak, 2014.
- *Development and Underdevelopment: The Political Economy of Global Inequality*, 5<sup>th</sup> edition. Lynne Rienner Publishers, co-edited with J. Passé-Smith, 2014.

**Distinctions:**

- Member of the General Assembly of the Inter-American Institute of Human Rights
- Appointed member of the Organization of American States (OAS) Advisory Board of Inter-American Program on Education for Democratic Values and Practices
- Inter-American Development Bank, United Nations Development Programme, and Tinker Foundation support for 2010-2013 AmericasBarometer surveys in Latin America and Caribbean

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Elizabeth Zechmeister**

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**Appointed/Rank:** 2008; Cornelius Vanderbilt Professor of Political Science and Director of Latin American Public Opinion Project

**Education:** Ph.D., Duke University, 2003

**Academic Experience:** Faculty Affiliate, Research on Individuals, Politics, and Society (RIPS) Lab 2009-present; Assistant Professor of Political Science, University of California-Davis 2003-2008

**Research Specialization:** Comparative political participation and voting in Latin America; experiments in political science research

**Overseas Experience:** México, Andes

**Languages (5=Native, 1=Beginner):** Spanish – 4

**Relevant Courses:** Research Design (PSCI 8355), Inter-American Relations (PSCI 3228), Comparative Political Behavior (PSCI 8901), Comparative Politics of Bad Times (PSCI 8370), Latin American Politics (PSCI 3217), Politics of México (PSCI 2219)

**Percent of time devoted to Latin America:** 100

**Dissertations and theses supervised in past 5 years:** 4

**Recent Publications:**

- “Can experience overcome stereotypes in times of terror?” *Research & Politics*, with M. Holman and J. Merolla, 2017.
- *The Latin American Voter: Pursuing Representation and Accountability in Challenging Contexts*. University of Michigan Press, with R. Carlin and M. Singer, 2015.
- “Natural disaster and democratic legitimacy: The public opinion consequences of Chile’s 2010 earthquake and tsunami.” *Political Research Quarterly*, with R. Carlin and G. Love, 2014.
- *Latin American Party Systems*. Cambridge University Press, with H. Kitschelt, K. A. Hawkins, J. P. Luna, and G. Rosas, 2010.

**Distinctions:**

- Equity, Diversity, and Inclusion Grant, 2017
- Trans-Institutional Reinvestment Award for International Public Opinion Project, 2016-2017
- United States Agency for International Development (USAID), 2016- 2017
- Vanderbilt Award for Excellence in Graduate Teaching, 2015
- Invited presentations, Wilson Center, Washington D.C., 2013

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**Joe Bandy**

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**Appointed/Rank:** 2010; Assistant Director, Vanderbilt Center for Teaching; Affiliated Faculty, Department of Sociology

**Education:** Ph.D., University of California, Santa Barbara, 1998

**Academic Experience:** Associate Professor of Sociology, Bowdoin College 1998-2010; Lecturer, University of California, Santa Barbara 1990-1998

**Research Specialization:** Social movements; U.S./Mexico relations; labor and environmental movements; free trade and globalization; teaching assessment; teaching and community engagement; service learning; junior faculty development

**Overseas Experience:** México

**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 2

**Relevant Courses:** Globalization and Social Change (SOC 3601); Class, Labor, and Power (SOC 3612)

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- *Coalitions Across Borders: Transnational Protest and the Neo-Liberal Order*. Rowman and Littlefield Publishers, edited with J. Smith, 2004.
- “Environmental Justice and Environmental Health in Nashville.” In *Shaping Healthy Cities: Nashville*, by C. Kreyling, 2013.
- “Sociologists in Action: Joe Bandy & Elspeth Benard.” In *Sociologists in Action*, with E. Benard, 2011.
- “A Place of Their Own? Women Organizers Negotiating the Local and Transnational in Nicaragua and Northern México.” In *Latin American Social Movements: Globalization, Democratization, and Transnational Networks*, edited by H. Johnston and P. Almieda, with J. Bickham Mendez, 2006.

**Distinctions:**

- Maine Campus Compact’s Donald Harward Award for Service-Learning Excellence, 2006

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Daniel Cornfield**

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**Appointed/Rank:** 1980; Professor of Sociology**Education:** Ph.D., University of Chicago, 1980**Academic Experience:** Affiliate Professor of Political Science 2008-present; Affiliate Professor of American and Southern Studies 1999-present; Faculty Fellow, Curb Center for Art, Enterprise, and Public Policy 2006-present**Research Specialization:** Sociology of Work, Labor Sociology, Economy and Society, Political Sociology, Labor Movements, Immigration, Artistic Careers and Communities**Overseas Experience:** Brazil, Cuba**Languages (5=Native, 1=Beginner):** Spanish – 3**Relevant Courses:** Contemporary Social Issues (SOC 1020); Immigration in America (SOC 3322); Self, Society, and Social Change (SOC 3601)**Percent of time devoted to Latin America:** 10**Dissertations and theses supervised in past 5 years:** 3**Recent Publications:**

- *Beyond the Beat: Musicians Building Community in Nashville*. Princeton University Press, 2015.
- “Tackling inequality in precarious times: Immigrant labor organizing in the United States.” In *Mobilizing against Inequality: Unions, Immigrant Workers, and the Crisis of Capitalism*, Cornell University Press, with L. Adler, 2014.
- *Labor in the New Urban Battlegrounds: Local Solidarity in a Global Economy*. Cornell University Press, edited with L. Turner, 2007.
- “Tackling Inequality in Precarious Times: Immigrant Labor Organizing in the United States.” In *Mobilizing against Inequality: Unions, Immigrant Workers, and the Crisis of Capitalism*, edited by L. Adler, M. Tapia, and L. Turner, with L. Adler, at press 2013.

**Distinctions:**

- Visiting Research Professor, School of History and Anthropology, Queens’s University, Belfast, 2015
- Principal Investigator for Immigrant Community Assessment of Nashville, commissioned by the Mayor of Nashville; includes a study of Nashville’s large and growing community of Latin American immigrants
- Editorial Board, *Revista Latinoamericana de Estudios del Trabajo*, 2000-present

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**David Hess**

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**Appointed/Rank:** 2011; Professor and Director of Undergraduate Studies of Sociology; James Thornton Fant Chair in Sustainability Studies; Associate Director, Vanderbilt Institute for Energy and Environment; Director of Program on Environmental and Sustainability Studies**Education:** Ph.D., Cornell University, 1987**Academic Experience:** Professor of Science and Technology and Director of Program in Ecological Economics, Values, and Policy, Rensselaer Polytechnic Institute 1989-2011; Visiting Assistant Professor, Interdisciplinary Writing Program, Colgate University 1987-1989**Research Specialization:** Sociology of local sustainability, sociology of health and environmental science; Brazil**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 4**Percent of time devoted to Latin America:** 10**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- *Undone Science: Social Movements, Mobilized Publics, and Industrial Transitions*. MIT Press, 2016.
- “Structural inequality and the politics of science and technology.” In *Handbook of Science and Technology Studies*, MIT Press, with S. Amir, S. Frickel, L. Williams, 2016.
- “Fields of knowledge: Science, politics, and publics in the neoliberal age.” *Political Power and Social Theory*, with S. Frickel, 2014.
- “Local and Not-So-Local Exchanges: Alternative Economies, Ethnography, and Social Science.” In *Ethnography and Transnationalism*, edited by J. Juris and A. Khasnabish, 2012.

**Distinctions:**

- Editorial Board Member, *Engaging Science, Technology, and Society*, 2015-present
- Editorial Board Member, *Science as Culture*, 2012-present
- Editorial Board Member, *Nature + Culture*, 2012-present

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Mariano Sana**

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**Appointed/Rank:** 2009; Associate Professor of Sociology; Affiliated Faculty for Latin American Public Opinion Project and American Studies

**Education:** Ph.D., University of Pennsylvania, 2003

**Academic Experience:** Assistant Professor, Louisiana State University 2003-2009; Project Manager, Latin American Migration Project, University of Pennsylvania 2000-2003

**Research Specialization:** International migration, survey data collection, development, Latin America, globalization

**Overseas Experience:** México, Dominican Republic, Argentina

**Languages (5=Native, 1=Beginner):** Spanish – 5

**Relevant Courses:** Population and Society (SOC 3321), Immigration in America (SOC 3322)

**Percent of time devoted to Latin America:** 50

**Dissertations and theses supervised in past 5 years:** 1

**Recent Publications:**

- “A test of the stranger-interviewer norm in the Dominican Republic.” *Population Studies*, with G. Stecklov and A. A. Weinreb, 2016.
- “Family planning for strangers: An experiment on the validity of reported contraceptive use.” *PLOS ONE*, with G. Stecklov and A. A. Weinreb, 2015.
- “Immigrants and Natives in U.S. Science and Engineering Occupations: 1994-2006.” *Demography*, 2010.
- “Insiders, Outsiders, and the Editing of Inconsistent Survey Data.” *Sociological Methods and Research*, with A. A. Weinreb, 2008.

**Distinctions:**

- Visiting Scholar, Population Program, Institute of Behavioral Science, University of Colorado at Boulder, 2012
- Principal Investigator, National Institutes of Health, National Institute of Child Health and Human Development (NICHD) grant for “The Effects of Insiderness on Data in the Dominican Republic,” with A. A. Weinreb and G. Stecklov, 2009-2011
- Excellence in Teaching Award, presented by The Sociology Society at Louisiana State University, 2008

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**Francis Alpren**

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**Appointed/Rank:** 2002; Senior Lecturer in Spanish

**Education:** M.A., Louisiana State University, 1986

**Academic Experience:** Lead Coordinator of Basic Spanish 2002-present; Spanish Coordinator of all Basic Spanish Programs, Florida Atlantic University, Florida 1999-2002; Adjunct Spanish Instructor and Visiting Lecturer, Atlantic University, Boca Raton, FL 1998-1999; Spanish teacher for High School, Greater Grace Christian Academy, Baltimore, MD 1997-1998

**Research and Teaching Specialization:** As Spanish Coordinator, trains lecturers and adjuncts; prepares workshops for Spanish adjuncts; schedules adjuncts and T.A.s for Elementary and Intermediate Spanish courses; prepares and develops syllabi, tests, study guidelines, forms, and internet activities for courses

**Languages (5=Native, 1=Beginner):** Spanish – 5; French – 2; Hebrew – 2; Italian – 1

**Relevant Courses:** Elementary Spanish I (SPAN 1101); Elementary Spanish II (SPAN 1102); Beginners Spanish (SPAN 1120); Second Semester Beginners Spanish (SPAN 1121); Intermediate Spanish (SPAN 2203); Spanish for Bilinguals I (SPAN 2342); Spanish for Bilinguals II (SPAN 2342); Advanced Spanish (SPAN 3400); Advanced Spanish Composition (SPAN 3401); Foreign Language Teaching Practicum (FLE 5892); Teaching Practicum for New Graduate Students (SPAN 6030)

**Percent of time devoted to Latin America:** 100

**Distinctions:**

- Invited by McGraw Hill to participate in following workshops: “Integrating the 4 Cs into the Communicative Classroom and Beyond” and “Cultural Competence: Making Culture the Core of the Language Class”

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**José L. Aznar**

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**Appointed/Rank:** 2007; Senior Lecturer in Spanish**Education:** M.A., Arkansas Tech University, 1998**Academic Experience:** Senior Lecturer of Spanish, 2007-present; Course Director Maymester 2010 in Spain; Visions VUceptor Faculty Member, Vanderbilt; Chair, Foreign Languages, Pope John Paul II High School, Hendersonville, TN, 2004-2007; Spanish Instructor, University of the Ozarks, Clarksville, AR, 2001-2004**Research and Teaching Specialization:** Spanish Language; Contributes new material for the University's Spanish curriculum; evaluates students' level of proficiency in the target language to assure the appropriate course level; developed curriculum for the Maymester in Spain; Teaches, directs and organizes all activities for the course in Spain**Overseas Experience:** México, Spain**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Intermediate Spanish grammar, composition and conversation courses (SPAN 2203, 3301W, 3302); Advanced Conversation (SPAN 3340)**Percent of time devoted to Latin America:** 25**Distinctions:**

- Member, Tennessee Foreign Language Teaching Association (TFLTA) and Arkansas Foreign Languages Teachers Association (AFLTA)
- Marquis Who's Who in America, 2004
- Who's Who Among American Teachers, 2002

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**Susan Berk-Seligson**

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**Appointed/Rank:** 2004; Professor of Spanish Linguistics; Associate with Latin American Public Opinion Project**Education:** Ph.D., University of Arizona, 1978**Academic Experience:** Associate Professor, University of Pittsburgh 1985-2004; Assistant Professor and Coordinator of Second Year Spanish Language Program, Purdue University 1982-1985; Adjunct lecturer, Center for English as a Second Language, University of Arizona 1978-1982**Research Specialization:** Sociolinguistics, pragmatics, discourse analysis, language in institutional settings (particularly language and the law), language and gender**Overseas Experience:** Costa Rica, Ecuador, El Salvador, Chile, Guatemala, Ecuador**Languages (5=Native, 1=Beginner):** Spanish – 4; Hungarian – 4; French – 2; German – 1; Hebrew – 1**Relevant Courses:** Discourse Analysis, (SPAN 4360), Spanish in Society, (SPAN 4355), Freshman Seminar: Language and Law, (LAS 1111, cross listed as SPAN 1111), Special Topic: Language and Law (SPAN 3892)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Coerced Confessions: The Discourse of Bilingual Police Interrogations*. Mouton de Gruyter, 2009.
- *The Bilingual Courtroom: Court Interpreters in the Judicial Process*, revised edition. The University of Chicago Press, 2002.

**Distinctions:**

- Editorial/Advisory Board: *The International Journal of Speech, Language and the Law*; *Journal of Interpreting: International Journal of Research and Practice in Interpreting*; *Translation & Interpreting: The International Journal of Translation and Interpreting Research*; *Revista Brasileira de Linguística Antropológica*; *International Journal of Law, Language and Discourse*; *International Journal of Legal Translation and Court Interpreting*
- Vanderbilt University Research Scholar Grant for “One Nation, Divided Justice: Language, Indigenous Rights and Human Rights in the Ecuadorian Sierra”, 2010-2011
- U.S. Agency for International Development research grant for “Access to Justice for Indigenous Ecuadorians,” 2005-2006
- Federal Court Interpreters Exam (\$1.8 million contract awarded to the National Center for State Courts), Linguistic Expert, 2001-2006

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Victoria Burrus**

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**Appointed/Rank:** 1986; Associate Professor of Spanish**Education:** Ph.D., University of Wisconsin-Madison, 1985**Academic Experience:** Vice-Chair of Spanish Department, 2009-present; Director of Vanderbilt-in-Spain 2006-2007, 2011-2014; Director of Undergraduate Studies 2005-present**Research Specialization:** Medieval Spanish Literature**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; French – 2**Relevant Courses:** Introduction to Spanish & Spanish American Literature (SPAN 3303)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- Review of Theresa Anna Sears, *Echado de tierra: Exile and the Psychopolitical Landscape in the Poema de Mio Cid*, *Hispanic Review* 69 (2001): 243-245
- *A Manual Manuscript Transcriptions for the Dictionary of the Old Spanish Language* by David Mckencie. 4<sup>th</sup>. Ed., rev. by Victoria Burrus. Madison, WI: Hispanic Seminary of Medieval Studies, 1986
- “Role-Playing in the Amatory Poetry of the *Cancionero de Baema*” to the *Cancionero General* eds. E. Michael Gerli and Julian Weiss. *Medieval and Renaissance Texts & Studies* 181. Tempe, Arizona, 1998

**Distinctions:**

- Ernest A. Jones Adviser Award, 2000
- Venture Grant (with T. F. Hughes) to digitize course materials for Spanish Civilization, 1999

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**José Cárdenas-Bunsen**

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**Appointed/Rank:** 2012; Associate Professor and Director of Graduate Studies of Spanish**Education:** Ph.D., Yale University, 2009**Academic Experience:** Assistant Professor, Bucknell University 2008-2012; Assistant Professor, Pontificia Universidad Católica del Perú 1996-2001**Research Specialization:** 16th- through 19th-century colonial Latin American literature and culture, with a particular focus on Bartolomé de las Casas**Overseas Experience:** Perú, México, Brazil, Bolivia**Languages (5=Native, 1=Beginner):** Spanish – 5; Portuguese – 4; French – 4; Quechua – 3; Aimara – 2; Italian – 2; Latin – 2**Relevant Courses:** Spanish American Literature (SPAN 4420), Special Topic in Hispanic Literature: Latin American National Genres (SPAN 3893), Seminar: Studies in Colonial Literature: Garcilaso Inca de la Vega (SPAN 8200)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *La aparición de los libros plúmbeos y los modos de escribir la historia: De Pedro de Castro al Inca Garcilaso de la Vega*. Vervuert-Iberoamericana, 2018.
- “Garcilaso as Sexton: Autobiography, Blood Purity and Inca History,” *Hispanic Review*, 2018.
- *Escritura y Derecho Canónico en la obra de fray Bartolomé de las Casas*. Iberoameria, 2011.
- “Ius Gentium and Just War: The Problem of Representation in Inca Garcilaso’s Royal Commentaries.” In *Signs of Power in Habsburg Spain and the New World*, edited by J. McCloskey and I. L. Alemany, 2013.

**Distinctions:**

- Robert Penn Warren Center Faculty Fellowship, 2018-2019.
- Editorial Board, *Dissidences*, Hispanic Journal of Theory and Criticism
- Maury A. Bromsen Fellowship, John Carter Brown Library, Brown University 2010-2011
- Winner of the Raúl Porras Barrenechea Research Award, Instituto Nacional de Cultura, Lima, Perú (Perú highest national award for historical research), 1998

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Anna Castillo**

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**Appointed/Rank:** 2017; Andrew W. Mellon Assistant Professor of Spanish**Education:** Ph.D., Stanford University, 2017**Academic Experience:** Teaching Assistant, Stanford University 2012-2017**Research Specialization:** 20th-and 21st- Century Latin American Literature and Film; Gender and Sexuality Studies; Technology Studies; Second Language Acquisition; Non-Traditional Students in Higher Education; Latina/o Cultural Production**Overseas Experience:** Argentina, Chile, Mexico**Languages (5=Native, 1=Beginner):** Spanish- 4; Portuguese- 3; French- 2**Relevant Courses:** Film and Culture in Latin America (SPAN 3375/5575); Latina and Latin American Women Writers (SPAN 4755/5755); Spanish-American Literature of the Post-Boom Era (SPAN 4741/5741)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Explicit Complicity: A Grindr Narrative.” *Chasqui: Revista de literatura latinoamericana*, 2018
- “Grad Students Should Co-Teach.” *Inside Higher Ed*, April 5, 2016.
- “The Advantages of Being ‘International.’” *Stanford Teaching Commons*, July 7, 2015.
- “Culture Clashes in the Classroom.” *Stanford Teaching Commons*, June 6, 2015.
- “What if My English Isn’t Good Enough?” *Stanford Teaching Commons*, May 21, 2015.
- “Studying Human Trafficking Through Medical, Legal, and Historical Lenses.” *Stanford Teaching Commons*, November 11, 2014.

**Distinctions:**

- Mellon Foundation Dissertation Fellowship, 2016-2017
- Science, Technology, and Society Teaching Assistantship Grant, 2016

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**Lorraine Catanzaro**

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**Appointed/Rank:** 1988; Senior Lecturer in Spanish**Education:** M.A., University of Florida, 1986**Academic Experience:** Spanish Language Instructor, Vanderbilt University School of Medicine 2007-present; Assistant Director, Center for Latin American Studies 2007-2008; Director, Study Abroad Programs 1999-2002; Director, International Executive MBA Program, Owen Graduate School of Management 1996-1999; Professor, Spanish for Business and Economics, Owen Graduate School of Management 1993-1999; Director, Vanderbilt-in-Spain 1990-1991; Instructor, University of Florida Law School 1987-1988**Research Specialization:** Spanish for medical professions and service learning**Overseas Experience:** México, Dominican Republic, Costa Rica**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 2**Relevant Courses:** Intermediate Spanish Writing (SPAN 3301W), Intermediate Medical Spanish (IDIS 5235), Spanish for Business and Economics (SPAN 3345), Spanish for Medical Professionals (SPAN 3830)**Percent of time devoted to Latin America:** 100**Recent Presentations:**

- “Death and the Maiden.” The People’s Branch Theatre, Nashville, 2008.
- “Of Rage and Redemption: The Art of Oswaldo Guayasamín.” Center for Latin American Studies Outreach Professional Development Workshop for K-12 Educators, 2008.
- “Understanding Health and Illness in the Latino Patient.” Vanderbilt University School of Medicine, 2005.
- “Teaching Cultural Competence to Health Care Providers.” Tennessee Association of Professional Interpreters and Translators, Nashville, 2005.

**Distinctions:**

- Faculty Curriculum Development Award to research traditional and folkloric medicinal practices in the Dominican Republic, Vanderbilt University, 2007
- Venture Fund to develop and hold a community Health Fair for Latino population in Nashville, Vanderbilt University College of Arts & Science, 2007
- Center for Latin American and Iberian Studies travel grant for summer research on traditional and folkloric medicine in the Dominican Republic, 2007

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Rachel Roth Chiguluri**

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**Appointed/Rank:** 1997; Senior Lecturer in Spanish**Education:** Ph.D., Vanderbilt University, 2001**Academic Experience:** Instructor of Spanish, Tennessee Foreign Language Institute 1998; Instructor of English, English for International Students 1997**Research Specialization:** Post-War Spanish literature; the generation of '98; Spanish American fiction, especially from the Boom; world literature**Overseas Experience:** Cuba, Argentina**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Elementary Spanish (SPAN 1102); Advanced Beginner Spanish (SPAN 1103); Intermediate Spanish Writing (SPAN 3301W); Introduction to Spanish/Latin American Literature (SPAN 3303)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- “The Politics of Discourse and the Discourse of Politics in *Tres Tristes Tigres*.” *Revista de Estudios Hispánicos*, 2003.
- Book Reviews: *Dance Between Two Cultures: Latino Caribbean Literature Written in the United States* by W. Luis, in *The Comparatist*, 2001; *La comunidad Latina in the United States: Personal and Political Strategies for Transforming Culture* by D. T. Abalos, in *Chasqui*, 2001.

**Distinctions:**

- Mellon Select Graduate Scholar, Vanderbilt University

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**Sarah Delassus**

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**Appointed/Rank:** 2001; Senior Lecturer in Spanish**Education:** Ph.D., University of Virginia, 2001**Academic Experience:** Lecturer, University of Virginia, 1998-2001**Research Specialization:** Spanish language**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 5**Relevant Courses:** Coordinator of Spanish Oral Communication through Cultural Topics (SPAN 3302); Elementary Spanish I (SPAN 1101), Advanced Conversation (SPAN 3340), Advanced Spanish Conversation (SPAN 3302)**Percent of time devoted to Latin America:** 50**Distinctions:**

- International Student Excellence Award, Albright College
- Graduate Fellowship, University of Virginia
- University-Wide Seven Society Fellowship for Superb Teaching (semi-finalist), University of Virginia

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**Heraldo Falconí**

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**Appointed/Rank:** 2008; Senior Lecturer in Spanish**Education:** Ph.D., Duke University**Academic Experience:** Graduate Instructor in Spanish, Duke University; Teaching Assistant in Spanish, George Mason University**Research Specialization:** Spanish Language; colonial and early modern literature**Overseas Experience:** Perú**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Coordinator of Intermediate Spanish Writing (SPAN 3301W), Advanced Oral Proficiency through Cultural Topics (SPAN 3302), Intermediate Spanish (SPAN 2203), Spanish-American Literature of the Boom Era (SPAN 4740), Advanced Conversation (SPAN 3340), Introduction to Hispanic Cultural Studies, Maymester on location in Cuzco and Machu Pichu Perú (SPAN 3320)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “El retablo de la libertad de Melisendra.” *Hispanic Culture Review*, 1996.
- “Exilio e identidad.” *Revista de Ateneo Puertorriqueño*, 1995.

**Distinctions:**

- Katherine Stern Dissertation Fellowship
  - Duke University Graduate School International Research Travel Award
  - Duke University Center for Latin American Studies Tinker and Mellon Graduate Students Research Grant
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**Earl E. Fitz**

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**Appointed/Rank:** 1998; Professor of Portuguese, Spanish, and Comparative Literature**Education:** Ph.D., The City University of New York, 1977**Academic Experience:** Director of the Comparative Literature Program 2000-2006; Professor, Pennsylvania State University 1978-1998; Assistant Professor Dickinson College, 1977-1978**Research Specialization:** Luso-Brazilian, Spanish American, Inter-American, and Comparative Literature**Overseas Experience:** Brazil, Argentina**Languages (5=Native, 1=Beginner):** Portuguese – 4; Spanish – 4; French – 3; German – 1**Relevant Courses:** Brazilian Literature through 19<sup>th</sup> Century (PORT 4420), Portuguese Composition (PORT 3301), Special Topic in Hispanic Literature: Modern Latin American Poetry (SPAN 3893), Modern Brazilian Literature, (PORT 4425), Special Topic: Writings of Machado, Clarice, Pessoa (PORT 3892), Comparative Methodology (PORT 9300), Special Study: Brazilian Literature (PORT 9670), Special Topic in Hispanic Literature: Literary Translation, (SPAN 3893), Spanish American Brazilian Literature I/II, (SPAN 7070/1), Comparative Methodology (SPAN 9300)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *Inter-American Literary History: Six Critical Periods*, Peter Lang Edition, 2017.
- "Writing Womanhood in the New Brazil." In *Emerging Dialogues on Machado de Assis*, Palgrave, 2016.
- “Inter-American Literary Studies in the Early Twenty-First Century: The View from the United States.” In *The International Turn in American Studies*, Peter Lang International Academic Publishers, 2015.
- *Machado de Assis and Female Characterization: The Novels*. Bucknell University Press, 2015.
- “Inter-American Literature: A Concise History.” The Scholar Collection, 2012.
- *Maiden and Modest: A Renaissance Pastoral Romance*, Bernardim Ribeiro, editor, translated by G. Rabassa, Tagus Press at Umass Dartmouth, 2012.
- “Salvador da Bahia and Rio de Janeiro: An Inter-American Perspective,” Lead essay in a special issue of *Review: Literature and Arts of the Americas*, 2011.

**Distinctions:**

- Member of CLAS Steering Committee, 2017-2018
- Distinguished Alumni Board, University of Iowa Department of Spanish and Portuguese, 2012-present
- Hoover Institution Visiting Fellow, Stanford University, 2015

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Edward Friedman**

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**Appointed/Rank:** 2000; Gertrude Conaway Vanderbilt Professor of Spanish and Comparative Literature**Education:** Ph.D., Johns Hopkins University, 1974**Academic Experience:** Director of the Robert Penn Warren Center for the Humanities 2008-present; Professor, Indiana University 1992-2000; Professor, Arizona State University 1986-1989**Research Specialization:** Golden Age literature; Comparative Literature**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; French – 1; Italian – 1**Relevant Courses:** Development of Short Story (SPAN 4440)**Percent of time devoted to Latin America:** 10**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *Trading Up: A Comedy of Manners. Suggested by Juan Ruiz de Alarcón's Mudarse por mejorarse.* Juan de la Cuesta, 2015.
- *Quixotic Haika: Poems and Notes.* Juan de la Cuesta, 2014.
- *The Labyrinth of Love. Inspired by El laberinto de amor Miguel de Cervantes.* Juan de la Cuesta, 2013.
- *Crossing the Line: A Quixotic Adventure in Two Parts.* Juan de la Cuesta, 2012.
- "Lope de Vega's *La dama boba* and the Construction of Comedy." *Bulletin of Spanish Studies*, 2013.

**Distinctions:**

- Research Scholar Grant, Vanderbilt University, 2015, 2014, 2012, 2011, 2010, 2005, 2004
- Fulbright Lecturing/Research Grant to Madrid, Spain, 2010
- Harry Ransom Center Research Fellowship, University of Texas at Austin, 2008
- NEH Grant to direct Summer Seminar for High School Teachers, 2003
- Editor, *Bulletin of the Comediantes*, 1999-present

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**Victoria Cardenosa Gardner**

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**Appointed/Rank:** 2006; Senior Lecturer in Spanish**Education:** Ph.D., Boston College, 2009**Academic Experience:** Instructor, University of Maryland, 2004-2006; Teaching Fellow, Boston College, 2000-2002; Instructor, Weber State University, 1998-2000; Graduate Assistant, University of Hawaii, 1996-1998; Teacher, Charles County Maryland Schools, 1990-1996; Teacher, Baldwin Middle School, 1989-1990**Research Specialization:** Spanish Language; masculinity studies, hegemonic masculinities in imperial Spain; Baroque studies**Languages (5=Native, 1=Beginner):** Spanish – 4; English – 4; Italian – 2; French – 1**Relevant Courses:** Elementary Spanish I (SPAN 1101), Intensive Elementary Spanish (SPAN 1103), Intermediate Spanish (SPAN 2203), Intermediate Spanish Writing (SPAN 3301W), Spanish and Oral Communication through Cultural Topics (SPAN 3302), Introduction to Spanish and Spanish American Literature (SPAN 3303)**Percent of time devoted to Latin America:** 25

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**Chalene Helmuth**

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**Appointed/Rank:** 2003; Senior Lecturer in Spanish**Education:** Ph.D., University of Kentucky, 1991**Academic Experience:** Faculty Head of Sutherland House, The Ingram Commons 2007-present; Associate Professor, 1995-2002, Supervisor of Service Learning Program 1998-2002, Faculty Director of Centre-in-México 2001, Director of Apprenticeships Abroad 2000-2001, Chair of Spanish Program, 1998-2000, Centre College**Research Specialization:** Contemporary Latin American literature; identity and narrative; U.S. Latina cultural production; incarceration and U.S. immigrant communities; feminism in Costa Rican literature**Overseas Experience:** Costa Rica**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Contemporary Spanish American Literature (SPAN 4425), Intensive Elementary Spanish (SPAN 1103), Intermediate Spanish (SPAN 2203), Intermediate Spanish Writing (SPAN 3301W), Reading Green: Costa Rica's Literary Legacy (SPAN 3893)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *The Culture and Customs of Costa Rica*. Greenwood Press, 2000.
- “El género sexual en la obra de Carlos Fuentes: una excepción a lo postmoderno.” In *Me gustas cuando callas... Los escritores del “Boom” y el género sexual.*, edited by A. L. Sierra, 2002.
- “Desenmascarando a las mujeres del teatro español del Siglo diecisiete.” Translation; written by M. B. Daniels. In *El texto puesto en escena: Estudios sobre la comedia del Siglo de Oro en honor a Eneret Hersse*, edited by B. Mujica and A. K. Stroll, 2000.

**Distinctions:**

- DIVE Curriculum Committee, 2016-present
- Invited to present “Living the Context: Innovation and Transformation in the Residential College System,” Keynote address, Residential College Symposium, Southern Methodist University, 2015
- Cumberland Project Grant, Vanderbilt University, 2011
- Faculty Director for VISAGE program in Costa Rica dealing with Tourism, Civic Engagement, and Social Corporate Responsibility, 2008-2014

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**Clint Hendrix**

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**Appointed/Rank:** 2006; Senior Lecturer in Spanish; Lead Coordinator of Spanish Language Courses**Education:** Ph.D., University of Kansas**Academic Experience:** Coordinator and Instructor of Distance Learning Courses, University of Kansas 2005-2006; Graduate Teaching Assistant, University of Kansas 2003-2005; Visiting Instructor and Co-coordinator of Basic Spanish, Miami University 1998-2002; Instructor, American Union Academy 1997**Research Specialization:** Spanish American vanguardism, literary theory, travel literature, and hybridity as related to genre and gender**Overseas Experience:** México**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; French – 2**Relevant Courses:** Intermediate Spanish (SPAN 2203); First-Year Writing Seminar: Rewriting Spain with Film (SPAN 1111)**Percent of time devoted to Latin America:** 100**Recent Presentations:**

- “Regendering the Intellectual in the Aftermath of the Mexican Revolution in Antonieta Rivas Mercado's *El que huía*.” Presented at *2nd Annual Graduate Student Conference: Approaches to Hispanic and Lusophone Studies in the New Millennium*, Miami University, 2003.

**Distinctions:**

- Robert Granberg Award for Excellence in Teaching, University of Kansas, 2004
- Supplementary Fellowship, Department of Spanish and Portuguese, University of Kansas, 2003-2005
- Andrew Debicki First Year Graduate Fellowship, University of Kansas, 2002
- L.P. Irvin Essay Award, Department of Spanish and Portuguese, Miami University, 2000

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Ruth Hill**

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**Appointed/Rank:** 2012; Andrew W. Mellon Chair in the Humanities; Professor of Spanish**Education:** Ph.D., University of Michigan, 1994**Academic Experience:** Professor, University of Virginia 1996-2012; Assistant Professor, Columbia University 1994-1996; Visiting Professor: University of Pennsylvania 2009, University of Massachusetts-Amherst, Salamanca Program 2002**Research Specialization:** Critical histories of science, race, and class from the early modern period to the 20<sup>th</sup> century, with particular emphasis on the transamerican and transatlantic engagements of the social and life sciences**Overseas Experience:** Argentina, México, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 4, Portuguese – 2, French – 2, Italian – 2, Latin – 2**Relevant Courses:** Contemporary Latin American Literature (SPAN 4425), Special Topic in Hispanic Literature: Identity in the Americas (SPAN 3893), Latin American Short Story (SPAN 4440); Special Topic in Spanish American Literature: *Mestizaje* Otherwise (SPAN 9520)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *Hierarchy, Commerce, and Fraud in Bourbon Spanish America: A Postal Inspector's Exposé*. Vanderbilt University Press, 2005.
- Editor, *Categories and Crossings: Critical Race Studies and the Spanish World*, special issue of *Journal of Spanish Cultural Studies*, 2009.
- “Primeval Whiteness: White Supremacies, (Latin) American History, and the Transamerican Challenge to Critical Race Studies,” in *Teaching and Studying the Americas: Engaging Cultural Influences from Colonialism to the Present*, edited by M. Emerson, C. Levander, and A. Pinn, 2010.

**Distinctions:**

- Funded member of The Hispanic Baroque: Complexity in the First Atlantic Culture, a seven-year, multi-million-dollar Major Collaborative Research Initiative of the Canadian Social Sciences and Humanities Research Council, 2007-present
- Sesquicentennial Fellowship, University of Virginia, 2011-12

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**Christina Karageorgou-Bastea**

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**Appointed/Rank:** 2002; Associate Professor of Spanish**Education:** Ph.D., El Colegio de México, 1998**Academic Experience:** Director of Graduate Studies 2008-present; Postdoctoral research, University of London 2001; Visiting Assistant Professor, Cornell University 2000-2001; Instructor, Department of Romance Languages & Literatures, Harvard University 1998-2000**Research Specialization:** Spanish avant-garde, Federico García Lorca, 20<sup>th</sup> century Mexican and Latin American poetry and visual arts**Overseas Experience:** México**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Contemporary Lyric Poetry, (SPAN 4475), Theory and Practice in Drama, (SPAN 4465), Poetry, Music, Visual Arts, (SPAN 3893), Literary Analysis and Theory (SPAN 6010), Development of Short Story (SPAN 4440)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Poetics of Hispanism*. Iberoamericana Vervuert, edited with C. L. Jade, 2013.
- *Arquitectónica de voces: Federico García Lorca y el Poema del cante jondo*. El Colegio de México, 2008.
- “Villaurrutia’s Poetics of the Flesh.” *Ghosts of the Mexican Revolution*, edited by E. Segre, 2013.
- “Transatlantic Crossings: Don Álvaro as a Threshold.” *Bulletin of Latin American Research*, edited by E. Kefala, 2011.

**Distinctions:**

- Editor, *Vanderbilt e-Journal of Luso-Hispanic Studies*
- Fellow, Robert Penn Warren Center for the Humanities, Vanderbilt University, 2008-2009
- Center for the Americas Grant, “Poetry and Poetics of Hispanism from the Perspective of the Twenty-first Century” with C. Jade, 2009

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**Benjamin Legg**

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**Appointed/Rank:** 2016; Senior Lecturer in Portuguese**Education:** Ph.D., Brown University, 2016**Academic Experience:** Teaching Assistant, Harvard University, 2014-2015; Teaching Assistant, Brown University, 2011-2014; University of Massachusetts-Dartmouth, 2008-2010; Instructor, Institutul Teologic Protestant, Romania, 2005-2007**Overseas Experience:** Brazil**Research Specialization:** Brazilian-American relations, Portuguese literature, Portuguese translation, 20<sup>th</sup> century Brazilian popular music and social history, Brazilian prose (late 19<sup>th</sup> and 20<sup>th</sup> century), Queer voices of the Lusophone world, Lusophone African literature, Portuguese for Spanish speakers**Languages (5=Native, 1=Beginner):** Portuguese – 5; Spanish – 3; French – 2; Romanian – 2; Hungarian - 1**Relevant Courses:** Brazilian Culture (PORT 4350); Intermediate Portuguese (PORT 2203); The Making of Modern Brazil (PORT 4425); Portuguese through Popular Culture (PORT 3302)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- “Parallel sojourns, divergent trajectories: The Inter-American encounters of Gilberto Freyre and Monteiro Lobato.” *Letterature d’America*, forthcoming.
- “The bi-cultural sex-symbol: Sonia Braga in Brazilian and North American popular cultures.” In *Performing Brazil*, University of Wisconsin Press, 2015.
- “Latin American without Chávez.” *The New York Times*, 2013.

**Distinctions:**

- Instructor, Brazil Summer Institute, 2017- present
- Belda Family Research Award, Brown University, 2013
- Mellon Graduate Fellowship, Brown University, 2010

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**Alicia Lorenzo**

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**Appointed/Rank:** 2004; Senior Lecturer in Spanish**Education:** A.B.D., Universidad de Valladolid**Academic Experience:** Spanish Instructor, Fisk University (as part of Vanderbilt appointment); Middlebury College Faculty for Summer Immersion Program 2007- 2009; Instructor, Wake Forest University 2002; Spanish 3 Director, University of Missouri at Columbia 1997-2002; Instructor, Iowa State University 1994-1997; Instructor, Des Moines Area Community College 1995-1997; Instructor, Universidad de Valladolid 1987-1994**Research Specialization:** Spanish Language teaching and Hispanic Philology**Overseas Experience:** Spain**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Spanish for True Beginners (SPAN 1100), Elementary Spanish I (SPAN 1101), Intermediate Spanish (SPAN 2203), Intermediate Spanish Writing (SPAN 3301W)**Percent of time devoted to Latin America:** 75**Distinctions:**

- Reader of College Board’s 2005 AP Spanish reading 2008-2009

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**William Luis**

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**Appointed/Rank:** 1991; Gertrude Conaway Professor of Spanish; Director of the Latino and Latina Studies Program

**Education:** Ph.D., Cornell University, 1980

**Academic Experience:** Professor of English 2001-present; Affiliated Faculty with Department of African American & Diaspora Studies 1995-present; Associate Professor, S.U.N.Y. at Binghamton 1989-1991; Associate Professor, Dartmouth College, 1980-1988

**Research Specialization:** Latin American literature and Caribbean studies ; Cuban literature; African Diaspora literature; slavery

**Overseas Experience:** Dominican Republic, Colombia, Spain, México, Cuba

**Languages (5=Native, 1=Beginner):** Spanish – 5; French – 3

**Relevant Courses:** Afro-Hispanic Literature (SPAN 4750), Spanish American Literature of the Post Boom (SPAN 4741), Special Topics: Blacks and Slaves in Cuban Narrative (SPAN 9520), Special Topics: Caribbean Literature (SPAN 9520), Special Topics: Latino U.S. Literature (SPAN 9670)

**Percent of time devoted to Latin America:** 100

**Dissertations and theses supervised in past 5 years:** 2

**Recent Publications:**

- “Memorias de un chino cubano nacido en Nueve York.” *Huellas de China en este lado del Atlántico*, 2017.
- “Memory and Politics in Writing in the *Biography of a Runaway Slave*.” Introduction to *Biography of a Runaway Slave*, Curbsstone Press, 2016.
- “Revisiting Roberto Fernández Retamar’s Calibán.” *Small Ax*, 2016.
- *The American Poet: Essays on the Works of Tato Laviera*. Edited with S. Álvarez, Center for Puerto Rican Studies, 2014.
- *Looking Out, Looking In: Anthology of Latino Poetry*. Arte Público Press, 2013.

**Distinctions:**

- Editor, Afro-Hispanic Review, the leading interdisciplinary journal featuring issues of race in Spanish America (Vanderbilt), 2004-present
- Editor, *Passages-Transdisciplinary Cultural Perspectives*, 2002-present
- Member, Chancellor’s Committee on Diversity, Inclusion, and Community (Vanderbilt), 2015-2016
- Guggenheim Fellowship, 2012-2013
- University Research Grant, Vanderbilt University, 2008 and 2013

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**Patrick Murphy**

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**Appointed/Rank:** 2005; Senior Lecturer, Coordinator of Intensive Elementary Spanish 1103

**Education:** M.A., University of Tennessee, Knoxville, 1999

**Academic Experience:** Lecturer, University of Tennessee 1999-2001, 2003-2005; Instructor, Maryville College 2001-2003

**Research Specialization:** Spanish Language, major and minor advising; leads student groups to Cuba

**Overseas Experience:** Nicaragua, México, Cuba

**Languages (5=Native, 1=Beginner):** Spanish – 4

**Relevant Courses:** Spanish for True Beginners (SPAN 1100); Elementary Spanish I (SPAN 1101); Spanish for Reading and Translation (SPAN 5111); Elementary Spanish II (SPAN 1102); Intensive Elementary Spanish (SPAN 1103); Spanish for Translation and Interpretation (SPAN 4310); Intermediate Spanish (SPAN 2203); Intensive Spanish (SPAN 2780)

**Percent of time devoted to Latin America:** 100

**Distinctions:**

- Faculty VUceptor in the Vanderbilt Visions program
- Textbook reviewer, Heinle Cengage Learning, *Viajes* 2010, 2011
- Graduate Teaching Assistantship, University of Tennessee, 1999
- Cultural Participant, Secretary of Public Education, Puebla, México, 1996

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**N. Michelle (Shepherd) Murray**

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**Appointed/Rank:** 2010; Assistant Professor of Spanish**Education:** Ph.D., Stony Brook University, 2010**Academic Experience:** Affiliated Faculty, Women's and Gender Studies 2010-present; Andrew W. Mellon Assistant Professor of Spanish 2010-2012; Teaching Assistant, Stony Brook University 2005-2010**Research Specialization:** Contemporary Spanish literature, film, and culture**Languages (5=Native, 1=Beginner):** Spanish – 4; Catalan – 1; French – 2; Portuguese – 2**Relevant Courses:** Immigration and Nationalism in European Cinema (SPAN 1111), Introduction to Spanish and Spanish-American Literature (SPAN 3303), Images of the City in Literature and Art (SPAN 3893)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “The Politics of Looking in Fernando León de Aranoa’s *Princesas* (2005).” *Studies in Spanish and Latin American Cinemas*, 2014.
- “Domesticity, Motherhood and Transnational Reproductive Work in Contemporary Latin American Immigration to Spain.” In *Theorizing the Ibero-American Atlantic*, edited by H. Braun, K. Hooper, and L. Vollendorf, co-authored with D. Flesler, in press 2013.
- “Documenting Domesticity in *Aguaviva* and *Extranjeras*.” *Crossings: Journal of Migration and Culture*, 2012.
- “Gender in the Historical Novel, *Guatimotzín*, *Último Emperador de México*.” *Culture as Text, Text as Culture*, 2010.

**Distinctions:**

- Hartog Travel Grant, Women's and Gender Studies, Stony Brook University, 2010
- W. Burghardt Turner Fellowship, Stony Brook University, 2005-2010
- Award for Excellence in Teaching, Hispanic Languages and Literature, Stony Brook University, 2009

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**Elena Olazagasti-Segovia**

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**Appointed/Rank:** 1984; Principal Senior Lecturer in Spanish**Education:** Postdoctoral Studies, University of Coimbra, Portugal; Ph.D., University of Río Piedras, Puerto Rico**Academic Experience:** Assistant Professor, University of Río Piedras, Puerto Rico 1977-1983**Research Specialization:** Contemporary Latin American literature and film, twentieth century peninsular women novelists, Caribbean and Puerto Rican literature and culture; Service-learning**Overseas Experience:** Puerto Rico, Caribbean**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; French – 3; Italian – 2**Relevant Courses:** Advanced Conversation through Cultural Issues in Film (SPAN 3355), Latino Immigration Experience (SPAN 3835), Spanish for Oral Communication through Cultural Topics (SPAN 3302)**Percent of time devoted to Latin America:** 50**Recent Publications:**

- “When the Unspoken Subject Means Repression: María Luisa Bemberg's Adaptation of Julio Llinás' ‘De eso no se habla’.” In *Telling Tales: Filmic Re-visions of Twentieth-Century Fiction*, edited by S. Stoddart. (forthcoming)
- “A Second Language Acquisition, Academic Service-Learning, and Learners Transformation.” In *Juntos: Community Partnerships in Spanish and Portuguese*, edited by J. Hellebrandt, J. Arries, L. Verona, 2003.
- “Madres e hijas, según Judith Ortiz Cofer y Esmeralda Santiago.” *Selected Papers from Latina Visions for Transforming the Americas*, Women's Studies Program, Southern Connecticut State University, 2000.

**Distinctions:**

- The *Orgullo Hispano* Award given by Conexión Américas, Nashville, 2008
- Venture Fund, Summer 2007
- Ellen Gregg Ingalls Award for Excellence in Classroom Teaching, 2007
- Faculty Leadership in Service Learning Award, 2003
- Winner, the Harriet S. Gilliam Excellence in Teaching Award, 1997

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Emanuelle Oliveira-Monte**

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**Appointed/Rank:** 2002; Associate Professor of Luso-Brazilian and Afro-Brazilian Literature**Education:** Ph.D., UCLA, 2001**Academic Experience:** Assistant Professor of Portuguese, University of Missouri 1999-2002**Research Specialization:** Brazilian Literature and Cinema and Afro-Brazilian Literature**Overseas Experience:** Brazil**Languages (5=Native, 1=Beginner):** Portuguese – 5; Spanish – 4**Relevant Courses:** Freshman Seminar: Exploration of Brazilian Culture (PORT 1111), Intermediate Portuguese (PORT 2203), Portuguese Conversation, (PORT 3301), Brazilian Pop Culture (PORT 3302), Intro to Luso-Brazilian Literature (PORT 3303), Brazilian Culture (PORT 4350), Seminar: Novissima Prosa Brasileira (PORT 9520)**Percent of time devoted to Latin America:** 100**Recent Publications:**

- *Writing Identity: The Politics of Contemporary Afro-Brazilian Literature*. Purdue UP, 2008.
- “Performance de Raça, Classe e Gênero no Ônibus 174.” In *Representações de Gênero no Cinema Brasileiro*, edited by M. Adelman, 2009.
- “An Ethic of the Esthetic: Racial Representations in Brazilian Cinema Today.” *Vanderbilt EJournal of Luso-Hispanic Studies*, 2008.
- “Crime e Castigo em Dois Documentários: Representações Raciais em Perspectiva Comparada.” [Crime and Punishment in Two Documentaries: Racial Representations in Comparative Perspective]. *Literatura, Crítica e Cultura II [Literature, Criticism and Culture]*, edited by V. L. Lage, 2008.

**Distinctions:**

- Organizer of “Human Rights in Brazil,” a joint conference with Tulane University, 2010
- Discovery Summer Grant, College of Arts & Science, Vanderbilt University, 2003 and 2005

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**Amarillis Ortiz**

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**Appointed/Rank:** 2008; Senior Lecturer in Spanish**Education:** Ph.D., Vanderbilt University, 2004**Academic Experience:** Faculty VUceptor 2008-2009; Instructor, Nashville State Community College, Nashville, Tennessee 2006-2007; Teaching Assistant 1991-1997; Teaching Assistant, State University of New York at Binghamton 1990-1991**Research Specialization:** Spanish Language, translation and interpretation**Overseas Experience:** Dominican Republic**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Spanish Conversation (SPAN 3355), The Spanish Language (SPAN 3380), Intermediate Spanish Writing (SPAN 3301W)**Percent of time devoted to Latin America:** 75**Recent Publications:**

- Edited Novel *La otra cara del amor*, by Efraín Ortiz Ortiz, Santo Domingo, Dominican Republic. In *Editorial Pérez Sena*, 2007.
- “La muerte en la obra póstuma de Pablo Neruda: un modo más de estar con Quevedo.” *Mester*, 1994.

**Distinctions:**

- Spanish Reviewer McGraw-Hill Digital Learning, Nashville, Tennessee
- Edited McGraw-Hill’s Spanish translation of Yearly progress Pro (Math), computer-based program for monitoring students’ progress in math, 2005-2006
- Dissertation Enhancement Award, Vanderbilt University, 1996

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Carolina Palacios**

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**Appointed/Rank:** 2008; Senior Lecturer, Coordinator of Spanish for True Beginners 1100 and Elementary Spanish I 1101/1102

**Education:** Ph.D., University of Tennessee, Knoxville, 2007

**Academic Experience:** Graduate Teaching Associate in Spanish, University of Tennessee, Knoxville 2000-2006; Teaching Assistant in Spanish, Union College 1999

**Research Specialization:** 20<sup>th</sup> century Latin American Theater

**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; French – 2

**Relevant Courses:** Spanish for True Beginners (SPAN 1100), Elementary Spanish I (SPAN 1101), Elementary Spanish II (SPAN 1102), Spanish Oral Communication through Cultural Topics (SPAN 3302), Introduction to Hispanic Literature (SPAN 3303)

**Percent of time devoted to Latin America:** 100

**Recent Publications:**

- “La Serrana de la Vera” de Vélez de Guevara y el Romanticismo incipiente. *Romance Notes*, 2008.

**Distinctions:**

- Invitation to represent Tennessee Foreign Languages Teaching Association (TFLTA) at the Central States Conference on the Teaching of Foreign Languages in 2014 with travel award, 2013
- Conference presentation at the TFLTA selected as “Best of Tennessee,” 2012
- Graduate Student Travel Award, University of Tennessee, Knoxville, 2006
- Modern Foreign Languages and Literatures Teaching Recognition, University of Tennessee, 2005

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**Maria Paz Pintané**

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**Appointed/Rank:** 2010; Senior Lecturer and Director of Undergraduate Studies, Spanish and Portuguese

**Education:** Ph.D., Vanderbilt University, 2004

**Academic Experience:** Instructor, University of Rhode Island 2000-2003

**Research Specialization:** XVIII and XIX century Spanish literature, Spanish theatre, Latin-American Literature, and advanced conversation; medical Spanish, nursing, public health

**Overseas Experience:** Nicaragua, Guatemala, Spain

**Languages (5=Native, 1=Beginner):** Spanish – 5

**Relevant Courses:** Introduction to Spanish and Spanish American Literature (SPAN 3303), Spanish for Oral Communication through Cultural Topics (SPAN 3302); leads the pilot Spanish language instructional sessions for students in the health sciences (2015-2018).

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- *Mosaico, a book of poems by Emilio Prados*. Editorial Calambur, edited with C. Maurer and A. M. Connor, 1998.
- “Chocolate Storm/Tormenta de Chocolate (Poem), Traducciones Maria Paz Pintane” and “Portrait with Movement/Retrato con Movimiento (Poem), Traducciones Maria Paz Pintane.” By E. Biagini, in *Sirena: Poesia, Arte y Critica*. 2005.

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**Philip Rasico**

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**Appointed/Rank:** 1994; Professor of Spanish and Catalan**Education:** Ph.D., Indiana University, 1981**Academic Experience:** Director of Undergraduate Studies, Department of Spanish and Portuguese 1986-1996, 2000-2001; Assistant Professor of Spanish, University of New Hampshire 1982-1984; Visiting Assistant Professor of Spanish and Catalan, Indiana University 1981-1982**Research Specialization:** Spanish and Romance Linguistics; Catalan Language and History; Ibero-Romance Philology**Overseas Experience:** Argentina, Spain, Portugal**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 2; Catalan – 4;**Relevant Courses:** Spanish Morphology and Syntax (SPAN 4335), Spanish Dialectology (SPAN 4325), Spanish Phonology (SPAN 4320), History of the Spanish Language (SPAN 4340)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- *Joan Coromines: Llibreta de Camp XXV de l'Onomasticon Cataloniae. Enquestes toponomàstiques i dialectals realitzades a la Catalunya del Nord, 1959-1960*, Institut d'Estudis Catalans/Fundació Pere Coromines, 2016.
- “Josep Moran i l'edició de textos catalans antics.” In *Josep Moran: de la història de la llengua a l'onomàstica*, edited by À. Massip and J. A. Rabella, 2013.
- “La llengua catalana en documents feudals de rancures i querimònies (segles XI-XII).” *eHumanista/IVITRA*, 2012.
- “Joan Coromines, Mendoza y el Instituto de Lingüística de la Universidad Nacional de Cuyo, 1939-1946.” *Anales del Instituto de Lingüística de la Universidad Nacional de Cuyo*, 2011.

**Distinctions:**

- Elected Honorary Member of the Societat Històrico-Arqueològica “Martí i Bella” (Spain), 2012
- Vanderbilt University Central Research Scholar Grant, 2008-2009
- Vice-President, Associació Internacional de Llengua i Literatura Catalanes, 2003-2009

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**Benigno Trigo**

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**Appointed/Rank:** 2004; Professor and Department Chair of Spanish and Portuguese**Education:** Ph.D., Yale University, 1992**Academic Experience:** Associate Professor of Hispanic Languages and Literature, Stony Brook University 1998-2004; Assistant Professor of Spanish and Portuguese, University of Texas, Austin 1993-1998**Research Specialization:** 19<sup>th</sup>-century Latin American literature; literary theory; modernism, psychoanalysis; Puerto Rican studies; women's writing**Overseas Experience:** Puerto Rico, Latin America**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Spanish American Literature (SPAN 4420), Literature and Medicine (SPAN 4760), Latina and Latin American Women Writers (SPAN 4755), Special Topic in Spanish American Literature: Colonial Pathologies (SPAN 9520)**Percent of time devoted to Latin America:** 100**Dissertations and theses supervised in past 5 years:** 3**Recent Publications:**

- *Malady and Genius: Self-Sacrifice in Puerto Rican Literature*. SUNY Press, 2016.
- “Lullaby poetics: Working-through the maternal hold in Puerto Rico (1937).” *Revista de Estudios Hispánicos*, 2016.
- “Anorexia as idealization: Clemente Pereda's Protest Fast (Puerto Rico, 1934).” *Hispanic Review*, 2015.
- *Kristeva's Fiction*. SUNY Press (editor), 2013.

**Distinctions:**

- Self-Directed Writing Residency, Banff Centre for Arts and Creativity, 2017
- Vanderbilt University Under-Represented Minority Faculty Award, 2014, 2015
- National Endowment for the Humanities Fellowship Award, 2008

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Cynthia Wasick**

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**Appointed/Rank:** 1993; Senior Lecturer in Spanish**Education:** A.B.D., University of Wisconsin-Madison, Certificate, Diputacio de la Generalitat de Catalunya**Academic Experience:** Resident Director, Vanderbilt-in-Spain 2001-2002, 1996-2000; Instructor, University of Wisconsin Madison 1990-1993; Instructor, Madison Area Technical College 1986-1990**Research Specialization:** Lexicographer, Spanish Language for Professions, Spanish Linguistics, Spanish Civilization and Cultural Studies**Languages (5=Native, 1=Beginner):** Spanish – 4; Portuguese – 3; German – 3; Catalan – 3; Italian – 3; French – 3; Arabic – 1; Chinese – 1; Latin – 1**Relevant Courses:** Spanish for Legal Professions (SPAN 3830), Phonology (SPAN 4320), Spanish for Business and Economics (SPAN 3345), Advanced Conversation (SPAN 3340), Intermediate Spanish (SPAN 2203), Spanish Civilization (SPAN 3360), The Contemporary Novel (SPAN 4450)**Percent of time devoted to Latin America:** 15**Recent Publications:**

- “Espejo de medicina” and “Lilio de Medicina.” Textos y Concordancias electrónicas del *Corpus Médico Español*, with E. Ardegmani and J. Cull, Madison, 1997

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**Kate Wesolek**

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**Appointed/Rank:** 2016; Lecturer of Spanish**Education:** Ph.D., Florida State University, 2014**Academic Experience:** Teaching Assistant, Florida State University, 2009-present; Coordinator of Intermediate Spanish I, Florida State University, 2012-2013**Research Specialization:** Hispanic detective fiction, contemporary Latin American short story, Don Quixote**Overseas Experience:** Chile, Argentina, Costa Rica, Dominican Republic**Languages (5=Native, 1=Beginner):** Spanish – 4, Italian – 2, Portuguese – 2, French - 1**Relevant Courses:** Intermediate Spanish (SPAN 2203)**Percent of time devoted to Latin America:** 100**Recent Publications and Presentations:**

- “Mystery solved: How Hispanic detective fiction unravels a history of oppression.” *Southeast Conference on Foreign Languages, Literatures, & Films*, 2016.
- “Keeping it real: Enhancing language learning with authentic materials.” *American Council on the Teaching of Foreign Languages*, with A. Bustin, L. Cruz-García, C. Weissglass, 2015.
- “Las insinuaciones de inferioridad en las mujeres de *La Araucana* de Ericilla.” *The South Carolina Modern Language Review*, 2012.

**Distinctions:**

- Winthrop-King Conference Travel Grant, 2015-2016
- Ermine B. Owenby Jr. Fund to Promote Excellent, 2014-2015
- Outstanding Teaching Assistant Nomination, 2014-2015

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Andrés Zamora**

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**Appointed/Rank:** 1998; Associate Professor and Vice-Chair of Spanish and Portuguese**Education:** Ph.D., University of Southern California, 1994**Academic Experience:** Director of Graduate Studies 1999-2005 and 2011-2013, Director of Vanderbilt-in-Spain 2002-2004 and 2009-2010; Invited Professor, University of Massachusetts Summer Program in Salamanca 2004; Visiting Assistant Professor of Hispanic Languages and Literatures, University of Pittsburgh 1997-1998; Assistant Professor of Foreign Languages 1992-1998 and Director of Program in Salamanca, Spain, Lebanon Valley College 1995-1997**Research Specialization:** 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> century Spanish literature and Cervantes**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Development of the Novel, (SPAN 4445), Literary Analysis and Theory (SPAN 6010), Special Study: Spanish American Literature, (SPAN 9670), The Contemporary Novel (SPAN 4450)**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- “Taumaturgias históricas. La invención de América en *Ultima Tule*.” Alfonso Reyes, edited by I. Sánchez Prado and A. Barili, 2011.
- “La violencia en la imaginación española de Rafael Azcona.” *La Plata lee a España. Literatura, cultura, memoria*, 2010.
- “Perversiones españolas del Holocausto. *Tras el cristal* de Agustí Villaronga.” *Letras Peninsulares*, 2010.
- “Animismos domésticos en Juan José Millás, o cómo amueblar inquietantemente, milenariamente, una novela.” *Arbor*, 2010.
- “A Vindication of the Spanish Mother. Maternal Images in the Filmic Make-over of the Nation.” *Studies in 20th and 21st Century Literature*, 2009.

**Distinctions:**

- Study Abroad Committee, 2011-2012, AXLE (Achieving Excellence in Liberal Education) Implementation Committee, 2008-2009, Vanderbilt University
- Project coordinator, digitization and placement on-line of course materials for Spanish 204, Introduction to Hispanic Cultural Studies (Spain), Summer 2002

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**Ryan Middagh**

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**Appointed/Rank:** 2015; Senior Lecturer and Director of Jazz Studies**Education:** D.M.A., University of Northern Colorado, 2015**Academic Experience:** Instructor and Director, Middle Tennessee State University, 2010-2011**Research Specialization:** Applied improvisation, jazz theory, applied saxophone; music of the Caribbean**Relevant Courses:** Survey of Jazz (MUSL 1620); Osher Lifelong Learning Institute “Jazz History and Appreciation” (2016); leads the new pilot course on Latin American music with outreach component to Nashville schools (Fall 2018)**Percent of time devoted to Latin America:** 25**Recent Performances, Compositions, and Clinics:**

- Commissioned Composer, Jazz Ensemble (Univ. Of Northern Iowa), 2018
- Clinic at Universidad de los Andes and Universidad Sergio Arboleda in Bogotá, 2016
- Colombo Americano Jazz Camp, Manizales and Medellín, 2016
- Commissioned Composer, Concert Works, 2017
- Colorado Jazz Orchestra, 2014
- Cab Calloway Orchestra, 2013
- Nashville Jazz Orchestra, 2009-2011

**Distinctions:**

- Vanderbilt University Research Scholar Fellowship for Jazz Orchestra Recording New Works, 2018-2019
- Outstanding Contribution to the Field of Jazz Education, Jazz Education Network; 2015, 2018
- Graduate Student of the Year Award, University of Northern Colorado, 2014
- Downbeat Award, UNC Jazz Lab Band One, 2012, 2013, 2014
- Endorsed by Conn-Selmer as a Yanagisawa Artist

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Jose Sibaja**

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**Appointed/Rank:** 2016 Associate Professor of Trumpet**Education:** University of Miami, Instrumental Performance Studies (1998)**Teaching Experience:** Yamaha Music Corporation Clinician and Performing Artist (2017-present); Juniper Artist Educational Ambassador; Boston Brass (2005-2017); Professor in Practice, Carabobo Conservatory, Valencia, Venezuela (1995-1996)**Research Specialization:** Trumpet, Latin American Jazz**Languages (5=Native, 1=Beginner):** Spanish - 5**Percent of time devoted to Latin America:** 75**Recent Performances and Tours:**

- Boston Brass, Lead Trumpet, Arranger, Producer, Engineer (2006-present)
- Nashville Symphony Orchestra and Blair School of Music Brass Quintet
- Ricky Martin World Tour, 2002-2003
- Elvis Crespo World Tour, 2002-2003
- Ricky Martin World Tour “Living la Vida Loca” (1998-2001)
- Ricky Martin World Tour “Vuelve” (1996-1999)

**Distinctions:**

- 2016 Latin Grammy, Best Flamenco Album, “Ámame como soy” (Niña Pastori)
- 2016 Latin Grammy, Best Salsa Album, “Intensamente India con canciones de Juan Gabriel” (India)
- 2013 Latin Grammy, Best Salsa Album, “Sergio George presents Salsa Giants” (Sergio George)
- 2013 Latin Grammy, Best Tropical Song, “Yo No Sé Mañana” (Luis Enrique)
- 2009 Grammy, Best Tropical Album, “Ciclos” (Luis Enrique)

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**Thomas Verrier**

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**Appointed/Rank:** 2002, Associate Professor of Music; Senior Band Conductor; Director of Wind Ensembles**Education:** D.M.A., University of Colorado, 1998**Academic Experience:** Visiting Scholar, Interim Director of Bands, Instituto Nacional de Musica, San Jose, Costa Rica, 2012; Coordinator of Teacher Education, Blair School of Music, Vanderbilt, 2002-2010; Visiting Scholar, Guangdong University of Foreign Studies, Guangzhou, China, 2008; Director of Bands and Instrumental Chair, California State University Los Angeles, CA, 1996-2002**Research Specialization:** Conducting, trombone, theater arts; student study abroad programs in Latin America**Languages (5=Native, 1=Beginner):** Spanish - 4**Relevant Courses:** Instrumental Ensembles (MUSE 1010); Advanced Studies for the Wind Band Conductor (MUED 5100)**Percent of time devoted to Latin America:** 75**Recent Performances:**

- Director Artístico, National Youth Wind Orchestra of Panama, 2017
- Director Artístico, Orquesta Republica Dominicana de Vientos, Dominican Republic, 2017
- Director Invitado, Banda de Conciertos de la Gendarmeria Nacional, Argentina, 2016
- Conductor/Artistic Advisor, Hong Kong Wind Ensemble, 2016

**Distinctions:**

- Director, Sistema Nacional de Educación Musical Instituto de Desarrollo Musical, Costa Rica
- Founding Director, Conductors Lab
- Artistic Director, Vanderbilt Music Acadèmie, Aix-en-Provence
- National Executive Secretary, Member of Executive Board, Colelge Band Directors National Association

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Fernando Segovia**

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**Appointed/Rank:** 1984; Oberlin Graduate Professor of New Testament and Early Christianity**Education:** Ph.D., Notre Dame, 1976**Academic Experience:** Professor Extraordinary, Stellenbosch University, South Africa 2013-present; Associate Professor of New Testament, Marquette University 1977-1984**Research Specialization:** Latin American and Latino/a religion and theology; Postcolonial and Minority Studies; Liberation theology**Overseas Experience:** Cuba, Nicaragua, Mexico, Brazil, Argentina, Uruguay, Paraguay, El Salvador**Languages (5=Native, 1=Beginner):** Spanish – 5**Relevant Courses:** Latin American Biblical Criticism I and II (DIV6645)**Percent of time devoted to Latin America:** 50**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- *The Future of the Biblical Past*. Semeia Studies, Society of Biblical Literature, edited with R. Boer, 2012.
- “Cultural criticism: Expanding the scope of biblical criticism.” In *The Future of the Biblical Past*, Society of Biblical Literature, 2012.
- “Biblical interpretation, Latino/a.” & “Latin American Liberation Theology.” In *The Cambridge Dictionary of Christianity*, Cambridge University Press, 2011.
- “Postcolonial biblical criticism: Critiques and challenges.” *Biblical Interpretation*, 2011.

**Distinctions:**

- Visiting Scholar, Center for the Study of Latino/a Christianity and Religions, Perkins School of Theology, Southern Methodist University, 2014
- Vanderbilt University Provost’s Initiative on Cultural Diversity in the Curriculum Project: “Expanding Theological Studies: The Latin and U.S. Hispanic American Experience”
- Associate Editor, *Biblical Interpretation*, 2002-2009, 2010-2017

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**Janey Camp**

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**Appointed/Rank:** 2009; Research Associate Professor of Civil and Environmental Engineering**Education:** Ph.D., Vanderbilt University, 2009?**Research Specialization:** Geographic Information Systems (GIS); Risk management; Hydrologic and hydrodynamic modeling; Climate change adaptation; Infrastructure management; STEM education in high schools**Overseas Experience:** Guatemala**Relevant Courses:** CE 3842 Directed Study of Civil Engineering Problems**Percent of time devoted to Latin America:** 10**Distinctions:**

- Faculty Advisor for Vanderbilt Chapter of Engineers Without Borders; current project in two Mayan communities in Guatemala; leads Vanderbilt undergraduate student team to conduct work in Guatemala
- Active participant in CLAS outreach programs and professional development workshop; has led GIS and STEM focused workshops
- President, 2016-2017, Tennessee Society of Professional Engineers (TSPE)
- Member, Engineers Without Borders
- Outstanding Engineer Educator, 2016, Nashville Branch, American Society of Civil Engineers
- Appointment to the National Committee on American’s Infrastructure, 2012-2013 and 2015-2018, American Society of Civil Engineers to assist with the Report Card on American Infrastructure
- Nashville Emerging Leaders Award-Top 5 Finalist in Environment and Sustainability, 2015, Nashville Area Chamber of Commerce and Professionals of Nashville
- Inspiring Women in STEM Award, 2015, INSIGHT Into Diversity Magazine (1 of 100 honored across the U.S.)
- Nashville Emerging Leaders Award-Top 5 Finalist in Environment and Sustainability, 2014, Nashville Area Chamber of Commerce and Young Professionals of Nashville

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**Cynthia Paschal**

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**Appointed/Rank:** 1992; Associate Dean, Associate Professor of Biomedical Engineering, Associate Professor of Radiology and Radiological Services; Vanderbilt University School of Engineering

**Education:** Ph.D., Case Western Reserve University, 1992

**Academic Experience:** Director of Undergraduate Studies in Biomedical Engineering 2004-2005, 2007-2010

**Research Specialization:** MRI techniques; undergraduate service-learning courses in Guatemala

**Overseas Experience:** Guatemala

**Relevant Courses:** Service Learning in Guatemala (BME 3890)

**Percent of time devoted to Latin America:** 25

**Dissertations and theses supervised in past 5 years:** 1

**Recent Publications:**

- “Expanding Overseas Study Opportunities for Undergraduate Engineering Students.” *Journal of STEM Education*, with C. J. Rowe, K. F. Galloway, 2012.
- “Biomedical imaging education: Safe, inexpensive hands-on learning.” *The IJEE Special Issue on Applications of Engineering Education Research* with S. S. Klein, S. P. Brophy, M. J. Aston, 2009.
- “Improved In Vivo Measurement of Myocardial Transverse Relaxation with 3T Magnetic Resonance Imaging.” *Journal of Magnetic Resonance Imaging*, with J. G. Cobb, C. B. Paschal, 2009.

**Distinctions:**

- Vanderbilt University School of Engineering Edward J. White Engineering Faculty Award for Excellence in Service, 2012
- Vanderbilt University School of Engineering Award for Excellence in Teaching, 2004
- Editor’s Recognition Award for Distinction in Reviewing, *Radiology* 1994, 1995
- Tau Beta Pi Vanderbilt Engineering Teacher of the Year, 1993-1994

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**Terry Maroney**

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**Appointed/Rank:** 2006; Professor of Law; Professor of Medicine, Health and Society; Co-Director, Social Justice Program

**Education:** J.D., New York University School of Law, 1998

**Academic Experience:** Andrew W. Mellon Foundation Fellow, Stanford University, 2016-2017; Faculty adviser for La Alianza (law student organization); Fellow, University of Southern California Gould School of Law 2005-2006; Furman Fellow, New York University School of Law 2004-2005; Instructor, New York University 2000-2001

**Research Specialization:** Criminal law, juvenile justice, emotion in law, interdisciplinary scholarship

**Overseas Experience:** Cuba

**Relevant Courses:** Actual Innocence (LAW 8000); Criminal Law (LAW 6030); Juvenile Justice (LAW 7400); Life of the Law (LAW 6060)

**Languages (5=Native, 1=Beginner):** Spanish – 5

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- “Emotion in the behavior and decision making of jurors and judges.” *ISRE’s Sourcebook for Research on Emotion and Affect*, ed. A. Scarantino, 2016.
- “A field evolves: Introduction to the special section on law and emotion.” *Emotion Review*, co-editor with S. Bades, 2016.
- “Emotion as a judicial virtue.” *Aristotle on Emotions in Law and Politics*, eds. L. Huppes-Cluysanaer and N. Coehlo, 2016.
- “The once and future juvenile brain.” In *Choosing the Future of Juvenile Justice*, edited by F. Zimring and D. Tanenhaus, 2014.

**Distinctions:**

- Vanderbilt University Chancellor’s Faculty Fellow, 2017-2019
- FedEx Research Professor, 2016-2017
- Co-Founder and Co-Director, Mid-Career Seminar for U.S. District Judges
- At-Large Member, Board of Directors Executive Committee, Conexión Américas
- Member, Criminal Justice Program, Cecil D. Branstetter Litigation and Dispute Resolution Program
- Advisory Committee on Neuroscience and Juvenile Justice, MacArthur Foundation Law and Neuroscience Project, Editorial Board, Series on Youth, Crime, and Justice (NYU Press)

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Karla McKanders**

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**Appointed/Rank:** 2017; Clinical Professor of Law**Education:** J.D., Duke University School of Law, 2003**Academic Experience:** Howard University School of Law, Visiting Associate Professor 2016-2017; University of Tennessee College of Law, Associate Professor, 2008-2017**Research Specialization:** Immigration; refugee law; human rights; civil rights; gender and the law**Overseas Experience:** Latin America**Languages (5=Native, 1=Beginner):** Spanish- 2; French- 2**Relevant Courses:** Immigration Practice Clinic (LAW 6829); Refugee Law and Policy (LAW 7620);**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 4**Recent Publications:**

- “Compassionate Migration and Regional Policy in the Americas.” In *Subnational Response: Local Intervention in Immigration Policy and Enforcement*, 2017.
- “Immigration Enforcement and the Fugitive Slave Acts: Exploring Their Similarities.” *Catholic Law Review* 61:4, 2012.

**Distinctions:**

- AmeriCorp Equal Justice Works Grant, 2015-2016
- University of Tennessee, Chancellor’s Honor, Jefferson Prize, Spring 2014

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**Spring Miller**

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**Appointed/Rank:** 2014; Assistant Dean for Public Interest; Lecturer in Law**Education:** J.D., Harvard Law School, 2007**Academic Experience:** Managing Attorney, Southern Migrant Legal Services, Texas Rio Grande Legal Aid, 2007-2014; Clerk, Harvard Immigration and Refugee Clinic, Greater Boston Legal Services, 2005; Consultant, CARECEN Internacional and Instituto de Derechos Humanos de la Universidad, Centroamericana José Simeón Cañas, El Salvador, 2003-2004**Research Specialization:** Access to justice issues; immigration law; employment law**Overseas Experience:** El Salvador, Honduras, Peru**Languages (5=Native, 1=Beginner):** Spanish - 4**Relevant Courses:** Legal Aid Society (LAW 5800)**Percent of time devoted to Latin America:** 25**Recent Publications and Presentations:**

- “Using anti-trafficking law to advance workers’ rights.” *Clearinghouse Article*, with S. Jonas, 2015.
- “Using trafficking law to advance low-wage workers’ rights.” At Low-Wage Worker Legal Network Conference, 2014.
- “Human trafficking.” At MAFO National Farmworker Conference and Convention, 2014.
- *No Place to Hide: Gang, State, and Clandestine Violence in El Salvador*. Harvard University Press, with L. Pedraza-Fariña and J. Cavallaro, 2010.

**Distinctions:**

- Justice for Our Neighbors of Tennessee, Volunteer Attorney (2008-2010) and Board Member (2009-2010)
- Member, Tennessee Bar Association Access to Justice Committee, 2010
- Tennessee Alliance for Legal Services, New Advocate of the Year, 2009

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**Alistair Newbern**

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**Appointed/Rank:** 2008; Assistant Clinical Professor of Law**Education:** LL.M., Georgetown University Law Center, 2010; J.D., University of California, Berkeley, 2000**Academic Experience:** Professor and Director of Civil Legal Assistance Clinic, University of North Carolina School of Law 2006-2008; Teaching Fellow and Supervising Attorney, Georgetown University Law Center's Appellate Litigation Program 2004-2006**Research Specialization:** Access to the courts for underrepresented litigants**Languages (5=Native, 1=Beginner):** Spanish – 4**Relevant Courses:** Appellate Litigation Clinic (LAW 6709); Appellate Practice and Procedure (LAW 7024); Life of the Law (LAW 6060); Social Justice Reading Group**Percent of time devoted to Latin America:** 10**Recent Publications:**

- “Prisoners of Pleading.” *Clinical Law Review*, with R. Frankel, 2017.
- “Teaching Clinical Education Values Across Generations.” *Clinical Law Review*, with E. Suski, 2013.
- “Mind the Gap: Generational Issues in Supervision.” Presentation to Tennessee Alliance for Legal Services Equal Justice University, 2012.

**Distinctions:**

- Faculty Advisor for the American Constitution Society and Law Students for Social Justice, present
- Commissioner, Metro Nashville Human Relations Commission, 2012-present
- Chair, Nashville for All of Us, 2011-present
- Board Member, Tennessee Justice for Our Neighbors, 2011-present

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**Michael Newton**

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**Appointed/Rank:** 2009; Professor of the Practice of Law; Director, Vanderbilt-in-Venice Program**Education:** J.D., The University of Virginia School of Law, 1990; LL.M., The Judge Advocate General's School, 1996; LL.M., The University of Virginia School of Law, 2001**Academic Experience:** Associate Professor, U.S. Military Academy Department of Law, West Point 2002-2005; Professor of International and Operational Law, The Judge Advocate General's School 1996-1999**Research Specialization:** International humanitarian law and criminal law, special tribunals, terrorism/counterterrorism and national security law**Overseas Experience:** Perú, Colombia, Iraq, Haiti, Kosovo, Afghanistan**Relevant Courses:** Advanced Topics in International Humanitarian Law (LAW 8020); Comparative Perspectives on Counterterrorism (LAW 7068); International Criminal Law (LAW 7266); International Law Practice Lab (LAW 8090); International Protection of Human Rights (LAW 7284)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “How the International Criminal Court Threatens Treaty Norms.” *Vanderbilt Journal of Transnational Law*, 2016.
- *Prosecuting Maritime Piracy: Domestic Solution to International Crimes*. Cambridge University Press, co-editor with M. Scharf and M. Sterio, 2015.
- “Charging War Crimes: Policy & Prognosis.” In *The Law and Practice of the International Criminal Court: A Critical Account of Challenges and Achievements*,” edited by C. Stahn, Oxford University Press, 2015.
- *Proportionality in International Law*. Oxford University Press, 2014.

**Distinctions:**

- Vanderbilt University Trans-Institutional Program Award, “Interdisciplinary Geospatial Research,” 2018
- Practice Lab on Negotiating Colombia Peace Treaty with FARC, 2016
- Article of the Year, American Branch of International Association of Penal Law for “Evolving Equality: The Development of the International Defense Bar,” 2011
- Previous students in LAW 8090 successfully prosecuted Fujimori in 2008-2009

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**Randall Thomas**

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**Appointed/Rank:** 1999; John S. Beasley II. Chair in Law and Business; Director, Law & Business Program; Professor of Management, Owen Graduate School of Management

**Education:** J.D., University of Michigan Law School, 1985; Ph.D., Economics, University of Michigan, 1983

**Academic Experience:** Visiting Professor, Duisenberg School of Finance, Holland, 2009-2014; Visiting Professor, University of Auckland, School of Business, New Zealand 2012

**Research Specialization:** Hedge fund shareholder activism, executive compensation, corporate voting, corporate litigation, and mergers and acquisitions, coordinates short course and student exchange with FGV in Brazil

**Overseas Experience:** Brazil

**Languages (5=Native, 1=Beginner):** Portuguese – 1

**Relevant Courses:** Comparative Corporate Governance (LAW 7060); Corporations (LAW 7114); Law and Business Seminar (LAW 9084); Mergers and Acquisitions (LAW 8138); Securities Regulations (LAW 8190)

**Percent of time devoted to Latin America:** 10

**Recent Publications and Presentations:**

- “Appraisal: Shareholder Remedy or Litigation Arbitrage?” *Journal of Law and Economics*, with W. Jiang, T. Li, and D. Mei, 2016.
- “James D. Cox: The Shareholders’ Best Advocate.” *Duke Law Journal*, with H. Wells, 2016.
- “International Executive Pay: Current Practices and Future Trends.” University of Naples conference, Naples, Italy, 2008; University of Sydney Law School, Sydney, Australia, 2009; LUISS University, Rome, Italy, 2009; Vanderbilt Law and Business Conference, Beijing, China, 2011.
- “Dodd-Frank’s Say on Pay: Will It Lead to a Greater Role for Shareholders in Corporate Governance?” FGV- São Paulo Law School, São Paulo, Brazil, 2013.

**Distinctions:**

- Winner Best Teacher Award, Duisenberg School of Finance, 2011, 2014
- Winner Hall-Hartman Outstanding Professor Award, 2008-2009

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**Adriana Bialostozky**

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**Appointed/Rank:** 2004; Assistant Professor of Pediatrics, Clinical Physician, School of Medicine

**Education:** M.D., National Autonomous University of México, 1993

**Academic Experience:** Resident Supervisor, Nuestros Niños (primary care Latino clinic) 2004-2011; Physician in-charge, Social Security Institute of México Zinacantan Clinic-Chiapas 1993-1994

**Research Specialization:** México; Comparative health in immigrant communities

**Overseas Experience:** México

**Languages (5=Native, 1=Beginner):** Spanish – 5

**Relevant Courses:** Spanish Language Pediatrics Clinic (PED 5760)

**Percent of time devoted to Latin America:** 50

**Recent Publications and Presentations:**

- “Understanding *Sibilancias* (Wheezing) among Mexican American Parents.” *Journal of Asthma*, with S. Barkin, 2012.
- “Health related need of Latino Immigrants.” *Vanderbilt University Institute of Global Health Intercession Panel in Refugee and Immigrant Population*, 2012.
- “Asthma in the Latino Population.” Guest Speaker, Radio Progreso Community Center, 2012.
- “Does Asthma Equal “Asma”?: An educational approach to understanding a Latino cultural perspective on identifying and treating asthma.” Presentation to Pediatric Academic Society, 2009.
- “Sexuality on Children and Adolescents with Disabilities.” Presentation and Panel discussion, 5<sup>th</sup> Annual Disability Services in the Hispanic Community Conference, 2009.

**Distinctions:**

- Recognized by Foreign Cultural Ministry of México, Consulate of México, for outstanding service to the Mexican community in Nashville, 2010
- Grant from VICTR Resource for software and analysis of Face to Face Interviews with Mexican American Parents of Children with Asthma, 2009
- Grant from the Scholastic Catalytic Fund for the project “Understanding Cultural Constructs of Mexican-American Children with Asthma,” 2008

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**John W. Brock III**

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**Appointed/Rank:** 1983; Professor and Chief, Division of Pediatric Urologic Surgery; Director of Pediatric Urology; Monroe Carell Jr. Professor and Surgeon-in-Chief, Monroe Carell Jr. Children's Hospital at Vanderbilt

**Education:** M.D., Medical College of Georgia, 1978

**Academic Experience:** Member, Vanderbilt Kennedy Center, 2010-present

**Research Specialization:** Pediatric urology, reconstructive surgery, antenatal hydronephrosis, and bladder exstrophy; leads medical teams to Moore Center for Pediatric Surgery in Guatemala

**Overseas Experience:** Guatemala

**Languages (5=Native, 1=Beginner):** Spanish – 1

**Percent of time devoted to Latin America:** 15

**Recent Publications:**

- “Reflections from Latin America.” *IVU News*, 1998.
- “Prune Belly Syndrome.” In *Ashcroft's Pediatric Surgery* Sixth Edition, edited by G. W. Holcomb III, J.P. Murphy, and D. Ostlie, with H. A. Penn, in press 2013.

**Distinctions:**

- Grants from NIH/NICHHD for Multicenter/Trial of Fetal Myelomeningocele Repair Supplement and Follow-up of Children Enrolled in the Management of Myelomeningocele Study, 2007-2012/2011-2016
- Ranked #5 (2011) and #6 (2009, 2010) in *U.S. News and World Report* Ranking of Pediatric Urology
- America's Top Doctors by *Castle Connolly Medical Ltd.*, 2010

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**Kathryn L. Carlson**

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**Appointed/Rank:** 2010; Assistant Professor of Pediatrics, School of Medicine

**Education:** M.D., Washington University School of Medicine, 2004

**Academic Experience:** General Pediatrician, Lincoln Avenue Medical Clinic of the Yakima Valley Farm Workers Clinic, Yakima, Washington 2007- 2009; Nutrition Elective Instructor, 2003-2004; Nutrition Elective Coordinator, 2000-2004, Washington University School of Medicine

**Research Specialization:** General pediatrics; vaccine research in Latin America, Spanish language clinic at Vanderbilt's Children's Hospital, Pediatric Morbidity and Mortality in Developing Countries, Vanderbilt

**Overseas Experience:** Honduras, Guatemala

**Languages (5=Native, 1=Beginner):** Spanish – 4

**Relevant Courses:** Spanish Language Pediatrics Clinic (PED 5760)

**Percent of time devoted to Latin America:** 50

**Recent Publications:**

- “Improving Efficiency through EMR in Resident Clinics: A Quality Improvement Approach.” Poster Symposium presentation, Pediatric Academic Societies Annual Meeting, with S. McFadden, P. Lambiase, and S. Barkin, 2012.

**Distinctions:**

- Fellow, American Academy of Pediatrics, 2003-present
- Katie Dodd Faculty Scholar, 2011
- Medical Advisory Committee, Shalom Foundation/Moore Surgical Center in Guatemala, 2010-present
- Pediatric Residency Program, Noon Conference, 2010

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Ellen Wright Clayton**

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**Appointed/Rank:** 1988; Craig-Weaver Professor of Pediatrics; Professor of Law; Professor of Health Policy; Director/Co-Founder, Center for Biomedical Ethics and Society

**Education:** M.D., Harvard Medical School, 1985; J.D., Yale Law School, 1979

**Academic Experience:** Senior Fellow, Vanderbilt Institute for Public Policy Studies, Center for Health Policy and Senior Fellow, John F. Kennedy Center for Research on Human Development 1996-present; Visiting Professor, Tokai University School of Medicine, Tokyo 2013

**Research Specialization:** Law and genetics; law, medicine, and public health; newborn screening; genetic testing for children and adults; guidelines to promote inclusion of children in clinical trials

**Overseas Experience:** México, Costa Rica

**Languages (5=Native, 1=Beginner):** Spanish – 3

**Relevant Courses:** Bioethics and the Law (LAW 7034); Genetics, Medicine, and Law (LAW 7210)

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- “Patients’ attitudes towards consent and data sharing in biobank research: A large multi-site experimental survey in the U.S.” *American Journal of Human Genetics*, with S. Sanderson, et al, 2017.
- “Eliciting preferences on secondary findings: The Preferences Instrument for Geonomic Secondary Results.” *Genetics in Medicine*, with K. Brothers, K. East, W. Kelley, M. Wright, M. Westbrook, C. Rich, K. Bowling, E. Lose, E. Bebin, S. Simmons, J. Myers, G. Barsh, R. Myers, G. Cooper, J. Pulley, and M. Rothstein, 2016.
- “Why the Americans with Disabilities Act matters for genetics.” *Journal of the American Medical Association*, 2015.

**Distinctions:**

- Frank H. Morriss, Jr. Leadership Award, University of Iowa Department of Pediatrics and University of Iowa Foundation, 2015
- David P. Rall Medal, Institute of Medicine, 2013
- Member, American Pediatric Society, 2013

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**Quentin Eichbaum**

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**Appointed/Rank:** 2010; Associate Professor of Pathology, Microbiology and Immunology; Associate Director of Transfusion Medicine, Assistant Dean for Program Development; Associate Professor of Medical Education and Administration

**Education:** M.M.H.C., Owen Business School, Vanderbilt University, 2013; M.D., Harvard Medical School & Massachusetts Institute of Technology, 2001; Ph.D., University of Cape Town Medical School, South Africa, 1990

**Academic Experience:** Associate Investigator, College Master, Associate Professor of Medical Education, Associate Professor of Pathology, Microbiology and Immunology, Texas Tech University Health Sciences 2008-2010; Research Associate, University of Montreal 2008

**Research Specialization:** Developing Central American immersion course for medical students; transfusion medicine; global health; medicine in limited-resource settings

**Overseas Experience:** Guatemala

**Percent of time devoted to Latin America:** 10

**Recent Publications:**

- *Transfusion Medicine: Diagnostic Standards of Care (Quality in Laboratory Diagnosis)*. Demos Press, with G. Booth and P. Young, 2013.
- *Vision: Essays on Our Collective Future by Students at Harvard University*. Editor, Dipyron Press, 2000.
- “Global health and Transfusion Medicine: Transfusion Medicine Education and Training in Developing Countries.” *Transfusion*, with Shah, Gonzales, Knox, Duits, Andrews, and Reilly, submitted 2013.
- “Ethics of Research in Developing Countries.” Section in *Economics of Malaria*, edited by J. Sachs and A. Spielman, World Health Organization.

**Distinctions:**

- Funding provided by HRSA, MEPI/PEPFAR, and the Office of the Global AIDS Coordinator to fund new medical schools in southern Africa: the Consortium of New Southern African Medical Schools, 2013-2014
- NIH PO1 Grant: co-investigator on Section 4, “PD-1 function, signaling, and regulation during viral infection,” 2008-present

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Carlos Grijalva**

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**Appointed/Rank:** 2006, Associate Professor of Health Policy; Co-Director of Development Evidence to Inform Decisions about Effectiveness

**Education:** M.P.H., Vanderbilt University, 2006; M.D., Universidad Nacional San Luis Gonzaga, 2001

**Academic Experience:** Research Fellow, Vanderbilt University, 2004-2006; Member, Epidemiological Research Unit, Ministry of Health, Peru, 2002-2004; Primary Care physician, Ministry of Health, Peru, 2001-2002

**Research Specialization:** Evaluation of medications' safety and effectiveness; design of observational studies; methodologies for comparative effectiveness research; diabetes; opioid analgesics; biologic medications; vaccine-preventable respiratory diseases

**Languages (5=Native, 1=Beginner):** Spanish - 5

**Relevant Courses:** Epidemiology (MSCI 5030)

**Percent of time devoted to Latin America:** 75

**Recent Publications:**

- "Relationship between Body Mass Index and Outcomes among Hospitalized Patients with Community-acquired Pneumonia." *Journal of Infections Diseases*, with A. Bramley, et al, 2017.
- "Comparative Safety of Sulfonylurea and Metformin Monotherapy on the Risk of Heart Failure: A Cohort Study." *Journal of the American Heart Association*, with C. Roumie, J. Min, L. D'Agostino McGowan, C. Presley, A. Hackstadt, A Hung, R. Greevy, T. Elasy, and M. Griffin, 2017.
- "Nasopharyngeal Pneumococcal Density and Evolution of Acute Respiratory Illnesses in Young Children, Pery, 2009-2011." *Emerging Infectious Diseases*, with R. Fan, L. Howard, M. Griffin, K. Edwards, Y. Zhu, J. Williams, J. Vidal, K. Klugman, A. Gil, and C. Lanata, 2016.

**Distinctions:**

- Trans-Institutional Program Award, "Study of Antimicrobial Resistance Drivers," 2018
- Chancellor Faculty Fellow, 2017
- Member, Vanderbilt Epidemiology Center

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**Douglas Heimburger**

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**Appointed/Rank:** 2009; Professor of Medicine; Associate Director of Vanderbilt Institute for Global Health

**Education:** M.D., Vanderbilt University, 1978

**Academic Experience:** Affiliated Faculty, Vanderbilt Center for Bioethics and Society 2012-present; Associate Director, Global Health Track of the MPH Program 2011-present; Professor, University of Alabama Birmingham 1997-2009

**Research Specialization:** Health education and training; nutrition; Central American medical immersion course

**Relevant Courses:** Foundations of Global Health (PUBH 5541/MHS 7306)

**Overseas Experience:** Guatemala, México

**Percent of time devoted to Latin America:** 10

**Dissertations and theses supervised in past 5 years:** 10

**Recent Publications:**

- "A longitudinal study of systemic inflammation and recovery of lean body mass among malnourished HIV-infected adults starting antiretroviral therapy in Tanzania and Zambia." *European Journal of Clinical Nutrition*, with G. PrayGod, M. Blevins, S. Woodd, A. Rehman, K. Jeremiah, H. Friis, P. Kelly, J. Changalucha, S. Filteau, and J. Koethe, 2016.
- "The National Institutes of Health Fogarty International Center Global Health Scholars and Fellows Program: Collaborating Across Five Consortia to Strengthen Research Training." *American Journal of Tropical Medicine and Hygiene*, with J. Zunt, B. Chi, C. Cohen, S. Strathdee, N. Hobbs, Y. Thomas, K. Bale, K. Salisbury, M. Hernandez, L. Riley, S. Vermund, and C. van der Horst, 2016.
- "Self-reported dietary intake and appetite predict early treatment outcome among low-BMI adults initiating HIV treatment in sub-Saharan Africa." *Public Health Nutrition*, with J. R. Koethe, C. Bosire, M. Blevins, C. Nyirenda, E. K. Kabagambe, I. Zulu, W. Kasongo, A. Mwango, B. Shepherd, 2012.

**Distinctions:**

- PI for CDC-funded University of Guyana-Vanderbilt-UCSF MPH Program for Guyana, 2012-2017
- Co-PI for FIC/NIH-funded Vanderbilt-Zambia Network for Innovation in Global Health Technologies (VZNIGHT), 2012-2017
- Co-PI for FIC/NIH-funded Vanderbilt-Emory-Cornell-Duke Consortium for Global Health Fellows (VECDor), 2012-2017

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Marie Martin**

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**Appointed/Rank:** 2009; Research Assistant Professor, Department of Health Policy; Assistant Director, Education & Training, Vanderbilt Institute for Global Health; Co-Director, Global Health Track, Master of Public Health Program, Vanderbilt School of Medicine

**Education:** Ph.D., Tennessee State University, 2016

**Academic Experience:** Assistant Director and Senior Study Abroad Advisor, Global Education Office, Vanderbilt, 2007-2009; Program Manager, Center for Democracy and Free Enterprise, Czech Republic, 1998-1999

**Research Specialization:** Intersection of health, public policy, and education; agenda-setting; public finance

**Overseas Experience:** Argentina, Guatemala, Nicaragua, Guyana, Czech Republic

**Languages (5=Native, 1=Beginner):** Spanish – 3; Czech – 4

**Relevant Courses:** Global Health Politics and Policy (MHS 3010); Foundations of Global Health (MHS 7305); Essential Skills in Global Health (MHS 7306)

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- “An empirical investigation of funding trends in global health [Abstract].” *The Lancet Global Health*, with M. Streams, 2016.
- “Punctuated Equilibrium Theory: An empirical investigation of its relevance for global health expenditure.” *Public Budgeting and Finance*, with M. Streams, 2015.
- “Impact of the NIH Fogarty International Clinical Research Program on trainees’ career trajectories: Results from a 2013 impact evaluation.” *Annals of Global Health*, with A. Smart, M. Blevins, T. Warner, C. Lem, S. Vermund, and D. Heimburger, 2014.

**Distinctions:**

- Reviewer, Journal of International Educational Development
- Board Member, Tennessee Global Health Coalition, 2012-present
- Fulbright International Education Administrator Fellowship, 2010

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**Peter Martin**

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**Appointed/Rank:** 1986; Professor of Psychiatry and Pharmacology; Director, Addiction Center

**Education:** M.D., C.M., McGill University, 1975

**Academic Experience:** Investigator, Center for Integrative and Cognitive Neuroscience 2002-present; Scientist, Vanderbilt Brain Institute 2002-present; Investigator, Clinical Nutrition Research Unit 1995-present; Investigator, John F. Kennedy Center for Research on Human Development, Peabody College 1993-present

**Research Specialization:** Addictions; coffee studies

**Overseas Experience:** Colombia, Guatemala

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- “Predictive factors for relapse in patients on buprenorphine maintenance.” *American Journal on Addictions*, with M. Ferri, A.J. Finlayson, L. Wang, 2013.
- “Coffee and cigarette consumption and perceived effects in recovering alcoholics participating in Alcoholics Anonymous in Nashville, Tennessee, USA.” *Alcoholism: Clinical and Experimental Research*, with M. S. Reich, M. S. Dietrich, A. J. Finlayson, and E. F. Fischer, 2008.

**Distinctions:**

- Editor-in-Chief, *Journal of Addictive Behaviors, Therapy & Rehabilitation*, 2012-present
- Co-Investigator, NIH-funded “Prescribed Opioid Safety in Children,” Principal Investigator W. A. Ray, 2013-2017
- Founder, Vanderbilt Institute for Coffee Studies

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Douglas Morgan**

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**Appointed/Rank:** 2011; Associate Professor in the Division of Gastroenterology, Hepatology, and Nutrition, School of Medicine

**Education:** M.D., Case Western Reserve University, 1991

**Academic Experience:** Adjunct Associate Professor and Director, UNC Center for Latino Health (CELAH), University of North Carolina, Chapel Hill 1996-present

**Research Specialization:** Cancer epidemiology and prevention in Hispanic-Latino populations; current research on antibiotic treatments for *H. pylori* and gastric cancer in Central America

**Overseas Experience:** Honduras, Nicaragua, México, El Salvador

**Languages (5=Native, 1=Beginner):** Spanish – 4

**Percent of time devoted to Latin America:** 75

**Dissertations and theses supervised in past 5 years:** 10

**Recent Publications:**

- “Initial U.S. evaluation of second-generation capsule colonoscopy for detecting colon polyps.” *BMJ Open Gastroenterology*, with P.R. Malik, D.P. Romeo, D.K. Rex, 2016.
- “A population-based study of prevalence and risk factors of chronic kidney disease in León, Nicaragua.” *Canadian Journal of Kidney Health and Disease*, with J.F. Lebov, E. Valladares, R. Peña, S.L. Sanoff, E.C. Cisneros, R.E. Colindres, S.L. Hogan, 2015.
- “The descriptive epidemiology of gastric cancer in Central American and comparison with United States Hispanic populations.” *Journal of Gastrointestinal Cancer*, with J.E. Corral, H. Delgado, R.L. Domínguez, M. Valdez de Cuéllar, C.C. Balmore, 2015.
- “Community Diarrhea Incidence Before and After Rotavirus Vaccine Introduction in Nicaragua.” *American Journal of Tropical Medicine & Hygiene*, with S. Becker-Dreps, M. Meléndez, L. Liu, L. E. Zambrana, M. Paniagua, D. Weber, M. Hudgens, M. Cáceres, C. Källestål, F. Espinoza, R. Peña, 2013.

**Distinctions:**

- Chair, International Committee, American College of Gastroenterology, 2016-present
- Honorary Professor of Medicine, National Autonomous University of Nicaragua, 2016
- Grant from NIH/NCI to work in Honduras and Nicaragua on the phylogeographic origins of *H. pylori* in gastric cancer and chronic gastritis patients in Central America, 2013-2015
- Ohtli Award, Government of México (the highest honorary award from the Government of México) for the creation of the UNC Center for Latino Health (CELAH) and innovation in health care in the service of North Carolina Hispanic-Latinos, 2011

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**Brent Savoie**

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**Appointed/Rank:** 2017; Assistant Professor of Clinical Radiology & Radiological Sciences

**Education:** M.D., Vanderbilt University, 2009; J.D., University of Virginia, 2007

**Academic Experience:** Intern in Internal Medicine, Vanderbilt, 2009-2010; Residency, Radiology, Johns Hopkins, 2010-2014

**Research Specialization:** Population health; health care law; radiology; health care quality; nonprofits

**Overseas Experience:** Guatemala

**Languages (5=Native, 1=Beginner):** Spanish – 4; French – 3; Dutch - 3

**Percent of time devoted to Latin America:** 50

**Recent Publications:**

- “Hand sanitizer-dispensing door handles increase hand hygiene compliance: A pilot study.” *American Journal of Infection Control*, with L.S. Babiarz, M. McGuire, L. McConnell, P. Nagy, 2014.
- “Radiologist technologist communication.” *Journal of the American College of Radiology*, with F.J. Lexa, P. Nagy, 2013.
- “PACS and the potential for medical errors.” *Journal of the American College of Radiology*, with P. Nagy, 2012.

**Distinctions:**

- Founder, Primeros Pasos, Guatemala, 2002-Present
- VP, Strategic Planning, InterAmerican Health Alliance, 2004-2013

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Timothy Sterling**

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**Appointed/Rank:** 2003, David E. Rogers Professor, Adult Infectious Diseases; Director, Vanderbilt Tuberculosis Center

**Education:** M.D., Columbia University, 1989

**Academic Experience:** Residency, Columbia Presbyterian, 1989-1992; Fellowship, Johns Hopkins, 1996-1998

**Research Specialization:** Infectious diseases, tuberculosis

**Languages (5=Native, 1=Beginner):** Portuguese – 2; Spanish – 3; German – 4

**Relevant Courses:** Special Topics in Latin American Studies - Health and Poverty in Brazil (LAS 3891)

**Percent of time devoted to Latin America:** 25

**Dissertations and theses supervised in past 5 years:** 2

**Recent Publications:**

- “Microcolonies in fluoroquinolone agar proportion susceptibility testing of *Mycobacterium tuberculosis*: An indicator of drug resistance.” *European Journal of Clinical Microbiology & Infectious Diseases*, with A. Blackman, S. May, R.A. Devasia, F. Maruri, C. Stratton, 2012.
- “Accuracy of pharmacy and coded-diagnosis information in identifying tuberculosis in patients with rheumatoid arthritis.” *Pharmacoepidemiology and Drug Safety*, with C.T. Fiske, M.R. Griffin, E. Mitchel, C.G. Grijalva, 2012.
- “Non-AIDS-defining events among HIV-1-infected adults receiving combination antiretroviral therapy in resource-replete versus resource-limited urban setting.” *AIDS*, with C.W. Wester, J.R. Koethe, B.E. Shepherd, S.E. Stinnette, P.F. Rebeiro, A.M. Kipp, H. Hong, H. Bussmann, T. Gaolathe, C.C. McGowan, R.G. Marlink, 2011.

**Distinctions:**

- Co-Director, Trans-Institutional Project, “A Multidisciplinary Approach to Assessing Health Care in Brazil,” 2016-2017
- National Institute of Health Grant to study infectious diseases in Brazil, 2016
- Fellow, American College of Physicians
- Robert Koch Award for TB Prevention Research
- David Glasser Memorial Award for Tuberculosis Control, 2003

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**Edward Trevathan**

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**Appointed/Rank:** 2018; Professor of Pediatrics, Director of Vanderbilt Institute for Global Health

**Education:** M.D., Emory University, 1982

**Academic Experience:** Executive Vice President and Provost, and Professor of Neuroscience at Baylor University (2015-2016); Dean of the College of Public Health and Social Justice at Saint Louis University (2010-2015); Director of the National Center on Birth Defects and Developmental Disabilities at the U.S. Centers for Disease Control and Prevention; Professor and Director of the Division of Pediatric Neurology at Washington University; Residency in neurology and child neurology at Massachusetts General Hospital and Harvard Medical School

**Overseas Experience:** Honduras

**Languages (5=Native, 1=Beginner):** Spanish – 2

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- “Sudden death risk among children with epilepsy.” *Neurology*, with S.V. Kothare, 2018.
- “Editorial brain malformation surveillance in the Zika era.” *Birth Defects Research Part A: Clinical and Molecular Teratology*, 2016.
- “Saving lives by treating epilepsy in developing countries.” *Neurology*, 2014.

**Distinctions:**

- Member of senior leadership team at CDC, and oversaw CDC collaborations in Latin America, China and Africa (2007-2010)
- As Director of Vanderbilt Institute for Global Health, collaborates with CLAS on Central American sites for clinical rotations for medical and MPH students, and on other Latin American initiatives

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Carol Etherington**

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**Appointed/Rank:** 1981; Associate Director of Community Health Initiatives, Vanderbilt Institute for Global Health; Assistant Professor of Nursing, Emerita

**Education:** M.S.N., Vanderbilt University, 1975

**Academic Experience:** Director of Global Health Studies and Co-Director of Fogarty Framework Grant, Institute of Global Health 2006-2009; Forensic Nursing Faculty 2003-present

**Research Specialization:** Community health, immigrant populations in Nashville, psychosocial care in war-torn and natural disaster situations

**Overseas Experience:** Guatemala, Latin America

**Languages (5=Native, 1=Beginner):** Spanish – 2

**Relevant Courses:** Foundations of Global Health (VIGH 398a), Foundational Skills in Global Health (PUBH 5541)

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- “Building global health through a center without walls: the Vanderbilt Institute for Global Health.” *Academic Medicine*, with S. H. Vermund, V. V. Sahasrabudhe, S. V. Khedkar, Y. Jia, A. Vergara, 2008.

**Distinctions:**

- Martin Luther King Jr. Award, Vanderbilt University Medical Center, 2013
- President, USA Board of Doctors Without Borders, 2002-2004
- Lifetime Achievement Award, International Critical Incident Stress Foundation, 2009
- Distinguished Alumna of the Year, Vanderbilt University, 2007
- International Achievement Award, FNIF/International Council of Nursing, 2003
- Florence Nightingale Medal - International Red Cross, 1997-1998

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**Natasha McClure**

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**Appointed/Rank:** 2012, Assistant Professor of Nursing and Faculty Head of North House

**Education:** D.N.P., Rush University, 2016

**Academic Experience:** Instructor, Western Kentucky University, 2011-2012

**Research Specialization:** Clinical partnerships and community health clinical competencies in nursing education; patient outcomes in chronic disease; chronic disease management skills; global health; asthma care and education

**Languages (5=Native, 1=Beginner):** Spanish - 3

**Relevant Courses:** Enhancing Community and Population Health course series (NURS 5105/5205/5305)

**Percent of time devoted to Latin America:** 25

**Recent Presentations:**

- “Innocations in community health nursing education in an accelerated nursing program: A novel approach to improving pediatric asthma control.” *American Association of Colleges of Nursing*, 2013.

**Distinctions:**

- Center for Teaching Junior Faculty Fellow, 2017-2018
- Vanderbilt University School of Nursing Tradition Meets Innovation Faculty Award, 2017
- Coordinates Community Health course in VUSN and student trips to Guatemala through NURS 5105 and Project Pyramid with the Owen School of Management

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**Shelza Rivas**

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**Appointed/Rank:** 2017; Instructor of Nursing**Education:** D.N.P., Vanderbilt University, 2018; M.S.N. Vanderbilt University; B.A. (LAS) Vanderbilt University**Research Specialization:** women's health and adult gerontology; providing healthcare access and patient education to underserved Latino populations; key faculty in our initiatives to provide field experiences through quality improvement projects with CLAS partners in Central America**Overseas Experience:** Guatemala, Nicaragua, Peru**Languages (5=Native, 1=Beginner):** Spanish-- 5**Relevant Courses:** NURS 5105: Community and Population Health**Percent of time devoted to Latin America:** 10**Certifications:**

National Certification Corporation, WHNP

American Nurses Credentialing Center, AGPCNP

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**Mavis Schorn**

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**Appointed/Rank:** 2002; Senior Associate Dean for Academics; Professor, School of Nursing**Education:** Ph.D., University of Kentucky, Lexington, 2008**Academic Experience:** Program Director, Nurse-Midwifery 2006-2012; Certified Nurse Midwife Clinical Instructor, University of Texas Health Science Center Medical School 1990-1994**Research Specialization:** Midwifery; has led nursing students to Guatemala through Project Pyramid**Overseas Experience:** Guatemala**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 2**Recent Publications:**

- "Facilitators of prenatal care in an exemplar urban clinic." *Women and Birth*, with J.C. Phillippi, S.L. Holley, K. Payne, S.M. Karp, 2016.
- "Labor dystocia: A common approach to diagnosis." *Journal of Midwifery & Women's Health*, with J.L. Neal, N.K. Lowe, S. Holley, S.L. Ryan, M. Buxton, A.M. Wilson-Liverman, 2015.
- "A call for evaluation of the certified midwife credential." *Journal of Midwifery & Women's Health*, with K. Osborne, B. Graves, 2015.
- "Third and fourth stages of labor." In *Varney's Midwifery 5<sup>th</sup> ed.*, edited by T. King, et al., with T. L. King, 2013.

**Distinctions:**

- Excellence in PRC National Healthcare Award, Vanderbilt University Medical Center, 2013
- Five Pillar Leader Award, Vanderbilt University Medical Center, 2012
- Top Performer in PRC National Healthcare Award, Vanderbilt University Medical Center, 2012
- Tradition Meets Innovation Award, Vanderbilt University School of Nursing, 2011
- Nurse of the Year for Education, TN March of Dimes, 2010

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Carol Ziegler**

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**Appointed/Rank:** 2012; Assistant Professor of Nursing**Education:** D.N.P., Vanderbilt University, 2012**Academic Experience:** Family Nurse Practitioner, Nutritionist, Faculty, Meharry Medical College 2007-present**Research Specialization:** Promoting Vanderbilt Nursing student exchanges to Latin America**Languages (5=Native, 1=Beginner):** Spanish – 2**Relevant Courses:** Interdisciplinary Topics in Global Health (NURS 6080), Global Health Disciplines: Interdisciplinary Perspectives (NURS 8072)**Percent of time devoted to Latin America:** 10**Recent Publications:**

- “Nandi traditional healers: Sentinels in an underserved environment.” *Journal of Cultural Diversity*, with J. Lauderdale, 2016.
- “Travel-Related Illness.” *Critical Care Nursing Clinics of North America*, 2013.
- “The chest assessment and interpretation.” *Journal for Nurse Practitioners*, 2013.
- “Diets for successful aging.” *Clinics in Geriatric Medicine*, with M. Sidani, 2011.

**Distinctions:**

- Center for Teaching Junior Faculty Fellow, 2017-2018
- Founding member of two nonprofits: ArtDocs and Kitwek Village Movement

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**David Parsley**

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**Appointed/Rank:** 1990; E. Bronson Ingram Professor in Economics and Finance, Owen Graduate School of Management**Education:** Ph.D., University of California, Berkeley, 1990**Academic Experience:** Visiting Scholar, Nanjing University Business School, 2014-2015; Visiting Faculty, SP Jain School of Global Management, 2012; Visiting Scholar, South African Reserve Bank, 2009; Visiting Scholar, International Monetary Fund, 2007; Visiting Faculty Fellow, Goethe University, 2003**Research Specialization:** International finance; globalization and economic integration; exchange rates; monetary policy; corporate lobbying and political connections; federal reserve policy**Overseas Experience:** Brazil, Colombia, South Africa, Hong Kong, Germany, France, Japan**Languages (5=Native, 1=Beginner):** Portuguese – 3, Spanish - 3**Relevant Courses:** Business in the World Technology (MGT 6321), Management and the International Economy (MGT 6424), Managing the Global Enterprise (MGT 6426), Seminar in Monetary and Fiscal Policy (MGT 6524), Global Business Immersion (MGT 6557)**Percent of time devoted to Latin America:** 25**Recent Publications:**

- “Corporate lobbying and financial performance.” *Journal of Business, Finance, and Accounting*, with H. Chen, Y. Yang, 2015.
- “Gauging exchange rate targeting.” *Journal of International Money and Finance*, with H. Popper, 2014.
- “Slow pass-through around the world: A new import for developing countries.” *Open Economics Review*, with J. Frankel, S. Wei, 2012.

**Distinctions:**

- Faculty Director, MBA International Studies course in Brazil and Colombia with Global Business Association and Latin Business Association students
- Fellow, Euro Area Business Cycle Network, 2003-present
- Research Fellow, Hong Kong Institute of Monetary Research, 2000, 2001, 2002, 2005, 2009, 2015
- Research Award, Financial Markets Research Center, 2011

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Bart Victor**

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**Appointed/Rank:** 1999; Cal Turner Professor of Moral Leadership, Owen Graduate School of Management**Education:** Ph.D., University of North Carolina Chapel Hill, 1985**Academic Experience:** Professor, Institute of Management Development, Switzerland 1996-1999; Professor, Kenan-Flagler Business School, UNC Chapel Hill 1988-1997; Assistant Professor of Management, College of Business Administration, University of Nebraska-Lincoln 1985-1988**Research Specialization:** Ethics and social responsibility, communications, organization studies**Overseas Experience:** Guatemala, Colombia, Brazil**Languages (5=Native, 1=Beginner):** Spanish – 2**Relevant Courses:** Project Pyramid (MGT 6554)**Percent of time devoted to Latin America:** 25**Dissertations and theses supervised in past 5 years:** 1**Recent Publications:**

- “High-end coffee and smallholding growers in Guatemala.” *Latin American Research Review*, with E. Fischer, 2014.
- “Frustrated freedom: Dynamics of agency, opportunities, and well-being in rural Mozambique.” *World Development*, with E. Fischer, B. Cooil, A. Vergara, and M. Blevins, 2013.
- “Why Accountability in Social Entrepreneurship is Crucial.” *Social Entrepreneurship* volume 4, edited by T. S. Lyons, with M. Grimes, 2012.
- “Gifts Loans and Poverty: A Social Embeddedness View of Business Model Approaches to Poverty Alleviation.” *Values and Opportunities in Social Entrepreneurship*, edited by K. Hockerts, with W. Lucas, 2010.
- “Whistle-blowing among young employees: A life-course perspective.” *Journal of Business Ethics*, 2009.

**Distinctions:**

- Chairman of the Board, Center for Community Health Solutions, Vanderbilt University, 2010-present
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**Corey Brady**

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**Appointed/Rank:** 2016; Assistant Professor of Mathematics Education, Peabody College of Education and Human Development**Education:** Ph.D., University of Massachusetts Dartmouth, 2013**Academic Experience:** Research Assistant Professor, Northwestern University, 2014-2016; Lead Instructor, Young Scholars' Program, University of Chicago, 2013-2016**Research Specialization:** Technology in math education, mathematical and computational modeling, how learning environments foster representational fluency and expressivity, collaborative and collective learning for classroom groups**Overseas Experience:** Ecuador, Mexico, Chile, Singapore**Languages (5=Native, 1=Beginner):** Spanish - 4**Percent of time devoted to Latin America:** 25**Recent Publications:**

- *Uses of technology in upper secondary mathematics education*. Springer, 2017.
- “Sandboxes for model-based inquiry.” *Journal of Science Education and Technology*, with N.R. Holbert, M. Novak, F. Soylu, U. Wilensky, 2015.
- “Disciplinary integration of digital games for science learning.” *International Journal of STEM Education*, with D. Clark, P. Sengupta, M. Martinez-Garza, S. Killingsworth, 2015.

**Distinctions:**

- PI, NSF-Cyberlearning Grant, “Modeling in Levels: Supporting multi-level linked modeling in biology and social science,” 2014-2017.
- Co-PI and Investigador Extranjero, Ministry of Education, Secretaría Nacional de Educación Superior, Ciencia y Tecnología, Ecuador, 2015-2016
- IDC Best Short Paper “Frog Pond: A Code-First Learning Environment on Evolution and Natural Selection.” 2014

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Ashley Carse**

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**Appointed/Rank:** 2016; Assistant Professor of Human and Organizational Development, Peabody College of Education and Human Development

**Education:** Ph.D., University of North Carolina at Chapel Hill, 2011

**Academic Experience:** NSF Postdoctoral Fellow in Science, Technology, and Society, University of Virginia, 2013-2015; Mellon Postdoctoral Fellow in Environmental Anthropology, Whittier College, 2011-2013

**Research Specialization:** Anthropology, development studies, geography, environmental history and management, science and technology studies, international development, transportation networks, social dimensions of infrastructure

**Overseas Experience:** Panama, Ecuador

**Languages (5=Native, 1=Beginner):** Spanish - 4

**Relevant Courses:** Ethnographic Research Methods in Communities (HOD 8820), Global Dimensions of Community Development (HOD 7600/HODI 3200)

**Percent of time devoted to Latin America:** 75

**Dissertations and theses supervised in past 5 years:** 2

**Recent Publications:**

- *Beyond the Big Ditch: Politics, Ecology, and Infrastructure at the Panama Canal.* MIT Press, 2014.
- “The year 2013 in sociocultural anthropology: Culture of circulation and anthropological facts.” *American Anthropologist*, 2014.
- “Nature as infrastructure: Making and managing the Panama Canal Watershed.” *Social Studies of Science*, 2012.

**Distinctions:**

- Reviewer, *Journal of Latin American Geography, Economic Anthropology, Environmental History, Political and Legal Anthropology Review, Social Studies of Science*
- Joel A. Tarr Prize: Best Article on Environment and Technology, 2013
- UNC Mellon-Gil Dissertation Fellowship for Latin America, 2010
- Wenner-Gren Dissertation Fieldwork Grant, 2008-2009

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**Xiu Cravens**

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**Appointed/Rank:** 2008; Associate Dean for International Affairs and Assistant Professor of the Practice in the Department of Leadership, Policy, and Organizations, Peabody College of Education and Human Development

**Education:** Ph.D., Vanderbilt University, 2008

**Academic Experience:** Evaluator, Vanderbilt Center for Latin American Studies 2010-present; Co-Director, Vanderbilt U.S.-China Center for Education and Culture 2010-present

**Research Specialization:** Education reform; school leaders and policy environment; cross-cultural transfer and generalization of leadership theories and their application

**Overseas Experience:** China

**Languages (5=Native, 1=Beginner):** Mandarin – 5

**Relevant Courses:** International Innovations in K-12 Policy Reform (IEPM 3120)

**Percent of time devoted to Latin America:** 15

**Dissertations and theses supervised in past 5 years:** 3

**Recent Publications:**

- “The convergent and divergent validity of the Vanderbilt Assessment of Leadership in Education: Instructional leadership and emotional intelligence.” *Journal of Educational Administration*, with E. Goldring, J. Murphy, A. Porter, S. Elliott, 2015.
- “The cross-cultural validity of the learning-centered leadership framework and its assessment instrument for principals.” *Journal of Educational Administration*, 2014.

**Distinctions:**

- Principal Investigator, *The Development and Implementation of Teacher Peer Excellence Groups: A New iPD Challenge*, funded by the Bill & Melinda Gates Foundation, 2014-present
- Co-Principal Investigator, *The Tennessee-Shanghai Leadership Collaborative: Achieving High Academic Performance for All by Developing Teacher Capacity through Shared Instructional Leadership*, funded by the Tennessee Department of Education, 2013-present
- Principal Investigator, U.S. State Department’s Humphrey Fellowship Program at Peabody College, 2009-present

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Ana Christina da Silva**

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**Appointed/Rank:** 2016; Director of Learning, Diversity, and Urban Studies, Learning, Teaching, and Diversity; Professor of the Practice of Elective Learning Practices, Department of Teaching and Learning, Peabody College of Education and Human Development

**Education:** Ph.D., University of Nevada, Las Vegas, 2001

**Academic Experience:** Professor of Language, Literacy, and Culture, University of Arizona, 2006-2016; Assistant Clinical Professor of Elementary Education, Vanderbilt, 2003-2006; Assistant Professor of TESOL and Literacy, University of Nevada, Las Vegas, 2002-2003

**Research Specialization:** Learning ecologies of linguistically/culturally diverse students; resources in urban contexts; stakeholder partnerships; literacy; equity

**Overseas Experience:** Brazil, Chile, Mexico

**Languages (5=Native, 1=Beginner):** Portuguese – 5, Spanish - 4

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- Editor, *Re-Designing Teacher Education for Culturally and Linguistically Diverse Students: A Critical Ecological Approach*. Routledge, 2017.
- “Equitable education for young immigrant children: The imperative of early childhood teacher education reform.” *Early Years: An International Journal*, with I. Reyes, 2017.
- “Promoting a funds of knowledge perspective: Preservice teachers’ understanding about language and literacy development of preschool emergent bilinguals through family and community interactions.” *Journal of Early Childhood Literacy*, with I. Reyes, N. Feller, 2015.

**Distinctions:**

- Director, Early Childhood Education Assembly Board, NCTE, 2015-present
- Associate Editor, *The Journal of Literacy Research; Urban Education*
- Co-author, Ford Foundation grant, “E-citizens in a global world: Youth refugees’ participatory action around education and civic engagement.” 2017
- Curb Fellowship, Interdisciplinary Public Scholars Forum, 2016-2017

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**Shannon Daniel**

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**Appointed/Rank:** 2012; Lecturer in Education, Department of Teaching & Learning, Peabody College of Education and Human Development

**Education:** Ph.D., University of Maryland, College Park, 2012

**Academic Experience:** Research Assistant for Reading Buddies. (PI’s: Rebecca Silverman, Melinda Martin-Beltrán, Megan Percy, funded by IES), 2011-2013; Instructor at University of Maryland, College Park, 2008-2012.

**Research Specialization:** Transnational youth; elementary ELL; multilingual students; teacher learning; teacher education curriculum; resettled refugee teens’ learning experiences in out-of-school contexts

**Overseas Experience:** Costa Rica

**Languages (5=Native, 1=Beginner):** Spanish - 4

**Relevant Courses:** Methods of Educating English Language Learners (EDUC 3740); Sociocultural Foundations of Educating English Language Learners (EDUC 3730); Practicum for Teaching English Language Learners (EDUC 3731/3742/3763)

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- “Beyond ‘Yes or not?’ Shifting from over-scaffolding to contingent scaffolding in literacy education with emergent bilingual students.” *TESOL Journal*, with M. Martin-Beltrán, M. Percy, R. Silverman, 2015.
- “Shifting attention back to students within the sheltered instruction observation protocol (SIOP).” *TESOL Quarterly*, with L. Conlin, 2015.
- “Engaging youth and pre-service teachers in immigration deliberations.” *Journal of Education for Teaching*, 2015.

**Distinctions:**

- Member, Peabody Curriculum Committee
- Member, Vanderbilt Academic Standards Committee

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Carolyn Heinrich**

**Appointed/Rank:** 2015; Patricia and Rodes Hart Professor of Public Policy and Education, International Education Policy and Management, Department of Leadership, Policy & Organizations, Peabody College of Education and Human Development

**Education:** Ph.D., University of Chicago, 1995

**Academic Experience:** Research Professor, University of Texas at Austin, 2015-present; Sid Richardson Professor of Public Affairs and Affiliated Professor of Economics, University of Texas at Austin, 2011-2015; Professor of Public Affairs and Affiliated Professor of Economics, University of Wisconsin-Madison, 2003-2011

**Research Specialization:** Education, workforce development, social welfare policy, program evaluation, public and performance management, economic and social investments in middle-income and developing countries

**Overseas Experience:** Brazil, South Africa, Yemen

**Languages (5=Native, 1=Beginner):** Portuguese – 2, Spanish - 3

**Relevant Courses:** International Organizations and Economic Development (IEPM 6110), Research Design and Data Analysis II (LPO 7870), Economics of Education (LPO 8110), Education Policy and Program Evaluation (LPO 8810)

**Percent of time devoted to Latin America:** 50

**Dissertations and theses supervised in past 5 years:** 1

**Recent Publications:**

- “Improving access to, quality and the effectiveness of digital instruction in K-12 education.” *Educational Evaluation and Policy Analysis*, with P. Burch, G. Annalee, 2016.
- *Mixed Methods for Policy Research and Program Evaluation*. With P. Burch, SAGE, 2015.
- “Stopped in the name of law: Administrative burden and its implications for cash transfer program effectiveness.” *World Development*, with R. Brill, 2015.
- “Parental employment and the well-being of children.” *The Future of Children*, 2014.

**Distinctions:**

- Member of CLAS Steering Committee, 2017-2018
- President, Association for Public Policy Analysis and Management, 2016
- Best of UNICEF Research Award for *The South African Child Support Grant Impact Assessment*, 2013

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**Brian Heuser**

**Appointed/Rank:** 2007; Assistant Professor of the Practice of International Education Policy, Department of Leadership, Policy, and Organizations, Peabody College of Education and Human Development; Vice Chair, Vanderbilt University Faculty Senate

**Education:** Ed.D, Peabody College, Vanderbilt University, 2007

**Academic Experience:** Senior Research Fellow and Advisor, Office of the Associate Provost and Dean of Students 2002-present; International Leadership Development Track Director, Human and Organizational Development 2008-present; Faculty Director, Ingram Scholarship Program; 2017-present

**Research Specialization:** Comparative education, international organizations and economic development, education policy, and international service learning

**Languages (5=Native, 1=Beginner):** Spanish – 2

**Relevant Courses:** Global Dimensions of Community Development (HOD 2400), International Organizations and Economic Development (HOD 2420/IEPM 3110), Effectiveness in International For-Profit Organizations (HOD 2470)

**Percent of time devoted to Latin America:** 10

**Dissertations and theses supervised in past 5 years:** 4

**Recent Publications:**

- “Strategic Internationalization in Higher Education: Contexts, Organizations and Implications for Academic Integrity.” In *Springer Handbook of Academic Integrity*, Springer, 2016.
- “Evaluating Cross-National Metrics of Tertiary Graduation Rates for OECD Countries: A Case for Increasing Methodological Congruence and Data Comparability.” *Journal of College Student: Research, Theory & Practice*, with T. A. Drake and T. L. Owens, 2012.

**Distinctions:**

- David Schleyer Faculty Award for Exceptional Classroom Teaching and Student Mentoring, 2016
- Vanderbilt University Faculty Advisory Committee for International Education, 2014-present
- National Panelist, Boren Fellowships Program of the National Security Education Program, 2012-present

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Robert T. Jiménez**

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**Appointed/Rank:** 2004; Professor of Language, Literacy, and Culture, Department of Teaching and Learning, Peabody College of Education and Human Development

**Education:** Ph.D., University of Illinois, Urbana-Champaign, 1992

**Academic Experience:** Associate Professor University of Illinois at Urbana-Champaign 1994-2004; Assistant Professor, University of Oregon 1990-1992

**Research Specialization:** Latino student achievement; transnational language and literacy practices

**Overseas Experience:** México

**Languages (5=Native, 1=Beginner):** Spanish – 4

**Relevant Courses:** Foundations for Teaching English Learners (EDUC 3530); Methods and Materials for Teaching English Learners (EDUC 3540)

**Percent of time devoted to Latin America:** 15

**Dissertations and theses supervised in past 5 years:** 1

**Recent Publications:**

- “Supporting teachers of English language learners by leveraging students’ linguistic strengths.” *The Reading Teacher*, with S. David, M. Pacheco, V.J. Risko, L. Pray, K. Fagan, M. Gonzales, 2015.
- “Translating pedagogies: Leveraging students’ heritage languages in the literacy classroom.” *Middle Grades Research Journal*, with M.B. Pacheco, S.S. David, 2015.
- “Collaborative translations: Designing bilingual instructional tools.” *Journal of Education*, with C. Keyes, K. Puzio, 2014.
- “Literacy and transnational migration.” In *The Encyclopedia of Applied Linguistics*, edited by C. A. Chapelle, with K. M. Leander and B. L. Teague, 2012.

**Distinctions:**

- Principal Investigator for Project PROPEL (Peabody metRO Partnership supporting English Language Learners), a Department of Education Office of English Language Acquisition National Professional Development Program grant (with L. C. Pray), 2012
- Fulbright Specialist Award for proposal with colleagues at the Universidad Autónoma de Yucatan, 2011

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**Sarah VanHooser Suiter**

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**Appointed/Rank:** 2009; Assistant Professor of the Practice, Department of Human and Organizational Development, Peabody College of Education and Human Development

**Education:** Ph.D., Vanderbilt University, 2009

**Academic Experience:** Director, Master’s Program in Community Development and Action, Peabody College; Senior Program Evaluator, Centerstone Research Institute 2012-2013

**Research Specialization:** Social determinants of health; community-based organizations and development; research methods and ethics

**Overseas Experience:** Argentina, Spain, Dominican Republic, Kenya

**Languages (5=Native, 1=Beginner):** Spanish – 2

**Relevant Courses:** Global Dimensions of Community Development (HOD 3640), Ethics for Community Research and Action (HOD 3200), Introduction to Human Services (HOD 2500), Program Evaluation (HOD 3300)

**Percent of time devoted to Latin America:** 25

**Recent Publications:**

- “Interprofessional education in community health contexts: Preparing a collaborative-practice read workforce.” *Pedagogy in Health Promotion*, with H. Davidson, M. McCaw, K.F. Fenelon, 2015.
- *Needs and Assets Assessment of Seven Dominican Bateyes*, Written for the Pujols Family Foundation and Vanderbilt Institute of Global Health, 2014.
- “The Conversation Matrix: A tool for reflecting on family voice and participation in systems of care.” *Report on Emotional & Behavioral Disorders in Youth*, with H. Wallace, 2013.

**Distinctions:**

- Lead Research Writer, *Tennessee Statewide System of Care Implementation Grant (SAMHSA)*, Awarded to Tennessee Department of Mental Health and Substance Abuse Services, 2013
- Lead Grant Writer, *Exploring Student and Organizational Learning when an Interprofessional Team of Health Professional Students Work and Learn in a Community-based Setting*, Awarded to Siloam Family Health Center & Vanderbilt Program in Interprofessional Learning, Meharry-Vanderbilt Community Engaged Research Core, 2011-2012

Note: All academic experience, appointments, and distinctions are Vanderbilt University unless otherwise noted.

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**Zina Yzquierdo**

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**Appointed/Rank:** 2001; Research Assistant Professor, Department of Special Education and IRIS Center, Peabody College of Education and Human Development

**Education:** Ph.D., University of New México, 1995

**Academic Experience:** Coordinator and Instructor, University of New México 1995-1998

**Research Specialization:** Curriculums for pre-service and in-service educators; students with learning disabilities and ELL; parent engagement; licensed professional counseling; Spanish language fluency

**Overseas Experience:** Paraguay, Guatemala, Puerto Rico, Venezuela

**Languages (5=Native, 1=Beginner):** Spanish – 5

**Percent of time devoted to Latin America:** 10

**Recent Publications and Presentations:**

- “The IRIS Center: Online course enhancement materials for faculty.” Proceedings from *Society for Information Technology & Teacher Education International Conference* with T. Naomi, K. Paulsen, 2011.
- *Instructor’s resource manual and study guide for introduction to special education: Making a difference* (6<sup>th</sup> ed). Allyn & Bacon, edited with N. M. Sileo, N. C. Tyler, D. D. Smith, and A. Elleman, 2007.
- *Classroom diversity: An introduction to student differences*. IRIS Center for Training Enhancements, with N. Tyler, J. Brown, A. Harris, and K. Skow, 2013.
- “The IRIS Center’s Reading Instruction Resources. Tennessee Reading Teacher.” With J. Miller, 2010.
- *Diversifying the Special Education Workforce*. University of Florida, with N. Tyler, N. Lopez-Reyna, & S. Saunders, 2002.

**Distinctions:**

- Awarded Subcontract to TN State Personnel Development Grant, U.S. Dept. of Education, with N. C. Tyler, 2010-2012
- Presented Special Education Teacher Training to the Guatemalan Ministry of Education through the Joseph F. Kennedy, Jr. Foundation, 2005
- Alliance 2000 Technical Training Workshops in Puerto Rico, Texas, and Nevada, 1996-1997

## Position Descriptions

### Vanderbilt University Center for Latin American Studies

1. Outreach Coordinator (A.1.a): see Appendix 1 (Curriculum Vitae); Colleen McCoy
2. K-12 Summer Institute Director (A.1.b): The K-12 Summer Institute Director is a Vanderbilt faculty member who leads a week-long professional development institute for K-12 educators during the summer months. Each year, the Director will be selected based on the topic of the institute (which varies each year), and will work with the CLAS Outreach Coordinator on specific content for the institute.
3. Portuguese Language Instructor for Tuskegee (A.2.a): This position will be held by an advanced doctoral student in Vanderbilt's Department of Spanish and Portuguese for Years 2, 3, and 4. In Year 2 the instructor will offer beginning Portuguese; Years 3 and 4 the instructor(s) will offer two levels of Portuguese, which will satisfy the General Education requirement for Tuskegee's undergraduate curriculum. Instructors will receive pedagogical training from Vanderbilt, as well as training from Tuskegee; the course will be reviewed by Tuskegee University.
4. Spanish Language Instructor for Health Professions (A.2.b): We will recruit a Senior Lecturer from the Department of Spanish and Portuguese with experience in medical Spanish to teach two levels of Spanish language on the campus of HBCU Meharry Medical College for Meharry medical students, Vanderbilt public health students, and Vanderbilt nursing students. The course will prepare all of these students to conduct fieldwork or clinical rotations at our Central American partner sites, and will provide diverse perspectives and inter-professional learning experiences.
5. Language and Culture Across the Curriculum Instructor(s) (A.2.c): This position will be held by a native Spanish-speaking advanced doctoral student in Political Science in Year 2. In Years 3 and 4, the positions will be held by two advanced doctoral students; one in Political Science and one in Anthropology. These instructors will teach one-hour optional Spanish-language sections of introductory courses in their disciplines.
6. Mayan Language Institute Assistant Director (A.2.d): This position will be held by a graduate student who has experience in K'iche' Mayan language, and who will assist with in-country logistics and program coordination for the K'iche' portion of the Mayan Language Institute. The program takes place for six weeks each summer in Antigua and Nahualá, Guatemala.
7. Professor of Education and Latin American Studies (A.3.a): see Appendix 1 (Curriculum Vitae); Ashley Carse

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COLLEGE OF ARTS AND SCIENCES														
AFRICAN AMERICAN and DIASPORA STUDIES					Enrollments									
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G	2018-2019	
AADS 1001	<b>Commons (Freshman) Seminar: Capoeira: The African-Brazilian Dance of Deception:</b> History and culture of capoeira.	Whiting	1	100	12	0			14	0				Brazil
AADS 1706	<b>Capoeira: Afro-Brazilian Race, Culture, and Expression:</b> Origins of an Afro-Brazilian martial art form. Influence on Brazilian and world culture in the areas of religion, dance, and music. Development as a social protest movement. Intersections of race, gender, power, and national identity. <u>New in 2014</u>	Whiting	3	100	14	0	19	0	23	0			S19	Brazil
AADS 2148	<b>Blacks in Latin America and the Caribbean:</b> Distinctive cultural forms and patterns in the Caribbean basin and Latin America from the sixteenth century to the present; diverse origins of culture; slave society's impact on cultural production.	Monroe	3	100	10	0	14	0	13	0	20	0		Black Atlantic
AADS 2356	<b>African Spirits in Exile: Diaspora Religions in the Americas:</b> Use of anthropology, folklore, history, and literature to examine the history of Haitian Vodou, Cuban Santeria, Brazilian Candomblé, New Orleans Voodoo, and Trinidadian Orisha worship. <u>New in 2014</u>	Monroe	3	100	9	0	14	0	5	0	5	0		Black Atlantic
AADS 4256	<b>Haiti: Freedom and Democracy:</b> The Saint-Domingue Revolution from 1791 to 1803 and the development of Haiti from 1804 to the present. <u>New in 2016</u>	Patterson	3	100					6	0				Black Atlantic
ANTHROPOLOGY														
ANTH 1001	<b>Commons Seminar: Ancient Grains &amp; Natural Meds:</b> Study of plants native to Latin America that are used as primary foods, in rituals, or as medicines for indigenous peoples; Vanderbilt's Latin American Garden serves as a focus for the seminar. <u>New in 2018.</u>	Dickins de Giron	3	100							6	0		Latin America

\*VU courses numbered between 1000 and 4000 are undergraduate level. Courses 5000 and above are graduate level.

Appendix 2: Vanderbilt Center for Latin American Studies Course List

ANTHROPOLOGY					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
ANTH 1101	<b>Introduction to Anthropology:</b> Introduction to the study of diverse cultures and to the four subdisciplines of anthropology.	Staff	3	25	87	0	80	0	103	0	95	0	S19	Latin America
ANTH 1111	<b>First-Year Writing Seminar: Conquest of Mexico:</b> In-depth examination of pre-Columbian Mexico and Spanish conquest.	Ross	3	100			15	0			15	0		Mexico
ANTH 1111	<b>First-Year Writing Seminar: Culture and Thought:</b> Analysis of culture and cognition through anthropological case studies.	Ross	3	25	13	0								Latin America
ANTH 1111	<b>First-Year Writing Seminar: Pseudoarchaeology:</b> Study how archaeologists create evidence-based arguments; critique information and popular theories from the media.	Sauer	3	25	15	0			15	0	30	0		Latin America
ANTH 1201	<b>Introduction to Archaeology:</b> Introduction to archaeological methods and analysis, cultural heritage and the rise of the first civilizations.	Staff	3	25	34	0	52	0	97	0	118	0	F18	Latin America
ANTH 1201W	<b>Introduction to Archaeology:</b> Archaeological interpretation of global human history from early settled villages through the rise of the first civilizations.	Staff	3	25			35	0	30	0	33	0	F18, S19	Latin America
ANTH 1601	<b>Introduction to Language and Culture:</b> Exploration of the close relationship between language and culture through broad themes including language and thought, language ideologies, and discourse; how language constructs social realities and identities.	Harvey	3	25	39	0	28	0	9	0	45	0	F18	Latin America
ANTH 2105	<b>Race in the Americas:</b> Historical analysis of race ideologies and practices in the U.S., Latin America, and the Caribbean.	Bjork-James	3	75	7	0			18	0	24	0		Latin America

ANTHROPOLOGY					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
ANTH 2106/ 5106	<b>Culture and Power in Latin America:</b> Survey of Latin America, including native cultures and Spanish and Portuguese heritage.	Gill	3	100	22	0	16	0	13	5	8	1	S19	Latin America
ANTH 2130	<b>Global Infrastructure and Everyday Life:</b> Relations between infrastructure and society around the world, past and present. Analysis of large technical systems as sites of cultural meaning, political struggle, and everyday social interaction. Water, energy, communication, and transportation networks in Africa, Asia, and the Americas, with an emphasis on Latin America. <u>New in 2018. This course is supported with NRC funds.</u>	Carse	3	50									F18	Latin America
ANTH 2211/ 5211	<b>Archaeology:</b> Introduction to methods used by archaeologists to study prehistoric societies.	Fowler	3	25			11	0	13	0	10	0	S19	Latin America
ANTH 2220W/ 5220	<b>Human Landscapes:</b> Sociocultural processes and human-environment interactions in the formation of landscapes and settlement systems. Relationship of archaeology and cultural anthropology in the understanding of social space, sacred landscapes, urban plans, and historical ecology across cultures.	Eberl	3	25			10	2	13	0				Latin America
ANTH 2231/ 5231	<b>Ancient Andean Civilizations:</b> Introduction to ancient South American peoples. Rise and fall of Huari and Inca empires.	Janusek	3	100			16	3	17	2	25	1		Andes
ANTH 2242W	<b>Archaeology of Ancient Maya Civilization:</b> Case study in cultural evolution and examination of the origins, complex nature, and sudden collapse of the ancient Maya civilization.	Eberl	3	100					13	0	5	0		Central/ Mesoamerica
ANTH 3120	<b>Sociocultural Field Methods:</b> Research design and proposal writing, access to data, ethical issues, sampling techniques, interviewing questionnaire design and question writing, data analysis. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	50			2	0	3	0				Latin America

Appendix 2: Vanderbilt Center for Latin American Studies Course List

ANTHROPOLOGY					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
ANTH 3121/ 6121	<b>Global Wealth and Poverty:</b> The production of inequality. How wealth is accumulated, lost, exchanged, and displayed; how poverty is created, endured, and overcome. Explanations in terms of luck, hard work, immorality, occult forces, and public policies. <u>New in 2018.</u>	Gill	3	25							11	3	S19	Latin America
ANTH 3122/ 6122	<b>The Anthropology of Globalization:</b> Perspectives on globalization based on ethnographic case studies.	Fischer, Gill	3	25	32	0	23	0	28	0				Latin America
ANTH 3133/ 6133	<b>Political Anthropology:</b> Comparative and ethnographic analysis of political and legal systems.	Bjork-James	3	50			11	3						Latin America
ANTH 3140	<b>Myth Ritual Belief: The Anthropology of Religion:</b> Cross-cultural survey of religious and ritual beliefs in light of theories of religion. Topics include sacrifice, myth, witchcraft, divination, religious change, and millenarian movements.	Ross	3	50	28	0			17	0	14	0	S19	Latin America
ANTH 3141/ 6141	<b>Anthropology of Healing:</b> Practices and politics of healing in Western and non-Western societies, including shamanism, faith healing, alternative medicine and ecstatic religious experience.	Conklin, MacLeish	3	50	45	0	38	0	23	1	26	0	F18	Latin America, Brazil
ANTH 3143	<b>Medical Antropology:</b> Biocultural aspects of human adaptations to health, disease, and nutrition. Effects of cultures on the interpretation, diagnosis, and treatment of illness.	Behague	3	25	43	0					40	0	S19	Latin America, Brazil
ANTH 3160	<b>Anthropology and Archaeology of Communities:</b> Creation, maintenance, and transformation of communities through time.	Eberl	3	25	4	0								Latin America

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ANTHROPOLOGY					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
ANTH 3162	<b>Material Culture of New World Slavery:</b> Enslaved Africans' lives in the New World from an archaeological perspective. Housing, artifacts, health, religion, and resistance in North America, South America, and the Caribbean. <u>New in 2018.</u>	Orser	3	75							10	0	S19	Black Atlantic
ANTH 3200/ 6200	<b>Ancient Cities:</b> Comparative examination of early cities in the Old World and pre-Columbian America.	Janusek	3	50			14	0			12	0	S19	Latin America
ANTH 3202	<b>Collapse of Civilizations:</b> Causes of the decline or collapse of complex societies in the Old and New World.	Demarest	3	50					10	0	7	0		Latin America
ANTH 3240/ 6240	<b>Ancient Mesoamerican Civilizations:</b> Development of pre-Hispanic civilization in Mesoamerica, including Olmec, Maya, Toltec, and Aztec civilizations.	Fowler	3	100	25	0			10	0	13	0	S19	Central/ Mesoamerica
ANTH 3241/ 6241	<b>The Aztecs:</b> Origins of the Aztec peoples of central Mexico and their culture; history and structure of the Aztec empire; pre-Columbian social, political, and economic organization.	Fowler	3	100			17	1			18	0		Mexico
ANTH 3242W	<b>Ancient Maya Gods and Rulers:</b> Politics and religion in Classic Maya culture, 100-1000 C.E.	Eberl	3	100			12	0					S19	Central/ Mesoamerica
ANTH 3250/ 6250	<b>The Inca Empire:</b> Inca society, agriculture, economy, warfare, ancestor worship, role of feasting, and imperial expansion.	Janusek	3	100			22	0	7	0			S19	Andes
ANTH 3260	<b>Ceramic Analysis in Archaeology:</b> Applied methodologies for the analysis of ceramics and other material artifacts focused on Mesoamerica.	Eberl	3	100	4	0								Central/ Mesoamerica
ANTH 3261	<b>Introduction to GIS/Remote Sensing:</b> Digital representations of space and map features. Integration of satellite imagery with data from other sources.	Wernke	3	25			1	0	18	0				Andes

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ANTHROPOLOGY					Enrollments								2018-2019		
					2014-15		2015-16		2016-17		2017-18				
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G			
ANTH 3262	<b>Ethics, Anthropology, Archaeology, and Development:</b> Ethical perspectives on contemporary problems of archaeological and anthropological research, interaction, and interpretation of past and present non-Western societies.	Demarest	3	25	4	0	8	0							Latin America
ANTH 3343/ 6343	<b>Biology and Culture of Race:</b> Biological and cultural perspectives on race in the United States and internationally. Patterns of human genetic variation.	Bjork-James	3	25			28	5					F18	Latin America	
ANTH 3372/ 6372	<b>Human Osteology:</b> Anatomy of human skeleton. Use of human remains in order to determine individual's demographics, cause of death (including criminal investigation), and cultural practices.	Staff	3	50	19	0	17	0	18	0	14	0	F18	Latin America	
ANTH 3622W/ 6622	<b>Classic Maya Language and Hieroglyphs:</b> Linguistic analysis of Classic Maya hieroglyphs, 100-1000 C.E.	Eberl	3	100			5	4						Central/ Mesoamerica	
ANTH 3890/ 8010	<b>Special Topics: Disease and Adaptation:</b> Problems, themes, or issues in anthropological theory and methods. <u>New in 2016.</u>	Benn Torres	3	25					5	1	16	0	S19	Black Atlantic	
ANTH 3890	<b>Special Topics: Archaeology of Slavery:</b> This course examines the nature of enslavement using archaeological findings, from the time of the ancient Egyptians to late nineteenth-century Brazil. The main concentration is on African slavery in the New World from about 1500 to 1880s.	Orser	3	75	9	0								Black Atlantic	
ANTH 3890/ 6890	<b>Special Topics: Health &amp; Development in Guatemala:</b> The social dimensions of health in Guatemala, the medical consequences of ethnic differences, and approaches to development and well-being.	Fischer, Dickins De Giron	3	100			12	2						Central/ Mesoamerica	
ANTH 3890/ 8010	<b>Special Topics: Medicine, Language and Communication in Public Health.</b> Intercultural communications in healthcare settings with examples from Maya area. <u>New in 2018.</u>	Harvey	3	25							14	3		Central/ Mesoamerica	

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ANTHROPOLOGY					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
ANTH 3900	<b>Theories of Culture and Human Nature:</b> Survey of the views of anthropological thinkers, from the late nineteenth century to the present, about the basic attributes of humankind and human culture.	Eberl	3	50	19	0	14	0	16	0	21	0		Latin America
ANTH 4152	<b>Activism and Social Change:</b> Introduction to theory and ethics of social activism and advocacy.	Gill	3	25	13	0							S19	Latin America
ANTH 4153	<b>Economic Anthropology:</b> Crosscultural comparison of concepts of self-interest and rationality. Relation of the growth of post-industrial (service and information) economies to economic strategies of ethnic groups. Survey of indigenous alternatives to development. <u>New in 2017.</u>	Fischer	3	25							7	5		Latin America
ANTH 4154/ 6154	<b>Environmental Anthropology:</b> The relationship between human beings and the environments that sustain them. Global diversity of human ecological adaptations.	Dillehay	3	50	15	0	11	2	8	2				Latin America
ANTH 4373	<b>Health and Disease in Ancient Populations:</b> Paleopathology of mummies and skeletons. Skeletal evidence for violence and warfare.	Tung	3	50	22	0			18	0			S19	Andes
ANTH 8000	<b>History of Anthropological Theory I:</b> Advanced consideration of anthropological theory from its origins to mid-20thC.	Ross	3	25	0	7			0	5			F18	Latin America
ANTH 8001	<b>History of Anthropological Theory II:</b> Advanced consideration of anthropological theory from 20thC to present.	Bjork-James	3	25	0	8			0	6			S19	Latin America
ANTH 8010	<b>Special Topics: Globalization and Empire:</b> Problems, themes, or issues in anthropological theory and methods.	Gill	3	75	0	4								Latin America

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ANTHROPOLOGY					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
ANTH 8010	<b>Special Topics: Political Violence:</b> Problems, themes, or issues in anthropological theory and methods.	Gill, Tung	3	75					0	2	0	9		Latin America
ANTH 8010	<b>Special Topics: History and Culture of the Andes:</b> Problems, themes, or issues in anthropological theory and methods.	Bjork-James	3	100			0	3						Andes
ANTH 8010	<b>Special Topics: Ethnographic Methods and Theory:</b> Problems, themes, or issues in anthropological theory and methods.	Ross	3	25			0	2						Latin American
ANTH 8010	<b>Special Topics: Well-Being: Economics and Culture:</b> Problems, themes, or issues in anthropological theory and methods.	Fischer	3	50					0	8				Central/ Latin America
ANTH 8010	<b>Special Topics: Bioarchaeology/Ethics/NAGPRA:</b> Problems, themes, or issues in anthropological theory and methods.	Tung	3	25			0	4						Latin America
ANTH 8010	<b>Special Topics: Modern World Archaeology:</b> The Material History of Slavery and the African Diaspora.	Orser	3	25							0	5		Black Atlantic
ANTH 8100	<b>Special Topics: Texts and Textualities:</b> Problems, themes, or issues in anthropological theory and methods with regard to textual analysis. <u>New in 2018.</u>	Harvey	3	25							0	10		Latin America
ANTH 8100	<b>Political Violence:</b> Comparative and ethnographic analysis of state violence, guerrilla insurgencies, paramilitarism and vigilantism; consequences of repression, impunity, and social fragmentation on historical memory and democratic processes.	Gill	3	50			0	4					S19	Latin America
ANTH 8107	<b>Race: Culture and Legal Construction:</b> Historical and contemporary roles of race and racism in settler colonialism, slavery, the nation-state, and empire.	Bjork-James	3	50	0	8								Black Atlantic

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ANTHROPOLOGY					Enrollments									
Course	Title	Instructor	Hrs	% LAS	2014-15		2015-16		2016-17		2017-18		2018-2019	
					UG	G	UG	G	UG	G	UG	G		
ANTH 8200	<b>Archaeological Method and Theory:</b> Development of archaeology as a discipline; relationships with anthropology and history; intellectual trends.	Fowler	3	25	0	4								Latin America
ANTH 8201	<b>Advanced Spatial Analysis:</b> Theoretical and methodological training for advanced GIS applications in social science research. Implementing GIS in research design, field spatial data acquisition methods, data processing, management, visualization, and analysis.	Wernke	3	50			0	12			0	12	S19	Andes
ANTH 8210	<b>Preindustrial Political Systems:</b> History, structure, and change of pre-modern political systems around the world.	Dillehay	3	50			0	2						Latin America
ANTH 8211	<b>Space, Place, and Landscape:</b> Cross-disciplinary approaches to the significance of space and landscape for human societies in the past and present.	Janusek	3	50					0	5			F18	Andes
ANTH 9000	<b>Seminar in Research Design:</b> Objectives and strategies of contemporary research problems in anthropology; formulation, writing, and construction of grant proposals; interplay between data, method, and theory; develop skill in critiquing research ideas, techniques, and designs.	Dillehay	3	75	0	6			0	3				Latin America
EARTH AND ENVIRONMENTAL SCIENCES														
EES 2114	<b>Above and Below the Surface: The Caribbean between Climate Change and Tourism:</b> Caribbean islands, history, tourism, and ecology. Human-environment interactions. Under water and above water ecologies. Applied research; development of interdisciplinary critical thought. Takes place in Honduras. <i>New in 2018. Cross-listed as ANTH 2114.</i>	Ross	3	75							8	0	S19	Central America
EES 3865	<b>Field Investigations- Volcanos, Earthquakes, and Glaciers:</b> Immersive research experience in Latin America.	Gualda	3	100	19	0	16	0	11	0	6	0		Latin America

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ECONOMICS					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
ECON 2220	<b>Latin American Economic Development:</b> Recent economic growth and structural change in Latin American economies.	Vides de Andrade	3	100	204	0	132	0	192	0	187	0	F18, S19	Latin America
ECON 3600	<b>International Trade:</b> International trade in goods and services.	Staff	3	25			35	0	110	0	83	0	F18, S19	Latin America
ECON 3650/ 5650	<b>Development Economics:</b> Determinants and factors contributing to and/or hindering national economic growth for pre-industrial and newly industrial countries.	Dustan, Gutierrez	3	50	60	0	69	0	65	7			S19	Latin America
ECON 4520W	<b>Seminar on Globalization:</b> Causes of global economic integration.	Staff	3	50			20	0	18	0			S19	Latin America
ECON 7600	<b>International Trade and Economic Development:</b> Selected topics concerning the exchange and transfer of goods and resources between less and more developed countries.	Staff	3	25	0	19	0	16	0	9	0	8	S19	Latin America
ECON 7910	<b>Seminar: Research Economic Development:</b> Identification, research, and analysis of an economic problem.	Vides de Andrade	3	50	0	16	0	22	0	16	0	12	F18	Latin America
ECON 7920	<b>Seminar: Research Economic Development:</b> Identification, research, and analysis of an economic problem.	Staff	3	25	0	21	0	19	0	18	0	18	S19	Latin America
ECON 7930	<b>Field Experience in Economic Development:</b> How to select and define an economic problem, assemble relevant factual and statistical information, and analyze and interpret it. Course includes a research component in Paraguay. <u>New in 2018. This course is supported with NRC funds.</u>	Vides de Andrade	3	100							0	8		Latin America

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ENGLISH					Enrollments									
Course	Title	Instructor	Hrs	% LAS	2014-15		2015-16		2016-17		2017-18		2018-2019	
					UG	G	UG	G	UG	G	UG	G		
<b>ENGL 3658</b>	<b>Latino-American Literature:</b> Analysis of Puerto Rican, Dominican, and other Latin American writers in order to understand Latino identity.	Amich, Lopez	3	100	14	0	15	0	14	0				Latin America
<b>ENGL 8440</b>	<b>Idioms of Servility:</b> Caribbean literatures in different languages and global modernisms. Teaching the Caribbean in the Time of Trump. <u>New in 2018.</u>	Dayan	3	50							0	7	S19	Black Atlantic
<b>ENGL 3674</b>	<b>Caribbean Literature:</b> 1902 to present; emphasis on writing since 1952 which marks beginning of West Indian nationalism and rise of West Indian novel.	Nwankwo	3	100	19	0			15	0			F18	Black Atlantic
<b>ENGL 3898</b>	<b>Special Topics: Race, Immigration and Identity, NY &amp; Nashville:</b> Explores immigration from the Caribbean, Africa, and Latin America to these cities.	Nwankwo	3	50	11	0								Black Atlantic
<b>HISTORY</b>														
<b>HIST 1111</b>	<b>First-Year Writing Seminar: Destruction of the Indies:</b> Analysis of the encounter and conquest of the Americas through indigenous and European sources.	Landers	3	100			13	0					F18	Black Atlantic
<b>HIST 1370</b>	<b>Colonial Latin America:</b> Survey of Latin American history from pre-Columbian times to colonial period and independence in early 19thC.	Robinson	3	100					27	0	21	0	F18	Latin America
<b>HIST 1380</b>	<b>Modern Latin America:</b> Survey of Latin America from early 19thC to present.	Eakin, Robinson	3	100	19	0	35	0	12	0			S19	Latin America
<b>HIST 1383</b>	<b>Slave Resistance in the Americas:</b> Resistance across North and South America.	Schultz	3	50					11	0				Black Atlantic
<b>HIST 1385W</b>	<b>Disease and Disorder in the Atlantic World:</b> Spanish Atlantic from Columbus through the Haitian Revolution. <u>New in 2016.</u>	Erikson	3	100			18	0	13	0				Black Atlantic

Appendix 2: Vanderbilt Center for Latin American Studies Course List

HISTORY					Enrollments								2018-2019		
					2014-15		2015-16		2016-17		2017-18				
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G			
HIST 2450	<b>Independence in Latin America:</b> Reorganization of the Spanish and Portuguese empires; maturation of transatlantic societies; and revolutions for independence.	Robinson	3	100	8	0									Latin America
HIST 2457/ 5457	<b>Drug Trafficking and Society in Latin America:</b> Narcotics trafficking between Latin America and the United States. <u>New in 2016.</u>	Wright-Rios, Gill	3	100			27	2	31	0			S19	Mexico/ Colombia	
HIST 2470/ 5470	<b>Revolutionary Mexico:</b> Revolutionary politics and radical expression in 20th century Mexico.	Wright-Rios	3	100			7	2							Mexico
HIST 2490/ 5490	<b>Brazilian Civilization:</b> From pre-Columbian times to the present. Clash and fusion of Portuguese, Amerindian, and African cultures.	Eakin, Castilho	3	100	17	0					3	4	S19	Brazil	
HIST 2510/ 5510	<b>Reform and Revolution Latin America:</b> Comparative analysis of revolutions and reform movements in 20thC Latin America focusing on land tenure, social classes, politics, economy and foreign influence.	Eakin, Wright-Rios	3	100	9	0	17	3	7	1	13	0	S19	Latin America	
HIST 2535/ 5535	<b>Latin America and the United States:</b> The relationship between Latin America and the U.S. from the early 19thC to present.	Robinson	3	100			22	5			16	0	S19	Latin America	
HIST 2540/ 5540	<b>Race and Nation in Latin America:</b> Special topic seminar analyzing race in Brazil and other Latin American nations.	Castilho, Eakin	3	100			5	4	1	7					Brazil
HIST 2542/ 5542	<b>Cuba and the United States:</b> History of Cuba. European conquest, the colonial period, independence, U.S. intervention, the Cuban Revolution, Cold War to present. Special consideration given to the global impact of the Cuban Revolution. <u>New in 2018.</u>	Robinson	3	100									F18	Black Atlantic	

Appendix 2: Vanderbilt Center for Latin American Studies Course List

HISTORY					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
HIST 2570/ 5570	<b>Caribbean History, 1492-1983:</b> Amerindian society, age of encounter, conquest, slavery and abolition.	Blackett	3	100	17	0	17	0	24	1	15	2		Black Atlantic
HIST 2570/ 5571	<b>Caribbean History, 1492-1983:</b> Amerindian society, age of encounter, conquest, slavery and abolition. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	100	1	0								Black Atlantic
HIST 3000W	<b>The History Workshop: Memory and Citizenship:</b> Introduction to the historian's craft and using primary documents; research methodology.	Castilho, Eakin	3	25	11	0			14	0	0	16		Latin America
HIST 3100	<b>Pirates of the Caribbean:</b> Imperial competition for control of the Caribbean; state-sponsored piracy; consequences; the life of pirates.	Landers	3	100			6	0					S19	Black Atlantic
HIST 4960	<b>Majors Seminar: Caribbean: Global Crossroads:</b> Advanced reading, research, and writing. <u>New in 2017</u>	Robinson	3	100							15	0		Black Atlantic
HIST 8050	<b>Nation &amp; Nationalism:</b> Theoretical works; different regional and methodological approaches. <u>New in 2018.</u>	Eakin	3	25							0	8		Latin America
HIST 8600	<b>Comparative Slavery in Colonial Americas:</b> Interdisciplinary and cross-cultural study of slavery and resistance in Latin America.	Landers	4	100	0	7			0	6			F18	Black Atlantic
HIST 8610	<b>Atlantic World, 15th-19th Century:</b> Interdisciplinary readings on the creation of an Atlantic World system; slave trade, economics, imperialism and resistance.	Landers	4	100			0	9			0	12		Black Atlantic
HIST 8620	<b>Studies in Latin American History: Citizenship and Performance in the Americas (the long 19th century):</b> Seminar on citizenship from hemispheric and interdisciplinary perspectives.	Castilho	4	100	0	7								Latin America

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HISTORY					Enrollments								2018-2019		
					2014-15		2015-16		2016-17		2017-18				
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G			
HIST 8620	<b>Studies in Latin American History: Religion in Latin American Society:</b> Seminar on religion in Latin American society.	Wright-Rios	4	100			0	5							Latin America
HIST 8620	<b>Studies in Latin American History: 20thC Political and Social Movements:</b> State formation in modern Latin America and persistent tensions over contending ideas of national belonging; questions of democratic representation, the struggles for political, social, and economic inclusion.	Robinson	4	100					0	5					Latin America
HIST 8630	<b>Research Seminar in Latin American History: Social and Cultural Change in Latin America:</b> Historiographical overview of methods and scholarship for Latin American regional studies in both colonial and modern periods.	Wright-Rios, Castilho	4	100	0	3							F18		Latin America
HIST 8630	<b>Research Seminar in Latin American History: Subjectivities, Citizenship, and Belonging in Latin America:</b> A research seminar.	Castilho	4	100					0	5					Latin America
<b>HISTORY OF ART</b>															
HART 3718W	<b>Twentieth-Century Mexican Art - Painting, Cinema, Literature:</b> From muralism to performance art.	Folgarait	3	100	13	0									Mexico
HART 3810/5810	<b>Exhibiting Historical Art: Life in Mesoamerica:</b> Research and exhibition of art in the permanent collection of the Vanderbilt University Fine Arts Gallery. Research methods and principles of object organization and display, illustrated via selected objects that vary annually. <u>New in 2018.</u>	Eberl	3	100									F18		Central/ Mesoamerica
<b>LATIN AMERICAN STUDIES</b>															
LAS 1111	<b>Freshman Seminar: Nobel Laureates in Literature from Latin America and the Caribbean:</b> Read and analyze works from Nobel Laureates in literature from the regions.	Miller	3	100	14	0									Black Atlantic

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LATIN AMERICAN STUDIES					Enrollments									
Course	Title	Instructor	Hrs	% LAS	2014-15		2015-16		2016-17		2017-18		2018-2019	
					UG	G	UG	G	UG	G	UG	G		
LAS 2101	<b>Introduction to Latin America:</b> Multidisciplinary survey of Latin America from pre-Columbian times to present; focus on culture, economic and political patterns.	Kostiw, Robinson	3	100	23	0	25	0	12	0	21		F18	Latin America
LAS 2102	<b>Introduction to Brazil:</b> Multidisciplinary survey of Brazilian history and culture from pre-Columbian times to present.	Kostiw, Robinson	3	100			14	0					S19	Brazil
LAS 3891	<b>Special Topics: Health and Poverty in Brazil:</b> Selected special topics suitable for interdisciplinary examination from the perspective of the social sciences and humanities.	Eakin	3	100			4	0						Brazil
LAS 4901/5901	<b>Research Seminar:</b> Principal research methods and sources necessary for the study of Latin America in the social sciences and humanities. Required for LAS majors and M.A. students.	Staff	3	100	17	0	2	4	5	5	1	4	F18	Latin America
LAS 6010	<b>Culture and Music of Mexican Borderlands:</b> Ethnographies and interpretations of sociocultural life in the Mexican borderlands.	Simonett	3	100			0	5						Mexico
<b>MEDICINE, HEALTH, AND SOCIETY</b>														
MHS 2410/5410	<b>HIV/AIDS in the Global Community:</b> Medical, social, political, economic, and public policy dimensions of HIV/AIDS.	Petty	3	25	37	0	38	0	27	2	27	0	F18	Latin America
MHS 3010	<b>Global Health Principles:</b> Introduction to major global health principles and practices in the developing and developed world.	Moncayo	3	25			24	0	28	0	30	0		Latin America
MHS 3210	<b>Health, Development, and Culture in Guatemala:</b> Undergraduate seminar on the social dimensions of health in Guatemalan communities; history, culture, and political economy of Guatemala. <i>Cross-listed as ANTH 3890.</i>	Fischer, Dickins de Giron	3	100	19	0								Central/ Mesoamerica

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POLITICAL SCIENCE					Enrollments									
Course	Title	Instructor	Hrs	% LAS	2014-15		2015-16		2016-17		2017-18		2018-2019	
					UG	G	UG	G	UG	G	UG	G		
PSCI 2213	<b>Democratization and Political Development:</b> Comparative study of political development; focus on institutions.	Staff	3	25			19	0	18	0	35	0		Latin America
PSCI 2219	<b>Politics of Mexico:</b> Survey of contemporary Mexican politics from a comparative perspective.	Hiskey	3	100			38	0	23	0				Mexico
PSCI 2225	<b>International Political Economy:</b> Survey of interaction of political and economic issues at a global level; theories of interdependence, imperialism, developing countries.	Staff	3	25	74	0	29	0	17	0				Latin America
PSCI 2226	<b>International Law and Organization:</b> The role of international law and international organizations in the contemporary global political system.	Alexander	3	25	85	0							F18	Latin America
PSCI 2236	<b>Politics of Global Inequality:</b> Causes of international inequality; economic development, and income distribution.	Cohen	3	50			18	0						Latin America
PSCI 2251	<b>The Politics of U.S. and Global Immigration:</b> Political, philosophical, and moral issues. <u>New in 2018.</u>	Hiskey	3	50									F18	Latin America
PSCI 3217	<b>Latin American Politics:</b> Cross-national analysis of political institutions, cultures and processes of change in Latin America.	Hiskey	3	100	62	0			37	0			F18	Latin America
PSCI 3218	<b>Public Opinion and Democracy in Latin America:</b> A Practicum in Survey Research. This course will examine how survey research works by taking a close look at public opinion and its role in democracies around the world. Emphasis on Latin America data. <u>New in 2018.</u>	Lupu	3	75							0	12	S19	Latin America
PSCI 3228	<b>International Politics of Latin America:</b> Latin America's role in the international and inter-American system; other actors' responses to revolutionary change in Latin America; changing international relationships.	Zechmeister	3	100			1	0			38	0	S19	Latin America

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POLITICAL SCIENCE					Enrollments									
Course	Title	Instructor	Hrs	% LAS	2014-15		2015-16		2016-17		2017-18		2018-2019	
					UG	G	UG	G	UG	G	UG	G		
PSCI 3228	<b>International Politics of Latin America:</b> Latin America's role in the international and inter-American system; other actors' responses to revolutionary change in Latin America; changing international relationships. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	100			1	0						Latin America
PSCI 3275	<b>National Security:</b> How states ensure their national security. Origins of the security dilemma; the use of power, deterrence, coercion, engagement, and interstate cooperation in settling disputes. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	50					2	0				Latin America
PSCI 3894	<b>Special Topics in Comparative Politics: Democracy and Popular Opinion:</b> This course examines how survey research works by taking a close look at public opinion and its role in democracies around the world.	Lupu	3	25					8	0				Latin America
PSCI 8315	<b>Research in Latin American Politics - Democracy and Development in Latin America:</b> Graduate research and methodology seminar on Latin American politics.	Hiskey	3	100			0	11			0	5	S19	Latin America
PORTUGUESE LITERATURE														
PORT 1111	<b>Freshman Seminar: Exploration of Brazilian Culture:</b> Independent learning and inquiry where students can express knowledge and defend opinions through intensive class discussion, oral presentations, and written expression. <u>This course is supported with NRC funds.</u>	Bahia, Oliveira	3	100			17	0	14	0			S19	Brazil
PORT 1111	<b>Freshman Seminar: Modern Brazil: Shaping of a Nation:</b> Historical examination of the evolution of Brazil to a global power. <u>This course is supported with NRC funds.</u>	Bahia, Legg	3	100					15	0				Brazil

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PORTUGUESE LITERATURE					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
PORT 1111	<b>First-Year Writing Seminar: Brazilian Cinema:</b> This course explores issues of race, class, gender, ethnicity, and ecology in its introduction to Brazilian culture and society today. <u>This course is supported with NRC funds.</u>	Legg	3	100							30	0	S19	Brazil
PORT 3302/ 5302	<b>Brazilian Pop Culture:</b> Movies, music, television and film in Brazil. <u>This course is supported with NRC funds.</u>	Bahia, Legg	3	100	13	0			4	2			S19	Brazil
PORT 3303	<b>Intro to Luso-Brazilian Literature:</b> Critical readings and methods of literary analysis of masterpieces from Portugal and Brazil. <u>This course is supported with NRC</u>	Bahia, Fitz	3	75			15	0					F18	Brazil
PORT 3892/ 5892	<b>Special Topics in Portuguese Language, Literature, and Civilization:</b> Machado and Clarice.	Fitz	3	100					2	2			F18	Brazil
PORT 3892/ 5892	<b>Special Topics in Portuguese Language, Literature, or Civilization:</b> Modern Brazilian Narrative.	Fitz	3	100					2	2			S19	Brazil
PORT 4350/ 5350	<b>Brazilian Culture through Native Material:</b> Modern Brazilian culture, including popular music, film, politics, family life and sports through native material. <u>This</u>	Legg	3	100					4	1	4	0	S19	Brazil
PORT 4420/ 5420	<b>Brazilian Literature through the 19th Century:</b> Main literary trends, principal writers and works from colonial to 19thc Brazil.	Fitz	3	100	7	0	4	8			3	5	S19	Brazil
PORT 4425/ 5425	<b>Modern Brazilian Literature:</b> Brazilian literature from the Semana de Arte Moderna to the present; Modernist and neo-Modernist movements. <u>This course is supported with NRC funds.</u>	Fitz	3	100	11	0	8	6			1	4	S19	Brazil
PORT 7071	<b>Spanish American and Brazilian Literature II:</b> Literature in a comparative perspective: twentieth century to the present. <i>Cross-listed as SPAN 7071. <u>New in 2018.</u></i>	Fitz	3	100							0	7		Latin America

PORTUGUESE LITERATURE					Enrollments									
Course	Title	Instructor	Hrs	% LAS	2014-15		2015-16		2016-17		2017-18		2018-2019	
					UG	G	UG	G	UG	G	UG	G		
PORT 9300	<b>Comparative Methodology:</b> Comparative methodology of the literatures of the Spanish and Portuguese speaking world. <i>Cross-listed as SPAN 9300.</i>	Fitz	3	100	0	1			0	3				Latin America
PORT 9520	<b>Seminar: Studies in Contemporary Literature of the Portuguese-Speaking World:</b> Contemporary Brazilian Narrative.	Oliveira-Monte	3	100					0	4	0	5	S19	Brazil
PORT 9670	<b>Special Studies in Brazilian Literature:</b> Focus on Brazilian literary figures. <u>New in 2018.</u>	Fitz	3	100							0	5	F18	Brazil
<b>SOCIOLOGY</b>														
SOC 3301	<b>Society and Medicine:</b> Cultural and social factors in the perception, definition, diagnosis, treatment, and distribution of disease. Doctor-patient relations; role of nurses and other health professions. Social consequences of hospitals, medical technology, medical specialization, and health insurance. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	25			1	0						Latin America
SOC 3321	<b>Population and Society:</b> The mutual influence of demographic factors and social structure.	Sana	3	25	65	0	78	0			29	0	F18	Latin America
SOC 3321	<b>Population and Society:</b> The mutual influence of demographic factors and social structure. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	25			1	0						Latin America
<b>SPANISH LITERATURE</b>														
SPAN 1111	<b>First-Year Writing Seminar: Ecocritical Perspectives in Latin American Literature:</b> Environmental health and justice in literature by Spanish American writers from Chile, Colombia, Costa Rica, Cuba, Mexico, and Peru from pre-Columbian times to the 20thC.	Helmuth	3	100	15	0	15	0			13	0	F18	Latin America

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SPANISH LITERATURE					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
SPAN 1111	<b>First-Year Writing Seminar: Imagining Other Americas:</b> Examines works on Latin America by U.S. authors and works on the United States by Latin American authors.	Hill	3	100			3	0					S19	Latin America
SPAN 1111	<b>First-Year Writing Seminar:</b> 20th C Spanish American Literature: Issues of nation, identity, and gender in most respected writers of the contemporary era. <u>New in 2018.</u>	Castillo	3	100							7	0	S19	Latin America
SPAN 3303	<b>Introduction to Spanish and Spanish-American Literature:</b> Critical reading and methods of literary analysis.	Staff	3	50	164	0	158	0	131	0	147	0	F18, S19	Latin America
SPAN 3320	<b>Introduction to Hispanic Cultural Studies:</b> An examination of contemporary Hispanic culture through a variety of media (newspapers, magazines, comics, Web sites), arts, and entertainment. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	100	1	0			1	0				Latin America
SPAN 3330	<b>Cultural Studies in the Andes:</b> Contemporary Andean culture through the lenses of anthropology and archaeology. Popular and elite artistic productions, cultural syncretism, and festive culture. Gender and society. Emphasis on hands-on learning on site in Lima, Cuzco, and Machu Picchu.	Falconi	3	100	14	0	13	0	8	0			S19	Andes
SPAN 3375/ 5375	<b>Film and Culture in Latin America:</b> Latin American cinema from the perspective of cultural history; screenings and supplementary texts, including manifestos and critical readings. <u>New in 2018.</u>	Castillo	3	100									F18	Latin America
SPAN 3893/ 5893	<b>Special Topics in Hispanic Literature: Celebration and Play in Latin American Literature:</b> Comparative analysis of the celebration phenomenon and identity in Mexico, the Andean region and the Caribbean. Discussion based on colonial and contemporary texts, paintings, and film.	Cárdenas Bunsen	3	100	7	0					18	0		Latin America

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SPANISH LITERATURE					Enrollments								2018-2019		
					2014-15		2015-16		2016-17		2017-18				
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G			
SPAN 3893/ 5893	<b>Special Topics in Hispanic Literature:</b> Love and Desire in Hispanic Poetry.	Karageorgou-Bastea	3	100	7	0									Latin America
SPAN 3893/ 5893	<b>Special Topics in Hispanic Literature:</b> Jungle Narratives.	Cárdenas Bunsen, Hill, Trigo	3	100					18	0					Latin America
SPAN 3893/ 5893	<b>Special Topics in Hispanic Literature:</b> Gauchos, Indians, and Blacks. <u>New in 2018.</u>	Cárdenas Bunsen	3	100									F18		Latin America
SPAN 3893/ 5893	<b>Special Topics in Hispanic Literature:</b> Globalization and Spanish Empire	Hill	3	100							6	0			Latin America
SPAN 4340	<b>History of the Spanish Language:</b> Origins and evolution of the Spanish (Castilian) language. Emphasis on the phonological and morphological development of Spanish within historical and cultural contexts. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	50	1	0							S19		Latin America
SPAN 4420/ 5420	<b>Spanish-American Literature from the Conquest to 1900:</b> Development of all forms from colonial times to the end of the 19th century.	Staff	3	100	32	0	17	0	12	2	18	0			Latin America
SPAN 4425/ 5425	<b>Spanish American Literature from 1900 to the Present:</b> Representative authors and works.	Helmuth, Hill	3	100	1	0	16	0	32	0	35	2	F18		Latin America
SPAN 4440/ 5440	<b>Development of the Short Story:</b> From early manifestations in Spain through its current forms in Spain and Spanish America.	Hill	3	50	34	0					10	0	S19		Latin America
SPAN 4440/ 5441	<b>Development of the Short Story:</b> From early manifestations in Spain through its current forms in Spain and Spanish America. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	50	1	0									Latin America

Appendix 2: Vanderbilt Center for Latin American Studies Course List

SPANISH LITERATURE					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
SPAN 4450	<b>The Contemporary Novel:</b> New forms in the 20thC novel in Spain and Spanish America.	Zamora	3	50			18	0					S19	Latin America
SPAN 4475	<b>Contemporary Lyric Poetry:</b> From Modernism to the present in Spain and Spanish America.	Karageorgou-Bastea	3	50			7	0			9	0		Latin America
SPAN 4550	<b>Literary Translation:</b> Theoretical approaches and their consequences for the interpretation of translated texts.	Fitz	3	100			11	0						Latin America
SPAN 4720	<b>Literary Genres and National Identities in Latin America:</b> A comparative approach to the rise of the national literary traditions from independence to the latter half of the twentieth century.	Cárdenas Bunsen	3	100	17	0							S19	Latin America
SPAN 4730/ 5730	<b>Modern Latin American Poetry:</b> Development of poetry in Spanish America and Brazil during the twentieth century.	Fitz	3	100	1	0			9	0	12	0		Latin America, Brazil
SPAN 4740/ 5740	<b>Spanish-American Literature of the Boom Era:</b> 1960s: Fuentes' <i>La muerte de Artemio Cruz</i> , Cortázar's <i>Rayuela</i> , Vargas Llosa's <i>La ciudad y los perros</i> , Cabrera Infante's <i>Tres tristes tigres</i> , and García Márquez's <i>Cien años de soledad</i> .	Falconi, Helmuth	3	100			18	0	18	1	17	1	F18, S19	Latin America
SPAN 4741/ 5741	<b>Spanish-American Literature of the Post-Boom Era:</b> The post-Boom novel from the 1970s to the present; analysis of related films. Manuel Muig's <i>Boquitas pintadas</i> , <i>Me llamo Rigoberta Menchú</i> , Laura Esquivel's <i>Coma agua para chocolate</i> , Reinaldo Arena's <i>Viaje a La Habana</i> , and others.	Luis	3	100					20	0	13	0	F18	Latin America
SPAN 4750	<b>Afro-Hispanic Literature:</b> From 19thC slave narrative to modern writers such as Miguel Barnet, Alejo Carpentier, and Quince Duncan.	Luis	3	100			13	2					S19	Black Atlantic

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SPANISH LITERATURE					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
SPAN 4755/ 5755	<b>Latina and Latin American Women Writers:</b> Contemporary writing of women in Latin America and of Latinas in the United States. Representation of sexuality and the maternal body. <u>New in 2018.</u>	Castillo	3	50									F18	Latin America
SPAN 4760	<b>Literature and Medicine:</b> Modern intersections of literature and medicine in Latin America, especially in Puerto Rico; from social hygiene literature to autobiographical disease narrative.	Trigo	3	100			18	0	19	0	14		F18, S19	Latin America
SPAN 4810	<b>Images of the City:</b> Literary representations of cityscapes in Spain and Latin America. <u>New in 2018.</u>	Murray	3	50									F18	Latin America
SPAN 6010	<b>Literary Analysis and Theory:</b> Methods of literary analysis for the teaching of literature; systematic application of structuralist and poststructuralist theories. <i>Cross-listed as PORT 6010.</i>	Friedman, Zamora	3	50	0	6	0	6	0	5	0	5	S19	Latin America
SPAN 7050	<b>Introduction to Latin American Colonial Studies:</b> Provides a panoramic introduction to the canonical works of the colonial period from "discovery" to "independence," as well as an overview of the theoretical debates in colonial studies within the Latin American context. <i>Cross-listed as PORT 7050.</i>	Cárdenas Bunsen	3	100					0	8			S19	Latin America
SPAN 7060	<b>Seminar: Modernismo:</b> The major literary movement of the end of the nineteenth century and beginning of the twentieth century in the Spanish-speaking world.	Jrade	3	75					0	10				Latin America
SPAN 8200	<b>Seminar: Studies in Colonial Literature:</b> Comparative Colonialism. <i>Cross-listed as PORT 8200.</i>	Cárdenas Bunsen	3	100	0	5					0	5	F18	Latin America
SPAN 8300	<b>Seminar: Studies in Trans-Atlantic Literature and Culture: Transatlantic Enlightenment:</b> Interdisciplinary survey of trends and authors of the Hispanic 18thC on both sides of the Atlantic.	Hill	3	50	0	6	0	4					F18	Black Atlantic
SPAN 8600	<b>Seminar: Issues in Latin American Cinema:</b> Films from Brazil and Argentina in the early twenty-first century.	Oliveira	3	100			0	5					S19	Brazil, Latin America

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SPANISH LITERATURE					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
SPAN 9240	<b>Ordering and Disrupting Fictions in Latin America:</b> Examination of 19th century narrative, "foundational fictions" and their authorial function, and the cultural production of 19th century Spanish America.	Trigo	3	100					0	8				Latin America
SPAN 9250	<b>Self-Writing in Latin America:</b> Theory and practice of self-writing; memoir, testimony, autobiography in Latin America.	Trigo	3	100	0	6					0	12		Latin America
SPAN 9520	<b>Special Topics in Spanish American Literature:</b> Post-Colonial Malady and Genius.	Trigo	3	100			0	5						Latin America
SPAN 9520	<b>Special Topics in Spanish American Literature:</b> Afro-Hispanic Literature.	Luis	3	100			0	10					S19	Black Atlantic
SPAN 9520	<b>Special Topics in Spanish American Literature:</b> Life and Works of the Cuban Slave Poet Juan Francisco Manzano.	Luis	3	100					0	6				Black Atlantic
SPAN 9520	<b>Special Topics in Spanish American Literature:</b> From Baroque to Neo-Baroque. <u>New in 2017.</u>	Hill	3	100							0	8	S19	Latin America
<b>PROFESSIONAL SCHOOLS</b>														
<b>DIVINITY SCHOOL</b>														
DIV 6645	<b>Political-Liberationist Biblical Criticism:</b> An analysis of the methods and goals of contemporary Biblical interpretation in Latin America.	Segovia	3	100					0	12			F18	Latin America
<b>SCHOOL OF ENGINEERING</b>														
BME 3890	<b>Service Learning in Guatemala:</b> Practical experience repairing biomedical equipment in hospital in Guatemala during Spring Break; includes basic introduction to Guatemalan culture. Service learning course. <u>This course is supported with NRC funds.</u>	Paschal	1	50			12	0			12	0	S19	Central/ Mesoamerica

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LAW					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
LAW 7064	<b>Comparative Law: Europe, Latin America, East Asia:</b> Introduction to the principal legal systems of Latin America, continental Europe, and East Asia with particular emphasis on their contemporary institutions of the Civil Law Tradition.	Haley	3	25	0	15							S19	Latin America
LAW 7128	<b>Crossing Borders in Law and Literature:</b> Overview of U.S. immigration law and policy, and consideration of the complex dynamics of border crossing.	Barsky	2	25					0	12	0	25	F18	Latin America
LAW 7266	<b>International Criminal Law:</b> Survey of the field through criminal courts, hybrid tribunals, and domestic implication of international crimes.	Newton	3	50	0	24	0	13	0	18	0	27		Latin America
LAW 8101	<b>International Mergers and Acquisitions Short Course:</b> Structuring and executing cross-border M&A deals in which one or more of the parties involved are non-U.S. entities, with particular emphasis on Brazil.	Aldrich, Mussnich, Schnell	1	75	0	23	0	17	0	9	0	22	S19	Brazil
<b>OWEN SCHOOL OF MANAGEMENT</b>														
MGT 6428	<b>Social Enterprise and Entrepreneurship:</b> Practical experience in market analysis and feasibility study of establishing a microfinance program in Latin America; includes introduction to Latin American culture, history and society.	Schorr	3	50	0	25	0	32	0	30	0	25	S19	Latin America
MGT 6429	<b>Project Pyramid Projects:</b> Project Pyramid Project Planning for Latin American sites.	Schorr	1	50			0	36	0	37	0	28	S19	Latin America
MGT 6552	<b>Project Pyramid:</b> Introduction to the problem of poverty alleviation through business development in Latin American locations.	Victor, Schorr	2	50	0	33	0	38	0	40	0	28	S19	Latin America
MGT 6554	<b>Project Pyramid International Immersion:</b> Practical experience in building entrepreneurial partnerships for sustainable development; microfinance and other economic development projects focused on Latin America; includes introduction to Latin American culture, history and society.	Victor, Schorr	1	50	0	13	0	26	0	30	0	25	S19	Latin America

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PEABODY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT					Enrollments									
Course	Title	Instructor	Hrs	% LAS	2014-15		2015-16		2016-17		2017-18		2018-2019	
					UG	G	UG	G	UG	G	UG	G		
HOD 2430	<b>Education and Economic Development:</b> This course reviews the history and application of human capital theory. It provides students with examples of applications in economic development policy.	Franklin	3	25	26	0	19	0	25	0			S19	Latin America
HOD 2610	<b>Community Development, Organization, and Policies:</b> Introduction to the practice of community development (CD), including analysis of, and experience with, CD issues, organizations, and policies.	Staff	3	25	19	0								Latin America
HOD 3870	<b>Practicum in Human and Organizational Development:</b> An intensive practicum experience. Three contact hours per week required for each credit hour. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	50					3	0				Latin America
HODI 3200/ 7600	<b>Global Dimensions of Community Development:</b> Examination of the nature, functioning and development of local organizations affected by globalization in foreign countries; impacts of multilateral and global institutions in different social and cultural settings. <u>This course is supported with NRC funds.</u>	Carse, Heuser	3	50	20	6	25	14	28	14	32	3	S19	Latin America
HODC 8820	<b>Ethnographic Research Methods in Communities:</b> Through empirical data collection on human behavior in communities, ethnography and other qualitative research methods build hypotheses and theory grounded in the values, beliefs, and aspirations of different societies and cultures. <u>This course is supported with NRC funds.</u>	Carse	3	50	0	4			0	11				Latin America

Appendix 2: Vanderbilt Center for Latin American Studies Course List

SCHOOL OF MEDICINE					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
<b>IDIS 5235</b>	<b>Intermediate Medical Spanish:</b> Advanced conversation course incorporating linguistic skills and cultural information relevant to medical issues in the Hispanic world. This course is taught in the evening and is offered exclusively to personnel at the School of Medicine.	Catanzaro	1	50	0	30	0	32	0	32	0	34	F18, S19	Latin America
<b>IDIS 5618</b>	<b>Global Health Integrated Science:</b> One-month clinical rotations at Central American partner sites (Guatemala, Nicaragua, or Honduras). Focus on conceptual models and theoretical foundations of health care; workplace learning.	Staff	3	100	0	4	0	8	0	6	0	6	F18, S19	Latin America
<b>PUBH 5541/ MHS 7306</b>	<b>Essential Skills in Global Health:</b> This course introduces students to core research, field tools, assessment and implementation techniques, and evaluation methodologies commonly used in the field of global health.	Aliyu, Audet	3	50	0	16	0	14	0	13	0	14	S19	Latin America
<b>PUBH 5542/ MHS 7305</b>	<b>Foundations of Global Health:</b> Health determinants and interventions used to improve health, particularly in low-resource settings; core research and evaluation methodologies used in the field.	Moon, Heimburger	3	25	0	25	0	21	0	18	0	19	F18	Latin America
<b>PUBH 5544/ MHS 7311</b>	<b>Ethics in Global Health:</b> Examination of leadership theory and practice for students seeking leadership positions in global health.	Staff	3	25	0	15	0	11						Latin America
<b>PUBH 5549</b>	<b>Global Health: Tropical Diseases:</b> This course introduces tropical diseases and parasitology in a clinical case study format with student group leadership that is facilitated by faculty with substantial front-line tropical medicine training and experience.	Staff	1	25	0	2								Latin America
<b>PUBH 5550/ MHS 7314</b>	<b>Global Health: Health Politics and Policy:</b> Global Health Politics and Policy introduces core global health problems facing the world's populations today and examines the efforts taken to improve health at a global level.	Dyer	1	25	0	19			0	14			S19	Latin America
<b>PUBH 5555</b>	<b>Global Health in Nicaragua:</b> Health care disparities between Nicaragua and Nashville, role of visiting health care provider, and nutrition. Course includes one week component in Nicaragua.	Desai	3	100	0	11	0	6						Central/ Mesoamerica

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SCHOOL OF MUSIC					Enrollments								2018-2019		
					2014-15		2015-16		2016-17		2017-18				
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G			
MUSL 1020	<b>Symphonic Choir:</b> Choral ensemble performs literature requiring large forces, such as masses and oratorios. At least one formal concert each semester. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	75	1	0									Latin America
MUSL 1200	<b>Steel Drum/ Pan Ensemble:</b> This course provides a laboratory and performance experience drawing on Caribbean steel drums/pans with emphasis on the music and dance repertoires of the island of Trinidad.	Britain	3	100	67	0	66	0	53	0	53	0	F18, S19	Black Atlantic	
MUSL 2110	<b>Music of Latin America and the Caribbean:</b> An introduction to a wide variety of musical genres and traditions in Latin America and the Caribbean.	Simonett	3	100	14	0	21	0							Latin America, Black Atlantic
MUSL 3890	<b>Special Topics in Music History:</b> Selected methodological approaches focused on a particular topic. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	100					1	0					Latin America
SCHOOL OF NURSING															
NURS 5105	<b>Enhancement of Community and Population Health I:</b> This course is the first in a sequence of three clinical practice courses in community health. Specific section focused on health care in Central America. <u>New in 2017.</u>	Staff, Dickins de Giron	1	100							0	6	F18	Central America	
NURS 6080	<b>Interdisciplinary Topics in Global Health:</b> Focus on interdisciplinary innovations that alleviate health disparities in diverse settings locally and abroad. Enrollments reported here are for section focused on health in Central America. <u>New in 2017.</u>	Ziegler	1	100					0	6			S19	Central America	

SCHOOL OF NURSING					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
NURS 8072	<b>Global Health Disciplines: Interdisciplinary Perspectives:</b> Designed for graduate students interested in global health and will consist of seven units: Introduction to Global Health, Health Disparities, Health Care Delivery Systems, Evidence-based Practice, Non-communicable and Communicable illnesses, Trauma and Violence and Effective, Ethical Models for Global Health Engagement.	Ziegler	3	25	0	6	0	14	0	19			F18	Latin America
<b>LANGUAGE ACQUISITION COURSES</b>														
<b>HAITIAN CREOLE LANGUAGE</b>														
CREO 1101/5101	<b>Elementary Creole I (Duke):</b> Essential elements of Creole language and aspects of Haitian culture. Speaking, listening, reading, and writing.	Duke Staff	3	100					5	2	2	0	F18	Black Atlantic
CREO 1102/5102	<b>Elementary Creole II (Duke):</b> Essential elements of Creole language and aspects of Haitian culture. Speaking, listening, reading, and writing.	Duke Staff	3	100			1	0	5	1	1	0	S19	Black Atlantic
CREO 2201/5201	<b>Intermediate Creole I (Duke):</b> Essential elements of Creole language and aspects of Haitian culture. Speaking, listening, reading, and writing.	Duke Staff	3	100			0	1	1	0			F18	Black Atlantic
CREO 2202/5202	<b>Intermediate Creole II (Duke):</b> Essential elements of Creole language and aspects of Haitian culture. Speaking, listening, reading, and writing.	Duke Staff	3	100			0	1					S19	Black Atlantic

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INDIGENOUS LANGUAGES					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
KICH 1101/ 5101	<b>Elementary K'iche' I:</b> Basic speaking, reading, and writing skills. <u>This course is supported with NRC funds.</u>	Sattler	3	100	9	0	11	6	4	4	10	4	F18	Central/ Mesoamerica
KICH 1102/ 5102	<b>Elementary K'iche' II:</b> Intermediate level course with advanced grammar. Counterfactual constructions, deixis, verbal derivations of positional roots, sound symbolic verbs, and verbal nominalizations. <u>This course is supported with NRC funds.</u>	Sattler	3	100	4	0	7	4	3	4	8	2	S19	Central/ Mesoamerica
KICH 2201/ 5201	<b>Intermediate K'iche' I:</b> Vocabulary, conversational skills, readings of modern and colonial texts, research project; course taught in K'iche'. <u>This course is supported with NRC funds.</u>	Sattler	3	100					3	2	1	3	F18	Central/ Mesoamerica
KICH 2202/ 5202	<b>Intermediate K'iche' II:</b> Taught in K'iche'. Advanced vocabulary, grammar, syntax, reading, and writing. Colonial and modern texts. <u>This course is supported with NRC funds.</u>	Sattler	3	100			0	4	2	2	0	3	S19	Central/ Mesoamerica
PORTUGUESE LANGUAGE														
PORT 1103	<b>Intensive Elementary Portuguese:</b> Accelerated introduction to reading, writing and speaking; emphasis on practical usage.	Staff	4	100	39	0	33	0	25	0	41	0		Brazil
PORT 2203/ 5203	<b>Intermediate Portuguese:</b> Review of Portuguese grammar with emphasis on conversation, composition and reading of modern Portuguese literary texts. <u>This course is supported with NRC funds.</u>	Legg	3	100	26	0	11	6	12	8	9	6		Brazil

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PORTUGUESE LANGUAGE					Enrollments									
Course	Title	Instructor	Hrs	% LAS	2014-15		2015-16		2016-17		2017-18		2018-2019	
					UG	G	UG	G	UG	G	UG	G		
<b>PORT 3301/5301</b>	<b>Portuguese Composition and Conversation:</b> Techniques of expository writing, focus on vocabulary, grammar and rhetoric. <u>This course is supported with NRC funds.</u>	Legg	3	100	17	0	6	0			3	2	F18	Brazil
<b>SPANISH LANGUAGE</b>														
<b>SPAN 1100</b>	<b>Beginning Spanish/Spanish for True Beginners</b> (all sections included here): Development of basic listening, speaking, writing and reading skills through a communicative approach; for students with no previous exposure to Spanish.	Staff	5	100	85	0	99	0	80	0	88	0	F18, S19	Latin America
<b>SPAN 1101</b>	<b>Elementary Spanish I</b> (all sections included here): Basic listening, speaking, writing and reading skills through a communicative approach; all instruction in Spanish.	Staff	5	100	125	0	111	0	111	0	98	0	F18, S19	Latin America
<b>SPAN 1102</b>	<b>Elementary Spanish II</b> (all sections included here): Further development of listening, speaking, writing and reading skills through a communicative approach; all instruction in Spanish.	Staff	5	100	162	0	180	0	148	0	170	0	F18, S19	Latin America
<b>SPAN 1103</b>	<b>Intensive Elementary Spanish</b> (all sections included here): Communicative approach to reading, writing and speaking Spanish for students with 1-3 years of Spanish.	Staff	5	100	191	0	221	0	182	0	202	0	F18, S19	Latin America
<b>SPAN 2203</b>	<b>Intermediate Spanish</b> (all sections included here): Development of intermediate linguistic competence in Spanish through study of Spanish speaking cultures.	Staff	5	75	180	0	188	0	131	0	180	0	F18, S19	Latin America
<b>SPAN 3301W</b>	<b>Intermediate Spanish Writing</b> (all sections included here): Development of expository writing skills; focus on rhetorical techniques.	Staff	3	75	297	0	264	0	252	0	285	0	F18, S19	Latin America
<b>SPAN 3302</b>	<b>Spanish Oral Communication:</b> Development of speaking skills through study of Spanish and Hispanic cultures and current affairs.	Staff	3	75	139	0	137	0	115	0	107	0	F18, S19	Latin America

Appendix 2: Vanderbilt Center for Latin American Studies Course List

SPANISH LANGUAGE					Enrollments								2018-2019	
					2014-15		2015-16		2016-17		2017-18			
Course	Title	Instructor	Hrs	% LAS	UG	G	UG	G	UG	G	UG	G		
SPAN 3340	<b>Advanced Conversation:</b> Development of conversational skills through focus on contrasting contemporary issues.	Delassus, Falconí, Pintane	3	75	57	0	66	0	61	0	77	0	F18, S19	Latin America
SPAN 3340	<b>Advanced Conversation:</b> Development of conversational skills through focus on contrasting contemporary issues. <b>Course offered in study abroad program in Latin America.</b>	Staff	3	75	5	0	4	0	1	0				Latin America
SPAN 3345	<b>Spanish for Business and Economics:</b> Linguistic skills and cultural information for conducting business in the Spanish-speaking world.	Catanzaro	3	75	46	0	52	0	49	0	43	0	F18, S19	Latin America
SPAN 3350	<b>Spanish for the Legal Profession:</b> Advanced conversation course emphasizing specialized Spanish legal terminology.	Wasick	3	50					13	0			F18, S19	Latin America
SPAN 3355	<b>Advanced Conversation through Cultural Issues in Film:</b> Spanish and Latin American films as the basis for discussion and analysis of linguistic, cultural and social issues.	Olazagasti-Segovia	3	75	10	0	14	0	14	0	12	0	S19	Latin America
SPAN 3830	<b>Spanish for the Medical Professional:</b> Advanced conversation course incorporating linguistic skills and cultural information relevant to medical issues in the Hispanic world. Service learning with the Latino and Latina community as an important component.	Catanzaro	3	50	43	0	37	0	41	0	39	0	F18, S19	Latin America

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SPANISH LANGUAGE					Enrollments									
Course	Title	Instructor	Hrs	% LAS	2014-15		2015-16		2016-17		2017-18		2018-2019	
					UG	G	UG	G	UG	G	UG	G		
SPAN 4325	<b>Dialectology:</b> Formation, general characteristics, distinctive features, and geographical extension of the principal dialectal regions of Spain and Spanish America.	Rasico	3	50	15	0					18	0		Latin America
<b>SECOND LANGUAGE STUDIES</b>														
SLS 6030	<b>Foreign Language Learning and Teaching:</b> Principles and practices of teaching a second language with concentration on recent interactive and communicative models of foreign language instruction. Classroom observations, journal writing, development of materials, and a small action research project.	Johnson, Petit	3	25	0	7	0	3	0	3	0	3	F18	Latin America
SLS 7040	<b>Second Language Acquisition Theories and Research:</b> A review of current sociocultural and cognitive theories and research.	Johnson	3	25	0	2	0	1						Latin America

**PMF for Project-Specific Measures for NRC Applicants (1)**

<b>1. Collaborate with MSIs on sustainable programs that build upon CLAS' strengths and foster exchange of knowledge (NRC Competitive Preference Priority 1)</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data/ Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
<i>Broaden collaboration with MSIs and other regional partners through programs that foster diverse perspectives:</i>									
<b>A.</b> Increase number of MSI students studying Portuguese	<b>A.</b> Expand Portuguese language instruction to Tuskegee University via distance learning technology <b>(A.2.a.)</b>	# of students enrolled	Academic year	Course enrollments/Registrar	0	3	3	5	7
<b>B.</b> Increase access to practical language training for MSI and VU health science students	<b>B.</b> Introduce medical Spanish course sequence on Meharry campus for VU Nursing, MPH, and Meharry medical students <b>(A.2.a.)</b>	# of students enrolled (MSI and Vanderbilt students)	Academic year	Course enrollments/Registrar	0	15	15	20	20
<b>C.</b> Increase access to fieldwork opportunities for MSI and VU students, fostering the exchange of diverse perspectives	<b>C.</b> Expand access to Vanderbilt clinical and research field sites in Central America for MSI and VU students <b>(A.2.a.)</b>	# of students (MSI and VU) conducting research or rotations at partner field sites	Academic year	Course enrollments/Registrar	5	10	12	14	16

<p><b>D.</b> Support professional development training for MSI faculty</p>	<p><b>D.</b> Organize MSI/CC symposia series and collaborate on professional development workshops <b>(A.2.a.)</b></p>	<p># of MSI faculty attending symposia and professional development workshops</p>	<p>Academic year</p>	<p>Center records</p>	<p>7</p>	<p>9</p>	<p>10</p>	<p>12</p>	<p>14</p>
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**PMF for Project-Specific Measures for NRC Applicants (2)**

1. Expand Instruction in Critical Languages; 2018-2022									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<i>Expand reach of instruction of critical languages by introducing new collaborations, course content, and technology:</i>									
A. Increase number of students enrolled in priority language Haitian Creole	A. Expand Haitian Creole instruction, particularly to MSI students and global health students (A.2.b.)	# of students enrolled (at Vanderbilt and MSIs)	Academic year	Course enrollments/Registrar	0	3	5	10	12
A. Increase number of students enrolled in K'iche' Mayan	A. Introduce medical, health, and development content and new virtual modules to K'iche' courses (A.2.b.)	# of students enrolled	Academic year	Course enrollments/Registrar	0	15	15	20	20
B. Increase number of students enrolled in Quechua	B. Introduce new distance learning technology for Quechua course (A.2.b.)	# of students enrolled	Academic year	Course enrollments/Registrar	0	0	0	4	6

**PMF for Project-Specific Measures for NRC Applicants (3)**

1. Expand collaborations with our Peabody and other schools of education to train future teachers and education policy makers; 2018-2022 (NRC Competitive Preference Priority 2)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<i>Develop and enhance future teacher training:</i>									
<b>A.</b> Provide new training opportunities for pre-service (future) teachers annually	<b>A.</b> Recruit future teachers for participation in our K-12 workshops (from Peabody, MTSU, TSU and other regional institutions) <b>(A.2.c.)</b>	# of pre-service teachers attending CLAS workshops	Academic year	Center record	16	20	25	25	28
<b>B.</b> Prepare more future teachers for diverse classrooms through workshop series	<b>B.</b> Organize an annual professional development workshop with a regional school of education (VU, MTSU, TSU, Fisk) <b>(A.2.c.)</b>	# of workshop participants	Academic year	Center record	0	10	10	10	10
<b>C.</b> Increase degree program collaborations with Peabody	<b>C.</b> Offer 3-year dual degree program (M.A. in Latin American Studies and M.Ed. in International Education Policy and Management) <b>(A.2.c.)</b>	# of dual degrees (M.A./M.Ed.) awarded	Academic year	Center record	0	0	1	1	1

<p><b>D.</b> Build capacity among future teachers for curriculum development</p>	<p><b>D.</b> Offer curriculum development grants to pre-service teachers to create resources for classroom use <b>(A.2.c.)</b></p>	<p># of curriculum development grants awarded to future teachers</p>	<p>Academic year</p>	<p>Center record</p>	<p>0</p>	<p>1</p>	<p>1</p>	<p>2</p>	<p>2</p>
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**PMF for Project-Specific Measures for NRC Applicants (4)**

<b>1. Promote LAS across disciplines and schools, and disseminate knowledge on Latin America to general public; 2018- 2022</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data/ Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					<b>BL</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
<i>Promote LAS across professional schools and all A&amp;S disciplines:</i>									
<b>A.</b> Increase number of undergraduate students with practical regional knowledge and language proficiency relevant to their major disciplines	<b>A.</b> Develop new courses to enhance on-campus learning:  <b>A.1</b> Introduce CLAC: one-hour Spanish language sections of introductory courses (Political Science, Anthropology) ( <b>A.2.d.</b> )  <b>A.2</b> Develop Latin American music course ( <b>A.2.d.</b> )	# of students enrolled	Academic year	Course enrollments/Registrar	0	0	5	10	14
		# students enrolled	Academic year	Course enrollments/Registrar; Center record	0	2	4	5	6
<b>B.</b> Increase the total number of professional students awarded LAS Certificate	<b>B.</b> Support programs and course development across professional schools (Law, Business, etc.)	# of professional students awarded LAS Graduate Certificate (upon graduation)	Academic year	Center record	2	2	2	3	4

Vanderbilt University Center for Latin American Studies PMF 4

<p><b>C.</b> Increase student access to diverse perspectives, encourage debate on international affairs</p>	<p><b>C.</b> Host Visiting Resource Professors to participate in course instruction and other academic events <b>(A.2.d.)</b></p>	<p># of students attending VRP seminars/workshops</p>	<p>Academic year</p>	<p>Course enrollments/Registrar; Center record</p>	<p>0</p>	<p>40</p>	<p>40</p>	<p>50</p>	<p>50</p>
<p><b>D.</b> Increase community participation in CLAS-sponsored events</p>	<p><b>D.</b> Host public lectures, cultural events, and other activities for the general public</p>	<p># of people impacted</p>	<p>Academic year</p>	<p>Center record</p>	<p>4000</p>	<p>4500</p>	<p>5000</p>	<p>5000</p>	<p>5500</p>

June 19, 2018

To Whom It May Concern

I am writing to express my enthusiastic support for the Center for Latin American Studies' application for a comprehensive National Resource Center and Foreign Language and Area Studies award for 2018-2022. Vanderbilt University is deeply committed to supporting Latin American Studies and I am delighted to provide this letter.

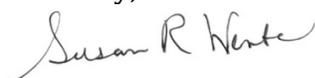
The Center for Latin American Studies is a model trans-institutional program with deep and sustained ties to all 10 colleges and schools on Vanderbilt's campus. We recently highlighted the Center in a well-received Vanderbilt University Board of Trust presentation, and I have often called on CLAS as a perfect example of the sorts of cross-disciplinary initiatives that we should be continually championing.

The Center for Latin American Studies has built significant capabilities in language and area studies training in programs and schools across campus. Their impact on teaching and student training is evident through their joint degree programs with the Owen School of Management and the School of Medicine. CLAS works closely with our highly ranked Peabody School of Education and Human Development, and the new joint MA program they have proposed is in now in the final stages of approval.

Vanderbilt appreciates CLAS' commitment to diversity in all its forms, and we share their special dedication to partnering with HBCUs Fisk University, Meharry Medical College, and Tuskegee University. CLAS has also been an important player in bringing broader internationalization to campus, especially in their commitment to training indigenous Latin American students. CLAS has a remarkably diverse student and faculty body in terms of race and ethnicity, as well as gender and national origin.

In my role as Provost, I travelled to Guatemala in November 2015 to review our many projects there. I was truly impressed at CLAS' extraordinary job of combining research, teaching, and service. More than just field sites, CLAS has built lasting and meaningful partnerships with clinics, universities, and communities in ways that significantly increase capacities on the ground.

Sincerely,



Susan R. Wentz, Ph.D.  
Provost and Vice Chancellor for Academic Affairs



## TUSKEGEE UNIVERSITY

OFFICE OF THE PROVOST

To Whom It May Concern:

Over the last six years, Tuskegee University has partnered with Vanderbilt's Center for Latin American Studies to develop and implement a number of exciting programs. This has been an especially fruitful collaboration, one that has benefitted Tuskegee University faculty and students, and one that we hope to continue in the future. We strongly support their application for a comprehensive National Resource Center and Foreign Language and Area Studies award.

Many of these joint projects have centered around issues of Afro-Latin American identity and experience, and the ways in which those perspectives can inform our understanding of the broadly conceived African American experience. One innovative aspect has been involving not only the Tuskegee University community, but also teachers and the general public in Macon County, Alabama. For example, working with the Tuskegee National Center for Bioethics in Research and Healthcare, we hosted a workshop on the syphilis trials in Guatemala and Tuskegee that involved faculty and students from a number of universities. Another powerful collaboration looked at the Cuban literacy campaign of 1961 and the current state of literacy in Macon County. The two-day event in Tuskegee featured a film, a workshop, and community discussion. Other workshops include Brazilian hip-hop music and culture, health and spirituality in the Caribbean, and the work of Zora Neale Hurston in Latin America; all of these took place on the Tuskegee campus.

Professor Rhonda Collier of our Tuskegee University Global Office is working closely with CLAS to develop distance learning opportunities in Portuguese for our students. We are excited about the possibility of new summer abroad opportunities for our students to participate in. We are pleased to be able to share our enthusiasm about these joint efforts.

Sincerely,

Tejinder S. Sara, Ph.D.

Provost and VP for Academic Affairs

[tsara@tuskegee.edu](mailto:tsara@tuskegee.edu)

## Budget Narrative File(s)

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Vanderbilt University Center for Latin American Studies NRC Budget 2018-2022

	A	B	C	D	E	F
1		Year 1	Year 2	Year 3	Year 4	Priorities and Objectives
2	<b>A. SALARIES</b>					
3	<b>1. Outreach</b>					
4	a. Outreach Coordinator (50% salary, 100% LAS)	22,500	23,175	23,870	24,586	<b>Absolute Priority 2:</b> teacher training
5						
6						
7	b. K-16 Summer Institute Directors	1,000	1,000	1,000	1,000	<b>Absolute Priority 2:</b> teacher training
8						
9	<b>2. Language Instruction: LCTL, Medical Spanish, and CLACS</b>					
10	a. Portuguese Language Instructor for Tuskegee University		6,000	12,000	12,000	<b>Competitive Preference Priority 1:</b> collaboration with MSIs <b>Objective:</b> increase access to LCTL Portuguese
11	<i>VU advanced doctoral student provides distance instruction</i>					
12	<i>Y1: Beginning Portuguese ; Y3 and Y4: two levels of Portuguese</i>					
13						
14						
15	b. Medical Spanish Instructor for VU and Meharry	6,000	6,000	6,000	6,000	<b>Absolute Priority 1:</b> activity will encourage diverse perspective and address national need <b>Competitive Preference Priority 1:</b> collaboration with MSIs
16	<i>Senior Lecturer in Department of Spanish and Portuguese</i>					
17	<i>provides two levels of Spanish instruction in preparation</i>					
18	<i>for field work in Central America for Vanderbilt MPH and</i>					
19	<i>Nursing students and Meharry MD students</i>					
20						
21	c. Language and Culture Across the Curriculum Instructors		3,000	6,000	6,000	<b>Objective:</b> encourage LAS across university
22	<i>Year 2: advanced doctoral student instructs Poli Science section</i>					
23	<i>Year 3 and 4: (2) advanced doctoral students instruct</i>					
24	<i>Political Science and Anthropology sections</i>					
25						
26	d. Mayan Language Institute Assistant Director (Summer)	1,500	1,500	1,500	1,500	<b>Objective:</b> strengthen K'iche', a least commonly taught language (LCTL)
27						
28	<b>3. Collaborations with School of Education</b>					
29	a. Professor of Education and LAS (A. Carse)	12,500	12,500	12,500	12,500	<b>Competitive Preference Priority 2:</b> collaborative activities with College of Education
30						
31						
32						
33	<b>SALARIES SUBTOTAL</b>	43,500	53,175	62,870	63,586	<b>223,131</b>

Vanderbilt University Center for Latin American Studies NRC Budget 2018-2022

	A	B	C	D	E	F
34	<b>B. FRINGE BENEFITS</b>					
35	<b>1. Outreach</b>					
36	a. Outreach Coordinator (50% salary, 100% LAS) @ 23.00%	5,175	5,330	5,490	5,655	
37						
38	b. K-12 Summer Institute Directors @ 10.75%	108	108	108	108	
39						
40	<b>2. Language Instruction: LCTL, Medical Spanish, and CLACS</b>					
41	a. Portuguese Language Instruction for Tuskegee @ 10.75%	0	645	1,290	1,290	
42						
43	b. Medical Spanish Instructor VU/Meharry @ 10.75%	645	645	645	645	
44						
45	c. Language and Culture XS Curriculum Instructors @ 10.75	0	323	645	645	
46						
47	d. Mayan Language Institute Assistant Director @ 10.75%	161	161	161	161	
48						
49	<b>3. Collaborations with School of Education</b>					
50	a. Professor of Education and LAS (A. Carse) @ 23.00%	2,875	2,875	2,875	2,875	
51						
52	<b>FRINGE BENEFITS SUBTOTAL</b>	<b>8,964</b>	<b>10,087</b>	<b>11,214</b>	<b>11,379</b>	<b>41,644</b>
53						
54						
55	<b>C. TRAVEL</b>					
56	<b>1. Foreign Travel</b>					
57	a. Peabody School of Education Future Teacher Fieldschool	9,000	9,000			<b>Competitive Preference Priority 2:</b> collaborative activities with College of Education
58	<i>alternates between Central America and Haiti, subsidizing organizing costs</i>					
59						
60						
61	b. Curriculum Dev. Travel Grants (Education and STEM)	6,000	6,000	6,000	6,000	<b>Absolute Priority 1:</b> addressing areas of national need <b>Competitive Pref Priority 2:</b> collaborative activities with College of Education
62	<i>Funding for Vanderbilt faculty to support courses with LAS content</i>					
63	<i>or abroad components in Latin America with institutions abroad</i>					
64						
65						
66						

**Vanderbilt University Center for Latin American Studies NRC Budget 2018-2022**

	A	B	C	D	E	F
67	c. Latin American Bibliographer book buying trips					
68	to Central America/Mexico	2,000	2,000	2,000	2,000	<b>Objective:</b> encourage LAS across university, provide faculty resources
69	to Andes	3,000	3,000	3,000	3,000	
70						
71	d. K'iche' Instructor Airfare to Mayan Language Institute	1,000	1,000	1,000	1,000	<b>Objective:</b> increase access to K'iche'
72						
73						
74	d. Staff Travel to Partner Institutions and Organizations	8,000	8,000	8,000	8,000	<b>Objective:</b> collaborations with overseas institutions
75	Travel to meet with partners at FGV, USP, U. del Valle, U. de los Andes					
76						
77	<b>Foreign Travel Subtotal</b>	<b>29,000</b>	<b>29,000</b>	<b>20,000</b>	<b>20,000</b>	
78						
79	<b>1. Domestic Travel</b>					
80	a. Outreach Coordinator	4,000	4,000	4,000	4,000	<b>Absolute Priority 2:</b> teacher training <b>Competitive Preference Priority 1:</b> collaborations with MSIs
81	Travel to annual conferences and meetings (NCSS, LASA) and to					
82	MSI and other regional universities for K-16 outreach					
83						
84	b. Staff Travel to Partner Institutions and Organizations	5,000	5,000	5,000	5,000	<b>Competitive Preference Priority 1:</b> collaborations with MSIs <b>Objective:</b> collaborations with other NRCs and LAS centers
85	Travel to annual meetings and regional conferences, and to MSI and					
86	other partner institutions; includes travel for Portuguese instructor					
87	to Tuskegee once per semester, Years 2-4 and for training in Year 1					
88						
89	c. LCTL Instructor Exchanges and Training					<b>Absolute Priority 1:</b> addressing areas of national need for LCTLs
90	Uva/Duke Site Visits, once per year	750	750	750	750	
91	Tuskegee U (Portuguese) - instructor(s) site visits to Tuskegee	0	750	750	750	<b>Competitive Preference Priority 1:</b> collaborations with MSIs
92	STLILLA Workshops (Year 1 and Year 3) - for K'iche' Instructor	1,000		1,000		
93						
94	d. LAS Southeast Regional Libraries (LASER) Meeting	600				<b>Objective:</b> increase access to LAS collection; provide faculty resources
95	Year 1: LAS Bibliographer to FIU for LASER meeting					
96						
97	<b>Domestic Travel Subtotal</b>	<b>11,350</b>	<b>10,500</b>	<b>11,500</b>	<b>10,500</b>	
98						
99	<b>TRAVEL SUBTOTAL</b>	<b>40,350</b>	<b>39,500</b>	<b>31,500</b>	<b>30,500</b>	<b>141,850</b>

Vanderbilt University Center for Latin American Studies NRC Budget 2018-2022

	A	B	C	D	E	F
100	<b>D. SUPPLIES</b>					
101	<b>1. LAS Library Acquisitions of Foreign Language Materials</b>	5,000	5,000	5,000	5,000	
102						
103	<b>2. Outreach Acquisitions (including films)</b>	2,000	2,000	2,000	2,000	<b>Absolute Priority 2:</b> teacher training
104						
105	<b>3. Instructional Materials for K-16 Workshops</b>	1,500	1,500	1,500	1,500	<b>Absolute Priority 2:</b> teacher training; curriculum development
106						
107						
108	<b>4. Instructional Materials for K-16 Summer Institutes</b>	1,000	1,000	1,000	1,000	<b>Absolute Priority 2:</b> teacher training; curriculum development
109						
110						
111	<b>5. Instructional Materials for Outreach to General Public</b>	3,000	3,000	3,000	3,000	<b>Objective:</b> public outreach
112	<i>Dia de los Muertos Pamphlets, Brazil Week, Celebrate Nashville</i>					
113						
114	<b>6. Digitization of Black Atlantic Collections</b>	6,000	6,000	6,000	6,000	<b>Objective:</b> open access to Black Atlantic collections
115	<i>Public access for Manuel Zapata Olivella collection, SSDA, and</i>					
116	<i>Voices from Our Americas</i>					
117						
118	<b>SUPPLIES SUBTOTAL</b>	18,500	18,500	18,500	18,500	<b>74,000</b>
119						
120						
121	<b>E. OTHER</b>					
122	<b>1. K-12 Curriculum Development Grants</b>	3,000	3,000	3,000	3,000	<b>Absolute Priority 2:</b> teacher training, curriculum development
123	<i>target pre-service teachers for curriculum development (@\$500-\$1000 each)</i>					
124	<i>includes \$500 per year for Readworks article development</i>					
125						
126	<b>2. Virtual Classroom Facilities Fees</b>	7,500	5,000	2,500	0	<b>Competitive Preference Priority 1:</b> collaborations with MSIs <b>Objective:</b> strengthen LCTLs (Portuguese, Mayan, Haitian Creole)
127	<i>Support for Tuskegee Portuguese instruction, as well as Duke-UVa-VU</i>					
128	<i>distance learning partnerships</i>					
129						
130						
131	<b>3. Visting Resource Professor</b>	20,000	20,000	20,000	20,000	<b>Objective:</b> encourage LAS across university
132	<i>One per year; includes salary and travel</i>					
133	<b>4. LAPOP Workshops with TSU, Tuskegee, MTSU, UT</b>	1,000	1,000	1,000	1,000	<b>Competitive Preference Priority 1:</b>

Vanderbilt University Center for Latin American Studies NRC Budget 2018-2022

	A	B	C	D	E	F
134	Making LAPOP data more accesible to faculty and students at other institutions					collaborations with MSIs
135						
136	<b>5. Honoraria for Visiting Speakers</b>	6,000	6,000	6,000	6,000	<b>Absolute Priority 1:</b> encourage debate on world regions and international affairs <b>Absolute Priority 2:</b> teacher training
137	<i>K-16 Workshops, K-16 Summer Institutes, Public Conferences</i>					
138	<i>Collaboration with Tennessee World Affairs Council</i>					
139						
140	<b>6. Evaluation</b>					
141	<i>Evaluation Team Leader (Xiu Cravens)</i>	1,000	1,000	1,000	2,500	<b>Objective:</b> strengthen evaluation model and continually adapt programming to needs
142	<i>Graduate Student Assistant for Evaluation</i>	5,000	5,000	5,000	5,000	
143	<i>K'iche', Portuguese, and Spanish Evaluations</i>	1,000	1,000	1,000	1,000	
144						
145	<b>7. Co-sponsorships of Public Cultural Arts Events</b>	8,000	6,000	8,000	6,000	<b>Objective:</b> public outreach
146	<i>public art and performances w local partners and linked to teacher workshops</i>					
147						
148	<b>8. CLAS Outreach Collaborations</b>	3,500	3,500	3,500	3,500	<b>Absolute Priority 2:</b> teacher training
149	<i>Americas Award, NCSS booth</i>					
150						
151	<b>9. LCTL Strategy Workshops (STLILLA, ILCLA)</b>	1,000		1,000		<b>Objective:</b> strengthen LCTLs (Portuguese, Mayan, Haitian Creole)
152	<i>Co-sponsorships</i>					
153						
154	<b>10. Vanderbilt University Press Latin American Series</b>	3,000	3,000	3,000	3,000	<b>Absolute Priority 1:</b> encourage debate on Latin American and international affairs
155	<i>One new title per year</i>					
156						
157						
158	<b>11. K-16 Teacher Travel to Workshops and Summer Institute</b>	3,000	3,000	3,000	8,000	<b>Absolute Priority 2:</b> teacher training
159	<i>Year 4: travel to Central America for culmination of Summer Institute Series on ecosystems</i>					
160						
161						
162	<b>12. BLAIR Outreach Initiatives</b>	3,000	6,000	6,000	6,000	<b>Absolute Priority 2:</b> teacher training <b>Objective:</b> encourage LAS across curriculum
163	<i>K-16 teacher training in Latin American music</i>					
164						
165						

Vanderbilt University Center for Latin American Studies NRC Budget 2018-2022

	A	B	C	D	E	F
166	<b>15. Professional Development Forum for MSI/CC Faculty</b>	1,000	1,000	1,000	5,000	<b>Competitive Preference Priority 1:</b> collaborations with MSIs
167	<i>Vanderbilt hosting Year 4; Years 1-3 we will send MSI colleagues</i>					
168						
169	<b>16. VAuLT: LRC/NRC Collaboration for Virtual LCTL Modules</b>					<b>Absolute Priority 1:</b> address areas of national need by increasing access to LCTLs (Portuguese and Haitian Creole)
170	<i>Year 1: VU hosting workshop (1000); support for K'iche' instructo</i>	2,500				
171	<i>Year 2: Mayan language module development with Univ of Oregon LRC (2500)</i>		2,500			
172	<i>Year 3: VU hosting workshop (1000); support for Creole instructors to attend (1500)</i>			2,500		
173	<i>Year 4: Portuguese and Haitian Creole module development with Univ of Oregon (1000 and 1500)</i>				2,500	
174						
175						
176	<b>18. InDigital Latin America Conference</b>	10,000		10,000		<b>Absolute Priority 1:</b> encourage diverse perspectives and generate debate on Latin America
177	<i>Collaboration with MTSU and Smithsonian</i>					
178						
179						
180	<b>19. Latin American Ethnobotanical Garden</b>	2,000	1,000	1,000	1,000	<b>Absolute Priority 2:</b> teacher training <b>Competitive Pref. Priority 1:</b> collaborations with MSIs
181	<i>Year 1: signage; Years 1-4 website</i>					
182						
183						
184						
185	<b>20. K'iche' Mayan/Quechua/ Haitian Creole Native Speak</b>	2,500	2,500	10,000	10,000	<b>Objective: strengthen LCTL identified as critical areas of national need</b>
186	<i>K'iche' Conversational practice (Years 1-4)</i>					
187	<i>Quechua distance instruction (Years 3 and 4)</i>					
188	<i>Haitian Creole medical language modules (Years 3 and 4)</i>					
189						
190	<b>21. Travel Grants for Latin American Library Collection</b>	1,500	1,500	1,500	1,500	<b>Objective: increase access to LAS collection</b>
191						
192						
193	<b>22. Curriculum Development: Tuskegee Afro-Brazil Course</b>		3,000	3,000		<b>Competitive Preference Priority 1:</b> collaborations with MSIs
194	<i>Tuskegee faculty to Brazil for planning and implementation of new course</i>					
195						
196	<b>22. Visiting Speakers Travel</b>	6,000	6,000	6,000	6,000	<b>Objective: encourage LAS across university</b>
197	<i>Includes Haiti Week, Brazil Week and support for regional working</i>					
198	<i>groups (Brazil, Circum-Atlantic, and Mexico)</i>					

Vanderbilt University Center for Latin American Studies NRC Budget 2018-2022

	A	B	C	D	E	F
199						
200	<b>OTHER SUBTOTAL</b>	91,500	81,000	99,000	91,000	<b>362,500</b>
201						
202	<b>DIRECT COSTS COMBINED TOTAL</b>	202,814	202,262	223,084	214,965	<b>843,125</b>
203						
204	Indirect Costs (8%)	16,225	16,181	17,847	17,197	<b>67,450</b>
205						
206	<b>TOTAL</b>	<b>219,039</b>	<b>218,443</b>	<b>240,931</b>	<b>232,162</b>	<b>910,575</b>

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	Year 1	Year 2	Year 3	Year 4	Total	NRC Priorities and Target Objectives
<b>A. ACADEMIC YEAR AWARDS</b>						
<b>1. Portuguese</b>						
<i>includes MA, PhD and professional VU students</i>						<p><b>FLAS Competitive Priority 1:</b> Preference for AY fellowships will be given to students with demonstrated financial need.</p> <p><b>FLAS Competitive Priority 2:</b> We will award 100% AY fellowships for the study of less and least commonly taught languages.</p>
a. Subsistence allowance - 3/2 students @ \$15,000 each	45,000	45,000	30,000	30,000	150,000	
b. Institutional payment - 3/2 students @ \$18,000 each	54,000	54,000	36,000	36,000	180,000	
<b>2. K'iche' Mayan</b>						
<i>includes MA, PhD and professional VU students</i>						
a. Subsistence allowance - 2 students @ \$15,000 each	30,000	30,000	30,000	30,000	120,000	
b. Institutional payment - 2 students @ \$18,000 each	36,000	36,000	36,000	36,000	144,000	
<b>3. Haitian Creole</b>						
<i>includes MA, PhD and professional VU students</i>						
a. Subsistence allowance - 1 student @ \$15,000 each			15,000	15,000	30,000	
b. Institutional payment - 1 student @ \$18,000 each			18,000	18,000	36,000	
<b>Academic Year FLAS Total</b>	<b>\$ 165,000</b>	<b>\$ 165,000</b>	<b>\$ 165,000</b>	<b>\$ 165,000</b>	<b>\$ 660,000</b>	

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<b>B. SUMMER AWARDS</b>						
<b>1. Portuguese</b>						
<i>includes VU grad, undergrad, and non-VU students</i>						
a. Subsistence allowance - 4 students @ \$2,500	10,000	10,000	10,000	10,000	40,000	<b>FLAS Competitive Priority 1:</b> Preference for AY fellowships will be given to students with demonstrated financial need.  <b>FLAS Competitive Priority 2:</b> We will award 100% AY fellowships for the study of less and least commonly taught languages.
b. Institutional payment - 4 students @ \$5,000 (grad and undergrad)	20,000	20,000	20,000	20,000	80,000	
<b>2. K'iche' Mayan</b>						
<i>includes VU grad, undergrad, and non-VU students</i>						
a. Subsistence allowance - 3 students @ \$2,500 (grad and undergrad)	7,500	7,500	7,500	7,500	30,000	
b. Institutional payment - 3 students @ \$5,000 (grad and undergrad)	15,000	15,000	15,000	15,000	60,000	
<b>3. Haitian Creole</b>						
<i>includes VU grad, undergrad, and non-VU students</i>						
a. Subsistence allowance - 1 student @ \$2,500 (grad and undergrad)	2,500	2,500	2,500	2,500	10,000	
b. Institutional payment - 1 student @ \$5,000 (grad and undergrad)	5,000	5,000	5,000	5,000	20,000	
<b>Summer FLAS Total</b>	<b>\$ 60,000</b>	<b>\$ 60,000</b>	<b>\$ 60,000</b>	<b>\$ 60,000</b>	<b>\$ 240,000</b>	
<b>TOTAL FLAS 2018-2022</b>	<b>\$ 225,000</b>	<b>\$ 225,000</b>	<b>\$ 225,000</b>	<b>\$ 225,000</b>	<b>\$ 900,000</b>	