

**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 # P015A180069**

**Grants.gov Tracking#: GRANT12659256**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180069

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (LAS_CONSORTIUM_GEPA_STATEMENT1036932375)</i>	e12
<b>6. Grants.gov Lobbying Form</b>	e13
<b>7. Dept of Education Supplemental Information for SF-424</b>	e14
<b>8. ED Abstract Narrative Form</b>	e15
<i>Attachment - 1 (LAS_Abstract_20181036932342)</i>	e16
<b>9. Project Narrative Form</b>	e17
<i>Attachment - 1 (LAS_Application__Project__Narrative1036932367)</i>	e18
<b>10. Other Narrative Form</b>	e84
<i>Attachment - 1 (LAS_Appendix_A_CVs1036932352)</i>	e85
<i>Attachment - 2 (LAS_Appendix_B_Position_Descriptions1036932346)</i>	e198
<i>Attachment - 3 (LAS_Appendix_C_Course_List1036932372)</i>	e201
<i>Attachment - 4 (LAS_Appendix_D_Performance_Measure_Forms1036932348)</i>	e228
<i>Attachment - 5 (LAS_Appendix_E_Letters_of_Support1036932349)</i>	e233
<i>Attachment - 6 (LAS_Areas_of_National_Need1036932350)</i>	e241
<i>Attachment - 7 (LAS_Diverse_Perspectives1036932351)</i>	e243
<i>Attachment - 8 (LAS_UNC_and_DUKE_GEPA_STATEMENT_SUPPLEMENTAL1036932373)</i>	e245
<b>11. Budget Narrative Form</b>	e246
<i>Attachment - 1 (LAS_Budget_Narrative_20181036932344)</i>	e247

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="06/22/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="University of North Carolina at Chapel Hill"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="566001393"/>	* c. Organizational DUNS: <input type="text" value="608195277"/>

**d. Address:**

* Street1: <input type="text" value="104 Airport Drive, Suite 2200, CB 1350"/>
Street2: <input type="text"/>
* City: <input type="text" value="Chapel Hill"/>
County/Parish: <input type="text" value="Orange"/>
* State: <input type="text" value="NC: North Carolina"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="27599-1350"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Study of the Americas"/>	Division Name: <input type="text" value="College of Arts &amp; Sciences"/>
---	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Louis"/>
Middle Name: <input type="text" value="A"/>	
* Last Name: <input type="text" value="Perez"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Dir, Dist Prof"/>
--

Organizational Affiliation: <input type="text" value="University of North Carolina at Chapel Hill"/>
--

* Telephone Number: <input type="text" value="(919) 962-3943"/>	Fax Number: <input type="text" value="(919) 962-1403"/>
---	---

* Email: <input type="text" value="perez@email.unc.edu"/>
---

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.015

CFDA Title:

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

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

ED-GRANTS-052518-001

\* Title:

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

**13. Competition Identification Number:**

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

2018-2022 Title VI National Resource Center and Foreign Language and Area Studies Fellowships for Latin American Studies

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="719,578.00"/>
* 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="719,578.00"/>

**\* 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

University of North Carolina at Chapel Hill

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	81,393.00	83,505.00	83,680.00	85,921.00		334,499.00
2. Fringe Benefits	27,298.00	27,803.00	28,143.00	28,678.00		111,922.00
3. Travel	13,615.00	9,800.00	8,900.00	8,000.00		40,315.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	6,250.00	7,000.00	7,000.00	7,000.00		27,250.00
6. Contractual	300,536.00	298,891.00	299,753.00	299,588.00		1,198,768.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	25,650.00	34,350.00	32,650.00	33,150.00		125,800.00
9. Total Direct Costs (lines 1-8)	454,742.00	461,349.00	460,126.00	462,337.00		1,838,554.00
10. Indirect Costs*	14,336.00	12,997.00	12,830.00	13,020.00		53,183.00
11. Training Stipends	250,500.00	250,500.00	250,500.00	250,500.00		1,002,000.00
12. Total Costs (lines 9-11)	719,578.00	724,846.00	723,456.00	725,857.00		2,893,737.00

**\*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:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(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 # P015A180069

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

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

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

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

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Terry R Magnuson</p>	<p>TITLE</p> <p>Vice Chancellor for Research</p>
<p>APPLICANT ORGANIZATION</p> <p>University of North Carolina at Chapel Hill</p>	<p>DATE SUBMITTED</p> <p>06/22/2018</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

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

\* Name: University of North Carolina at Chapel Hill

\* Street 1: 104 Airport Drive, Suite 2200, CB 1350    Street 2: \_\_\_\_\_

\* City: Chapel Hill    State: NC: North Carolina    Zip: 27599-1350

Congressional District, if known: NC-004

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

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

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: Kelly    Middle Name: M. \_\_\_\_\_

\* Last Name: Dockham    Suffix: \_\_\_\_\_

\* Street 1: 300 Bynum Hall, CB 7006    Street 2: \_\_\_\_\_

\* City: Chapel Hill    State: NC: North Carolina    Zip: 27599

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name: Kelly    Middle Name: M. \_\_\_\_\_

\* Last Name: Dockham    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: Terry R Magnuson

\* Name: Prefix \_\_\_\_\_ \* First Name: Terry    Middle Name: R. \_\_\_\_\_  
\* Last Name: Magnuson    Suffix: \_\_\_\_\_

Title: Vice Chancellor for Research    Telephone No.: (919) 966-3411    Date: 06/22/2018

**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.**

LAS\_CONSORTIUM\_GEPA\_STATEMENT1036932375 .pd

Add Attachment

Delete Attachment

View Attachment

## **Section 427 of General Education Provisions Act (GEPA)**

Our proposal provides information on our efforts to address section 427 of GEPA in five different places:

(1) Under Criterion §B3 (pp. 8-9), we discuss measures to encourage applications for employment from traditionally underrepresented groups. At UNC, the Carolina Postdoctoral Program for Faculty Diversity makes available 2-year postdoctoral research appointments with the aim of preparing scholars from underrepresented groups for tenure-track appointments at UNC and other research universities. Twelve scholars have been recruited through this program at UNC since its inception. A Duke Diversity Task Force developed the Office for Faculty Advancement and the position of Vice Provost for Faculty Advancement, responsible for recruiting and retaining diverse faculty.

(2) Under Criterion §C3 (pp. 11-13), we discuss efforts to increase enrollment and academic success of students from traditionally underrepresented groups, as well as efforts to enable people from all backgrounds to participate fully in campus life and benefits.

(3) Under Criterion §I (pp. 51-53), we discuss efforts made by our Outreach Program, through teacher training workshops, study tours, film festivals, and other activities, to reach teachers from under-resourced school districts with large minority populations, and schools labeled as “low performing.” In 2014-18 the Consortium’s Outreach Office collaborated with such elementary, middle and high schools across North Carolina, and it is our goal continue to do this over the next four years.

(4) We will form closer partnerships with historically Black institutions such as North Carolina Central University, Winston Salem State University, and NC A&T University, and with community colleges from across the state (see Criterion §C pp. 15-16, and Criterion §K, pp. 58-59). We will collaborate on Latin American curriculum development as well as faculty professional development and programming for students.

(5) The Duke and UNC libraries make special efforts to accommodate people with physical and learning disabilities. Staff will retrieve materials, make photocopies or printouts, and the libraries has installed various forms of assistive technology. One librarian on each campus coordinates and publicizes these services, but all librarians assist.

## 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>	
University of North Carolina at Chapel Hill	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix:	* First Name: Terry Middle Name: R
* Last Name: Magnuson	Suffix:
* Title: Vice Chancellor for Research	
<b>* SIGNATURE:</b> Terry R Magnuson	<b>* DATE:</b> 06/22/2018

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Louis	A	Perez	<input type="text"/>

Address:

Street1:	Institute for the Study of the Americas, CB 3205
Street2:	<input type="text"/>
City:	Chapel Hill
County:	Orange
State:	NC: North Carolina
Zip Code:	27599
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(919) 962-6879	(919) 962-0398

Email Address:

perez@email.unc.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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
----------------------	----------------	-------------------	-----------------

## 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.]

---

## 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:

## **Consortium in Latin America and Caribbean Studies at the University of North Carolina and Duke University Title VI Proposal Abstract**

**THE CONSORTIUM** is administered jointly by the Institute for the Study of the Americas (ISA) at the University of North Carolina at Chapel Hill and the Center for Latin American and Caribbean Studies (CLACS) at Duke University. The Consortium is dedicated to undergraduate teaching, graduate training, faculty research, and public outreach. The senior administration of both the University of North Carolina at Chapel Hill and Duke University have embarked upon landmark commitments to enhance global education and promote global research opportunities. Strengthening area studies and international expertise is recognized as a vital component of the globalization strategies of both campuses.

**MISSION:** The Consortium is dedicated 1) to enhance the Latin American and Caribbean curricular programs; 2) to support undergraduate, graduate and professional student and faculty research and training; and 3) expand initiatives to heighten public awareness of the region. The Consortium achieves its mission through a combination of K-16 educational activities; research and training initiatives; outreach programs; and the dissemination of new knowledge.

**PLANNED ACTIVITIES:** The Consortium will 1) develop courses and programs in collaboration with the University of North Carolina School of Education and the Duke Program in Education to integrate pre-service and in-service teacher training activities on Latin American studies; 2) develop curricular initiatives for students in the professionals schools, particularly Education, Law, and Medicine; 3) collaborate with several Minority Serving Institutions by expanding the *HBCU Latin America Network*; 4) extend the *NC Global Distinction Program* to integrate Latin American studies into courses at four more NC community colleges and institutionalize the NC Global Distinction Certificate at these schools to recognize student participation in global programs; 5) establish an annual statewide Latin American Studies conference in collaboration with the University of North Carolina at Charlotte, and initiate a *Latin America and the U.S. in the 21<sup>st</sup> Century Seminar Series* to generate debate and discussion of relevant issues to the Hemisphere; 6) support library activities; 7) continue language instruction in Haitian Creole, K'iche' Maya, and expand offerings in Portuguese, Yucatec Maya, and Language Across the Curriculum; 8) award FLAS Fellowships; and 9) support program evaluation.

**FACULTY & STAFF:** 180 Consortium faculty represent the Arts & Sciences and 10 professional schools, engaged in Latin America. Eleven Consortium staff members direct and manage programs in coordination with faculty, students and professional staff across both campuses.

**CURRICULUM:** Every year, the Consortium offers approximately 540 courses on Latin America (over 18,000 total enrollment) serving multiple degree programs. **LANGUAGES:** The Consortium offers instruction from introductory to advanced levels in Haitian Creole, K'iche' and Yucatec Maya, Portuguese, and Spanish. It also supports students wishing to develop competencies in other languages of the region as well as provides performance-based pedagogical training for language instructors. **FUNDING:** In 2016-17 our universities provided nearly \$29 million to support Latin American programs including undergraduate education and graduate student training through grants, fellowships, awards, and teaching and research assistantships. **LIBRARY:** The combined Latin American Library resources surpasses 800,000 volumes. **OUTREACH:** The Consortium engages K-16 educators, private sector organizations, government agencies, and the general public to disseminate diverse perspectives on Latin America.

## Project Narrative File(s)

---

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**NATIONAL RESOURCE CENTER  
AND  
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS  
FOR LATIN AMERICAN STUDIES**



**A PROPOSAL SUBMITTED TO THE U.S. DEPARTMENT OF EDUCATION**

**by**

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
and  
DUKE UNIVERSITY**

**June 25, 2018**

**Consortium in Latin American and Caribbean Studies at the  
University of North Carolina at Chapel Hill and Duke University**

**Table of Contents**

<b>Application Forms</b>	
Application for Federal Assistance (SF424)	
Department of Education Supplemental Information for SF424B	
Department of Education Budget Information Form (ED524)	
ED Supplement	
Abstract	
GEPA Section 427	
<b>Detailed Proposed Budget</b>	<b>Page</b>
<i>National Resource Center</i>	
A. Salaries	Budget p. 1
B. Fringe Benefits	Budget p. 6
C. Travel	Budget p. 7
D. Supplies	Budget p. 8
E. Other	Budget p. 10
NRC Budget Totals (Direct and Indirect)	Budget p. 16
<i>Foreign Language and Area Studies (FLAS) Fellowships</i>	
Total FLAS Fellowship Budget (Summer & Academic Year)	Budget p. 17
<b>Narrative</b>	
Applicant Profile	i
List of Acronyms	ii
A. Program Planning and Budget	1
B. Quality of Staff Resources	4
C. Impact and Evaluation	9
D. Commitment to Subject Area	20
E. Strength of the Library	26
F. Quality of Non Language Instructional Program	31
G. Quality of Language Instructional Program	34
H. Quality of Curriculum Design	41
I. Outreach Activities	49
J. FLAS Awardee Selection Procedures	56
K. Competitive Priorities	58
<b>Tables</b>	
Table A1. Development Plan and Timeline of Consortium Proposed Activities, 2018-2022	3
Table B1. All Faculty Teaching, Research Interests, and Overseas Experience by Sub-Region or Country	5
Table B2. Membership in UNC-Duke Oversight Committees, 2016-17	8
Table C1. Impact as seen through Consortium Resources, 2014-18	10
Table C2. Sample of previous evaluation and Consortium response	13
Table D1. University Financial Support for Latin American Studies, 2016-17	21
Table D2. Sample of Institutional Linkages (not including Study Abroad), 2016-17	23
Table E1. Strength of Latin American Holdings, 2016-17	26
Table E2. Latin American Library Expenditures, 2016	29
Table F1. Non-Language Latin American Courses, by Region/Country	31
Table F2. Number of Non-Language Courses by Discipline and Percentage of Latin American content	31

<b>Tables Continued</b>		
Table G1.	Languages Taught at UNC and Duke, 2016-17	35
Table G2.	Language Teaching Faculty	38
Table G3.	Selected Publications and Teaching Materials	39
Table H1.	Undergraduate Programs, Participation Rates, Requirements: 2014-18	43
Table H2.	Latin American Studies Graduate Certificates: 2014-18	44
Table H3.	Professional Training Programs & Participation Rates in Latin America since 2014	45
Table H4.	UNC & Duke Study Abroad Options & Enrollment since 2014	48
Table I1.	Communities Served, 2014-18	50
Table I2.	Latin American Outreach Resources, 2014-18	50
Table I3.	Sample of K-12 Outreach Activities, 2014-18	53
Table I4.	Sample of Post-Secondary Outreach Activities, 2014-18	54
Table I5.	Sample of Outreach Activities to Business, Media, Government, General Public, 2014-18	55
Table J1.	FLAS Selection Process for Academic Year (AY) & Summer	56
<b>Other Attachments</b>		
Appendix A	Curriculum Vitae	A1
Appendix B	Position Descriptions	B1
Appendix C	Courselist	C1
Appendix D	Performance Measure Forms	D1
Appendix E	Letters of Support	E1
<b>Supplemental Forms and Certifications</b>		
Lobbying Activities Disclosure		
Lobbying Certification		

## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

**Type of Application (check all that apply)**

- X Comprehensive National Resource Center
- Undergraduate National Resource Center
- X Foreign Language and Area Studies Fellowships

**Federal Funds Requested**

NRC Request

Year 1: \$266,579    Year 2: \$271,846    Year 3: \$270,456    Year 4: \$272,857

FLAS Request

Year 1: \$453,000    Year 2: \$453,000    Year 3: \$453,000    Year 4: \$453,000

**Type of Applicant**

Single institution \_\_\_\_\_

X Consortium of institutions

- Lead University of North Carolina, Chapel Hill
- Partner 1 Duke University
- Partner 2 \_\_\_\_\_
- Partner 3 \_\_\_\_\_

**NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |   |  |
|---|--|
| <input type="checkbox"/> AFRICA             | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA             | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE             | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL      | <input type="checkbox"/> SOUTHEAST ASIA                  |
| XX LATIN AMERICA and the CARIBBEAN          | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Haitian Creole, K'iche' Maya, Portuguese, Spanish, Yucatec Maya

## ACRONYMS

ACTFL	American Council on The Teaching of Foreign Languages
CC	Community College(s)
CPP	Competitive Preference Priorities
CERF	College Educator Research Fellowship
CIRTL	Center for the Integration of Research, Teaching and Learning
CIT	Center for Instructional Technology
CLACS	Center for Latin American and Caribbean Studies (Duke)
CLASP	Consortium in Latin American Studies Programs
DACL	The UNC Digital Arts and Collaboration Lab
DARA	The Duke Office of Durham and Regional Affairs
DLOC	Digital Library of the Caribbean
DUL	Duke University Libraries
EPA	U.S. Environmental Protection Agency
EvAP	Evaluation, Assessment & Policy Connections
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language & Area Studies
FTE	Full Time Equivalent
GEC	Global Education Center
HBCU	Historically Black Colleges and Universities
ISA	Institute for the Study of the Americas (UNC)
LAC	Language Across the Curriculum
LAMP	Latin American Microfilm Project
LARRP	Latin American Research Resources Project
LASA	Latin American Studies Association
LASER	Latin American Studies Southeast Region
LCTL	Less Commonly Taught Languages
LRC	Language Resource Center
MSI	Minority Serving Institution
NIH	National Institutes of Health
NEH	National Endowment for the Humanities
NC	North Carolina
NC A&T	North Carolina Agricultural and Technical State University
NCCU	North Carolina Central University
NCFDD	National Center for Faculty Diversity & Development
NRC	National Resource Center
NCSU	North Carolina State University
NSF	National Science Foundation
OA	Opening Access
OUR	Office of Undergraduate Research
PiE	Program in Education
SALALM	Seminar on the Acquisition of Latin American Library Materials
SECOLAS	The Southeastern Council of Latin American Studies
SoE	School of Education

## ACRONYMS

SSRC	Social Science Research Council
STEM	Science, Technology, Engineering, Mathematics
TRLN	Triangle Research Library Network
UFL	University of Florida
UNC	University of North Carolina
UPEP	University Program in Environmental Policy
USAID	United States Agency for International Development
USN&WR	U.S. News & World Report
VAuLT	Virtual and Augmented Language Training
VISTA	Volunteers in Service to America
WG	Working Group
WSSU	Winston-Salem State University

## **§A Program Planning and Budget**

The plan presented here justifies the Consortium's request for Title VI funding to augment existing resources, support new initiatives and strengthen those underway. The four-year proposed program and budget are based on a firm foundation of institutional support (§D).

**§A1 *Quality and Purpose of Center Activities.*** The proposed activities (Table A1) conform to Title VI purposes: to strengthen nationally recognized educational centers of excellence in foreign language and area studies. The Consortium supports Latin American language and area studies courses, development of curricular resources, library collections, program development in coordination with minority serving institutions and teacher education programs, outreach to K-16 educators, public conferences and seminars, faculty research and dissemination, language and area studies fellowships, and evaluation. Our activities reflect diverse perspectives and a wide range of views. We work to encourage government service in areas of national need, as well as in areas of need in the education and business sectors. The quality of activities discussed in this proposal is continually assessed through the Consortium's evaluation plan (p. 13) and through regular program reviews conducted by our universities. For example, in 2017, ISA completed a five-year strategic plan and the external program review in 2018 commented that "Latin American Studies is exceptional for the distinction of its faculty and scale of its operation, the reach and diversity of its activities, and its central role in the production of Latin American and Caribbean scholarship." The Duke Department of Romance Studies is scheduled for an external review next year; it will encompass Haitian Creole, Portuguese, and Spanish language programs.

**§A2 *Development Plan and Use of Resources and Personnel to Achieve Objectives.*** The proposed activities demonstrate that at the end of four years we will have provided training for approximately 720 public school teachers and fellowships and scholarships for at least eight non-

Consortium college teachers. We will partner with four community colleges. We will work with the UNC School of Education and the Duke Program in Education to strengthen Latin American content in their student teacher-training courses and, at UNC, develop a study abroad education program in Ecuador. We will work with HBCUs to build their Latin American studies capacity. We will coordinate annually the Latin American Film Festival, host a *Latin America and the U.S. in the 21<sup>st</sup> Century* seminar series, launch an annual NC Latin American Studies statewide conference, and support faculty research. Our librarians will travel annually to Latin America on acquisition trips. We will implement new Language Across the Curriculum courses in Portuguese and Spanish, teach two levels of academic year Haitian Creole (on-campus and distance-learning), and expand academic year Yucatec Maya instruction. We will support professional school courses in Medicine and Law. We plan to support at least 96 students through the FLAS Fellowship program. We will make efficient use of resources and personnel, pool funds, and cooperate with stakeholders on and off our campuses. Title VI support will allow us to leverage University resources to expand our programs. The UNC School of Education has committed to support the Outreach Coordinator position (also funded by Duke and Title VI). At Duke, the Dean of Arts & Sciences renewed a four-year commitment to the Culture and Language Across the Curriculum program and the distance learning language partnerships for Haitian Creole and K'iche' Maya. In all of our activities we will prioritize participation by students, teachers, and others from underrepresented groups. See Proposed Budget for details.

**§A3 Cost Effectiveness.** Cost effective and realistic, the proposed budget contains project activities consistent with the Consortium's objectives. Many activities will be organized in collaboration with other Title VI centers, other campus units, or institutions. We will offer summer FLAS fellowships to students from other universities to enroll in our Yucatec Maya

Table A1. Development Plan and Timeline of Consortium Proposed Activities, 2018-22				
Activity	Year 1	Year 2	Year 3	Year 4
Language Instruction	Develop new Yucatec Maya distance learning course		Offer pilot course (UNC only)	Offer course in coordination with Tulane
	Instruction and management of LCTL (e.g., Yucatec Maya) programs on behalf of the Consortium; on-campus and distance-learning instruction and development of new VAuLT modules in Haitian Creole at Duke; and Language Across the Curriculum at UNC and Duke including hosting national conference in Year 2			
Area Studies Instruction	Instruction and supervision of UNC-in-Mexico service learning course; develop programs with School of Medicine and Law; instructor travel for Exploring Medicine Honduras; and coordination of Duke certificate programs			
Outreach	Search and fill positions Year 1	Outreach Coordinator and Outreach Assistant offer programs		
	Develop and offer on-going and new programs for K-12 educators including <i>Connecting the Americas</i> , <i>Voice and Vision</i> , <i>Learning Through Languages Research Symposium</i> , UNC World View <i>Latin America and NC Seminar</i> , and <i>Americas Award</i>			
	Develop and offer on-going and new programs for community college and four-year colleges and university educators including competitive summer research fellowships for college educators; Global Studies Conference on NRC, Community College and MSI collaboration, NC Latin American Studies Conference Series, <i>Latin America and the U.S. in the 21<sup>st</sup> Century Seminars</i>			
	Offer film festival and special event programs; expand collection of <i>New Roots Oral Histories</i> , Film Library, and Carolina Navigators resources for teachers			
CCP 1 Collaboration with Minority Serving Institutions	On-going collaborations with <i>HBCU Latin America Network</i> , invite existing partners to NC Latin American Studies Conference, and other <i>Network</i> activities.			
	Develop new linkages with NC A&T as part of <i>NC HBCU Latin America Network</i>		Integrate other NC schools to the <i>Network</i>	
	Expand UNC WorldView's <i>NC Global Distinction</i> to NC community colleges			
CCP 2 Collaboration with Teacher Education Programs	Develop new programs in collaboration with UNC School of Education and Duke Program in Education including a pre-service teacher study abroad program in Ecuador		Institutionalize new offerings	
CCP 1-2 FLAS	Preference to students with demonstrated financial need; and at least 25% for the study of LCTLs			
Library Travel and Collection Development	Travel by Latin American librarians; purchase library acquisitions			
	Travel to LASER meeting Year 1		Travel to LASER meeting Year 3	
Research and Dissemination	Competitive Research Travel Grants for UNC-Duke Faculty and dissemination of open access <i>Studies in Latin America</i> with UNC Press and UNC Library			
Evaluation, Duke & UNC	Annual Evaluation of Consortium projects by external reviewers			
Administration and Travel	Support for program management. Consortium directors/staff travel to TVI Directors Meeting, Year 1			

courses, and cooperate with the NRCs at Florida International, Tulane, U. of New Mexico, and Vanderbilt on the “Global Studies Conference on NRC, Community College and MSI Collaboration,” the meetings of the Latin American Studies Southeast Regional libraries, the

development of Virtual/Augmented Reality modules for Haitian Creole (a collaboration also with the U. of Oregon LRC). Various outreach and evaluation activities are shared with other Duke and UNC NRCs. In addition, Duke and UNC support seven Title VI-funded positions.

#### **§A4 Long-Term Impact on Undergraduate, Graduate, and Professional Training**

**Programs.** At the project's end, the Consortium will have consolidated new programs and strengthened existing ones. The long-term impact on undergraduate, graduate, and professional training programs at Duke, UNC, and the HBCU and Community College partner institutions will be 1) to increase enrollments and degree recipients, and enhance knowledge of Latin America and language proficiency among educators and professionals; and 2) to improve the quality of their training and thus their future contributions. We are increasing enrollments by providing information to potential students, and by supporting students with declared interest in Latin America. We are supporting language instruction in Haitian Creole, Yucatec Maya, and Language Across the Curriculum, as well as overseas programs in Ecuador, Honduras, and Mexico for professional school students. Enhanced library holdings will aid classroom instruction and encourage research. FLAS awards to graduate and professional school students will strengthen language proficiency and area studies. The conference and seminar series will serve as venues to exchange ideas and learn from other Latin Americanists.

#### **§B Quality of Staff Resources**

**§B1 Teaching Faculty and Other Staff Qualifications.** Qualifications for all 180 Consortium faculty, as measured by peer reviewed publications, awards, honors and positions of leadership, can be found in Appendix A. UNC has 41 core faculty (those who devote 50-100% time to Latin America research, undergraduate and graduate teaching, advising, and supervising) in area studies, and 29 in language and literature; Duke has 22 and 21 respectively. All tenured and

tenure-track faculty hold terminal degrees in their fields, as do most non-tenure-track teaching faculty listed in Appendix A; of those listed, 33 hold endowed chairs. Our Librarians are all specialists in their fields. They contribute regularly to the Seminar on Acquisitions of Latin American Librarian Materials (SALALM), the Latin American Studies Association (LASA), and the Latin America Southeast Region group.

***Professional Development Opportunities and Overseas Experience.*** Faculty and staff qualifications are enhanced by their continued engagement in research and participation in professional meetings. The Consortium funds faculty overseas research and conference participation. Since 2014, we awarded 62 grants for faculty conference and research travel in Latin America (27 Social Science; 20 Humanities; 14 Professional Schools; 1 Science). Academic departments, university research councils, and centers provide additional support.

<b>Table B1. All Faculty Teaching, Research Interests, and Overseas Experience by Sub-Region or Country</b>						
	<b>Brazil</b>	<b>South America*</b>	<b>Caribbean*</b>	<b>Central America*</b>	<b>Mexico</b>	<b>Comparative/Region*</b>
<b>Faculty</b>	18	36	25	13	19	69
*Faculty-led projects are particularly strong in Brazil, Cuba, Ecuador, Guatemala, Haiti, Mexico, and Peru.						

With Title VI, Mellon and institutional support the Consortium funds staff and library travel to meetings (LASA, SALALM) and partner institutions in the U.S. and Latin America, and to pursue professional development opportunities. Since 2014, five staff members visited institutional partners in Brazil, Chile, Colombia, Cuba, Mexico and Peru.

***Faculty and Staff Participation in Student Teaching, Supervision and Advising.*** Appendix A shows that Consortium faculty’s teaching is well distributed, among lower division, upper division, and graduate courses. Our faculty supervised over 600 theses and dissertations in the last five years, 33 earned teaching awards, 10 serve as Directors for Undergraduate or Graduate Studies or as Program Advisors or lead student mentoring programs that foster diversity and

increase the number of students pursuing doctoral degrees. The professional staff is well integrated into the teaching and advising mission of our centers. The UNC ISA Executive Director serves as Director of Undergraduate Study and supervises the Latin America summer school courses. She also is Graduate Services Advisor (e.g., Graduate Certificate, fellowships including FLAS) and coordinates LCTL programs. The ISA Associate Director teaches *Latin American Immigrant Perspectives*, a course partially taught in Mexico; advises Honors Theses for Latin American Studies; supervises both summer internships and the U. of Guanajuato study abroad program. She received the 2017 Office of the Provost Public Service Award for Engaged Teaching. At Duke, the Associate Director manages graduate fellowship and grant competitions. She is the FLAS coordinator, and advises graduate students. The Academic Program Coordinator manages the undergraduate curricula and grants programs, the Mellon Visiting Professorship, and the two CLACS certificate programs. The Special Events Program Coordinator teaches one course per year and advises Master's degree students in the School of the Environment, and the Liberal Studies and Fine Arts programs. He received a Dean's commendation for his undergraduate course *Building Creative Communities* and teaches a graduate course on *Narrating Nature: Documentary and Environmental Studies* for the School of the Environment.

**§B2 Center Staff.** The Consortium is governed by two co-Directors. The UNC co-Director is Dr. Louis Pérez (J. Carlyle Sitterson Professor of History, UNC; Consortium co-Director/ISA Director since 2007). Dr. Pérez devotes 50% of his time to ISA/Consortium duties. At Duke Latin American Studies leadership is shared by Dr. Dennis Clements (Professor of Pediatrics/Community & Family Medicine, Duke, and Adjunct Professor of Epidemiology, UNC; Consortium co-Director since 2008) and the CLACS Director Patrick Duddy (former U.S. Ambassador to Venezuela and Semans International Visiting Professor, Office of Global Affairs

and Visiting Associate Professor, Fuqua School of Business & Sanford School of Public Policy). He began CLACS service in 2015. Dr. Clements devotes 35% of his time to Consortium duties and Ambassador Duddy devotes 50% time as CLACS Director.

The Consortium currently has an 11-person professional staff. At ISA, the staff includes Executive Director, B. Riefkohl Muñiz, who oversees all operations and develops programs including LCTL initiatives; Associate Director, Dr. H. Gill, who leads Mexico-U.S. initiatives; two Program Assistants; the Yucatec Maya Academic and Resident Directors (contractual); and Department Manager, J. Shuett, who manages financial administration and program coordination. In addition, two Graduate Program Assistants and several undergraduates provide support. The Consortium's Outreach Program Coordinator recently stepped down. Her position was supported at Duke since 2006. The position will move to UNC beginning in 2018-19. The new position will continue to manage outreach activities, with an emphasis on K-16 teacher training. Working with UNC School of Education, the Outreach Coordinator will create linkages in Latin America for pre-service and in-service teachers. CLACS staff includes the Associate Director, N. Hartman, who serves as the chief operating and financial officer. The Academic Program Coordinator, Dr. K. Maffitt, is responsible for the management of curricular activities, leads program assessment, and coordinates the Duke Brazil Initiative. The Latin American Film Festival/Special Events Coordinator is Dr. M. Rojas-Sotelo. The Staff Assistant J. Prather provides administrative and web-design support. Three part-time undergraduate assistants provide additional support.

***Composition of Oversight Bodies and Variety of Departments, Schools and Library Representation.*** Within the context of Consortium commitments, both ISA and CLACS respond to and collaborate with their respective faculty advisory bodies (Table B2) through regular

Table B2. Membership in UNC-Duke Oversight Committees, 2016-17						
Function/ Committee	Language	Area Studies	Professional School	Library/Press	Center	Total
<b>Strategic Planning and Performance</b>						
Duke CLACS Council	15	22	15	3	5	60
UNC ISA Advisory Board	1	4	3	1	4	13
Consortium Editorial Committee	1	2	-	3	2	8
Consortium Working Groups Review	-	1	1	-	3	5
<b>Grants &amp; Fellowships Selection</b>						
Duke FLAS Selection		1	2	-	1	4
UNC FLAS Selection	2	1	1	-	1	5
Duke Faculty & Student Travel	1	2	2	1	3	9
UNC Faculty & Student Travel	2	1	1	-	1	5

bi-annual meetings. The faculty leadership is responsible for strategic planning, fund raising, faculty recruitment, and program advocacy. Faculty members on the ISA Advisory Board and CLACS

Council represent diverse departments, professional schools, and the libraries, and guide policy decisions and program initiatives.

**§B3 Encouragement of Applications for Employment from Underrepresented Groups.** Duke and UNC offer equal opportunity to all employees and applicants without regard to race, color, religion, national origin, disability, veteran status, sexual orientation or preference, gender identity, sex, or age. The Duke Office for Institutional Equity and the UNC Equal Opportunity and Compliance Office coordinate University policies and/or applicable state and federal laws that prohibit discrimination and harassment on the basis of the categories listed above. In 2017 Duke was recognized for the ninth time by the *Chronicle of Higher Education* as one of the nation’s “Great Colleges to Work For,” for fostering respect, appreciation, and safety. As part of a commitment to advance scholars from underrepresented groups in higher education, UNC established the Carolina Postdoctoral Program for Faculty Diversity in 1984. The Program mentors scholars from underrepresented groups for tenure track appointments at research universities including 12 Latin American scholars now on the UNC faculty. A Duke Diversity Task Force developed the Office for Faculty Advancement and a new position of Vice Provost

for Faculty Advancement responsible for recruiting and retaining diverse faculty. Both Universities are members of the National Center for Faculty Diversity & Development (NCFDD), which provides an external mentoring community designed to help increase research and writing productivity, and maintain work-life balance. The UNC Vice Chancellor for Workforce Strategy, Equity and Engagement coordinates human resources, equal opportunity/ADA, and diversity and multicultural affairs to enhance collaboration and strategic planning. UNC's Diversity Report for 2017 reported a marked increase among Latina/o (29%) and women faculty (8%) in the past five years. ISA-affiliated faculty serve as Director of Faculty Diversity Initiatives (K. Caldwell) and on the Dean's Faculty Diversity Advisory Group (J. Hagan, T. Shields). At both universities senior administration positions are held by women, including at UNC the Chancellor and the Deans of the Schools of Journalism, Nursing, Public Health and at Duke the Provost, the Dean of the Medical School, and as of July 1, 2018 the Deans of the Schools of the Environment, Law, and Public Policy. The Deans of the Duke Faculty of Arts & Sciences and the Graduate School are African-American women. The Consortium staff include five women and two Latina/o members. Our student staff includes African-American, Latina/o, and White students. We actively encourage applications from underrepresented groups in all searches, work with the Office of Disability, and practice LGBTQ safe zone guidelines.

## **§C Impact and Evaluation**

**§C1 *Impact on University, Community, Region, and Nation.*** The Consortium's outstanding teaching and research in language and area studies (see §F, G, H), and its broad Outreach Program (§I) impact a wide audience of educators, students, business owners, media, and the public-at-large. See Table C1 for select indicators.

**Activities:** The Consortium organizes a range of Latin American activity with faculty designed to advance research, develop courses and instructional materials, support a diverse speakers' calendar, and fund the dissemination of knowledge through conference presentations and publication of research. The Consortium co-sponsors over 130 events annually and serves as a hub for other regional and national organizations (e.g., 2015 meeting of the Consortium in Latin American Studies Programs Executive Committee and the 2017 Southeastern Council on Latin

Table C1. Impact as seen through Consortium Resources, 2014-18					
Activity*		Principal Sector(s) Impacted			
		Univ.	Comm.	Region	Nation
Enrollment in Latin American courses**	18,000	√	√	√	√
Event participation	48,000	√	√	√	√
Faculty publications and presentations	978				
Use of LCTL and K-12 Instructional Materials	100,000	√		√	√
Awards and Grants	484	√		√	√
*Based on use of Consortium produced, developed or coordinated activities. Includes participation in webinars and materials downloaded.					

American Studies Conference, the largest gathering in SECOLAS history). Over 12,000 people participate annually in Consortium programs. See §C2 for

examples of activities that impact national audiences.

**Training Programs.** During the past four years, Latin America content courses reached over 18,000 undergraduate and graduate students (mainly at UNC and Duke, but also at area universities through inter-institutional registration and summer visiting students). Appendix C shows that nearly 6000 students enrolled in advanced language and Latin America courses.

**§C2 Activities that address national needs and disseminate information to the public.**

Each year over 20,000 patrons borrow and/or access resources developed by the Consortium and made available through the K-16 lending library, online, or through dissemination at events (§I). Consortium activities reach a national audience through webcasts of lectures and training videos. The Consortium's national impact can also be measured by the productivity of its faculty,

students, and professional staff through publication of research, radio and television appearances, articles in national media, and presentations to government officials including the U.S. Senate Foreign Relations Committee, the U.S. State Department, and the U.S. Naval Academy, among others. Our two academic presses rank among the top publishers on Latin America in the nation. They publish *The Hispanic American Historical Review*, a premier journal in the field; and, as of 2019, *The Latin Americanist*, the official journal of the Southeastern Council of Latin American Studies. With Consortium funds, UNC Press and Duke University Press publish the *Latin America in Translation* series. Forty-two titles have appeared in the series to date, with eight more in production. Altogether, our Presses published over 115 books in Latin American studies in the last four years and are Top 20 Sellers in Latin American History (*Library Journal*, 2018). To expand our reach ISA and UNC Press launched an open access, peer-reviewed series, *Studies in Latin America*, which promotes new scholarship through the digital environment. Duke's Human Rights Archive houses the Radio Haiti Preservation Project. A full-time project archivist fluent in both Haitian Creole and French is dedicated to preserving these important materials freely available online in three languages. Noteworthy too is Consortium faculty service on national and editorial advisory boards, field professional organizations, and the Latin American Studies Association, including five past presidents and Executive Council members and past presidents of the Conference of Latin American Historians and the Society of Economic Anthropology. Among the professional staff, the CLACS Associate Director currently serves on the Executive Committee of the Consortium on Latin American Studies Programs and the ISA Executive Director is its past president.

**§C3 Equal Access for Individual Participants from Traditionally Underrepresented Groups.**

Both Duke and UNC emphasize equal access and treatment for students, faculty, and staff from

traditionally underrepresented groups. Both universities have established oversight offices and training programs to ensure that these standards are met. The commitment extends to all programming and public events, to the community at large, and to all stake-holders across the state. To ensure participation by traditionally underrepresented groups in Latin American programs our schools have created affordable study abroad options, expanded funding opportunities, and reached out to students earlier in their academic careers to identify barriers to participation. As part of its evaluation efforts, the Consortium collaborates with other international and area studies centers on the Opening Access (OA) initiative. Working with UNC's Office of Institutional Research and Analysis and Duke's Office of Assessment, the OA convened a task force to identify barriers to international education opportunities for students from underrepresented groups, designed interventions to overcome these barriers, and tracked our progress through systematic data gathering. The UNC task force created several initiatives to support co-curricular study tours (including an annual First Year Experience to Trinidad), and launched the *Global Guarantee* as a priority in the current capital campaign. The goal is to support co-curricular overseas travel for hundreds of UNC students each year who are eligible for financial aid. Similarly, at Duke, the Bass Connections project on higher education in the Baixada Fluminense (Brazil) allows undergraduate and graduate students to engage in a targeted field research experience and participate in collaborative work with Brazilian counterparts, with all expenses paid. Team members include first-generation college students, as well as students from underrepresented groups. All study Portuguese before travelling. The project yielded an undergraduate honor's thesis and three doctoral dissertations (in progress). Team members won Fulbright Hays and SSRC grants. As a result of these efforts, many programs boast high participation among students from underrepresented backgrounds and first-generation college

students (for example, 48% UNC Guanajuato and 50% Duke’s Bass Connections Brazil).

The Consortium subscribes to Duke and UNC policies that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of, any program or activity operated by the universities. Duke and UNC are committed to making campus programs and facilities accessible to the physically challenged through building design and the provision of special assistance by designated offices. Our Disability Services/Access offices assure reasonable accommodations so students with disabilities who are otherwise qualified may meet the demands of University life as independently as possible. In designing buildings, UNC and Duke surpass the minimum access goals established by the Americans for Disabilities Act Architectural Guidelines. UNC works with the state’s Office of Historically Under-utilized Businesses to enhance participation by minority contractors. With 37.5% participation, we exceed the 10% minimum. The Consortium’s Outreach Program targets underserved populations including NC Department of Public Instruction-designated “low performing” schools, Title III community colleges, HBCUs, and community-based centers and public libraries that serve Latino/as, African-Americans, and the elderly (see §I).

**§C4 Evaluation Plan and Response to Evaluations.** The Consortium’s mission is to train students with foreign language and areas studies expertise to meet national needs in a complex global era. Title VI funding enables us to offer advanced language training in the less commonly

<b>Table C2. Sample of Previous Evaluation and Consortium Response</b>	
<b>Program</b>	<b>Response</b>
African Diaspora Fellows Program	Publication of best practices and national dissemination
Yucatec Maya Summer Language Program	Development of academic year offerings and performance-based training for native speaker TAs
Collaborations: School of Education/Program in Education	New curricular options for pre-service and MAT students
Collaborations: HBCUs	Development of an integrated network of scholars
Collaborations: Community College	Integration of community college librarians to the course development team to extend reach and impact.

taught  
languages,  
train K-12  
teachers to  
develop and

implement curriculum units, partner with community colleges and HBCUs to build Latin American Studies capacity, and promote access to and dissemination of knowledge about Latin America to education, government, business, and civic sectors. These goals are achieved through a series of activities each year targeted to diverse constituencies. How well we achieve these goals is measured by a comprehensive and systematic evaluation plan.

For the next four years, our evaluation plan will focus on a selection of proposed activities tied to Title VI absolute and competitive priorities (collaborations with teacher education programs, community colleges, and minority serving institutions; and language programs). Our experienced evaluation team will be led by Dr. Rita O’Sullivan of the UNC School of Education, who will guide the development of the Consortium’s evaluation plan. She is director of the School of Education’s Evaluation, Assessment, & Policy Connections (EvAP) unit and author of *Practicing Evaluation: A Collaborative Approach* (Sage, 2004). She has served as an officer of the American Evaluation Association and received the first lifetime achievement award from the NC Association for Research in Education. Her team is currently leading a Title VI International Research and Studies project entitled “Investigations of How Teachers’ Use of Bridging in Dual Language Immersion Programs Can Help Strengthen Student Literacy in Grades 3-5,” designed to explore improved instructional practices for teachers in Spanish/English and Mandarin/ English language immersion programs. In addition to Latin America-focused evaluation led by Dr. O’Sullivan and supported by Title VI, the Consortium collaborates with international and area studies centers at UNC and Duke to examine strategies designed to broaden access to area studies by students from historically under-represented groups. These activities are supported by non-Title VI funds. The evaluation team will oversee an objective, outcome-measure-oriented data collection plan, provide technical support and

expertise, and will conduct surveys and focus groups to measure the impact of proposed activities. The plan will make use of direct and indirect measures and control group comparisons where and when appropriate and will be implemented in a phased process throughout the grant cycle. There is sufficient institutional distance between EvAP and the NRC project that there will be no conflict of interest. The Consortium is focusing its evaluation plan and Performance Measure Forms on four areas identified through past evaluations and strategic planning as important areas for growth, corresponding with the U.S. Department of Education priorities:

**Collaboration with Teacher Education Programs** (PMF 1). Our goal is to expand opportunities for undergraduate and graduate teacher education programs. The Consortium has worked with the Duke Program in Education, the UNC-Wilmington Watson College of Education, and the UNC School of Education to integrate Latin American studies content into curricular modules and create new courses. The Consortium's collaborations with these programs and a new partnership with the UNC School of Education will increase access to Latin American training programs for education students and faculty, develop new curricula, and create a new study abroad option in Ecuador for students in the BA in Science and Teaching and Master in Teaching.

**Collaboration with Community Colleges** (PMF 2). Our goal is to work with North Carolina community colleges to internationalize curriculum and increase faculty, librarian, and student involvement in Latin American coursework and activities by implementing the *NC Global Distinction* program developed by UNC World View. This will be achieved by providing professional development for community college faculty to develop new courses, add Latin American content to existing curriculum, and promote development of Latin American programs. Community college students who complete requirements will receive formal

recognition on their transcripts. We will invite community college faculty and librarians to present their findings at the NC Latin American Studies Conference and the Global Studies Conference on NRC, Community College and MSI Collaborations organized with Florida International, Tulane, U. of New Mexico, and Vanderbilt.

**Collaboration with Minority Serving Institutions** (PMF 3). Our goal is to collaborate with a network of Minority Serving Institutions in North Carolina to expand Latin American Studies capacity. Building on partnerships developed in 2014-18 with NC Central (Durham) and Winston-Salem State, we will work with additional partners such as North Carolina A&T (Greensboro) to enlarge Latin American curricula and programming at these institutions. NRC funds will support course development and revision and shared speakers. We will prioritize applications from faculty members from the new partner institutions when awarding the College Educators Research Fellowships. They will be invited to present their findings at the NC Latin American Studies Conference and the Global Studies Conference on NRC, Community College and MSI Collaborations mentioned above.

**Language Programs** (PMF 4). Our goal is to train students in less commonly taught languages of Latin America, particularly at the intermediate and advanced levels, to address the needs of academia, government, business, and civic organizations in the United States. Previous evaluations of the language curricula recommended more distance-learning options and integration of teaching materials using new technologies. Duke will continue to partner with Vanderbilt on offering four semesters each of Haitian Creole and K'iche' Maya to students on both campuses using distance learning technologies. Following this model, UNC will develop a new academic year distance-learning course in Yucatec Maya. The course will be piloted at UNC (Y3) and will be offered in collaboration with Tulane (Y4). We will also work with the U.

of Oregon's Center for Applied Second Language Studies, a Language Resource Center, and several NRCs (Florida International, Tulane, U. of Florida, U. of New Mexico, and Vanderbilt) to develop resources through the VAuLT (Virtual and Augmented Language Training) project to create a module in Haitian Creole to introduce and promote language study.

In these four areas the Consortium will work with the EvAP team to develop the evaluation plan and draft measurable objectives, identify progress indicators and benchmarks, and formalize data collection, calculation, and analytical methodologies. Y1 includes training new NRC staff in data collection (participant rates, registration data, and participant satisfaction surveys). At the end of Y2, EvAP staff will conduct project-based stakeholder surveys (questionnaires, focus groups, and interviews) providing the bulk of both qualitative and quantitative data to assess the depth and quality of observed change in project goals. These surveys will be analyzed to produce midterm reports. In Y3 adjustments will be made, guiding analysis for Y3-Y4. At the end of Y4 overall accomplishments and challenges will be evaluated and a final report will be submitted to the Department of Education and presented at conferences.

***§C5 Career Placement in Employment, Education or Training in Areas of National Need and Efforts to Increase the Number of Students in these Areas.*** Our universities offer critical training to students who are likely to pursue careers in areas of national need or government service. From 2014-18, UNC and Duke Latin Americanist graduates included 15 who went on to federal government jobs, 10 to state government, 11 to U.S. military service, 15 to international organizations, 145 to business, 15 to non-governmental organizations, 42 to elementary and secondary education, and 119 to higher education. We contribute to a culture of national service as a matching Segal AmeriCorps Education Award institution (Duke) and an AmeriCorps VISTA site (UNC). Both Duke and UNC rank among the top schools in the nation

for Teach for America placements (Duke 4<sup>th</sup> and UNC 6<sup>th</sup> in 2017). In 2018, UNC ranked 4<sup>th</sup> in Peace Corps volunteers including 18 to Latin America and is considered a Military Friendly School by Victory Media. The 2018 *Princeton Review* survey of Best Schools for Entrepreneurship Studies ranked UNC as 13<sup>th</sup> for undergraduates and 12<sup>th</sup> for graduates.

The Consortium works in three major ways to address areas of national need: 1) developing and providing language instruction through advanced levels in Haitian Creole, Portuguese, and Yucatec Maya, as well as Medical Spanish; 2) advancing area studies training and research across arts and sciences and professional schools; and 3) supporting student field research and dissemination. External and endowment funding enables us to support student field research and training in the social and natural sciences and health and environment fields. Both universities have made Global Health education a priority and support research and training in Brazil, Cuba, Dominican Republic, Ecuador, Guatemala, Honduras, and Peru on cancer, chronic and infectious diseases, water quality, and environmental and occupational health, among others. Specific examples include a project led by Consortium co-Director Dennis Clements to build a health clinic in Honduras, funded by the World Bank and involving students in the NRC-supported course on *Exploring Medicine in Foreign Cultures*; a Duke project *Saving Sight: Vision Screening, Glaucoma testing and Annual Collection of Statistics on Patients in Roatán, Honduras* involving students in Cultural Anthropology, Biology, Global Health, and Romance Studies; and UNC programs that train students on the impact of migration and remittances on Mexican and U.S. economies. ISA works with public and private organizations in Mexico that support small business development, community infrastructure and skills training in migrant communities. The Consortium's working groups provide interdisciplinary training to graduate students through workshops, panel discussions, interactions with guest speakers, development of

joint research, and opportunities to present their own work for feedback. During the past four years working group topics included Electricity in Latin America and the Caribbean (focusing on Brazil, Colombia, Cuba, Mexico, Paraguay); Environment in Latin America; Migration, Gender, and Health in the Americas; Latin American Politics; and Indigenous Studies.

**§C6 Contribution to Improve Supply of Specialists.** We train over 18,000 students through our Latin American language and area courses per year. At the undergraduate level, Latin America is prominent among programs designed to deepen knowledge of regions and languages (e.g., study abroad, immersive and service learning, and LAC courses, among others). Through endowments, university support, and external grants we award travel support to a wide range of undergraduate and graduate students conducting research that addresses national needs.

Graduate students from Anthropology, City & Regional Planning, Environmental Management/Policy, Global Health, History, Law, and Political Science have completed projects that include the history of guerrilla movements among the Miskito in Nicaragua; the environmental history of water access in the Yucatan; government resistance to midwifery in Mexico; urban policy planning in Brazil; international commercial real estate law (Brazil/US); a co-authored book on Brazilian manufacturing, globalization, and industrial policy; property-rights-based management in Argentine fisheries; corruption in Guatemala; and interactions between regulatory and incentive-based mechanisms for biodiversity conservation (Mexico).

Another indicator of the quality of graduate training is the outcome of national fellowship competitions and career placement. In the past five years, Duke and UNC have been recognized as Top Producers of U.S. Fulbright Students, including 22 awards to Latin America. Our graduate students regularly earn Ford, Fulbright-Hays, Inter-American Foundation, Smithsonian Tropical Research Institute, Mellon, NIH, NSF, SSRC, and Wenner Gren fellowships, among

others. Doctoral graduates now hold tenure-track or tenured positions at Florida International, Indiana, N.C. A&T, NCCU, Ohio State, Texas A&M, Stanford, Tulane, U.C. Berkeley, Davis, Irvine, and Santa Cruz, U. of Iowa, U. of Massachusetts, U. of Miami, U. Michigan, U. of New Mexico, Princeton, U. of Richmond, U. of Virginia, U. of Wisconsin-Madison, U. of Washington, Washington-St. Louis, and WSSU, among many others. Latin Americanist professional school graduates are working at the Center for Biological Diversity, Exxon Mobil, PanAmerican Health Organization, Partners in Health, Smithsonian-Mason School of Conservation, USAID, World Health Organization and World Resources Institute, among others.

**§C7 How FLAS Fellowship Awards Address National Needs.** In making its FLAS and other awards, the Consortium has a strong track record of funding students in areas of national need. We regularly support students in Environmental Management, Global Health, International Development Policy, Public Policy Studies, City & Regional Planning, and Social Work, for study of Haitian Creole, K'iche' Maya, Portuguese, and Medical Spanish. Recent FLAS student placements include posts at AmeriCorps, Climate Focus, Community Nutrition Partnership of Durham, EPA, RTI International, Urban Health Network for Latin America and Caribbean, and USAID, as well as professional positions in local and state governments (CA, DC, NC, NY), and academic positions at major universities across the United States (§C6).

#### **§D Commitment to Subject Area**

**§D1 Institutional Financial and Other Support to Latin American Studies.** The UNC Institute for the Study of the Americas (ISA) and the Duke Center for Latin American and Caribbean Studies (CLACS) work closely with our respective university administrations to strengthen, develop, and integrate new Latin American programs. The 2018 Global Roadmap reaffirms UNC's commitment to area studies programs. ISA is housed at the Global Education Center

(GEC). Complete with technology-enhanced classrooms, the GEC brings together major components of international education: student and faculty services, instruction, programs and research. Similarly, CLACS' home is the John Hope Franklin Center for Interdisciplinary and International Studies, state-of-the-art facility that unifies international and area studies centers

<b>Table D1. University Financial Support for Latin American Studies, 2016-17</b>			
<b>Salaries &amp; Benefits</b>	<b>Duke</b>	<b>UNC</b>	<b>Total</b>
Area Studies Instruction	\$4,849,732	\$6,672,799	\$11,522,531
Language & Literature Instruction	2,543,848	2,988,162	5,532,010
Outreach Programs	79,518	186,337	265,855
Library/Duke-UNC Presses	370,725	386,260	756,985
Administrative Staff	239,953	149,334	389,287
<b>Student Support</b>	<b>3,546,640</b>	<b>2,706,501</b>	<b>6,253,141</b>
<b>Activities</b>			
Events, Exhibits, Worksops, Conferences	176,462	162,500	338,962
K-16 Outreach Programs	21,896	112,025	133,921
Faculty Research/Conference/Travel	153,159	207,923	361,082
Student Research/Conference/Travel	129,517	319,717	449,234
Linkages in Latin America	820,500	511,286	1,331,786
Library Acquisitions/Travel	328,994	202,618	531,612
Publications/Instructional Tools	717,500	320,600	1,038,100
Staff & Director Travel	12,000	9,142	21,142
Other (e.g., Supplies)	41,452	22,100	63,522
<b>Total (no Title VI funds included)</b>	<b>\$13,981,896</b>	<b>\$14,957,304</b>	<b>\$28,989,200</b>

with other inter-disciplinary and language programs. The Consortium receives funding

from our University administrations, foundations, federal agencies, and private donors. Current Consortium support comes from Title VI and a Mellon endowment that generates approximately \$95,000 a year, complemented by \$25,000 from each university. From 2015-17, UNC and Duke matched 1:1 a grant from the Tinker Foundation for a total of \$90,000 for graduate research.

ISA supports student and faculty research, study abroad, endowed faculty positions, and programs with additional support of \$760,000 provided by the state of North Carolina, trust funds, gifts, and endowment income. Funding from the Summer School, Arts & Sciences, and Provost Offices funds three ISA staff and three shared faculty positions for the Latin American

Studies major, two graduate assistantships, and 10 undergraduate assistants. Beginning in 2018-19, the UNC School of Education commits .25FTE for the Outreach Coordinator position. UNC subsidies of \$15,000 help maintain low costs to enrolled students in the Yucatec Maya program. New ISA programs include the Brown Term Professorship for faculty advancement (2018) and a gift of \$50,000 for the Latin American Studies major (2016). In 2016-17, ISA received \$248,000 in additional program grants. Important faculty-led projects include *Revitalizing Maya History and Heritage* (U.S. Department of State, \$83,500), *Biological Oceanography in the Galápagos* (NSF, \$700,000), *Minority Languages, Major Opportunities*, a less commonly taught language revitalization project (European Commission Research and Innovation, €100,000), and HIV research in the Dominican Republic (\$450,000, USAID).

CLACS receives endowment yields of nearly \$94,000 annually in addition to support from the Office of Global Affairs, the Hanscom Endowment, and the Dean of Arts & Sciences. CLACS supports student and faculty research and a visiting professorship. Important developments at Duke include growing programs in Luso-Brazilian Studies and Haitian Studies. The University-wide Brazil Initiative is in its fifth year. Haitian Studies has expanded since 2010 (e.g., new course offerings, graduate students, cultural programming; Radio Haiti Archives Preservation Project). The Dean of Arts & Sciences continues to support the Distance-Learning Language Initiative (Haitian Creole, K'iche' Maya) and the program of Culture and Language Across the Curriculum (pp. 36-37). Bass Connections grants bring together Duke faculty and students to explore real-world issues in interdisciplinary research teams in Brazil, Guatemala, Honduras, and Peru. In recent years, both Duke and UNC development offices added staff positions tasked with fundraising in and on Latin America; CLACS, ISA and the development offices are creating new funding opportunities.

**Support for Teaching Staff and Library.** In addition to the support listed in Table D1, our teaching and library staff receives funding through university research, travel, and publication grants. Recent awards from these programs are detailed in Appendix A and §E.

**Linkages with Institutions Abroad.** UNC and Duke participate in over 100 linkages with institutions in Latin America (see examples in Tables D2 and H4). Recent developments of note

<b>Table D2. Sample of Institutional Linkages (not including Study Abroad), 2016-17</b>			
<b>Country</b>	<b>Activity</b>	<b>Affiliation</b>	<b>Field(s)</b>
Argentina	Research	Duke/Centro Rosarino de Estudios Perinatales	Public Health
	Exchange	UNC/Pontificia U. Católica	Journalism
Bolivia	Exchange	UNC/U. Católica Boliviana Santa Cruz	Medicine
Brazil	Research	Duke/U. Federal de Minas Gerais	Environment, Medicine
	Research	Duke/U. Federal Rural de Rio de Janeiro	Education
	Training	UNC/Federal U. de Bahia/U. São Paulo	Public Health
	Research	Duke/U. de Sao Paulo	Energy
Chile	Research	UNC/SOAR Inter-American Observatory	Astronomy & Physics
Colombia	Research	UNC/Colombian Neonatal Research Network	Medicine
Costa Rica	Research	Duke/Ministry of Foreign Trade	Global Value Chains
Cuba	Research	UNC/U. de La Habana	Marine Sciences
Dom. Rep.	Research	UNC/Centro de Orientación e Investigación Integral	Public Health
Ecuador	Research/ Training	UNC/National Secretariat of Higher Education, Science, Technology & Innovation of Ecuador	Sciences
Guatemala	Research	Duke/Org. for Development of Indigenous Maya	Public Health
	Research	UNC/Centers for Disease Control/U. del Valle	Public Health
Haiti	Exchange	Duke/Universite d'etat d'Haiti	Public Health
Honduras	Training	Duke/Heifer International Tegucigalpa	Medicine
	Research	UNC/Ministerio de Salud de Honduras	Medicine
Mexico	Research	Duke/Instituto Tecnológico de Monterrey	Sociology
	Exchange	Duke/Centro de Investigación y Docencia Económicas	Political Science
	Research	UNC/Tecnológico de Monterrey	Pharmacy
Nicaragua	Training	UNC/U. de Nicaragua, León	Nursing
Panama	Research	UNC/U. de Panama	Dentistry
Paraguay	Research	Universidad Nacional de Asunción	Energy
Peru	Research	Duke/Universidad Peruana Cayetano Heredia	Environment/Public Health
Venezuela	Research	UNC/U. de Barlovento	Afro-Lat Am Culture
West Indies	Training	Duke/U. of the West Indies	Nursing

include: 1) Support from the Townsend Strategic Initiatives Fund to defray costs for students participating in the UNC Environmental Studies in Galápagos program with the U. San Francisco de Quito; 2) a collaboration between the Instituto de Medicina Tropical Pedro Kourí,

Cuba’s leading public health institute, the UNC Gillings School of Global Public Health, and ISA to study infectious diseases; 3) a Duke Global Health Student Research Team on “Child Anti-Stunting in Guatemala” that works in collaboration with the Organization for the Development of the Indigenous Maya; and 4) a Duke Bass Connections project on environmental epidemiology and the impact of gold mining, a collaboration with the Universidad Peruana Cayetano Heredia and Peru’s Ministry of Health. CLACS also hosts annual Mellon Visiting Professors, such as energy expert Ildo Sauer (2016 Brazil), and indigenous Guatemalan human rights activist Irmalicia Velásquez Nimatuj (2017). Both universities regularly host high profile short-term visitors including Miguel Fraga, First Secretary of the Cuban Embassy in Washington, D.C., Brazilian singer-songwriter Milton Nascimento, Mirlande Manigat, former First Lady of Haiti, and Ana María Morales from the Peruvian Ministry of Health. This year Duke also hosted Brian Nichols, former U.S. Ambassador to Peru, as well as Thomas Shannon, former Undersecretary of State for Political Affairs and U.S. Ambassador to Brazil.

***Support for Outreach.*** In addition to Consortium resources (§I), our universities devote significant support to outreach. UNC World View acts to integrate a global perspective into the K-12 and community college curricula across the state. The UNC School of Education Center for Educational Excellence links K-12 teachers to the most innovative practices in education. The UNC-system Go Global NC develops programs to connect business, policy, and education leaders to international best practices that inform policy and action. Go Global NC hosts a trip to Mexico for a cross-border view of immigration. The Duke Office of Durham and Regional Affairs (DARA) sponsors Enlaces Latinos to provide support for Hispanic students and their parents in local schools. It also coordinates summer trips for Durham school teachers. Ten teachers have been selected for a 2018 joint Consortium-DARA Study Tour to Mexico. The

Consortium also sponsored workshops and a summer institute in collaboration with *Telling our Stories from Home*, a project that hosted artists from Brazil, Costa Rica, Grenada, Haiti, and Jamaica supported by NEH (\$113,900), the UNC Offices of the Chancellor and Provost, over 30 UNC and Duke departments, and the Town of Chapel Hill.

***Financial Support for Students.*** UNC was the first public university in the nation—and one of only two today—to meet the full financial need of undergraduates (*U.S. News and World Report*, 2013 and 2017). The Carolina Covenant guarantees students a fall and/or spring semester of study abroad with little to no cost to the student. Similarly, Duke’s Strategic Plan, need-blind Financial Aid Initiative, and its 2010 Southern Association of Colleges and Schools’ re-accreditation review reaffirm its commitment to diversity, access, and internationalization. UNC offers financial support to MA students in the Arts and Sciences, and both universities admit PhD students with departmental fellowships that include remission of tuition and fees as well as stipends. Both Graduate Schools offer grants and fellowships to encourage diversity including the UNC North Carolina Excellence Fellowship and Duke Dean’s Graduate Fellowship. The Graduate Schools cover the difference in tuition and fees for FLAS awardees in Arts & Sciences and, at UNC, also the professional school. ISA offers additional support to students who are not FLAS eligible. At Duke, CLACS negotiated arrangements with the School of the Environment, the Sanford School of Public Policy, and the Masters of Fine Arts and Global Health to cover the difference in tuition and fees for 1-2 FLAS students in each of their programs. ISA and CLACS offer 10 top-up grants each year to aid departments in the recruitment and retention of exceptional Latin Americanist students, particularly underrepresented students. Since 2014, the Duke Graduate School offers all first- and second year PhD students at least \$5,500 summer research funding; they may apply for additional research funding in subsequent years. UNC and

Duke students are also eligible to apply for Graduate School research, writing, and conference travel fellowships on both campuses. We facilitate student research in the region with support from Tinker, Mellon, the UNC and Duke Graduate Schools, the UNC Dean’s Office of Arts and Sciences, the Duke Office of Global Affairs, and private donors. CLACS and ISA awarded over \$117,000 in 2017 to students to support their research.

**§E: Strength of the Library**

**§E1a Strength of Holdings.** The UNC and Duke Libraries are major regional, national, and international resources. Since 2005, the combined Duke and UNC Latin American collection has

<b>Table E1. Strength of Latin American Holdings, 2016-17</b>			
<b>Holdings</b>	<b>Duke</b>	<b>UNC</b>	<b>Joint</b>
Spanish	263,178	221,771	484,949
Portuguese	35,748	57,910	93,658
English/French/Other	97,664	123,301	220,965
Indigenous	745	1,922	2,667
Specialized/Professional*	11,299	6,511	17,810
Maps	2,455	1,964	4,419
Films/Videos	2,296	2,388	4,684
Print Journal Subscriptions	152	132	284
Subscription Databases	37	20	57
Spanish e-journals	3,094	1,139	4,233
Portuguese e-journals	1,186	1,062	2,248
English e-journals	252	568	820
Exchange Partners	1	23	24
<b>Total Holdings</b>	<b>418,109</b>	<b>418,711</b>	<b>836,820</b>
<b>*Business, Divinity, Health Sciences, Law, Library Sciences Media and Journalism, Medicine, and Nursing.</b>			

ranked third in size and actual expenditures for Latin American collections in the U.S. among libraries reporting to the Seminar on the Acquisition of Latin American Library Materials. Both libraries have moved forward with extensive digital purchases of formats beyond monographs (e.g., databases

containing journals, newspapers, and original documents) while maintaining the print collection that still predominates in the Latin American book trade. All academic units have access to the main library collections and most materials in the professional schools. Both Universities have two types of professional school libraries: integrated libraries include materials in the main library and independent libraries housed in the professional school. Examples of professional school resources include open access databases from Latin America that provide full-text journal

articles from professional journals via Scielo and RedAlyc.

In the past five years UNC expanded its main collection in: 1) indigenous languages and culture materials, including Guaraní, Mapuche, Aymara and Yucatec Maya (e.g., literature based on folklore and myths; resources for language acquisition and cultural context; reference materials, including dictionaries, linguistic atlases and maps). In 2015 UNC acquired two Colombian *chumbe* weavings, a woven sash that conveys narratives by using semasiographic writing rather than a phonetic-based alphabet; 2) Latin American Judaica, including titles from Mexico and a complete microfilm run of *Havaner Lebn*, the main publication of the Ashkenazi Jewish community in Havana, published in Yiddish and Spanish between 1932 and 1960; 3) *Literatura perifera* published by Afro-Brazilian authors; 4) artists' books and small press titles from Brazil, Colombia, Cuba, and Mexico; 5) the Mexican Comics Collection, including mainstream comics, graphic novels, graphic posters, promotional materials and other ephemera; 6) the Flatow Collection of Latin American *Cronistas*, original and early publications detailing the Spanish conquest and colonization; 7) the Stuart Collection comprising nearly 11,000 volumes of Maya-related materials, placing UNC among a small number of significant collections on the archeology of the Maya region. The collection is complemented by materials on Maya Studies in Tzotzil, Tzeltal and Yucatec Maya; 8) Cuban studies materials, including the Catherine Murphy MAESTRA Collection, digital archives used to produce the 2012 documentary film on the 1961 Cuban literacy campaign; and the *Louis A. Pérez, Jr. Collection 1891-2017*, letters chronicling various aspects of life in 20<sup>th</sup> century Cuba.

In the past five years the Duke University Libraries (DUL) expanded its collection in five major areas, including: 1) online databases with exclusive focus on Latin America and the Caribbean. Duke now owns 15 commercial databases that include daily news in Spanish and

Portuguese for use in language classes, specialized primary documents of interest to faculty and doctoral students, and databases containing academic journal articles. Duke has an additional 22 extensive databases containing primary sources with substantial content on the region. It is the largest database collection in the Southeast; 2) print collections related to Luso-Brazilian Studies. DUL is now a member of the Ivy Plus and Borrow Direct group of libraries, which includes a collaborative agreement on Brazil wherein each library commits to purchasing academic publications from one Brazilian state previously poorly collected. In 2015 Duke committed an additional \$6,000/yr. to collect materials from Santa Catarina state; 3) digitization of special collections, including the Radio Haiti archives (1970-2003), acquired in 2012, which are now being digitized through NEH funding. It was the best known media source for opposition to the Duvalier regimes and the first station to broadcast in Kreyol. DUL also worked with the Digital Library of the Caribbean (dLOC) at the University of Florida and Florida International University to make the full run (1948-2003) of the Guantánamo Naval Station newspaper universally available. DUL and UNC continue to cooperate with UFL in their Collaborative Digital Cuban Collections Project with DUL contributing images of the Spanish-language collection of the Russian magazine *Sputnik* which circulated widely in Cuba but is no longer available; 4) acquisition of special collections related to 20<sup>th</sup> and 21<sup>st</sup> century Latin America and the Caribbean, including artists' books created in response to the disappearance of 43 students in Iguala, Mexico; a growing collection of *cartonera*; Cuban artists' books, including a handmade book of the Santería religion; a book composed of food rationing cards illustrating the realities of 56 years of Cuban rationing; and a recent treatment of poetry and photographs by Presidential Inaugural Poet Richard Blanco on the theme of boundaries. The DUL collection of political humor now includes the rare 19<sup>th</sup> century weekly Mexican newspaper *El Valedor* (1884-1885).

Special collections continue to grow as new records are received from Americans for Immigrant Justice; Center for International Policy (records of U.S. diplomat Wayne Smith); Petra Barth photographic collection (images of the U.S./Mexico border). New collections have been received from the Center for Justice and Accountability and El Pueblo, Inc.

**Financial Support for Library Staff and Acquisitions.** Our universities provide \$514,362 in acquisitions funding, \$556,597 for staff salaries and fringe benefits (i.e., seven FTE’s including librarians, assistants, catalogers and student support), and \$13,500 for yearly Latin American librarian travel (Tables D1, E2). UNC and Duke librarians are members of the ISA Advisory

<b>Table E2. Latin American Library Expenditures, 2016-17</b>		
<b>Category</b>	<b>Duke</b>	<b>UNC</b>
Monographs	\$184,654	\$99,561
Print Serials	52,577	20,346
Electronic Databases	48,267	9,454
Films/Videos	8,096	2,275
Special Collections	18,950	61,782
LAMP Membership	800	800
LARRP Project	900	900
Digital Library of the Caribbean	5,000	-
<b>Total</b>	<b>\$319,244</b>	<b>\$195,118</b>

Board and the CLACS Council, respectively, serve on selection committees and editorial boards, and participate in our events. In addition to travel funds from the Libraries, the Consortium provides the Latin American

librarians with Title VI and Mellon endowment funds to support acquisitions trips, attendance at book fairs, and participation in professional meetings, including recent travel to Bolivia, Brazil, Chile, Colombia, Mexico, Peru, Portugal, and Spain.

**§E1b Cooperative Agreements with other Libraries and Online Databases.** Since 1940, our Latin American collections have divided collecting responsibility along geographic lines. Both libraries acquire general instruction materials while specialized research resources are purchased cooperatively to avoid duplication. UNC is responsible for Argentina, Brazil (humanities), Chile, Paraguay, Uruguay, Venezuela, and the Spanish- and French-speaking Caribbean; Duke covers the Andean countries (except Venezuela), Mexico, Brazil (social sciences), Central

America, and the English- and Dutch-speaking Caribbean. The UNC and Duke membership in the Center for Research Libraries and participation in its Global Resources Network, the Latin American Research Resources Project (LARRP) and the Latin American Materials Project (LAMP) serve to expand our international holdings and also give us a leadership role in planning and decision making. Both librarians have served on the LARRP and LAMP Executive Committees. Duke is a partner in dLOC which works with partners in the Caribbean and the U.S. to digitize and make important collections publicly available. Both libraries contribute digital content to dLOC. The project currently receives over one million page uses per month. Both libraries are charter members of Latin America Southeast Region, a consortium of the 10 major regional libraries.

***Access to Library Holdings.*** UNC libraries extend borrowing privileges to students at all universities in the state, as well as to NC residents and alumni. Duke libraries are open to the public and full privileges are given to students and faculty at UNC, NCSU, NCCU, and the National Humanities Center. Duke and UNC use virtual reference software and instant messaging to answer user questions. E-mail links to the Latin American Collection librarians offer specialized reference assistance to scholars and students around the world. Assistance is also offered to our NRC-funded summer College Educator Research Fellows from HBCUs and community colleges. UNC and Duke are members of the Triangle Research Library Network (TRLN), a consortium collection of over 20 million volumes. Both libraries' catalogs are available around the world through their individual Web sites and the combined TRLN catalog accessible via the Web. TRLN offers a free 24-hour inter-library lending service. Both libraries are interlibrary loan net lenders. DUL is also part of the SHARE Virtual Discovery Environment, a platform that allows browsing of library collections organized according to a Library of

Congress initiative called BIBFRAME. Both institutions digitize public domain material by providing content to digital open-access collections including the Digital Public Library of America, Hathi Trust Digital Library, Internet Archive, and the Digital Library of the Caribbean.

**§F Quality of Non-Language Instructional Program**

**§F1 Course Offerings across Disciplines and Professional Schools.** The Consortium provides comprehensive disciplinary and regional coverage of Latin America (Tables F1 and F2).

Academic departments and professional schools teach 383 non-language courses with at least 25% Latin America content (215 have 50-100%). We offer 83 Latin America-content courses in

Table F1. Non-Language Latin American Courses						
# of Courses	Brazil	Caribbean	Central America	Mexico	So. America*	Region
	19	38	23	31	73	200
*Includes courses focused on the Southern Cone and the Andes.						

the professional schools. For

example, at UNC students enroll in *Doing Business in Brazil*, *Journalism International Projects*,

Table F2. Number of Non-Language Courses by Discipline and Percentage of Latin American-content					
Total Interdisciplinary Courses 113		Total 25-49%: 168		Total 50-100%: 215	
Discipline	50-100%	25-49%	Discipline	50-100%	25-49%
Af. American/Diaspora Studies	9	7	Latin American Studies	24	2
American Studies	0	1	Law	1	1
Anthropology	18	19	Linguistics	3	3
Art/Music/Film/Dance/Drama/Documentary Studies	10	8	Literature/Romance Studies (taught in English)	18	8
Biology	2	7	Media/Communications	6	5
Business/Economics	7	4	Planning	1	3
Education	1	2	Political Science	8	7
Environment/Ecology/Geology	9	12	Public Policy	3	16
Geography	7	10	Religion	5	3
Global and Interdisciplinary Stds	10	6	Sociology	7	5
Health	19	24	Women and Gender Studies	2	4
History	39	11	Writing	6	0

or *Media Hub* and have recently completed field projects to Chile, Colombia, Cuba, Ecuador, and Panama. Duke professional school courses include *Exploring Medicine in Foreign Cultures*, focusing on Honduras, and the Fuqua School of Business *Global Academic Travel Experience*

courses which have focused on Argentina, Brazil, Chile, Cuba, and Peru (Table H3).

**§F2 *Interdisciplinary Courses.*** Interdisciplinary work has been a hallmark of the Consortium. Courses are cross-listed, team-taught and/or utilize interdisciplinary approaches (including 113 captured in Appendix C). A third (60 of 180) of our faculty hold joint appointments or shared teaching loads across departments. The undergraduate Latin American Studies curricula are multi-disciplinary by design and require interdisciplinary gateway and capstone courses. UNC students have the option to complete Latin America concentrations in several interdisciplinary majors and minors including Diaspora Studies, Indigenous Studies, Global Studies, Interdisciplinary Studies, and Religious Studies. The Latin American Studies Graduate Certificate, the Global MA, and Religion in the Americas PhD specialization are designed to offer multi-disciplinary perspectives. At Duke, Latin American Certificate students are required to take multi-disciplinary courses, as well as interdisciplinary capstone courses such as *The Global Caribbean* and *U.S. Policy in Latin America*. The Haiti and Global Brazil Humanities Labs together with the new African Diaspora Humanities Lab, and the new courses they generate, strengthen our ability to offer interdisciplinary perspectives in these areas. The Consortium's Research and Training Working Groups foster a cross-campus, interdisciplinary community of Latin Americanists focusing on themes of common interest (§C5).

**§F3 *Number of Non-Language Faculty.*** The 383 Latin American-content courses listed in Appendix C are taught by 121 faculty. Since 2014, eight non-language core faculty have joined our universities in tenured or tenure-eligible positions. Recent senior hires include J. Arce (UNC Geography) and E. Vilches (Duke Romance Studies) and seven junior hires in African, African-American and Diaspora Studies, Cultural Anthropology, English and Comparative Literature, Global Studies, Marine Sciences, Public Policy, and Surgery. These faculty deepen our coverage

in Brazil, Cuba, Central America, Mexico, and Paraguay.

***Pedagogy Trainings.*** The UNC Graduate School offers professional development opportunities for instructional assistants. In 2016, UNC joined the Center for the Integration of Research, Teaching and Learning (CIRTL), a network of research universities committed to preparing future faculty and improving undergraduate education. CIRTL has historically focused on STEM disciplines, but UNC’s opportunities extend to all disciplines across campus through local, on-campus, and online training options. Since 2017, 150 students have participated in the on-campus offerings. CIRTL offers students the chance to obtain up to three levels of credentials based on the amount and types of pedagogical training they have conducted: associate, practitioner, and scholar. The UNC Graduate School also offers the “Preparing International Teaching Assistants Program” to ensure that international students have the pedagogical and cross-cultural communication skills needed for interacting with undergraduates. Most departments also offer discipline-specific trainings. At Duke, the Graduate School offers several programs designed to enhance master’s and doctoral students’ skills in six key areas: teaching and mentoring, communication, leadership, self-awareness, professional adaptability, and professionalism and scholarly integrity. The Certificate in College Teaching provides systematic pedagogical training in current best practices in teaching and learning, instructional technology, and assessment. The Preparing Future Faculty program, in which students interact regularly with faculty mentors at Duke and nearby partner institutions, provides a wider range of educational experiences than are generally available to Duke students. The Emerging Leaders Institute is a one-semester course that provides graduate students with experience in project management and interdisciplinary teamwork, opportunities to practice and develop their communication skills, and individual professional development coaching. The Graduate School requires students to

complete Responsible Conduct of Research training, and sponsors Teaching Ideas Workshops and a Professional Development Series featuring speakers, workshops, and trainings.

**§F4 *Specialized Course Offerings.*** The Consortium offers specialized courses in 35 Arts & Sciences disciplines (Table F1 and Appendix C). Fifteen disciplines, African/American Studies, Anthropology/Cultural Anthropology, Art/Art History & Visual and Media Studies, Comparative Literature, Geography, Global Health, History, Latin American Studies, Political Science, Public Policy Studies, Religious Studies, Romance Studies, Haitian Creole, Portuguese and Spanish, offer a progression from introductory through advanced-level courses. At the graduate level, we offer specialized non-language courses in 14 departments and seven professional schools.

#### **§G Quality of the Language Instructional Program**

UNC and Duke advance development of language proficiency in five ways: 1) performance-based education in basic, intermediate, and advanced language courses; 2) Language Across the Curriculum; 3) integration of instructional technologies and multimedia materials; 4) Study Abroad; and 5) experiential and extra-curricular learning opportunities (e.g., civic engagement/service-learning, language residence halls and clubs). In addition, both universities increasingly support the development of real-time distance learning. In 2018-19, UNC will join the UNC-system Language Exchange to expand the number and diversity of courses available to students including more options in Portuguese and Spanish. Since 2013, Duke has been part of a less commonly taught languages distance learning partnership with the U. of Virginia. Vanderbilt joined the partnership in 2015. Duke offers Haitian Creole, Vanderbilt offers K'iche' Maya.

**§G1-2 *Languages Offered, Enrollment, Levels of Training and Offerings beyond Language, Linguistics and Literature.*** At UNC and Duke, most undergraduates enroll in language courses near the beginning of their academic careers, the core undergraduate curricula on both campuses

require language training beyond intermediate level, and a growing number of entering students place out of elementary Spanish. These factors enhance our ability to promote learning through advanced proficiency and to offer other languages of the region through Levels 1-3 (Table G1).

Table G1. Languages Taught at UNC and Duke, 2016-17			
Language	Level ◇	Enrolled Students*	Course Offerings
Haitian Creole	1-2	33	•4 Language/Linguistics
K'iche' Maya	1-2	10	•4 Language/Linguistics
Portuguese	1-5	904	•31 Language/Lit/Linguistics
Spanish	1-5	6800	•90 Language/Lit/Linguistics •13 Business//Law Health/Medicine •6 Language Across the Curriculum sections
Yucatec Maya	1-3	6	•3 Latin American Studies
<b>Total Enrollment</b>		<b>7753</b>	<b>Total Courses</b>   <b>160</b>
◇ Level 1=1 yr. of study or equivalent instruction; Level 2=2 yrs. of study or equivalent instruction, etc. *Enrollment totals do not include Literature in Translation courses, French or Guarani.			

**Spanish:** As the most commonly taught language, Spanish is offered from elementary through advanced levels through a variety of options including intensive, accelerated, and, at UNC, an online review of level one, Spanish 100, and hybrid courses, Spanish 101 and 102. The hybrid program incorporates one

50-minute face-to-face faculty-led class, one 50-minute peer-led conversation session of 6-8 students, and preparation and practice activities in a rich online learning environment per week. Intermediate and Advanced Spanish undergraduate students can pick from a variety of language, literature, culture, history, Spanish for the professions, service-learning, and Language Across the Curriculum courses or discussion sections. At the graduate level, UNC offers specialized courses in law and health fields, including the Comprehensive Advanced Medical Program of Spanish. At Duke, the Medical and Nursing Schools offer beginning through advanced Medical Spanish courses; the Law School offers Legal Spanish; and the Spanish Language Program offers a Spanish Health and Culture course.

UNC and Duke offer instruction in four less-commonly taught languages: on campus: **Haitian Creole, Portuguese, and Yucatec Maya** (also offered through our summer institute)

and through distance-learning with Vanderbilt: **K'iche' Maya**. UNC also offers a course on **Guaraní** linguistics. Both Duke and UNC have also awarded summer FLAS Fellowships for the study of Guaraní, Kaqchikel Maya, Mam, Miskito, Nahuatl and Quichua.

**Haitian Creole:** Duke offers four semesters of Haitian Creole, beginner through advanced intermediate. The Haitian Creole courses are taught at Duke and also as distance learning courses to students at the U. of Virginia and Vanderbilt. This sequence of Haitian Creole advances students' communicative abilities and integrates cultural materials in Creole. CLACS and ISA both regularly award AY FLAS Fellowships for the study of this language. Students may count the Creole sequence toward a major in Romance Studies, which involves advanced study in two of the department's language/culture sections and an international and experiential learning experience. Students may petition the Romance Studies faculty to substitute one sequence of five foreign language departmental courses with a combination of three courses and a required thesis (involving two semesters of independent study courses) in Creole. A growing number of Creole students have written theses for distinction in either Romance Studies or French, including, in spring 2017, a thesis written entirely in Haitian Creole. Each year Creole instructor Jacques Pierre organizes an array of Haitian cultural events including film screenings, musical performances and lectures. He has also created a series of Creole language-learning videos that were featured in the May 2016 IFLE Newsletter. **K'iche' Maya:** Duke began offering beginner level K'iche' Maya in 2014-15, and added intermediate-level K'iche' Maya in 2015-16. The language is taught through the Less Commonly Taught Language Distance-Learning Partnership with Vanderbilt, with all four courses taught each year by Professor M. Sattler at Vanderbilt. We have awarded Academic Year FLAS Fellowships to Duke and UNC graduate students to enroll in these language classes. **Portuguese:** In 2016-17, on both

campuses, over 900 students enrolled in 31 Portuguese courses (beginning, intensive, accelerated, literature, and culture courses). They are taught by seven UNC faculty including a 2015 tenure-track hire, Assistant Professor C. Sá Carvalho and three Duke faculty including tenure-track faculty L. Aidoo and G. Furtado. In 2014 Duke added the major in Brazilian and Global Portuguese Studies through the Department of Romance Studies. Majors will acquire competency in spoken and written Portuguese, as well as familiarity with the literature and culture of Brazil and Portuguese-speaking regions. As with Haitian Creole, students may count the Portuguese sequence toward a major in Romance Studies. ***Yucatec Maya***: UNC supports the tenured Maya linguistics position (D. Mora Marín) and offers linguistics courses on Mayan inscriptions, development of Mayan texts and orthographic conventions, and Mayan and Zapotec scripts. Dr. Mora Marín and Mayan linguists and native speakers F. Briceño Chel and G. Can Tec offer intensive beginning through advanced Yucatec Maya courses every summer. The Yucatec Maya Institute has trained 80 beginning, 47 intermediate, 26 advanced students from universities nationwide. Today, over 45 program alumni teach Yucatec Maya language or culture courses across the United States. We propose to expand options by offering a two-semester Academic Year beginning level sequence (§A and Budget).

***Options in Disciplines beyond Language, Linguistics, and Literature.*** Since 2014, the UNC and Duke Language Across the Curriculum (LAC) programs have enabled more than 280 students to integrate high-level Spanish and Portuguese language skills into interdisciplinary coursework in Anthropology, Business, Regional Planning, Environmental Studies, Global Studies, History, Political Science, and Public Health. New sections for *Introduction to Latin American Music* (Spanish) and *Brazilian Performance in Music and Dance* (Portuguese) will be offered at UNC next year. LAC courses can be full classes (3 credits) or discussion sections of

classes in Arts & Sciences (1 credit) where all work is in the target language. We propose to expand offerings by developing sections in Art and Latin American Studies (§A). The Duke Dean of Arts & Sciences continues to support a program of LAC courses such as *Soccer Politics* in Portuguese and *Voices in the Environment* and *Voices in Global Health* (both Spanish).

On both campuses, service-learning has long been incorporated as a method to integrate the teaching and learning of languages with meaningful community service. At UNC, 397 students in service-learning intermediate and advanced level Spanish courses complete a minimum of 30 hours of supervised service in the Spanish-speaking community. Similarly, Duke’s Spanish Service Learning Program offers five intermediate level courses. Students spend 15-20 hours per semester providing translation in schools, hospitals, or non-profit organizations. These courses are part of the Community-Based Language Initiative, focused on building bridges between Duke students and different language communities with options in Ecuador or Mexico. Students can also combine language training and service-learning through the Study Abroad programs in Mexico and Peru (UNC) and Brazil, Chile, Costa Rica, and Cuba (Duke).

**§G3 Faculty in Language Instruction and Performance-based Pedagogical Training.**

<b>Table G2 Language Teaching Faculty</b>		
<b>Language</b>	<b>Faculty</b>	<b>Instructors</b>
H. Creole	-	1
K. Maya	-	1
Portuguese	3	10
Spanish	17	26
Y. Maya	1	2

The core faculty who teach language and literature are listed in Appendix A. Spanish Language Program Directors G. Cowell (UNC) and L. Paredes (Duke) supervise a cadre of language coordinators, instructors, and graduate teaching fellows. R. Vernon directs the UNC Portuguese program and the Duke Portuguese program is directed by M. Silva. Haitian Creole is taught at Duke by J. Pierre. Faculty who teach Maya courses include linguists and native speaker F. Briceño and G. Can Tec and linguist D. Mora Marín (UNC). They are assisted by a trained team of native speaker TAs.

The language faculty are trained in performance-based pedagogical methods based on ACTFL standards, emphasizing the four skills of speaking, listening, reading and writing. Many participate in and offer professional workshops on performance-based language education and are leaders in the development of textbooks and multimedia language teaching materials. In 2013

Table G3. Selected Publications & Teaching Materials	
Faculty	Title(s)
F. Briceño Chel	<i>Manual de Comunicación para Médicos</i> , Ediciones El Otro, (2013) Spanish-Maya
G. Can Tec	U nu'ukbesajil u ts'íibta'all maayat'án, SEP-INALI (2014) (Maya orthography norms)
J. Clifford	"Talking about Service-Learning: Product or Process? Reciprocity or Solidarity?" <i>Journal of Higher Education Outreach &amp; Engagement</i> (2017)
G. Cowell and J. Linqvist	<i>¡Anda!: Curso elemental and Curso intermedio 3rd. ed. Pearson</i> (2017)
B. Estigarribia	Guarani Linguistics in the 21st Century, <i>Koninklijke Brill</i> , (2017)
J. Mack	<i>¡A su salud! Spanish for Health Professionals</i> . DVD and textbook (2005)
D. Mora Marín	"Testing the Proto-Mayan Hypothesis." <i>International Journal of American Linguistics</i> (2016)
L. Paredes	<i>Gente: Nivel Intermedio</i> textbook (2013)

and 2015, the Haitian Creole instructor attended technology training workshops at Florida International. He also participated in the Less Commonly Taught Distance Learning workshop held at Vanderbilt (2016), and the Chicago Language Symposium: Learning from LCTLs (2018). In

2017 the Portuguese and Haitian Creole instructors participated in the ACTFL Oral Proficiency Interviewing Training Workshop. The Yucatec Maya instructors and TAs participate in regular trainings including a three-day workshop hosted in 2015.

The UNC Center for Faculty Excellence and the Language Resource Center, and the Duke Center for Instructional Technology assist faculty to achieve better teaching and learning outcomes through workshops, one-on-one training, and departmental training sessions. At UNC and Duke, language pedagogy training for graduate students includes an intensive pre-teaching workshop and semester-long, three-hour/credit courses that explore second-language acquisition theories and teaching methodologies, with an emphasis on communicative language teaching and proficiency-oriented instruction. Additional training is provided to LAC instructors.

**§G4 Quality of the Language Program.** Foreign language instruction at UNC and Duke is structured to meet or exceed national goals and to produce proficiency in both productive and receptive skills and in cultural competence. As recommended by the Association of Departments of Foreign Languages, class size for foreign-language instruction is capped at a maximum of 19 students. In beginning courses, instruction is proficiency-oriented and interactive, focusing on rapid acquisition of speaking and listening skills and on grammar sufficient to support these skills. Cultural exposure is introduced via authentic materials: texts, multimedia resources, internet activities, and presentations by native speakers. The outcome at this level is ACTFL equivalent novice-high or intermediate-low for speaking and writing, and intermediate-low to mid for reading and listening as evaluated in part by oral interviews with trained instructors. In intermediate courses, students are exposed to longer and more complex cultural and literary media. The focus shifts to skills in writing, reading, and developing grammar and vocabulary, but continues to develop speaking and listening skills. Upon completion, ACTFL equivalency is intermediate-mid to -high or advanced-low for speaking and writing, intermediate-high or -advanced for listening, and advanced for reading. Interviews are conducted for each student at every level, and oral and written tests reflect proficiency goals by requiring students to use the language in authentic contexts and to carry out real-life tasks. Advanced courses follow several tracks, with language and Latin American Studies concentrators generally going on to advanced language courses, literature courses, LAC, or specialized seminars taught in the target language. Professional school students can take courses such as Business, Legal, and Medical Spanish.

All language classrooms are equipped with multimedia capabilities and provide collections of digitized audio and video materials over the campus network. The UNC Digital

Arts and Collaboration Lab (DACL) and Duke's Center for Instructional Technology (CIT) offer technology solutions and educational materials for students and faculty. The DACL and CIT provide online tutorials and workshops on multimedia teaching, equipment training, software/hardware troubleshooting, and using technology to document student proficiency and language development. Students may post class videos for practice and create collaborative projects with peers using text, voice, or video and for self-evaluation. The UNC DACL Tech Lounge, the Duke Link Teaching and Learning Center, and the Duke Instructional Technology Lab provide multimedia facilities for student and instructor use. Among the resources featured at these facilities are projection theater and exhibition space, a video conference classroom equipped with multidirectional camera, and wireless multimedia classrooms with PC, laptop and tablet workstations, built-in technology including videoconferencing, region-free or multi-region DVD/CD player, document cameras, and auxiliary wall connection. The Haitian Creole and K'iche' Maya distance learning classes are taught in a classroom equipped with Cisco TelePresence, a high-quality video conferencing system that allows students to see each other on large screens, making it appear as if participants are in the same room. Next year the distance-learning classes will also experiment with Zoom software.

## **§H Quality of Curriculum Design**

### ***§H1 Latin American/Caribbean Instruction in Undergraduate Programs & Requirements.***

The BA and undergraduate certificate programs at UNC and Duke are designed within an interdisciplinary framework and a commitment to rigorous language training. The programs' requirements serve to ensure that upon completion students will have a robust command of language skills and a broad range of methodological and disciplinary perspectives (Table H1). An increasing number of our students join honors programs requiring a combination of primary

research, advanced coursework, and a senior thesis, and apply to ISA, CLACS, and other university sources for grants to conduct research or study in Latin America (§H4). At UNC, Latin American Studies core courses are taught by senior faculty who dedicate a portion of their teaching assignment to the major (F. Babb, L. Pérez and C. Radding) including the introductory and capstone courses. A Graduate Assistantship offers two student-designed Latin American Studies courses. The Duke Certificate core course, *Introduction to Contemporary Latin America*, is taught regularly by J. Olcott and J. French, or their advanced PhD students. Recent capstone seminars have included: *Afro-Latin America* (L. Aidoo); *The Global Caribbean* (M. Crichlow); and *Memory & Documentary Cinema in Latin America* (G. Furtado).

**§H2: Academic and Career Advising.** Consortium faculty and staff assist students as they compete for grants, internships, study, research, and career opportunities. ISA and CLACS ensure that grantees comply with all Institutional Review Board regulations. Faculty serve as mentors throughout the students' academic careers, sharing insight and information designed to expand their intellectual horizons and ability to conduct research in Latin America. Core Latin Americanist faculty work closely with the Academic and Study Abroad Advising Offices. Staff and librarians advise students through information posted on the website and listserv, sessions, specialized conference panels (e.g., Copyright and Academic Publishing), classroom presentations, and individual meetings. At UNC, the ISA Executive Director serves as Director of Undergraduate Study for the Latin American Studies major as well as advising graduate and professional students. She coordinates with the general education Academic, Study Abroad, and Open Access Advisors, and departmental Directors of Graduate Studies. Through an Alumni Portal, ISA graduates stay connected with one another and receive information about resources and opportunities. The CLACS Academic Program Coordinator advises undergraduate and

<b>Table H1. Undergraduate Programs, Participation Rates, Requirements, 2014-18</b>	
<b>Program/Participation</b>	<b>Requirements</b>
Certificate in Latin American Studies (Duke) 13 certificates awarded	<ul style="list-style-type: none"> <li>• 5 area courses including Gateway; Interdisciplinary Capstone Seminar; and upper level courses</li> <li>• 3 courses in Spanish, Portuguese or French or 2 LCTL courses (e.g., Haitian Creole or Maya)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>54% of undergraduate certificate students exceeded the language requirement.</b></li> </ul>	
Major/Minor: International Comparative Studies Latin America concentration (Duke) 24 degrees awarded	<ul style="list-style-type: none"> <li>• 10 area courses (5 for Minor) including Gateway; Interdisciplinary Capstone Seminar; and upper level courses</li> <li>• 4 courses (2 for Minor) in Spanish, Portuguese, French, or Haitian Creole</li> </ul>
Major/Minor: Spanish/Latin American Studies, Romance Studies (Duke) 196 degrees awarded	<ul style="list-style-type: none"> <li>• 7 language/literature courses (5 for Minor) taught in Spanish (including Survey and 3 upper-level courses)</li> <li>• 3 Latin America area courses from outside department</li> <li>• Proficiency in Portuguese strongly encouraged</li> </ul>
Major: Brazilian and Global Portuguese Studies, Romance Studies (Duke) New major starting Fall 2014 4 degrees awarded.	<ul style="list-style-type: none"> <li>• 10 courses total, including 6 language/literature courses taught in Portuguese</li> <li>• 4 Brazil-focused area courses from outside department</li> <li>• At least 8 courses overall above 300-level</li> </ul>
Major: Global Studies, Latin America (UNC) 260 degrees awarded	<ul style="list-style-type: none"> <li>• 10 area courses (4 on Latin America) including Gateway, Interdisciplinary Capstone Seminar and upper level courses</li> <li>• 6 courses, or equivalent, in 1 modern language or 4/2 courses, or equivalent, of two modern languages</li> </ul>
Major: History, Latin America 5 degrees awarded	<ul style="list-style-type: none"> <li>• 10 history courses (6 on Latin America) including the Interdisciplinary Capstone Seminar and upper level courses</li> </ul>
Major: International Business, Latin America (UNC) 40 degrees awarded	<ul style="list-style-type: none"> <li>• 6 area courses including study abroad or global immersion</li> <li>• 4 language courses, or equivalent, including Working Language Spanish for Beginners</li> </ul>
Major: Latin American Studies, LTAM (UNC) 31 degrees awarded	<ul style="list-style-type: none"> <li>• 10 area courses including Interdisciplinary Capstone Seminar and upper level courses</li> <li>• 5 courses, or equivalent, in Spanish, Portuguese or Maya</li> </ul>
<ul style="list-style-type: none"> <li>• <b>88% of LTAM Majors exceed the language requirement; 44% study two languages of the region.</b></li> </ul>	
Major: Religious Studies: Religion in the Americas (UNC) 4 degrees awarded	<ul style="list-style-type: none"> <li>• 9 religious studies courses: 6 inter-disciplinary and 3 upper level courses including Capstone Seminar.</li> <li>• 4 language courses, or equivalent, in relevant language.</li> </ul>
Major: Romance Studies (UNC) Track 1: Hispanic Literature and Cultures Track 2: Spanish Linguistics Track 3: Portuguese  Minor: Romance Studies (UNC) Track 1: Hispanic Studies Track 2: Spanish for the Professions Track 3: Portuguese 429 major degrees; 729 minor degrees awarded	<ul style="list-style-type: none"> <li>• 8 upper level courses including Capstone Seminar. 50% (or more) of coursework focuses on Latin America (Brazil for Portuguese track)</li> <li>• Prerequisite: 4 Spanish or Portuguese courses.</li> <li>• 5 courses including upper level Spanish or Portuguese</li> <li>• Prerequisite: 5 Spanish or Portuguese courses.</li> </ul>

graduate certificate students. Duke Academic Advising also provides trained Global and Civic Engagement advisors to assist students in making use of global opportunities and building intercultural competencies. The UNC and Duke Career Centers provide extensive counseling,

resource libraries, on-line services, workshops, and on-campus recruiting geared toward students seeking foreign opportunities. The UNC Area Centers collaborate with UNC Career Services to provide faculty expertise at career sessions and host annual global career workshops with program alumni discussing their career trajectories and providing practical advice. The 2018 panelists at Global Career Night, for example, included an immigration lawyer, a U.S. Military Academy professor, a small business owner, and a board member from a local non-profit. At Duke, the Sanford School of Public Policy, the Nicholas School of the Environment, and the Global Health Institute have full-time career and internship advisors who work with students pursuing international training and career paths.

**§H3 Training Options for Graduate & Professional School Students, Program and Language Requirements.** Graduate students specialize in Latin America throughout Arts & Sciences

<b>Table H2. Latin American Studies Graduate Certificates 2014-18</b>		
<b>Program</b>	<b>Requirements</b>	<b>Certificates Awarded</b>
Duke Graduate Certificate in Latin American and Caribbean Studies	<ul style="list-style-type: none"> <li>• 6 courses focused on region (18 credits total)</li> <li>• Dissertation/thesis on Latin American/Caribbean topic</li> <li>• Demonstrated proficiency in a language of region</li> </ul>	Duke Latin American Studies Certificates awarded 37 (19 professional schools) to students in: Cultural Anthropology, Experimental and Documentary Arts (MA); History, International Development Policy (MA), Global Health (MS), and Liberal Studies (MA); Political Science, and Romance Studies.
UNC Graduate Certificate in Latin American Studies	<ul style="list-style-type: none"> <li>• 5 courses focused on region (15 credits total)</li> <li>• Completion of thesis, dissertation or equivalent on a Latin American/Caribbean topic</li> <li>• Advanced Proficiency in Spanish or Portuguese</li> </ul>	UNC Latin American Studies Certificates awarded 45 (12 professional schools) to students in: Anthropology, Geography, Global Public Health (MA and PhD); History, Media, Political Science, and Romance Studies.

departments and the professional schools. Over the past five years, at least 103 master’s theses and dissertations have focused on the region (82 Arts & Sciences; 21 Professional Schools) at both schools. Students who enroll in these degree programs can simultaneously earn a UNC or Duke Graduate Certificate in Latin American Studies. For details, see Table H2.

<b>Table H3. Professional Training Programs &amp; Participation Rates in Latin America since 2014</b>
<b>Duke Fuqua School of Business</b> tied 11 <sup>th</sup> overall, USN&WR, 2018 <i>Global Academic Travel Experience</i> courses and <i>Global Executive MBA</i> with trips to Argentina, Brazil, Chile, Cuba, Peru. (81 students). <i>Doing Business in Latin America</i> , annual conference.
<b>UNC Kenan-Flagler Business School</b> 19 <sup>th</sup> overall, 4 <sup>th</sup> online MBA, USN&WR, 2018 <i>MBA Exchange</i> (semester), <i>Doing Business In</i> (short-term) to Argentina, Brazil, Chile, Costa Rica, Mexico and Peru and <i>Star Global</i> to Brazil (251 students)
<b>UNC School of Dentistry</b> , 13 <sup>th</sup> overall QS World University Rankings, 2018 Service-learning programs: <i>Brazil, Mexico and Nicaragua Projects</i> (100 students)
<b>UNC School of Education</b> , 11 <sup>th</sup> Special Education, USN&WR, 2018 Developing new short term Study Abroad program in partnership with U. San Francisco de Quito to foster research, education, and outreach in the Galapagos for MAT and BA in Science Teaching students.
<b>Duke Nicholas School of the Environment</b> 6 <sup>th</sup> Environment and Ecology, USN&WR, 2018 Joint Environment/Public Policy <i>PhD on Environmental Policy</i> . Additional PhD programs focus on <i>Ecology, Marine Sciences, Conservation, and Earth and Ocean Sciences</i> . Professional degrees include <i>Master of Environmental Management</i> and <i>Master of Forestry</i> .
<b>UNC School of Law</b> <i>Immigration and Human Rights</i> , offers clinic training—primarily Central American and Mexican case work; and 9 Latin American-based study/practice abroad programs. (28 students)
<b>UNC School of Media and Journalism</b> Global Immersion Programs with Pontificia Universidad Católica Argentina and Pontificia Universidad Católica de Chile and International Projects (Argentina, Cuba, Ecuador, Panama). (120 students)
<b>Duke School of Medicine</b> 10 <sup>th</sup> for research, USN&WR, 2018 Inter-disciplinary <i>M.S. in Global Health</i> designed for students, researchers, policy makers, and practitioners, who choose a field experience abroad including partners in Costa Rica, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Peru; <i>Exploring Medicine in Foreign Cultures</i> course with 10-day field trip to Honduras. (51 students)
<b>UNC School of Medicine</b> 1 <sup>st</sup> in Primary Care, USN&WR, 2018 Offers <i>Global Health Modules</i> and <i>Medical Spanish</i> courses (500 students), and internships in Argentina, Brazil, Costa Rica, Guatemala, Honduras, Mexico, Nicaragua, and Peru (300 students).
<b>UNC School of Nursing</b> 14 <sup>th</sup> overall, USN&WR, 2018 <i>Health Care in Global Health</i> course offers sections in Guatemala; and partnerships with Universidad Autónoma de Tamaulipas, Mexico and the Galapagos Science Center, Ecuador (30 students).
<b>Duke School of Nursing</b> 2 <sup>nd</sup> overall, USN&WR, 2018 International training/research programs (Barbados, Guatemala, Honduras, Jamaica, Nicaragua)
<b>UNC Gillings School of Global Public Health</b> 1 <sup>st</sup> public, 2 <sup>nd</sup> overall, USN&WR, 2015 (last year reviewed) MA and PhD concentrations in <i>Global Health</i> , Residential and Online Certificates in Global Health. The <i>Gillings Global Gateway</i> offers partnerships in 9 Latin American countries and the Pan American Health Organization as priority areas for research, teaching, and service (30 students)
<b>Duke Sanford School of Public Policy</b> 18 <sup>th</sup> overall USN&WR, 2018 <i>Masters in International Development Policy</i> and <i>Global Public Policy</i> MA programs prepare individuals for careers in foreign policy, international development, trade, human rights, democratization, and security and humanitarian intervention. (65 students working on Latin America in 4 years)
<b>UNC School of Social Work</b> 5 <sup>th</sup> overall USN&WR, 2018 UNC Board of Trustees recently approved the new Global Social Development Innovations Center to focus on enhancing the lives of marginalized populations around the world.

At UNC, students may earn an MA or PHD in Latin American History, Religion in the Americas or Romance Studies. MA and PhD programs offering training in Latin America also

include Anthropology, Art History, Comparative Literature, Geography, Global Studies, Music, Sociology, and Political Science. The Gillings School of Global Public Health has long trained students to work in Latin America. Currently students are working in Barbados, Bolivia, Brazil, Chile, Colombia, Cuba, Dominican Republic, Guatemala, Guyana, Haiti, and Nicaragua.

Recently, the UNC Chancellor mandated all academic units to increase international content. The School of Dentistry is expanding training options in Brazil; the School of Education in Ecuador; and the School of Nursing is recruiting a Senior Associate Dean for Global Programs. MA and PhD programs require students to document the language proficiency necessary to complete their research. The UNC Graduate School administers the Foreign Language Proficiency Assessment exam for students to document their language skills. The exams are offered in all commonly-taught languages and LCTLs upon request, and include the translation of general interest text and a section focused on reading comprehension skills. Spanish-language courses designed for students in the Professional Schools are offered through intermediate (Business and Medicine) and advanced (Public Health/Health Affairs) levels. Graduate and professional students may also obtain training through summer intensive language programs.

At Duke Masters and PhD programs training students on the study of Latin America include Art History/Visual Culture, Cultural Anthropology, Experimental/Documentary Arts, History, International Development, Political Science, and Romance Studies. Most have rigorous foreign language requirements. With two recent faculty hires, Duke's Romance Studies has expanded its offerings in Brazilian Portuguese; as a result one-third of Latin Americanist graduate students in the department since 2014 are focusing on Brazilian Portuguese. Most of our Latin Americanist graduate students are advanced proficient in Spanish or Portuguese, and often also study another language of the region such as Haitian Creole. All recipients of research

grants are required to demonstrate functionality in the language of the country to be visited.

Both ISA and CLACS actively recruit participation from the professional schools and underrepresented fields. Table H3 highlights professional schools' training programs in Latin America. ISA currently supports assistantships for students from Arts & Sciences Departments and the Schools of Public Health and Medicine. CLACS Fellowships support students in Art/Art History, History, Political Science, and Romance Studies (including Brazil studies). We award FLAS Fellowships to professional school MA degree students on both campuses including 28 awards since 2014. The Consortium's Research and Training Working Groups and the annual conference play a critical role in incorporating interdisciplinary training options for graduate students working on Latin America (e.g., cross-campus discussion and public presentation of research, coordination of teaching, and publication). Over 60 students participate annually. In the last four years, the Consortium funded travel for over 90 students presenting their work at professional conferences (e.g., Latin American Studies Association, Modern Language Association, Southeast Council on Latin American Studies, Association for Tropical Biology & Conservation, International AIDS Society, etc.).

**§H4 *Research Opportunities and Study Abroad.*** ISA and CLACS provide funding for undergraduate research and study abroad in Latin America through annual competitions. Since 2014, 64 UNC and 38 Duke undergraduate students have received grants through our endowed programs. In addition, the UNC Office of Undergraduate Research (OUR) provides opportunities for students to engage in research, mentored scholarship, and creative performance. OUR pairs students with Faculty Research Advisors to help students present their research results through publications, poster, and conference sessions. Nineteen undergraduate projects focused on Latin America in the past four years in Biology, Economics, Environmental Science, Geography,

Global Studies, Latin American Studies, Psychology and Romance Studies. At Duke, the Undergraduate Research Support Office serves a similar purpose. About 220 awards for research and training in Latin America were made through University-wide competitive programs such as the Dean’s Summer Research Fellowships and Mellon Mays Fellowships.

Both universities provide opportunities for students to conduct research and service in Latin America and the Caribbean. These may include academic year research-intensive courses taught partially abroad such as UNC’s *Latin American Immigrant Perspectives* (Mexico) or

<b>Table H4. UNC &amp; Duke Study Abroad Options &amp; Enrollment since 2014</b>				
<b>Country</b>	<b>UNC</b>		<b>Duke</b>	
	<b># of Programs</b>	<b>Students Enrolled</b>	<b># of Programs</b>	<b>Students Enrolled</b>
Argentina*	9	206	8	55
Bolivia	1	2	2	13
Brazil*	4	144	5	41
Chile*	7	130	5	30
Costa Rica*	6	129	6	305
Cuba	1	8	1	11
Dom. Rep.	1	2	-	-
Ecuador*	6	90	1	5
Guatemala	2	54	0	1
Jamaica	1	4	-	-
Mexico*	4	52	1	2
Nicaragua*	1	20	0	1
Panama*	1	34	0	0
Peru*	4	54	0	1
Trinidad	1	1	-	-
Turks&Caicos	1	1	1	1
Uruguay*	2	8	0	0
<b>Total</b>	<b>50</b>	<b>815</b>	<b>30</b>	<b>466</b>
*Includes options in: Business, Journalism, Health Affairs, and STEM fields.				

Duke Bass Connections which provides funding for interdisciplinary research teams that include faculty, graduate students, and undergraduate students (Brazil, Guatemala, Honduras, Peru). Duke also provides full funding for undergraduates who wish to pursue an immersive (8-week minimum) experience such as DukeEngage *Chile: Developing Workforce Skills and Conserving the Forest Environment*. Both universities strongly encourage study abroad to enable undergraduates to appreciate international contributions to knowledge and operate effectively within a transnational and multi-cultural environment. Table H4 summarizes program options

and student participation in approved programs. Students may petition for approval of new programs. At Duke, 53% of undergraduate students study abroad for academic credit, as do close to a third of UNC students. Study abroad fairs, peer advising, and post-travel reflection courses

play an important role in fostering a culture of global education. Duke has expanded its Latin American study abroad faculty-led programs. New programs in Chile (*The Language and Culture of Entrepreneurship in Latin America*) and Cuba (*The Politics of Salsa: Music, Urban Spaces, and Globalization*) are being inaugurated this summer. Additional opportunities are available in Brazil and Costa Rica. Duke students may also select from 18 programs offered by other institutions. New Study Abroad initiatives being launched at UNC include a service-learning program in Peru where students work with Quechua communities and gain business skills. During 2016-17, UNC offered eight faculty-led programs and coordinated with 42 programs offered by other institutions' study abroad and summer language programs in the Americas. The Consortium offers Summer Fellowships with FLAS and, at UNC, institutional funds to undergraduate and graduate students wishing to study languages through summer programs offered by other institutions. This summer we are supporting study of Haitian Creole, Nahuatl, Portuguese, Yucatec Maya. Other summers we have also supported study of Guaraní, Miskito, and Quichua. UNC and Duke Study Abroad programs attract undergraduate and graduate students from universities across the country. They receive academic credit while remaining enrolled at their home institutions, and apply financial aid toward program costs.

## **§I Outreach Activities**

**§I1. *Regional and National Impact of, and Faculty and Professional School Involvement in, Consortium Outreach Activities.*** Our Outreach Program draws upon a long history of cooperation with local and regional schools, colleges, universities, the community at large across the state and into the Mid-South, and beyond. Since its inception in 1991, the Outreach Program has developed into a dynamic educational center partnering with K-16 schools, disseminating

materials through a lending library and websites, sponsoring community events, and distributing

<b>Table I1. Communities Served, 2014-18</b>		
<b>Communities Served</b>	<b>Impact</b>	
	<b>Direct</b>	<b>Indirect <math>\diamond</math></b>
K-12 Educators	421	1263
K-12 Students	925	94,725
Post-Secondary Educators	439	1317
Post-Secondary Students	160	122,920
Business/Media Professionals	300	-
General Public	48,000	-
$\diamond$ Average indirect impact for educators: K-16: 3 per teacher $\diamond$ Average indirect impact for students: Grades K-5: 25 students per teacher; Grades 6-12: 25 students x 3 classes x 2 semesters = 150 students per teacher; Postsecondary: 35 students x 4 classes x 2 semesters = 280 students per teacher		

resources to museums, businesses, media, and government. The K-12 and post-secondary educators directly impacted by our programs learn new pedagogies and acquire new curricular content for their classes and colleagues. (Tables I1 and I2).

In organizing workshops, film festivals, exhibits, lectures, and other events, our faculty, students, and staff work collaboratively with educators, service providers and communities to

<b>Table I2. Latin American Outreach Resources, 2014-18</b>	
<b>Outreach Resources (borrowed, screened or downloaded)</b>	<b>Number Distributed*</b>
Curriculum Materials/K-12 Book Collections	83,500
Culture Boxes	857
Latin American Films	1400
Film Collection Web Sessions	12,438
Radio, Podcasts, Webinars, Downloads	1,799
Art and Cultural Exhibits	13
Informational Exhibits	16
*Over 25% of our Lending Library resources are shipped to rural districts. All resources are shipped free of charge.	

integrate high quality Latin America content. From 2015-17, led by UNC faculty K. Caldwell and in collaboration with 20 UNC and Duke professors and librarians, we worked with the NC Department of Public Instruction and

Durham Public Schools to develop the African Diaspora Fellows Program, a professional development series of workshops and summer institutes, to create new lessons plans, You Tube presentations, and classroom resources to integrate the African diaspora to the NC curriculum. The program was extended into a second year through a grant from the NEH. Appendix A offers additional examples of faculty involvement in outreach activities, including the 2018 workshop on “Environmental Issues in Latin America and the Middle East,” organized with the Duke-UNC Middle East Studies Center and faculty from Duke’s Nicholas School of the Environment and

UNC's Department of Geography. The Outreach Program extends its state-wide reach through collaboration with UNC's World View and Carolina Navigators, and the Duke Office of Durham and Regional Affairs. Collaborations are maintained with faculty from NC community colleges, NC Central and Winston Salem State Universities (both HBCUs), county libraries, and local museums. Materials and programs are shared nationally through our Consortium and the Consortium in Latin American Studies Programs (CLASP) websites. One of the most used resources, the film guides, are accessed most often by patrons in North Carolina, California, New York, Florida, Texas, Illinois, Massachusetts, Pennsylvania, Virginia, and New Jersey.

The Outreach Program collaborates with the CLASP Outreach Committee on the selection of the Américas Award for Children's and Young Adult Literature, to publish best practices, and to maintain a database of K-16 resources offered by all Latin America NRCs. In addition, we are pleased to note that a NC high school teacher was selected as recipient of the 2016 CLASP K-12 Teaching Award. The Outreach Program collects data on inquiries, attendance, post-event evaluations, and participant contacts to measure output and impact. All outreach activities are held in buildings accessible to the disabled. Special effort is made to reach underserved populations, including teachers from districts with large minority populations, schools defined by the state as "low performing," community colleges (Title III) and HBCUs.

**§IIa. Outreach to Elementary and Secondary Schools.** North Carolina serves more than 1.5 million K-12 public school students enrolled in 2,557 schools. Every school district and more than half of schools in North Carolina receive Title I funding. Over 21% of children in North Carolina live in poverty, slightly higher than the national average and ranking 37<sup>th</sup> in the nation. In 2014-18, we worked with teachers representing all NC Board of Education districts, and particularly with schools experiencing an increase in students arriving from Latin America. We

seek to establish meaningful partnerships to share resources, to enhance educational capacities, and promote pedagogical best practices. To this end, the Consortium sponsors professional development workshops, in-service teacher training, study tours, a library of instructional materials, speakers' series, traveling exhibits, and Web-based curriculum units. For example, a 2018 teacher study tour to Mexico, organized with the Duke Office of Durham and Regional Affairs (DARA), trains teacher teams from Durham Public Schools (DPS). The trip included four pre-departure workshops followed by an eight-day visit to Guanajuato with home stays and school, community, historical, and cultural tours. The experiences in Mexico, with the aid of bilingual, bicultural curriculum specialists, will enable the 10 teachers to integrate Latin American culture into their lessons. The newly-created curricula will be shared with DPS educators at regional conferences/workshops and posted on the CLACS website. Thanks to the Consortium NRC grant and support from the Duke Office of Global Affairs and the Duke Office of the President, each teacher paid only \$500 for this important professional development; the balance was covered by the above sources. Workshop programs include distribution of toolkits containing articles on evidence-based pedagogy, curriculum materials, film guides, online resources, books, and methods synopses aligned with the common core. Teachers receive Continuing Education Units for participating in our K-12 workshops. Through collaboration with UNC World View, we reach more than 600 K-12 teachers and administrators, thereby enabling us to distribute state-of-the-art instructional resources, expand our reach in the state, maintain communication with teachers. We also worked with Durham Public Schools Hub Farm to create curricular materials for the Latin American Garden Project.

Table I3. Sample of K-12 Outreach Activities, 2014-18			All funded in part by Title VI		
Activity (Duration, Location)	Participants	Partners / Presenters	Impact		Outcomes
			Direct	Indirect $\diamond$	
Migration and Human Rights: Voices from Latin America and the Middle East (UNC, 1 day)	K-12 educators	Duke-UNC Middle East Studies Center, Duke and UNC faculty	23	3,450	Teachers participated in training sessions, and received curricular resources.
Latin America and North Carolina Symposium (UNC, 2 days)	K-12 educators (15+ counties)	UNC World View	220	19,250	Teachers participated in training sessions and received curricular resources.
Connecting the Americas Scholars Program: From Durham, NC to Guanajuato, Mexico (Duke, pre-departure workshops, 4 days + Guanajuato visit, 8 days)	K-12 educators, (1 county)	Durham Public Schools, Duke Office of Durham and Regional Affairs	8	1,200	Teachers will publish research in journals, develop curricular units, present at local/ regional seminars, and engage school staff in implementing research-based strategies.
$\diamond$ Average indirect impact: 25 students/class for elementary schools; 25 students/class x 3 classes per day for middle/high schools x 2 semesters = 150 students per teacher.					

**§I1b. Outreach to Postsecondary Institutions.** The Consortium works with local and regional four-year and community colleges. Faculty from these institutions participate in our College Educator Research Fellowship (CERF) program, and attend Consortium conferences and events. These programs have had a decisive curricular impact. For example, Winston Salem State developed a new course, *Latin American Women Artists*, and new study abroad programs in Brazil and Cuba. NC Central strengthened Latin American and Caribbean dimensions in their Jazz Studies curriculum. The CERF program is targeted to HBCUs and community colleges to develop Latin America-specialized curriculum. Fellows conduct research and engage faculty and librarians on both campuses. Many new Latin American courses, publications, and long-term programs have been created at their home institutions as a result of the Fellowship. The Outreach Coordinator also worked with Duke Performances and the American Dance Festival to distribute at no cost tickets to community college students and instructors to attend Latin America/ Caribbean-related performances.

<b>Table I4. Sample of Post-Secondary Outreach Activities, 2014-18</b>		<i>*Funded in part by Title VI, □ Title III, or HBCU</i>
<b>Activity</b>	<b>Partners</b>	<b>Participants</b>
Mural painting, printmaking demonstrations, exhibit, and class visits by Mexican muralist and printmaker Sergio Sánchez Santamaría	Duke Vice Provost of the Arts, Center for Latin American and Caribbean Studies, Department of Art, Art History & Visual Studies, University Libraries, Durham School of the Arts, and Durham Technical Community College	1,500
64 <sup>th</sup> Southeastern Council of Latin American Studies Conference*	UNC Charlotte, Winthrop, Wingate, and the Consortium of Latin American Studies Programs (CLASP)	265
Discussion and Workshop on Peacebuilding and Urban Violence in Latin America	Duke Sanford School of Public Policy, RTI International, World Bank, Chemonics Intern <sup>t</sup> l	75
Talk on Security Challenges in Central America, South America and the Caribbean by Former Commander in Chief of U.S. Southern Command	Duke Center for Latin American and Caribbean Studies, Duke Program in American Grand Strategy	50
UNC World View Global Education Symposia for Community Colleges, annual	World View and NC Community Colleges <sup>□</sup>	464
NC Latin American Film Festivals, annual during Hispanic Heritage Month*	NC Central, Durham Technical Community College, local movie theaters	8,457
College Educators Research Fellowships* (competitive curriculum development and research fellowships)	Community Colleges: Asheville-Buncombe Technical, Central Piedmont, Davidson County, Durham Technical, and Pamlico. Universities: NC Central, U.S. Naval Academy, Winston-Salem State, Winthrop	10

**§I1c. Outreach to Business, Media and the General Public.** The Outreach Program collaborates with state and local governments, businesses, museums, churches, and public libraries to sponsor programs, free and open to the public (Table I5). In the past four years, our faculty and staff wrote for or were interviewed by media at the local, national, regional and international levels. The annual Latin American Film Festival brings Latin American voices and viewpoints to university students, faculty, and the public. It is recognized as one of the best film festivals in the region. The Film Festival has expanded our regional, national and international collaborations with peer institutions and cultural producers. Guest film directors are invited to present their work, give talks, organize workshops, and visit classes at UNC and Duke as well as partner institutions in the community.

<b>Table I5. Sample of Outreach Activities to Business, Media, Government, General Public, 2014-18</b>		
<i>*Funded in part by Title VI</i>		
<b>Activity</b>	<b>Audience</b>	<b>Impact</b>
<b>Local</b>		
Latin American Film Series and Haitian Film and Culture Series	Carolina Meadows Retirement Community; Haitian Creole language students and local Haitian-American community	1165
<b>State/Regional</b>		
Latin American Immigration	Local governments; Chapel Hill-Carrboro Chamber of Commerce, Charlotte International Cabinet; local businesses, among others.	500
Latin American Film Festival	Public at large	2000
Latin America Oral Histories	St. Thomas More Catholic Church	40
Interviews about Latin American Art, Culture, Current Affairs	The State of Things, NPR; LaMega 106.9; WCOM 103.9; Fox Latino; Fox50; Univision; WRAL TV	57,000
<b>National</b>		
Gateways/Portales Exhibit of New Roots/Nuevas Raíces	Smithsonian Anacostia Community Museum	20,000
Homeland Security Investigations	U.S. Department of Homeland Security	N/A
Briefings on U.S. Relations with Venezuela	Council of the Americas, Council on Foreign Relations	200
Duke-Mendez Book Award on Human Rights in Latin America	Duke Human Rights Center, Duke Human Rights Archive	175
Interviews, op-ed pieces, and articles on Belize, Cuba, Venezuela, Haiti, Brazil, U.S.-Caribbean relations	BBC, Miami Herald, New York Times, Business Insider, News & Observer, Voice of America, CNN.com, Providence Journal, among others	75,000

Our resource library holds over 660 films. It is among the largest specialized K-12 film collections in the country and includes titles not available elsewhere in the nation, including films in indigenous languages, Haitian Creole and Portuguese. Our culture boxes and traveling exhibits are available to a diverse audience. They are shipped free of charge anywhere in the U.S.. Over 215 culture boxes were lent in 2016-17 reaching 628 classrooms and nearly 20,000 students. Hospitals, law firms, businesses, trade representatives, government and public health officials contact the Outreach Office for advice, speakers, and referrals for translation into Spanish, Portuguese, Maya, Mam, and increasingly Purepecha. This year a Duke Haiti specialist created a series of Haitian cooking and storytelling sessions for a local Daisy Girl Scouts troop. The Consortium publicizes all its activities, events, and resources through mailings and brochures, press releases, Web site and listserv publicity.

## §J FLAS Awardee Selection Procedures

Table J1. FLAS Selection Process for Academic Year (AY) & Summer	
Steps in FLAS Selection Process	Timeframe
Informational meetings about fellowships	Sept-Dec
FLAS competition announcements/advertisement	Nov-Dec
FLAS application (incl. completion of FAFSA form) deadline	Dec-Jan
Work with Financial Aid offices to interpret FAFSA results	Jan-Feb
Interdisciplinary FLAS selection committees (made up of area studies and language faculty and staff) make decisions	Mar-Apr
Summer FLAS notifications	Mar-Apr
Seek approval from IFLE on Summer FLAS awards/travel	Mar-Apr
FLAS notifications ( <i>AY contingent on IFLE funding notification</i> )	Mar-Apr
Pre-course testing (for summer fellows) and post-course testing (for AY fellows) by language instructors	April-May
Submit Summer FLAS report and final AY FLAS report via IRIS	June 1
Seek approval from IFLE on AY FLAS awards/travel	Jun-Aug
Pre-course testing (for AY FLAS fellows) and post-course testing (for Summer FLAS fellows) by language instructors	August
Submit final Summer FLAS report and AY FLAS report IRIS	September 1
Complete biennial survey of FLAS alumni over period of 8 years	Every 2 years

*§JI Advertising, Selection Process and Priorities.* FLAS competitions are coordinated with other area and international studies centers and with the fellowships offices of our schools to standardize

procedures and schedules. We hold separate competitions at UNC and Duke (Table J1) but follow similar selection procedures and criteria. Each year the announcements and guidelines of the FLAS competitions are sent to all Latin Americanist faculty, graduate studies directors, and students on both campuses and posted through our listservs, social media, and campus newspapers. We reach out to incoming students to ensure that they have the opportunity to apply as well. Finally, we include information about summer FLAS competitions in publicity for the Yucatec Maya Summer Institute.

During 2018-2022, we will give preference when awarding fellowships to students who demonstrate financial need per expected family contribution as determined by their Free Application for Federal Student Aid (FAFSA) form. We will also award at least 25% of our academic year FLAS fellowships for the study of modern foreign languages other than French, German and Spanish. We will continue to work with our professional schools to encourage

FLAS applications for advanced level language study. It is common for Fellows in all disciplines to attain advanced proficiency in Portuguese. Other Fellows complete multiple levels of study in Haitian Creole, K'iche' Maya, and Yucatec Maya.

***Student Application Procedures, Selection and Criteria.*** Applicants must submit an application form, a curriculum vitae, transcripts, a proposal describing their plans for language study and relevance to their curriculum and career plans, a form evaluating the applicant's proficiency in the language (if applicable), and faculty letters of recommendation, and their FAFSA student aid report. Our Financial Aid offices assist us with analysis of the FAFSA forms. Students who propose to do overseas dissertation research must also submit a research plan, letter of affiliation, and endorsement from their dissertation advisor. FLAS Fellowship decisions are made by interdisciplinary committees of Latin Americanist faculty, including language and professional school professors. The committees review all proposals and rank them using a weighted scale that considers academic merit, financial need, and the extent to which the proposed study or use of the language matches Title VI priorities. Every effort is made to award the FLAS fellowships to students from a variety of disciplines and professional schools. In recent years we have made awards to Master's degree students in Environmental Management, International Development Policy, Law, Global/Public Health, Public Policy Studies and Social Work.

We will award all AY fellowships to the study of Haitian Creole, Portuguese, K'iche' Maya, advanced Spanish (beyond the first 12 semester hours, and only to students in disciplines where knowledge of Spanish is not normally expected), and Yucatec Maya. The summer competition also considers the study of other LCTLs, such as Guaraní and Nahuatl. We offer the Summer FLAS to intermediate and advanced level undergraduate students in Haitian Creole, K'iche' Maya, Portuguese and Yucatec Maya. FLAS for beginner-level language study will be

offered only if the student already has advanced-level skills in another language of the region. We will continue to encourage multi-year language study in our future fellowship competitions to ensure that students attain a high level of language proficiency. In this way students are ready to use the language as they go into the field to conduct graduate research or begin their professional careers. For example, a two-time Brazilian Portuguese FLAS recipient and conservation ecology PhD student (Duke) became the Andes-Amazon Program Officer at the Gordon and Betty Moore Foundation; and a Brazilian Portuguese AY FLAS recipient and joint Masters degree student in business and city and regional planning (UNC) is now senior program manager at the Tides Foundation which provides funding for projects promoting social and environmental awareness in and about Latin America, among other places. In the 2014-18 grant cycle, we awarded nearly 30% FLAS Fellowships to students from underrepresented populations (Black and Latina/o).

**§K Competitive Preference Priorities (CPP):**

***NRC CPP 1: Collaboration with MSIs and Community Colleges.*** The Consortium proposes two collaborative activities with MSIs and Community Colleges: 1) a partnership with local HBCUs to build Latin American Studies capacity and 2) a collaboration with UNC World View and NC Community Colleges to add Latin American content to the *NC Global Distinction* program.

***HBCUs:*** We propose to extend a model of cooperation developed over the past four years with North Carolina Central (NCCU) and Winston Salem State (WSSU) to create an *HBCU Latin America Network* that will also incorporate NC A&T, a leading HBCU. Since 2014, we worked with NCCU and WSSU to develop new or revised courses in Art and Visual Studies, Business, Music, Psychological Sciences, and World Languages and Cultures that incorporated Latin American content and broadened study abroad opportunities to Brazil and Cuba. The *HBCU*

*Latin America Network* will integrate Latin American Studies into additional courses and develop curricular options for students at participating schools. Over the next four years, we will continue to support course development, faculty participation in Consortium working groups and the NC Latin American Studies conference, share speakers across campuses, and support faculty professional development.

***Community Colleges:*** Building on a proven model that has institutionalized global education—and incorporated Latin American Studies curricula—at 16 community colleges across the state of North Carolina—we will work with other area studies centers, the UNC Library, and UNC World View in a four-year initiative to globalize and add Latin American content to the NC Community College (CC) curriculum at four more community colleges across the state. The *NC Global Distinction* program works with community colleges to internationalize postsecondary curricula and programs. Activities include 1) creating globally intensive courses; 2) supporting international activities on campus; and 3) faculty professional development through Global Curriculum Teams composed of CC faculty, World View, UNC/Duke Area Studies faculty and staff, and UNC librarians. NC Community Colleges and our faculty and staff have adopted a common framework and defined key concepts (e.g., globally intensive course, global competency), common goals, and evaluation methods. The Consortium Outreach Coordinator will work with each school’s Global Distinction team to design the Latin American component. The program at each community college will include: 1) completion of 15 credit hours of globally intensive courses; 2) participation in 8 international activities; 3) participation in 30 hours of study abroad or a domestic intercultural experience; 4) a capstone presentation by students on their global learning participation; and 5) transcript recognition for program completion, “Graduated with Global Distinction.”

**NRC CPP 2: Collaborative Activities with School of Education/ Program in Education.** We propose to build on earlier collaborations between the Consortium and the UNC School of Education (SoE) and the Duke Program in Education (PiE) to prepare NC pre-service and in-service teachers to integrate Latin American area and language content into the K-12 curriculum. This grant proposes to move the Outreach Coordinator position to UNC. The new position will be jointly supported by the Consortium, Duke, and the UNC School of Education. We will jointly develop new curricular programs to integrate Latin America into the undergraduate (Bachelor in Education in Science and Teaching) and graduate (Masters in Teaching) curricula. This model will also enable pre-service teachers to learn alongside in-service teachers in the Consortium's established K-12 training programs including after-school workshops, summer institutes, study tours, the Learning through Languages Symposium, Languages Across the Curriculum workshops, among others. A main goal of the integrated Outreach Coordinator position during the first two years is to develop a for-credit study abroad program in Ecuador for students in the UNC School of Education. We will continue working with the Duke Program in Education. In particular, we will add Latin American content to the Diverse Learners courses and summer independent study courses for the Master of Arts in Teaching program.

**FLAS CPP 1:** When awarding FLAS Fellowships at UNC and Duke, preference will be given to students with demonstrated financial need as indicated by the students' expected family contribution on their Student Aid Reports.

**FLAS CPP 2:** We will award at least 25% of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

---

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

<b>TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL</b>					
<b>Name</b>	<b>Univ.</b>	<b>Title</b>	<b>Interdisciplinary Affiliation(s)</b>	<b>% Time Devoted to Lat America</b>	<b>Profile Page</b>
<b>ARTS AND SCIENCES</b>					
<i>African, African-American Studies/African, African-American and Diaspora Studies</i>					
Maya J. Berry	UNC	Assistant Professor		50-100%	A8
Kia Caldwell	UNC	Associate Professor	Director of Faculty Diversity Initiatives, College of Arts and Sciences and Co-Director, African Diaspora Fellows Program for the Consortium	50-100%	A13
Michaeline Crichlow	Duke	Professor of African and African American Studies		50-100%	A65
Joseph F. Jordan	UNC	Director, Sonja Haynes Stone Center for Black Culture and History	Adjunct Associate Professor, Department of African, African American and Diaspora Studies	25-49%	A32
<i>American Studies and Folklore Program</i>					
Patricia Sawin	UNC	Associate Professor		25-49%	A48
<i>Anthropology/Cultural Anthropology/Evolutionary Anthropology</i>					
Florence Babb	UNC	Professor	Professor of Latin American Studies	50-100%	A6
Brian Billman	UNC	Associate Professor	Research Associate of the Research Laboratories of Archaeology and Director, South American	50-100%	A9
Rudolf Colloredo-Mansfeld	UNC	Professor	Senior Associate Dean for Social Sciences and Global Programs	50-100%	A17
Arturo Escobar	UNC	Professor	Member, Latin America in Translation Committee	50-100%	A23
Christine Folch	Duke	Assistant Professor of Cultural Anthropology	Joint appointment in Department of Environmental Science and Policy, Nicholas School of the Environment; Faculty Network Member, Duke Energy Initiative; Co-Director, Duke Brazil Initiative; Faculty Facilitator, UNC-Duke Working Group on Energy in Latin America	50-100%	A69
Kenneth Glander	Duke	Professor Emeritus of Evolutionary Anthropology		25-49%	A73
Dale L. Hutchinson	UNC	Professor	Research Associate. Research Laboratories of Archaeology	25-49%	A31
Robin Kirk	Duke	Lecturer in Cultural Anthropology	Faculty Co-Chair, Human Rights Center at the Franklin Humanities Institute	25-49%	A77
J. Lorand Matory	Duke	Lawrence Richardson Professor of Cultural Anthropology	Director, Center for African and African American Research,	50-100%	A79
Patricia McAnany	UNC	Professor	Chair, Department of Anthropology and Member, ISA Advisory Board	50-100%	A39
Diane M. Nelson	Duke	Professor of Cultural Anthropology	Member, UNC-Duke Consortium Editorial Committee	50-100%	A83
Charles Price	UNC	Associate Professor		25-49%	A44

<b>TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL</b>					
<b>Name</b>	<b>Univ.</b>	<b>Title</b>	<b>Interdisciplinary Affiliation(s)</b>	<b>% Time Devoted to Lat America</b>	<b>Profile Page</b>
<b><i>Anthropology/Cultural Anthropology/Evolutionary Anthropology (continued)</i></b>					
Eunice Sahle	UNC	Associate Professor and Department Chair		25-49%	A47
Irene M. Silverblatt	Duke	Professor of Cultural Anthropology	History	25-49%	A94
Karla Slocum	UNC	Associate Professor	Director, Institute of African American Research	25-49%	A49
Orin Starn	Duke	Professor of Cultural Anthropology		25-49%	A96
Angela Stuesse	UNC	Assistant Professor		50-100%	A51
Charles D. Thompson, Jr.	Duke	Professor of the Practice of Cultural Anthropology	Joint appointment in Documentary Studies	50-100%	A99
Katya Wesolowski	Duke	Lecturing Fellow in Cultural Anthropology		50-100%	A103
<b><i>Art/Art, Art History and Visual Studies</i></b>					
Eduardo Douglas	UNC	Associate Professor		50-100%	A21
Pedro Lasch	Duke	Associate Research Professor		25-49%	A78
Lyneise Williams	UNC	Associate Professor		50-100%	A57
<b><i>Biology</i></b>					
John Bruno	UNC	Professor		50-100%	A12
<b><i>Biostatistics</i></b>					
Richard Bilsborrow	UNC	Research Professor	Biostatistics and Fellow, Carolina Population Center	50-100%	A9
<b><i>City and Regional Planning</i></b>					
Nichola Lowe	UNC	Associate Professor		25-49%	A36
<b><i>Communication Studies</i></b>					
Renée Alexander-Craft	UNC	Associate Professor, Department of Communication Studies	Curriculum in Global Studies	50-100%	A3
<b><i>Dramatic Art</i></b>					
Adam Versényi	UNC	Professor	Chair and Dramaturg, Play Makers Repertory Theatre	50-100%	A54
<b><i>English</i></b>					
María DeGuzmán	UNC	Professor	Director, Latino/a Studies Minor	25-49%	A19
Stephanie Elizondo Griest	UNC	Assistant Professor	Margaret R. Shuping Fellow, English and Comparative Literature	25-49%	A22
<b><i>Geography</i></b>					
Javier Arce-Nazario	UNC	Associate Professor	Faculty Advisor, Global Take Off: First-year Student Program	50-100%	A5
Altha Cravey	UNC	Associate Professor		50-100%	A18
Clark Gray	UNC	Associate Professor	Faculty Fellow, Carolina Population Center	50-100%	A28
Elizabeth Olson	UNC	Associate Professor	Associate Professor, Department of Global Studies	25-49%	A41
Diego Riveros-Iregui	UNC	Assistant Professor		50-100%	A46
Gabriela Valdivia	UNC	Associate Professor		50-100%	A53

<b>TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL</b>					
<b>Name</b>	<b>Univ.</b>	<b>Title</b>	<b>Interdisciplinary Affiliation(s)</b>	<b>% Time Devoted to Lat America</b>	<b>Profile Page</b>
<b><i>Geography (continued)</i></b>					
Stephen J. Walsh	UNC	Professor	Director, UNC Center for Galapagos Studies and Co-Director, Galapagos Science Center UNC-CH Universidad San Francisco de Quito	50-100%	A56
<b><i>Geology</i></b>					
Jonathan M. Lees	UNC	Professor	Department Chair, Department of Geological Sciences	25-49%	A35
<b><i>History</i></b>					
Kathryn Burns	UNC	Professor		50-100%	A12
John Chasteen	UNC	Professor		50-100%	A16
Laurent Dubois	Duke	Marcello Lotti Professor	Chair, Latin America in Translation Joint appointment in Department of Romance Studies and African and African American Studies Program	50-100%	A66
John D. French	Duke	Professor	Joint appointment in African and African-American Studies, Co-Director of Duke Brazil Initiative	50-100%	A70
David Barry Gaspar	Duke	Professor		25-49%	A72
Miguel La Serna	UNC	Associate Professor	Advisory Board, Institute for the Study of Americas	50-100%	A34
Lisa A. Lindsay	UNC	Associate Professor	Director of Undergraduate Studies	50-100%	A36
Jocelyn Olcott	Duke	Associate Professor		50-100%	A83
Louis A. Perez, Jr.	UNC	J. Carlyle Sitterson Professor	Director of Institute for the Study of the Americas	100%	A1
Cynthia Radding	UNC	Professor	Professor, Department of History	100%	A44
Mareike Sattler	Vanderbilt	Senior Lecturer in Anthropology	Teaches K'iche' Maya to Duke students via Less Commonly Taught Languages Distance Learning Partnership among Duke, Vanderbilt, and University of Virginia	100%	A91
Peter Sigal	Duke	Professor	Council Member on Latin American and Caribbean Studies	50-100%	A92
<b><i>Latin American Studies</i></b>					
Fidencio Briceño	UNC	Academic Coordinator and Professor		100%	A10
Geronimo Can Tec	UNC	Instructor		100%	A14
<b><i>Linguistics</i></b>					
David Mora-Marín	UNC	Associate Professor		50-100%	A39
<b><i>Literature/English and Comparative Literature</i></b>					
Ariel Dorfman	Duke	Walter Hines Page Research Professor Emeritus of Literature		50-100%	A66
Antonio Viego	Duke	Associate Professor	Joint appointment in Department of Romance Studies	50-100%	A100

<b>TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL</b>					
<b>Name</b>	<b>Univ.</b>	<b>Title</b>	<b>Interdisciplinary Affiliation(s)</b>	<b>% Time Devoted to Lat America</b>	<b>Profile Page</b>
<b><i>Marine Sciences and Environment and Ecology</i></b>					
Karl Castillo	UNC	Assistant Professor		25-49%	A15
<b><i>Music</i></b>					
Juan Alamo	UNC	Assistant Professor, Department of Music		50-100%	A3
David García	UNC	Associate Professor		50-100%	A25
Bradley Simmons	Duke	Instructor of Music	Director, Djembe and Afro-Cuban Ensembles	25-49%	A95
<b><i>Political Science</i></b>					
Jonathan Hartlyn	UNC	Professor		50-100%	A29
Evelyne Huber	UNC	Professor		50-100%	A30
Cecilia Martinez-Gallardo	UNC	Associate Professor	Member, ISA Advisory Board	50-100%	A38
Karen Remmer	Duke	Professor		50-100%	A90
John Stephens	UNC	Professor	Professor of Political Science and Director, Center for European Studies, Trans-Atlantic Master's Program	25-49%	A50
<b><i>Religion/Religious Studies</i></b>					
Brandon Bayne	UNC	Assistant Professor of Portuguese		50-100%	A7
Todd Ramón Ochoa	UNC	Associate Professor		50-100%	A41
Brendan Jamal Thornton	UNC	Assistant Professor		50-100%	A53
<b><i>Romance Studies -- Brazilian Portuguese</i></b>					
Robert Nelson Anderson III	UNC	Teaching Assistant Professor	Language Across the Curriculum Coordinator, Center for Global Initiatives		A4
Lamonte Aidoo	Duke	Assistant Professor of Portuguese		50-100%	A60
Frederico Castellões	UNC	Teaching Assistant Professor		50-100%	A15
Patricia Helena Fuentes Lima	UNC	Teaching Assistant Professor	Teaching Assistant Professor, Working Portuguese, Kenan-Flagler Business School	50-100%	A24
Gustavo Procopio Furtado	Duke	Andrew W. Mellon Assistant Professor of Portuguese		50-100%	A70
Carolina Sá Carvalho	UNC	Assistant Professor		50-100%	A47
Magda Silva	Duke	Senior Lecturer and Director,	Director, Duke in Brazil	50-100%	A93
Kristine L. Taylor	UNC	Teaching Assistant Professor		50-100%	A52
Richard Vernon	UNC	Teaching Associate Professor and Director of Portuguese Language Instruction		25-49%	A54
<b><i>Romance Studies - Francophone Studies/Haitian Creole/Kreyol Language</i></b>					
Deborah Jenson	Duke	Professor of Romance Studies	Joint appointment in Global Health	50-100%	A75
Jacques Pierre	Duke	Lecturing Fellow	Associate Director, Haiti Lab	100%	A86
<b><i>Romance Studies -- Latin American Spanish</i></b>					
Sam Amago	UNC	Professor	Chair, Department of Romance Studies	50-100%	A4
Eileen Anderson	Duke	Lecturing Fellow, Spanish Language Program		50-100%	A61

TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL					
Name	Univ.	Title	Interdisciplinary Affiliation(s)	% Time Devoted to Lat America	Profile Page
<i>Romance Studies -- Latin American Spanish (continued)</i>					
Lorna Aviles	UNC	Teaching Assistant Professor		50-100%	A6
Lucia Binotti	UNC	Professor		50-100%	A10
Raúl Brown	UNC	Teaching Associate Professor		50-100%	A11
Elizabeth Bruno	UNC	Teaching Associate Professor	Undergraduate Spanish Advisor, Spanish for Professions	50-100%	A11
Tamara Cabrera	UNC	Teaching Assistant Professor		50-100%	A13
Cristina Carrasco	UNC	Teaching Associate Professor		25-49%	A14
Joan Clifford	Duke	Assistant Professor of the Practice, Spanish Language Program		50-100%	A64
Alma Coefman	Duke	Lecturing Fellow, Spanish Language Program		50-100%	A65
Glynis Cowell	UNC	Teaching Professor	Director of Spanish Language Program	50-100%	A18
Hélène de Fays	UNC	Teaching Associate Professor		25-49%	A19
Emilio Del Valle Escalante	UNC	Associate Professor	Associate Chair, Department of Romance Studies; Faculty Affiliate, American Indian and Indigenous Studies	50-100%	A20
Frank Domínguez	UNC	Professor		25-49%	A21
Corina Dueñas	UNC	Teaching Assistant Professor		50-100%	A22
Bruno Estigarribia	UNC	Associate Professor		50-100%	A23
Oswaldo Estrada	UNC	Associate Professor		50-100%	A24
Rebecca Ewing	Duke	Lecturing Fellow, Spanish Language Program		50-100%	A67
Bethzaida Fernández-Vargas	Duke	Senior Lecturer, Spanish Language Program	Faculty Director, Duke in Costa Rica	50-100%	A68
Esther Gabara	Duke	E. Blake Byrne Associate Professor	Joint appointment in Department of Art, Art History and Visual Studies, Co-director, Duke Brazil Initiative	50-100%	A71
Luis Marcelino Gómez	UNC	Teaching Associate Professor		50-100%	A26
Irene Gómez-Castellano	UNC	Associate Professor		25-49%	A26
Juan Carlos González Espitia	UNC	Associate Professor		50-100%	A27
Lamar A. Graham	UNC	Assistant Professor		25-49%	A27
Michelle Gravatt	UNC	Teaching Associate Professor		25-49%	A28
Carmen Hsu	UNC	Associate Professor		25-49%	A30
Hosun Kim	UNC	Teaching Associate Professor	Director, Language Resource Center, Department of Romance Studies	50-100%	A33
Anastacia Kohl	UNC	Teaching Assistant Professor	Faculty Coordinator SPAN 203	50-100%	A33
Josefa Lindquist	UNC	Teaching Associate Professor		50-100%	A35
Julia Cardona Mack	UNC	Teaching Associate Professor		50-100%	A37

TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL					
Name	Univ.	Title	Interdisciplinary Affiliation(s)	% Time Devoted to Lat America	Profile Page
<b>Romance Studies -- Latin American Spanish (continued)</b>					
William Maisch	UNC	Teaching Associate Professor		50-100%	A37
Lisa Merschel	Duke	Senior Lecturer, Spanish Language Program		50-100%	A80
Walter D. Mignolo	Duke	William H. Wannamaker Professor of Romance Studies	Professor of Literature and Cultural Anthropology; Director, Center for Global Studies and the Humanities;	50-100%	A80
Claudia Milián	Duke	Associate Professor of Spanish and Latin American Studies	Director, Program in Latino/a Studies in the Global South	50-100%	A81
Joan Munne	Duke	Senior Lecturer, Spanish Language Program	Faculty Director, Duke in Chile Program	50-100%	A82
Liliana Paredes	Duke	Professor of the Practice and Director, Spanish Language Program		50-100%	A85
Rosa Perelmuter	UNC	Professor	Director, Moore Undergraduate Research Apprentice Program	50-100%	A42
Richard Rosa	Duke	Associate Professor of Spanish and Latin American Studies, and Department Chair		50-100%	A91
Alicia Rivero	UNC	Associate Professor of Romance Studies	Associate Professor (Adjunct), Department of Comparative Literatures	50-100%	A45
Melissa Simmermeyer	Duke	Senior Lecturer, Spanish Language Program		50-100%	A94
Martin Sueldo	UNC	Teaching Associate Professor		50-100%	A52
Graciela Vidal	Duke	Lecturing Fellow, Spanish Language Program		50-100%	A99
Elvira Vilches	Duke	Associate Professor of Romance Studies		25-49%	A100
William Villalba	Duke	Lecturing Fellow, Spanish Language Program	Faculty Director, Duke in Cuba Program	50-100%	A101
<b>Sociology</b>					
Gary Gereffi	Duke	Professor	Director, Global Value Chains Center	25-49%	A72
Jacqueline Maria Hagan	UNC	Professor	Fellow, Carolina Population Center and Center for Urban and Regional Studies, Member, ISA Advisory Board	50-100%	A29
Gilbert W. Merckx	Duke	Professor of the Practice		<25%	A79
Ted Mouw	UNC	Associate Professor		50-100%	A40
<b>Thompson Writing Program</b>					
Brenda Baletti	Duke	Lecturing Fellow		50-100%	A62
Marcia Rego	Duke	Assistant Professor of the Practice and Director of Faculty Development & Assessment		25%	A89
Sandra Sotelo-Miller	Duke	Lecturing Fellow		50-100%	A96

<b>TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL</b>					
<b>Name</b>	<b>Univ.</b>	<b>Title</b>	<b>Interdisciplinary Affiliation(s)</b>	<b>% Time Devoted to Lat America</b>	<b>Profile Page</b>
<b><i>Women's and Gender Studies</i></b>					
Tanya L. Shields	UNC	Associate Professor and Director of Undergraduate Studies, Department of Women's and Gender Studies	Member, ISA Advisory Board	50-100%	A48
Ariana Vigil	UNC	Associate Professor		50-100%	A55
<b><i>PROFESSIONAL SCHOOLS</i></b>					
<b><i>Fuqua School of Business, Duke and Kenan-Flagler School of Business, UNC</i></b>					
Patrick Duddy	Duke	Visiting Associate Professor	Director, Center for Latin American and Caribbean Studies	50-100%	A67
<b><i>School of Dentistry</i></b>					
Luiz Andre Pimenta	UNC	Clinical Professor	Assistant Dean, Global Initiatives and Acting Director of Global Affairs, School of Dentistry; Dental Director, Craniofacial Center	25-49%	A43
<b><i>School of Education</i></b>					
María Elena Rodriguez	UNC	Teaching Assistant Professor	Teaching Assistant Professor, Fuqua School of Business, Duke University	25-49%	A46
<b><i>Nicholas School of the Environment</i></b>					
Paul A. Baker	Duke	Professor of Earth and Ocean Sciences	Co- Director, Duke Brazil Initiative	50-100%	A61
Xavier Basurto	Duke	Associate Professor of Sustainability Science	Marine Science & Conservation Lab	25-49%	A62
Lisa Campbell	Duke	Professor of Marine Affairs and Policy		25-49%	A63
Robert Healy	Duke	Professor Emeritus of Environmental Sciences and Policy	Public Policy Studies	50-100%	A74
Brian Murray	Duke	Research Professor of Environmental Sciences and Policy	Director, Environmental Economics Program; Interim Director, Duke Energy Initiative	25%	A82
Michael K. Orbach	Duke	Emeritus Professor of the Practice of Marine Policy		25%	A84
William Pan	Duke	Assistant Professor of Global Environmental Health	Joint appointment in Duke Global Health Institute	50-100%	A84
Dalia Patiño Echeverri	Duke	Gendell Assistant Professor of Environmental Sciences and Policy	Faculty Network Member, Duke Energy Initiative; Faculty Facilitator, UNC-Duke Working Group on Energy in Latin America	< 25%	A85
Stuart Pimm	Duke	Doris Duke Professor of Conservation Ecology		25-49%	A87
Elizabeth Shapiro-Garza	Duke	Assistant Professor of the Practice of Environmental Policy and Management	Director, Community-Based Environmental Management Certificate Program	50-100%	A92
Brian Reed Silliman	Duke	Rachel Carson Associate Professor of Marine Conservation Biology		25-49%	A93
Jennifer Swenson	Duke	Associate Professor of the Practice of Geospatial Analysis		25-49%	A98
John W. Terborgh	Duke	James B. Duke Professor Emeritus of Environmental Sciences	Director, Center for Tropical Conservation	50-100%	A98

<b>TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL</b>					
<b>Name</b>	<b>Univ.</b>	<b>Title</b>	<b>Interdisciplinary Affiliation(s)</b>	<b>% Time Devoted to Lat America</b>	<b>Profile Page</b>
<b><i>UNC Gillings School of Global Public Health/Duke Global Health Institute</i></b>					
Clare Barrington	UNC	Associate Professor		50-100%	A7
David Boyd	Duke	Greg Hymowitz Professor of the Practice		25-49%	A63
Bronwyn (Bonnie) Kaiser	Duke	Postdoctoral Associate		25-49%	
Barry M. Popkin	UNC	Professor, Department of Nutrition		25-49%	A43
Catherine Staton	Duke	Assistant Research Professor	Also Assistant Professor, Emergency Medicine	25-49%	A97
Miroslav Styblo	UNC	Associate Professor, Department of Nutrition		25-49%	A51
Andrés Villaveses	UNC	Research Assistant Professor, Department of Epidemiology		50-100%	A55
David Walmer	Duke	Associate Professor of Global Health		50-100%	A102
<b><i>School of Media and Journalism</i></b>					
Richard Cole	UNC	Teaching Professor	Dean Emeritus UNC-CH School of Media and Journalism	25-49%	A17
<b><i>School of Law</i></b>					
Sebastian Kielmanovich	Duke	Senior Lecturing Fellow		50-100%	A77
Deborah Weissman	UNC	Professor of Law	Member, ISA, Advisory Board	50-100%	A56
<b><i>School of Medicine</i></b>					
Sylvia Becker-Dreps	UNC	Research Associate Professor	Associate Director, Office of International Activities, School of Medicine	50-100%	A8
Luis A. Diaz	UNC	Professor of Dermatology		25-49%	A20
Dennis Clements	Duke	Professor of Pediatrics	Co-Director, Consortium in Latin American and Caribbean Studies; Senior Advisor and Director of Undergraduate Studies, Duke Global Health Institute; Faculty Chair, Duke Office of Civic Engagement	35%	A2
Raúl Necochea	UNC	Associate Professor	Adjunct Associate Professor, Department of History	50-100%	A40
Joao Ricardo Nickenig Vissoci	Duke	Assistant Professor, Department of Surgery (Emergency Medicine)		25-49%	A101
<b><i>School of Nursing</i></b>					
Janet Prvu Bettger	Duke	Associate Professor and Health Services Researcher	Also Associate Professor, Orthopedic Surgery; Senior Scientist for the Duke Translational Nursing Institute (DTNI)	25%	A88
Rosa Solórzano	Duke	Consulting Associate		50-100%	A95
<b><i>Sanford School of Public Policy (also see UNC Public Policy Studies above)</i></b>					
Fernando Fernholz	Duke	Associate Professor of the Practice	Director, Program on Project Appraisal and Risk Management, Duke Center for International Development	25-49%	A68
Rosemary Morales Fernholz	Duke	Senior Research Scholar and Lecturing Fellow		25-49%	A69

<b>TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL</b>					
<b>Name</b>	<b>Univ.</b>	<b>Title</b>	<b>Interdisciplinary Affiliation(s)</b>	<b>% Time Devoted to Lat America</b>	<b>Profile Page</b>
<b><i>Sanford School of Public Policy (also see UNC Public Policy Studies above) - continued</i></b>					
Stephen Kelly	Duke	Visiting Professor of the Practice and Research Scholar		25-49%	A76
Natalia Mirovitskaya	Duke	Associate Professor of the Practice	Duke Center for International Development	<25%	A81
Alexander Pfaff	Duke	Professor of Public Policy, Economics, and Environment		50-100%	A86
Phyllis Pomerantz	Duke	Professor of the Practice	Duke Center for International Development	25-49%	A87
Marcos Rangel	Duke	Assistant Professor	Joint Appointment in Department of Economics	25%	A89
<b><i>RESEARCH CENTERS, INSTITUTES, PROGRAMS, AND LIBRARIES</i></b>					
<b><i>Center for Latin American and Caribbean Studies/Institute for the Study of the Americas</i></b>					
Hannah Gill	UNC	Assistant Director	Global Initiatives	100%	A25
Natalie J. Hartman	Duke	Associate Director and FLAS Coordinator			A73
Kenneth Maffitt	Duke	Academic Program Coordinator		100%	A78
Beatriz Riefkohl Muñiz	UNC	Executive Director, Director of Undergraduate Study, and FLAS Coordinator		50%	A45
Jennifer Prather	Duke	Staff Assistant	Dance Program	100%	A88
Miguel Rojas-Sotelo	Duke	Director, NC Latin American Film Festival and Special Events Coordinator		100%	A90
Joanna Shuett	UNC	Department Manager			A49
<b><i>Evaluation Team</i></b>					
Rita O'Sullivan	UNC	Executive Director	School of Education	<25%	A58
Fabiola Salas	UNC	Evaluation Consultant	School of Education	<25%	A59
Beth Ann Kutchma		Evaluation Consultant	Independent	<25%	A58
<b><i>Global Value Chains Center</i></b>					
Michael Hensen	Duke	Managing Director		25-49%	A74
<b><i>Library</i></b>					
Holly Ackerman	Duke	Librarian for Latin American, Iberian and Latino/a Studies	Head, International and Area Studies, Duke University Libraries (as of 7-1-2018); Member, UNC-Duke Consortium Editorial Committee	80-100%	A60
Teresa Chapa	UNC	Latin American and Iberian and Latina/o Studies Librarian		100%	A16
Rebecca Huckaby	UNC	Assistant to the Latin American,, Iberian, and Latino/a Studies Resources Bibliographer	Research and Instructional Services, University Libraries, UNC-CH	100%	A31
Deborah Jakubs	Duke	Rita DiGiallonardo Holloway University Librarian & Vice Provost for Library Affairs	Also, Adjunct Associate Professor, Department of History	< 25%	A75

<b>TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL</b>					
<b>Name</b>	<b>Univ.</b>	<b>Title</b>	<b>Interdisciplinary Affiliation(s)</b>	<b>% Time Devoted to Lat America</b>	<b>Profile Page</b>
<b><i>Library (continued)</i></b>					
Patrick Stawski	Duke	Human Rights Archivist		50-100%	A97
Laura Wagner	Duke	Radio Haiti Project Archivist		100%	A102
<b><i>Study Abroad Office/Global Education Office for Undergraduates</i></b>					
Soraya Campbell	Duke	Assistant Director, Global Education Office for Undergraduates		25%	A64
Amanda Toler Kelso	Duke	Executive Director, Global Education Office for Undergraduates, Assistant Vice Provost for Undergraduate Education		<25%	A76
Jason Kinnear	UNC	Interim Associate Dean for Study Abroad and International Exchanges			A32
Alicia Peña	UNC	Programs Director for Latin America, Africa, and Middle East, Study Abroad Office			A42
Jerri Snyder	UNC	Advisor			A50
<b><i>University Presses</i></b>					
Gisela Fosado	Duke	Editor	Member, UNC-Duke Consortium Editorial Committee	25-49%	A70
Elaine Maisner	UNC	Executive Editor	Member, UNC-Duke Consortium Editorial Committee		A38
<b><i>Carolina Population Center</i></b>					
Gustavo Angeles	UNC	Senior Research Advisor, Transfer Project	UNICEF, FAO, UNC-CH Faculty Fellow		A5

## Appendix A: Profile of University of North Carolina at Chapel Hill Faculty Center

### Director

#### Louis A. Pérez

J. Carlyle Sitterson Professor, Department of History; Director, Institute for the Study of the Americas;  
Chair, Curriculum in Latin American Studies, UNC-CH  
Co-Director, UNC-Duke Consortium on Latin American and Caribbean Studies

**Education:** PhD, University of New Mexico, 1971

**Appointed/Tenure status:** 1994, Tenured

**Languages:** Spanish (5)

**Research/training specializations:** 19<sup>th</sup>-and 20<sup>th</sup>- century Latin American history, Caribbean, Cuba

**Overseas experience:** Cuba

**Distinctions:** Elected Member, Academia de la Historia de Cuba, 2012; Elected Member, American Academy Arts and Sciences, 2008; Elsa Goveia Prize for *To Die in Cuba: Suicide and Society*, Association of Caribbean Historians 2007; Award for Academic Excellence in Cuban Studies, Latin American Studies Association, 2004; Harry T. and Harriette V. Moore Award, Best Book on Florida Ethnic and Cultural History for *Tampa Cigar Workers*, 2002 (with Robert P. Ingalls); George Perkins Marsh Prize, American Society for Environmental History for *Winds Of Change: Hurricanes and the Transformation of Nineteenth-Century Cuba*, 2001; Choice Award, Outstanding Academic Book for 1999-2000 and Bolton-Johnson Prize, Conference of Latin American History for *On Becoming Cuban*, 1999. EXTERNAL GRANTS: Christopher Reynolds, Guggenheim, MacArthur Foundations and National Endowment for the Humanities, U.S. Department of Education.

**Professional service:** Member, UNC-CH Vice Chancellor Research Advisory Council, 2014-present, Member, UNC-CH; Provost Academic Plan Steering Committee, 2010-present; Member, UNC-CH Provost Search Committee, 2009-10; Chair, Distinguished Service Committee, Conference on Latin American History, 2011; Editorial Board, *Latin American Studies Oxford Bibliographies On-Line*, 2013 present; Senior Honorary Advisory Member, Editorial Advisory Board, *Cuban Studies*, 2013-present; International Advisory Board, *Journal of Latin American Studies*, 2012-16; Senior Editor, *The Americas*, 2011-2017; Editorial Advisory Board, *The Latin Americanist*, 2005-present; American Academy of Arts and Sciences, History Membership Selection Panel, on going; Consultant, Homeland Security, Theft of Cuban Archival Collections and Manuscript.

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

**Relevant courses taught:** Latin America since Independence; History of Cuba; Cuban Revolution

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** MEDIA: "The Man Americans Loved to Hate," CNN, 2016; "US needs to keep past in mind with Cuba," Newsday, 2015; "The Woeful History of Proxy Armies," Raleigh News and Observer, 2014; SELECTED PRESENTATIONS: "The Puzzle of Cuba-U.S. Relations," Latin America and North Carolina: A Seminar for K-12 and Community College Teachers, World View, 2017; "The United States and Cuba," Jewish Community Center of Raleigh, 2016; "Cuba Yesterday and Today," East Regional Library, Wake County Public Library, 2016

**Number of Recent Publications:** 10

2017 *Intimations of Modernity: Civil Culture in Nineteenth-Century Cuba*. University of North Carolina Press.

2013 *The Structure of Cuban History: Meanings and Purpose of the Past*, University of North Carolina Press

## Profile of Duke University Faculty Center Director

### Dennis A. Clements III

Professor of Pediatrics, Community & Family Medicine and Global Health;  
Senior Advisor, Duke Global Health Institute, Duke University  
Adjunct Professor of Epidemiology, School of Public Health, University of North Carolina at Chapel Hill  
Co-Director, UNC-Duke Consortium in Latin American and Caribbean Studies,  
Member, UNC-Duke Consortium Executive Committee

**Education:** M.D., University of Rochester, 1973; M.P.H., University of North Carolina at Chapel Hill, 1988; Ph.D., University of North Carolina at Chapel Hill, 1990

**Appointed/tenure status:** 1978, Tenured

**Languages:** Spanish (3), French (3), German (3)

**Research/training specializations:** health care in Latin America; medical Spanish education; cultural sensitivity; pediatric infectious disease; health disparities and health care for the disadvantaged; cost-effectiveness of vaccination strategies; preventive health care strategies; health care delivery systems

**Overseas experience:** Barbados, Belize, Costa Rica, Ecuador, Guatemala, Honduras, Jamaica, Mexico

**Distinctions:** Fellow, Department of Microbiology/Infectious Diseases, Royal Children's Hospital, Melbourne, Australia (1988-1990); Frank E. Engel Society (2003); Alpha Omega Alpha (Honor Medical Society, 2005); Master Clinician-Teacher Award, Duke Medical School (2006); Health and Wellness Trust Fund Health Disparities Fellowship Director (\$300k grant), Doris Duke International Clinical Fellowship Director (\$800 k grant); Duke Global Health Institute Undergraduate Teaching Award, 2014

**Dissertations/theses supervised in the past five years:** 6

**Professional Service:** Director, Medical Spanish Curriculum for Duke University Medical School Students (2004-present); North Carolina State Immunization Advisory Committee (1996-present); North Carolina State Physician Advisory Committee to Medicaid (2002-present); Dental Foundation of North Carolina-North Carolina Pediatrics Society (2004-present); Duke Human Rights Center Board Member (2009-present); Duke Provost Blue Sky Committee (2007-present); Duke Academic Council (1997-2011); Duke Office of Civic Engagement Board Member (2009-present); Duke Global Priorities Committee (2011 – present); Duke Advisory Committee on Online Education (2012-present)

**Latin American area-related courses taught:** Exploring Medicine in Foreign Cultures (15 years); Beginner and Advanced Medical Spanish (advisor for 10 yrs); Duke Global Health Major and Certificate Capstone Course (5 yrs)

**Percentage of time devoted to Latin American Studies:** 35%

**Outreach:** East Durham Children's Initiative Evaluation and Implementation Advisory Board (2010-present); South Eastern Efforts Developing Sustainable Spaces (SEEDS) Board (2007-present); Volunteer, El Pueblo Inc.

#### Recent Publications, Poster Presentations, Lectures:

- 2014 "Nutritional quality of foods marketed to children in Honduras" with MD Gunderson, and B Neelon, *Appetite*, 73:1-6.
- 2013 "Pneumococcal conjugate vaccine: are 3 doses equal to 4 doses?" with EB Walter, *Pediatrics*. 132:e498-9.
- 2006 "'Soy Embarazada.' Why medical students need to learn medical Spanish." Presentation at Global Health Symposium, Duke University.
- 2006 "Picking up the Pieces after Natural Disasters." Presentation at conference on "Knowledge, Policy, Environments, and Publics in Globalizing Latin America," UNC-CH
- 2006 "Staying in touch from afar." Presentation (with Linda Lee) at CIT Instructional Technology Showcase, Duke University.

A2

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Appendix A: Profiles for Project Personnel University of North Carolina at Chapel Hill

### Juan Alamo

Assistant Professor, Department of Music, UNC-CH

**Education:** PhD, University of North Texas, 2008

**Appointed/Tenure Status:** 2012/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Percussion (marimba and world percussion); jazz improvisation; Latin American music

**Overseas experience:** Argentina, Chile, Mexico, Puerto Rico, Venezuela

**Recognitions:** Grammy Nomination, 2015; Katherine D and W Hampton Lefler Dean's Fund for Faculty Excellence, 2014; Reynolds Junior Development Award, 2013; Yamaha Artist Endorsement, 2012; Menil Percussion Artist Endorsement, 2012; Kappa Kappa Psi honorary membership, 2010; Artist in Residence at Universidad Católica de Chile, 2012.

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

**Relevant courses taught:** Introduction to Latin American Music; Ensemble: Charanga; Ensemble: Percussion; Global Rhythms; Percussion Lessons; Introduction to Jazz History

**Percentage of time devoted to Latin American/Caribbean studies:** 50%-75%

**Outreach:** El Centro Hispano, 2018; The Downfall of the Arawak, North Carolina Percussive Arts Society Day of Percussion, 2016.

**Number of Recent Publications/recordings/performances:** 10

2017 *Solace* (for marimba solo). C. Alan Publications Inc.

2017 *La Querendona* (for marimba and vibraphone). C. Alan Publication Inc.

2016 *Pursuing Freedom*, Albany Records.

2015 *360° Jazz Initiative, Distracted Society* (marimba, vibraphone, percussion). Summit Records.

### Renée Alexander-Craft

Associate Professor, Department of Communication Studies and Curriculum in Global Studies, UNC-CH

**Education:** PhD, Northwestern University, 2005

**Appointed/Tenure Status:** 2007/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Hemispheric Black Cultural Performance; Black Diaspora Literature and Performance; performance studies; performance theory; critical ethnography; cultural theory; cultural performance.

**Overseas experience:** Panama

**Recognitions:** Inaugural Whiting Public Engagement Fellowship, The Whiting Foundation, 2016; Digital Innovation Lab/Institute for the Arts and Humanities Fellowship, 2013; Ella Foundation Pratt Emerging Artist, 2013; University of North Carolina at Chapel Hill, Junior Faculty Development Award, 2009; Carolina Postdoctoral Program for Faculty Diversity, 2005-07; Fulbright Grant (Panama), 2002-03

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Black/African Diaspora Performance

**Percentage of time devoted to Latin American/Caribbean studies:** 50-75%

**Outreach:** Digital Portabelo: Art + Scholarship + Cultural Preservation, 2013-present

**Number of Recent Publications/performances:** 6

2017 "Between the Devil and the Deep Blue Sea," in *Souls: A Critical Journal of Black Politics, Culture, and Society*.19(1)

2016 "Staging Digital Portabelo: Humanities Scholarship, Digital Tools, and Collaboration as Acts of Persistent Translation," in *Public: A Journal of Imagining America* 3(2).

2016 "Digital Portabelo: Art + Scholarship + Cultural Preservation," in *Collaborative Research Initiative*.

2015 *When the Devil Knocks: The Congo Tradition and the Politics of Blackness in 20th Century Panama. Black Performance and Cultural Criticism Series*. Ohio State University Press

## Sam Amago

Bowman and Gordon Gray Distinguished Professor of Spanish  
Chair, Department of Romance Studies (Spanish), UNC-CH

**Education:** PhD, University of Virginia, 2003

**Appointed/Tenure status:** 2010/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Modern and contemporary Spanish literary history, cinema, and culture. Latin America culture and cinema.

**Overseas experience:** Argentina, Spain

**Recognitions:** Carolina Chiron Award (nominated) for commitment to Carolina undergraduate teaching, 2014; Publications Advisory Committee, *Hispanófila* and *Romance Notes*; Advisory Board for the Global Cinema Minor; Grants: Kellogg Institute for International Studies, UNC Institute for Arts and Humanities, Center for Global Initiatives, among others.

**Dissertations and Theses supervised in past 5 years:** 10

**Relevant courses taught:** Global Art Cinema, Film Theory and Practice, Modern Spanish Fiction, Contemporary Spanish Novel, Hispanic Film and Culture, The Quest for Identity in Modern Spain, Survey of Spanish Literature since 1700

**Percentage of time devoted to Latin American/Caribbean studies:** 15%

**Outreach:** Faculty Advisor, NC Latin American Film Festival, 2013-2018

**Number of Recent Publications:** 1

2016 *Vademécum del Cine Iberoamericano: Métodos y Teorías*, co-editor with E Afinoguénova and K Everly in *Hispanófila* 177.

## Robert Nelson Anderson III

Teaching Assistant Professor, Department of Romance Studies, UNC-CH  
Language Across the Curriculum Coordinator, Center for Global Initiatives, UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 1990

**Appointed/Tenure status:** 2005/Tenure not applicable

**Languages:** Portuguese (5); Spanish (5)

**Performance-based pedagogy training:** ACTFL Oral Proficiency Interview Trainee in Portuguese; ROML.net Resources and Training Portal, on-going.

**Research/training specializations:** Afro-Luso-Asian-Brazilian Studies

**Overseas experience:** Brazil, Mexico

**Recognitions:** Co-PI, NEH Project “Integrating Teaching and Learning about India in the Curriculum through the Humanities and the Liberal Arts,” 2012-2015; PI, FIPSE-Brazil Consortia Program, 2009-2013 and 2006-2008.

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Portuguese Language Instruction, Chapel Hill High School, 2005 to present.

**Number of Recent Publications:** 4

- 2016 “Joel Zito Araújo,” in *Dictionary of Caribbean and Afro-Latin American Biography*, eds. H L Gates, Jr. and F Knight. Oxford University Press.
- 2016 “Faculty Engagement as Stepping Stones to Partnering with India at Winston-Salem State University,” in *Global Perspectives on Strategic International Partnerships: A Guide to Building Sustainable Academic Linkages*, eds. C Banks, B Siege-Herbig, and K Norton, Institute of International Education.
- 2013 “Candinho [1954],” In *Directory of World Cinema: Brazilian Comedy*, eds. N Pinazza and R Bayman. Intellect.
- 2013 “‘All of the Violence Is Exposed’: Lima Barreto’s Journalism and Testimonials,” in *Lima Barreto: New Critical Perspectives*, eds. D F Silva and L Aidoo. Rowman and Little.
- 2012 “The End of Cordiality and the Invention of Racism?: Evidence from Recent Cultural Production,” in *The Latin Americanist* 56(4).

## Gustavo Angeles

Senior Research Advisor, Transfer Project, Carolina Population Center, UNICEF, FAO, UNC-CH  
Faculty Fellow, Carolina Population Center

**Education:** PhD, University of North Carolina at Chapel Hill, 1997

**Appointed/Tenure status:** 2002/Tenure not applicable

**Languages:** Spanish (5); Portuguese (3)

**Research/training specializations:** Economics; health economics; health program evaluation

**Overseas experience:** Colombia, Costa Rica, Ecuador, Mexico, Nicaragua, Paraguay and Peru (country of origin)

**Recognitions:** Award for Teaching Excellence and Innovation, Gillings School of Public Health, UNC-CH, 2017; Grants from US Agency for International Development (multiple); Research Professor (Honorary) Level D. National Institute of Public Health of Mexico (2012-present)

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

**Relevant courses taught:** MHCH Program Evaluation; Problems in International Maternal and Child Health

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Mentor to visiting Latin American fellows and students, Carolina Population Center, 2000-present

**Number of Recent Publications:** 16

- Forthcoming "Elderly Parents and their Adult Daughters' Labor Supply and Caregiving Decisions: Mexico in the Early 2000s," in *Health Economics*.
- 2017 "Can a Simulation-based Training Program Impact the Use of Evidence-based Routing Practices at Birth? Results of a Hospital-based Cluster Randomized Trial in Mexico," with J Fritz, D M Walker, and S Cohen in *PLOS ONE* 12(3).
- 2017 "Impact Evaluation of the Western Highlands Integrated Program (WHIP), Midline Evaluation," with A Benson, et al. Report to the USAID Mission in Guatemala.
- 2014 "The Impact of Daycare on Maternal Labour Supply and Child Development in Mexico," with P Gadsden et al. in *Impact Evaluation Report 6. 3ie – International Initiative for Impact Evaluation*.

## Javier Arce-Nazario

Associate Professor, Department of Geography, UNC-CH  
Faculty Advisor, Global Take Off: First-year Student Program, 2017

**Education:** PhD, Columbia University, 2006

**Appointed/Tenure status:** 2017/Tenured

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

**Research/training specializations:** Landscape history, GIS-remote sensing, translational geoscience, critical physical geography, water and sustainability

**Overseas experience:** Brazil, Mexico, Peru, Puerto Rico

**Recognitions:** Distinguished UPR Alumni, 2015; Global Research Fellow, UNC-CH, 2014; PECASE, 2012; UC President's Postdoctoral Fellowship, 2006; Fulbright Fellowship, 2003; Harry S. Truman Leadership Scholarship, 1999

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

**Relevant courses taught:** Geographic Information Science, Environmental Change; Ecology; Introductory Biology

**Percentage of time devoted to Latin American/Caribbean studies:** 75-100%

**Outreach:** Geo-visual-ista Exhibit, Museo Casa Blanca, 2017, Reviewer for Scientific Journal Articles, Reviewer for NSF Grants, CDC Expert Panel Group on Drinking Water Access (2012)

**Number of Recent Publications:** 6

- 2016 "Assessing the Microbial Quality of a Tropical Watershed with an Urbanization Gradient Using Traditional and Alternate Fecal Indicators," with T Santiago-Rodríguez and G A Toranzos in *Journal of Water and Health* 10.
- 2016 "Translating Land Use Science to a Museum Exhibit" in *Journal of Land Use Science* 10.
- 2014 "Perceptual and Socio-Demographic Factors Associated with Household Drinking Water Management Strategies in Rural Puerto Rico," in *PLOS ONE*.
- 2012 "Iguana Invasion in Puerto Rico: Facing the Evidence," with T Carlos in *Biological Invasions* 14.

## Lorna Aviles

Teaching Assistant Professor, Romance Studies (Spanish), UNC-CH

**Education:** MA, University of Missouri

**Appointed/Tenure status:** 2017/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal, on-going.

**Research/training specializations:** Social anthropology; Latin American history; economic development in the Andean region; study abroad; language teaching and training; graphic design

**Overseas experience:** Peru, Costa Rica, Ecuador

**Recognitions:** N/A

**Relevant courses taught:** Elementary Spanish 1 (Online), Intermediate Spanish I, Advanced Spanish Composition and Grammar Review; Peru Study Abroad Spanish and Service-Learning.

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** N/A

**Number of Recent Publications:** N/A

## Florence Babb

Harrington Distinguished Professor of Anthropology and Latin American Studies, UNC-CH

*Position created through ISA endowment and carries partial course load for Latin American Studies major.*

**Education:** PhD, State University of New York at Buffalo, 1981

**Appointed/Tenure status:** 2014/Tenured

**Languages:** Spanish (5); French (5)

**Research/training specializations:** Cultural/Economic/feminist anthropology; gender and sexuality; critical development studies; urbanization in the global South; tourism studies; Latin American studies; Central America; Central Andes; Caribbean

**Overseas experience:** Cuba, Mexico, Nicaragua, Peru

**Recognitions:** Research Semester Assignment, to complete book, *Women's Place in the Andes*, 2016

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

**Relevant courses taught:** Introduction to Latin American Studies; Graduate Seminar on Decolonizing Methodologies

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Co-Organizer, Interdisciplinary Working Group on Rethinking Latin American Intersectionalities, 2015-2017, UNC-Duke Consortium Social Justice and Cultural Self-Determination Conference, Keynote Address, 2014.

**Number of Recent Publications:** 18

Forthcoming *Women's Place in the Andes: From Gender Complementarity to Decolonial Feminisms*, University of California Press

2017 "Commentary" on Lynn Stephen's article, "Bearing Witness: Testimony in Latin American Anthropology. And Related Fields." in *Journal of Latin American and Caribbean Anthropology* 22(1).

2017 "Desigualdades entrelazadas: repensando la raza, el género y el indigenismo en el Perú andino" in *Practicas y usos del racismo en el Perú*, eds. V Zavala et al. PUCP Press.

2016 "Latin American Travel: The Other Side of Tourism Encounters" in *Global America*, eds. M Gutmann et al. Berkeley: University of California Press.

2016 "Everyday Life and Love in Post-Soviet Cuba: Intimacy and Economic Transformation." Review of *After Love: Queer Intimacy and Erotic Economics in Post-Soviet Cuba*. Latin American Perspectives.

## Clare Barrington

Associate Professor, Department of Health Behavior and Latin America Projects Director, UNC-CH  
UNC Gillings School of Global Public Health; Member, ISA Advisory Board, UNC-CH

**Education:** PhD, Johns Hopkins, 2007

**Appointed/Tenure status:** 2015/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Global health; health behavior; infectious diseases; sexually-transmitted diseases

**Overseas experience:** Cuba, Dominican Republic, Ecuador, El Salvador, Trinidad and Tobago

**Recognitions:** Delta Omega Honorary Society in Public Health, 2012; Grants: NIH, USAID, PEPFAR US Global AIDS Coordinator

**Dissertations and theses supervised in past 5 years:** Approx. 30

**Relevant courses taught:** Advanced Qualitative Research Methods: Analysis and Writing; Global Health Module

**Percentage of time devoted to Latin American/Caribbean studies:** 50-75%

**Outreach:** El Centro Hispano, World View's Latin America and North Carolina Seminar for K-12 Teachers

**Number of Recent Publications:** 30

- 2017 "Why did Zika Not Explode in Cuba? The Role of Active Community Participation to Sustain Control of Vector-Borne Diseases," with M Castro, et al. in *American Journal for Tropical Medicine and Hygiene* 97(2).
- 2017 "La Vida Normal: Living with HIV in Santo Domingo, Dominican Republic." with D Kerrigan, F I C Ureña, K Brudney in *Culture, Health and Sexuality* 2017.
- 2017 "Transnationalism and Health: A Systematic Literature Review on the Use of Transnationalism in the Study of the Health Practices and Behaviors of Migrants." with L Villa-Torres, et al. in *Social Science and Medicine* 183.
- 2016 "The Where and How for Reaching Transgender Women and Men who Have Sex with Men with HIV Prevention Services in Guatemala." With W M Miller, et al. in *AIDS and Behavior*.
- 2016 "HIV Diagnosis, Linkage to Care, and Retention among Men who Have Sex with Men and Transgender Women in Guatemala City," with K Knudston et al. in *Journal of Healthcare for the Poor and Underserved* 27(4).

## Brandon Bayne

Assistant Professor, Department of Religious Studies, UNC-CH

**Education:** PhD, Harvard University, 2012

**Appointed/Tenure status:** 2012/Tenure eligible

**Languages:** Spanish (4), French (2), Portuguese (1)

**Research/training specializations:** Religion in the Americas; colonial missions and encounter; indigenous Christianities; Latina/o and borderlands; global Christianity

**Overseas experience:** Mexico, Costa Rica, Central America, Caribbean.

**Recognitions:** Young Scholars in American Religion Fellow, 2017, McClester Research and Travel Grant (Departmental, 2013); Folger Library Seminar on Natural Histories and Religious Contestations (2013)

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

**Relevant courses taught:** Religion in Latin America; Religion and Cultural Contact in America

**Percentage of time devoted to Latin American/Caribbean studies:** 75-100%

**Outreach:** Council, American Society of Church History, 2016-18

**Number of Recent Publications:** 3

- Forthcoming "Converting the Pacific: Jesuit Networks between Asia and the Americas" in *Oxford Handbook of Iberian Borderlands*. Oxford University Press.
- 2017 "Willy-Nilly Baptisms and Chichimeca Freedoms: Missionary Disputes, Indigenous Desires and the 1695 O'odham Revolt," in *Journal of Early Modern History* 21(1-2).
- 2014 "Crossings and Contact Zones: Religion, Borderlands, and *Las Fronteras* of the Americas." *Religion Compass*.
- 2012 "A Passionate Pacification: Salvation and Suffering in the Jesuit Missions of Northern New Spain, 1594 - 1767." Diss., Harvard University.

## Sylvia Becker-Dreps

Research Associate Professor, Department of Family Medicine, School of Medicine, UNC-CH  
Associate Director, Office of International Activities, School of Medicine, UNC-CH

**Education:** MD, Duke University, 1997; MPH, University of North Carolina at Chapel Hill, 2008

**Appointed/Tenure status:** 2009/Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Vaccine-effectiveness evaluation; childhood diarrhea

**Overseas experience:** Ecuador, Honduras, Mexico, Nicaragua

**Recognitions:** NRSA-Primary Care Research Fellow; Merck Investigator Initiated Research Program Award (2010-2011); former Medical Director, North Carolina Farmworker Health Program; recipient, NIH-Fogarty International Scientist Development Award; finalist, Maurice R. Hilleman Early Stage Career Investigator Award, National Foundation for Infectious Diseases.

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Foundations in Global Health

**Percentage of time devoted to Latin American/Caribbean studies:** 75-100%

**Outreach:** Proyecto Barilete, León, Nicaragua

**Number of Recent Publications:** 24

- 2017 "The Association between Fecal Biomarkers of Environmental Enteropathy and Rotavirus Vaccine Response in Nicaraguan Infants," with S Vilchez et al. in *Pediatric Infectious Disease Journal* 36(4).
- 2017 "Contribution of Maternal Immunity to Decreased Rotavirus Vaccine Performance in Low- and Middle-Income Countries," with K Mwila et al. in *Clinical Vaccine Immunology* 24(16).
- 2017 "Risk Factors to Norovirus Gastroenteritis among Nicaraguan Children," in *American Journal of Tropical Medicine Hygiene* 97(3).
- 2015 "Gut Microbiome Composition in Young Nicaraguan Children during Diarrhea Episodes and Recovery," with I Allali et al. in *American Journal of Tropical Medicine and Hygiene* 93(6).

## Maya J Berry

Assistant Professor, Department of African, African-American and Diaspora Studies, UNC-CH

**Education:** PhD and Teaching Certificate in Interdisciplinary Instruction, University of Texas, Austin, 2016

**Appointed/Tenure status:** 2017, Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Critical race studies, performance studies, political economy, black feminism, dance, Afro-diasporic sacred arts, race and gender in Cuba, contemporary Cuban issues, Afrodescendant movements in Latin America and Caribbean.

**Overseas experience:** Cuba

**Recognitions:** Postdoctoral Associate, Institute for Sacred Music, Yale University

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Blacks in Latin America, Race, Gender, and Activism in Cuba, Afro-Cuban Dance History, Theory and Practice.

**Percentage of time devoted to Latin American/Caribbean studies:** 75-100%

**Outreach:** Black and Cuba, Austin Caribbean Cultural Exchange, Yarborough Branch Austin Public Library, 2016; Afro-Cuban History, Annual Black History Month Storytelling, Pease Elementary School, Austin, Texas, 2016.

**Number of Recent Publications:** 2

- 2017 With C. Chávez-Argüelles, S. Cordis, S. Ihmoud, and R.E. Velasquez-Estrada, "Towards a Fugitive Anthropology: Race, Gender, and Violence in the Field," *Cultural Anthropology Journal*, Volume 32, Number 4 (November)
- 2016 "'Salvándose' in contemporary Havana: rumba's parados for black identity politics," *The Black Diaspora Review*. Vol. 5 (2)
- 2010 "From Ritual to Repertory: Dancing the Time of the Nation," *The Afro-Hispanic Review*, Vol. 29 (1)

## Brian Billman

Associate Professor, Department of Anthropology; Research Associate of the Research Laboratories of Archaeology  
Director, South American Archaeology Field School, UNC-CH

**Education:** PhD, University of California at Santa Barbara, 1996

**Appointed/Tenure status:** 1998/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Andean prehistory; heritage preservation; formation of states and chiefdoms; causes and consequences of warfare; origins of social stratification; behavioral ecology; settlement pattern analysis

**Overseas experience:** Peru

**Recognitions:** Kauffman Faculty Fellow and Ueltschi Service-Learning; External Grants: NSF.

**Dissertations and theses supervised in past 5 years:** 16

**Relevant courses taught:** Archaeology of South America; Field School in South American Archaeology (Peru)

**Percentage of time devoted to Latin American/Caribbean studies:** 75-100%

**Outreach:** MOCHE: Mobilizing Opportunity through Community Heritage Empowerment (Peru)

**Number of Recent Publications:** 1

- Forthcoming *The Origins of the Moche State: A Case Study in Pristine State Formation.* Fundamental Issues in Archaeology Series. Plenum.
- 2012 “Bone Chemistry at Cerro Oreja: a stable isotope perspective on the development of a regional economy in the Moche Valley, Peru during the early intermeditate period.” With P. Lambert, C. M. Gagnon, et al., *Latin American Antiquity*, Vol 23, No. 2.
- 2010 “How Moche Rulers Came to Power: Investigating the Emergence of the Moche Political Economy” in *New Perspectives on Moche Political Organization.* Dumbarton Oaks Press.

## Richard Bilsborrow

Research Professor, Biostatistics and Fellow, Carolina Population Center, UNC-CH

**Education:** PhD, University of Michigan, 1968

**Appointed/Tenure Status:** 1973/Tenure not applicable

**Languages:** Spanish (4), French (2), Portuguese (1)

**Research/training specializations:** Demography; population, development and the environment; migration; economic development; research methodology; statistics

**Overseas experience:** Brazil, Colombia, Ecuador, Guatemala, Honduras, Mexico, Peru, Venezuela

**Recognitions:** Member, Global Science Panel; International Union for Scientific Study of Population; World Summit of Sustainable Development; assisted National Council on Science and the Environment, National Academy of Sciences on “Priorities for Scientific Research on the Environment,” presented to President Bush. External Grants: USAID,

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Problems in Biostatistics; Demographic Techniques

**Percentage of time devoted to Latin American/Caribbean studies:** 75-100%

**Outreach:** Contributor, “7 Billion Populations,” news segment broadcast on *Al Jazeera English*, 2011.

**Number of Recent Publications:** 19

- 2016 “Aporte del Empleo Afuera de Finca a Los Ingresos de Hogares Indígenas y Mestizos de la Amazonia Ecuatoriana,”  
with C Vasco in *Economía Agraria y Recursos Naturales (Agricultural and Resource Economics)* 16(1).
- 2016 “Oil Extraction and Indigenous Livelihoods in the Northern Ecuadorian Amazon,” with M Bozigar et al. in *World Development* 78.
- 2015 “Income Diversification of Migrant Colonists vs. Indigenous Populations: Contrasting Strategies in the Amazon,” with V Perez et al. in *Journal of Rural Studies* 42.
- 2015 “Cambios en las Estrategias de Ingresos Economicos a Nivel de Hogares Rurales en el Norte de la Amazonia Ecuatoriana,” (“Changes in Income Strategies of Rural Households in the Northern Ecuadorian Amazon”) with B Torres et al. in *Revista Amazonica Ciencia y Tecnologia* 3(3).
- 2014 “Consequences of Out-migration for Land Use in Rural Ecuador,” with C Gray in *Land Use Policy* 36.

## Lucia Binotti

Professor, Department of Romance Studies, UNC-CH

**Education:** PhD, University of California, Santa Barbara, 1990

**Appointed/Tenure status:** 1990/Tenured

**Languages:** Italian (5), Spanish (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Research/training specializations:** Spanish philosophy; cultural thought; linguistic historiography.

**Overseas experience:** France, Italy (country of origin), Spain

**Recognitions:** Institute for Arts and Humanities Fellow, Schwab Fellow Opportunity Fund; Difficult Dialogues Initiative; Kauffman Foundation; External Grants: NEH

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

**Relevant courses taught:** Survey of Spanish American Literature; Afro-Hispanic Language Contacts; Cultural and Linguistic History of the Spanish Language; Spanish Sociolinguistics

**Percentage of time devoted to Latin American/Caribbean Studies:** 15%

**Outreach:** World View: An International Program for Educators; El Pueblo Latino; Durham Rape Crisis Center

**Number of Recent Publications:** 2

2014 *How Do You Say It?*, Digital Innovation Project. Entiendelo App Development.

2013 "Visual Eroticism, Poetic Voyeurism: Ekphrasis and the Complexities of Patronage in Góngora's *Fábula de Polifemo y Galatea*" in *Signs of Power in Hapsburg Spain and the New World*, eds. I López Alemany and J McKloskey. Bucknell University Press.

## Fidencio Briceño-Chel

Academic Coordinator and Professor, Yucatec Maya Summer Institute, UNC-CH

**Education:** MA, Instituto Nacional de Antropología e Historia, 1997

**Appointed/Tenure status:** 2004/Tenure not applicable

**Languages:** Yucatec Maya (5), Spanish (5), Itzá (5), Mopán (5), Lacandón (2), Chol (2), Chontal (2), French (2) English (2)

**Performance-based pedagogy training:** ACTFL Modified Oral-Proficiency Interview Training Workshop, Language

Acquisition Resource Center, San Diego State University, 2008

**Research/training specializations:** Yucatec Maya language and culture

**Overseas experience:** Belize, Guatemala, Mexico (country of origin)

**Recognitions:** President, Centro Maya de Estudios Universitarios, 2012; Achievement Award, Instituto para el Desarrollo de la Cultura Maya, Yucatan State Government, 2011; Honorary Member, Academia de la Lengua y Cultura Mayas de Quintana Roo, 2009; Project Coordinator, Catálogo de Lenguas Indígenas Nacionales, 2008-09; Prize for Best Book for Primary Schools, Cámara de la Industria Editorial Mexicana, 2007; Elected Member, Asociación Mexicana de Lingüística Aplicada, 2001-02

**Dissertations and theses supervised in the past 5 years:** N/A

**Relevant courses taught:** **Beginning Yucatec Maya;** Intensive Yucatec Maya, Advanced Yucatec Maya

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Director, Yucatec Maya Documentation Project, on-going; "Los mayas de ayer, de hoy y siempre," on radio and web, since 2010.

**Number of Recent Publications:** 10

2017 *U tsolxikin mejen paalal. Consejas de un boxito.* Edición bilingüe: Maayat'aan-Español. CNDH-CIESAS-LINGUAPAX.

2016 *In yáax áanalte' ich maayat'aan*, Tomos I, II y III. Tulum, Roo

2016 *La lengua maya, patrimonio intangible en el espacio urbano en Merida. Zona de monumentos históricos.* Secretaría de Cultura-INAH-SEDECULTA-IHMY

2015 *Xooknen tin wéetel (Cuenta conmigo)*, INEA-INAH-SEGEY-CEBA

2015 *Ensayos breves: Cosmogonía, tradiciones y costumbres en la enseñanza de la lengua maya*, UIMQROO

2014 *U nu'ukbesajil u ts'íibta'al maayat'aan Normas de escritura para la lengua maya*, translation with Gerónimo Ricardo Can Tec. SEP-INALI

## Raúl Brown

Teaching Associate Professor, Department of Romance Studies (Spanish), UNC-CH

**Education:** PhD, University of Kansas, 2005

**Appointed/Tenure status:** 2005/Tenure not applicable

**Languages:** Spanish (5), Portuguese (2) Italian (2)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Research/training specializations:** Latin American Theatre

**Overseas experience:** Mexico

**Recognitions:** N/A

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Intermediate Spanish, Advanced Conversation

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 1

Forthcoming "Testimonio, Tribunales y Tratamiento: La muerte y la doncella por Ariel Dorfman como terapia narrativa nacional," in *Revista de la Universidad Iberoamericana*.

2014 "Breaking the Dams: Finding Peace by Chile's Troubled Waters," in *South Central Review*

2009 "Mirror Images: The use of fairytale narration in Elena Garro's Los recuerdos del porvenir," in *Revista de Literatura Mexicana Contemporánea*, 40:16, pp. 49-57.

## Elizabeth Bruno

Teaching Associate Professor and Undergraduate Spanish Advisor, Spanish for the Professions,  
Department of Romance Studies (Spanish), UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 2006

**Appointed/Tenure status:** 2006/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Research/training specializations:** Spanish for healthcare professionals

**Overseas experience:** Spain

**Recognitions:** Ueltschi Grant to develop new Spanish-language course, spring 2008; CIBER Scholarship, awarded by Moore School of Business, University of South Carolina, June 2007; Tanner Graduate Teaching Assistant Award for Excellence in Undergraduate Teaching, UNC-CH, spring 2007; Graduate Teaching Award, Department of Romance Languages and Literatures, UNC-CH, spring 2006; Future Faculty Fellowship Program Award, August 2004

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Spanish Service Learning; Spanish Composition and Grammar; Spanish for Medical Professionals; Spanish Community Engagement

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Member, ACTFL, 2008-present; member, MLA, 2002-present; member, SAMLA, 2003-present

**Number of Recent Publications:** 0

2009 *¡A su salud!: Spanish for Healthcare*, 2<sup>nd</sup> ed. Yale University Press.

2008 Speaking through the Body: the Eroticized Feminism of Gioconda Belli," UNC-Chapel Hill Electronic Theses and Dissertations.

2007 "Review of *Linking the Americas* by Leslie Feracho." Book review. *Hispanófila* May.

2002 Quiroga and Kipling's Animal Stories: Birds of a Feather?," UNC-Chapel Hill Electronic Theses and Dissertations.

## John Bruno

Professor, Department of Biology, UNC-CH

**Education:** PhD, Brown University, 2000

**Appointed/Tenure status:** 2007/Tenured

**Languages:** Spanish (4)

**Research/training specializations:** Ecology; evolutionary biology; wetlands; disease ecology

**Overseas experience:** Bahamas, Belize, Cuba, Ecuador

**Recognitions:** Distinguished Visiting Scientist, Global Change Institute, University of Queensland and CSIRO Climate Adaptation Flagship, Australia, 2010; Pew Marine Conservation Fellowship Nominee, 2010. External grants: NSF, NC Division of Marine Fisheries, Rufford Foundation, The World Bank, NOAA, NC Sea Grant, PADI Foundation

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

**Relevant courses taught:** Coastal Ocean

**Percentage of time devoted to Latin American/Caribbean studies:** 50-75%

**Outreach:** Science Communicator and Co-Developer of SeaMonster, 2011-present

**Number of Recent Publications:** 50

- 2017 "Invasive Lionfish had no Measurable Effect on Prey Fish Community Structure across the Belizean Barrier Reef," with S Hackerott, A Valdivia, C Cox, N Silbiger in *PeerJ*.
- 2017 "Predatory Fish Depletion and Recovery Potential on Caribbean Reefs," with A Valdivia and C Cox in *Science Advances* 3(3).
- 2017 "Establishment of Marine Protected Areas Alone does not Restore Coral Reef Communities in Belize," with C Cox, A Valdivia, M McField, K Castillo in *Marine Ecology Progress Series* 563.

## Kathryn Burns

Professor, Department of History, UNC-CH

**Education:** PhD, Harvard University, 1993

**Appointed/Tenure status:** 2000/Tenured

**Languages:** Spanish (5), Portuguese (4); Latin (3)

**Research/training specializations:** Colonial Latin America; Andes; Latin American gender/women's history

**Overseas experience:** Brazil, Peru

**Recognitions:** Hispanic American Historical Review, Most Cited and Most Accessed Articles, Top 20, 2013; Honorable Mention, Bryce Wood Award for *Into the Archive* Latin American Studies Association 2012; James Johnston Teaching Excellence Award for Undergraduate Teaching 2006; National Humanities Center Fellow, 2002; Hagley Book Prize, Business History Conference for *Colonial Habits*, 2000; Award for the Outstanding Book of 1999, Society for the Study of Early Modern Women; External Grants; NEH, National Humanities Center, Fulbright Hays.

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

**Relevant courses taught:** Latin America under Colonial Rule; History of the Andes; Latin America since 1810

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Member, 2015 Annual Meeting of the American Historical Association; Into the Latin American Archive, Friends of the Library Hispanic Heritage Month Lecture and Display, 2011

**Number of Recent Publications:** 0

- 2012 *Colonial Habits: Convents and the Spiritual economy of Cuzco*, Peru, Duke University Press, e-Duke Books.
- 2011 "Making indigenous archives: The Quilcaycamayoc of Colonial Cuzco," in *Hispanic American Historical Review* 91(4).
- 2011 "Unfixing Race," eds. M R Greer, et al. in *Rereading the Black Legend: The Discourses of Religious and Racial Difference in the Renaissance Empires*. University of Chicago Press.
- 2011 "Unfixing Race," ed. L Gotkowitz in *Histories of Race and Racism: The Andes and Mesoamerica from Colonial Times to the Present*. Duke University Press.
- 2010 *Into the Archive: Writing and Power of Colonial Peru*. Duke University Press.
- 1999 *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Peru*, Duke University Press.

## Tamara Cabrera

Teaching Assistant Professor, Romance Studies (Spanish), UNC-CH

**Education:** PhD, University of Grenada, Spain, 2015

**Appointed/Tenure status:** 2017/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal, on-going.

**Research/training specializations:** Linguistic and demographic change; translation theory; interpretation of foreign texts

**Overseas experience:** Spain (Country of Origin)

**Recognitions:** Sworn Translator, Spanish Ministry of Foreign Affairs and Cooperation;

**Relevant courses taught:** Intermediate Spanish I; Translation I

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Spanish Professionals in America; American Literary Translators Association; European Society for Translation Studies; Modern Languages Association

**Number of Recent Publications:** 7

2018 “La reseña arquitectónica y su traducción,” in *Jostrans: Journal of Specialized Translation* 29.

2017 “Applications of Simultaneous Interpreting Corpora beyond Interpreting Studies;” in *New Voices in Translation and Interpreting Studies*.

2017 “The Translation and Interpreting Industry in the United States,” in *Observatorio Reports*. Observatory of the Spanish Language and Hispanic Cultures in the US. Instituto Cervantes at Harvard University-FAS.

2017 “The Translation and Interpreting Industry in the US,” in *Observatorio Reports*. Observatory of the Spanish Language and Hispanic Cultures in the US. Instituto Cervantes at Harvard University-FAS.

2016 “Interpreting Architecture: The ARCHINT Corpus,” in *Tradumàtica* 14. Technologies de la Traducción, Revistes Digitals-Universitat Autònoma de Barcelona.

## Kia Caldwell

Associate Professor, Department of African, African American, and Diaspora Studies, UNC-CH

Director of Faculty Diversity Initiatives, College of Arts and Sciences and

Co-Director, African Diaspora Fellows Program for the Consortium

**Education:** PhD, University of Texas at Austin, 1999

**Appointed/Tenure status:** 2005/Tenured

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

**Research/training specializations:** African Diaspora studies; gender and feminist studies; HIV/AIDS; health disparities

**Overseas Experience:** Brazil

**Recognitions:** American Psychological Association Cybermentoring Program; Faculty Scholar Award, Carolina Women’s Center; Junior Faculty Development Award; Mellon Foundation Future of Minority Studies Fellowship; Academic Leadership Program, Institute for the Arts and Humanities, UNC-CH; *Explorations in Global Health Grant*, Institute for Global Health and Infectious Diseases, UNC-CH.

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

**Relevant courses taught:** Blacks in Latin America; Race and Culture in Brazil

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** African Diaspora Fellows Program, 2015-17; FAPESP Week North Carolina, 2013; Board of Directors, Women’s Birth and Wellness Center, Chapel Hill, North Carolina, March 2012 – present; Chair, Lower School Diversity Committee, Durham Academy, March 2012 – present.

**Number of Recent Publications:** 10

2017 *Health Equity in Brazil: Intersections of Gender, Race, and Policy*. University of Illinois Press.

2016 “Interseccionalidade e a saúde das mulheres negras no Brasil e nos Estados Unidos: uma proposta para a equidade em saúde,” in *Cenários da Saúde da População Negra no Brasil: diálogos e pesquisas*, with E. Maria de Araujo et al. 189-204. Cruz da Almas, Bahia: Editora UFRB.

2016 Biography of Fátima Oliveira, *Dictionary of Caribbean Afro-Latin American Biography*, Oxford University Press

## Gerónimo Can Tec

Instructor, Yucatec Maya Summer Institute, UNC-CH

### Education:

**Appointed/Tenure status:** 2010/Tenure not applicable

**Languages:** Yucatec Maya (5), Spanish (5), English (1)

**Performance-based pedagogy training:** Yucatec Maya Summer Institute Trainings 2013, 2014, 2016

**Research/training specializations:** Yucatec Maya language and culture

**Overseas experience:** Mexico (country of origin)

### Recognitions:

**Dissertations and theses supervised in the past 5 years:** N/A

**Relevant courses taught:** Beginning Yucatec Maya, Advanced Yucatec Maya

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

### Number of Recent Publications: 10

- 2014 *U un'ukbesajil u ts'ífta'al maayat'aan. Normas de escritura para la lengua mayam* with F. Briceño Chel, SEP-INALI, Mexico
- 2014 *A'almajt'aan uti'al u kanáanil u páajtalilio'ob maayáaj kaaj ti' u péetlu'umil Yucatán = Ley para la protección de los derechos de la comunidad maya del estado de Yucatán* with F. Briceño Chel, Secretaría de la Cultura y las Artes, Yucatan, Mexico
- 2014 *U noj a'almajt'aanil u péetlu'umil Yucatán = Constitución política del estado de Yucatán* w F. Briceño Chel and F. Poot Sosa, Secretaría de la Cultura y las Artes, Yucatan, Mexico
- 2013 *Póopol wuij*, with F. Briceño Chel and R. Reyes Ramírez, Ediciones: El Otro, El Mismo.

## Cristina Carrasco

Teaching Associate Professor, Department of Romance Studies (Spanish), UNC-CH

**Education:** PhD, University of Texas at Austin, 2007

**Appointed/Tenure status:** 2011/Tenure not applicable

**Languages:** Spanish (5), Catalan (5), Italian (3), French (2)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Research/training specializations:** Hybrid genres and gender studies; contemporary transatlantic studies; redefinition of national identities, exoticism and representations of otherness

**Overseas experience:** Spain (country of origin), Mexico

**Recognitions:** Buchan Award, Fall 2014; College of Arts & Sciences Travel Funds, Spring 2014; Spanish Film Club Award, PRAGDA; Fall 2013; CAS Travel Funds, Fall 2012.

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Intermediate Spanish and Spanish American Literature; Intermediate Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** NC Latin American Film Festival, 2013-present; Invited judge poetry contest, Burton Magnet Elementary School, Durham, 2013; Invited speaker "Latino Leaders Section": *Hola North Carolina* Fox 50 TV, 2013; Invited guest: "Platiquemos" Radio Show WCOM 103.5 FM, 2013.

### Number of Recent Publications: 6

- Forthcoming "Teaching *How to Make a Novel* (1927) and its Legacy in Contemporary Spanish Autobiographical Metafiction." *Approaches to Teaching the Works of Miguel de Unamuno*, ed. Luis Alvarez-Castro. New York: Modern Language Association.
- Forthcoming "Josefina Vicens: Una Olvidada del Canon," *Dossier Josefina Vicens. Literatura contemporánea en español*. Fundación Mapfre, Proyecto web.
- 2016 "De Macondo a San Salvador: la recepción crítica en España de la Obra de Horacio Castellanos-Moya," in *Horacio Castellanos Moya: El diablo en el espejo*. M Caña Jiménez and V Venkatesh, eds. Albatros.
- 2016 "Literatura" sections for *Anda: Curso Intermedio*, 3E (LeLoup, Cowell, Heining-Boynton) Upper Saddle River: Prentice Hall.
- 2015 "Juan José Millás," in *Contemporary Literary Criticism Series* 390. Gale.
- 2014 "Transatlantic Revisions of the Conquest in Inma Chacón's *La Princesa India*," in *Colonial Itineraries of Contemporary Mexico. Literary and Cultural Inquiries*. University of Arizona Press.

## Frederico Castellões

Teaching Assistant Professor, Department of Romance Studies (Portuguese), UNC-CH

**Education:** MA; Appalachian State University

**Appointed/Tenure status:** 2009/Tenure not applicable

**Languages:** Portuguese (5)

**Performance-based pedagogy training:** ACTFL Proficiency Evaluation, 2016; ROML.net Resources & Training Portal.

**Research/training specializations:** Research, implement and maintain modern methodology for foreign language acquisition

**Overseas experience:** Brazil

**Recognitions:** Advisor, U.S.-Brazil Sustainability and Sustainable Development Education Program, U.S.-Brazil Higher Education Consortia Program, FIPSE, U.S. Department of Education, Appalachian State University, 2010-2014

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Elementary Portuguese I; Elementary Portuguese II; Intermediate Portuguese I; Intermediate Portuguese II; Brazilian Performance in Music and Dance: The Capoeira

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** NC Brazilian Carnival, 2014-present; Mentor, Foreign Languages Programs, Caldwell Community College and Technical Institute; Capoeira teacher, Mayland Community College

## Karl Castillo

Assistant Professor, Marine Sciences and Environment and Ecology, UNC-CH

**Education:** PhD, University of South Carolina at Chapel Hill, 2008

**Appointed/Tenure status:** 2012, Tenure eligible

**Languages:** Spanish (3)

**Research/training specializations:** Thermal history on coral communities, Caribbean and Belize barrier reef system

**Overseas experience:** Caribbean and Central America

**Recognitions:** Carolina Postdoctoral Program for Faculty Diversity, 2012

**Dissertations and theses supervised in past 5 years:** 7

**Relevant courses taught:**

**Percentage of time devoted to Latin American/Caribbean studies:** 50-75%

**Outreach:** REEF: Teaching Kids about Bioluminescence, on-going; UNC Science Expo, 2015.

**Number of Recent Publications:** 6

- 2017 "Population structure and connectivity of the mountainous star coral, *Orbicella faveolata*, throughout the wider Caribbean region," with J Pinzón, N Khawaja, S Davies, M Matz, M Medina, T Pongwarin, E Green and J Rippe. In *Ecology and Evolution*, Vol 7, Issue 22.
- 2016 "Temperature Regimes Impact Coral Assemblages along Environmental Gradients on Lagoonal Reefs in Belize," with TA Courtney, FP Lima, SW Davies, JH Baumann, HE Aichelman and JE Townsend. In *PLOS One*, Vol 11, Issue 9
- 2016 "Intrareef variations in Li/Mg and Sr/Ca sea surface temperature proxies in the Caribbean reef-building coral *Siderastrea siderea*," with J Ries, J Stewart, S Fowell, K Sandford, and G Foster. In *Paleoceanography*, Vol 31, Issue 10.
- 2014 "The reef-building coral *Siderastrea siderea* exhibit parabolic responses to ocean acidification and warming," with JB Ries, JF Bruno, IT Westfield. In *Proceedings of the Royal Society Biological Sciences*, Vol. 281, Issue 1797.

## Teresa Chapa

Latin American and Iberian and Latina/o Studies Librarian, University Libraries, UNC-CH  
Member, ISA Advisory Board, UNC-CH

**Education:** PhD, University of Kansas, 1992

**Appointed/Tenure status:** 2000, Tenure not applicable

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

**Research/training specializations:** Latin American women writers; contemporary Latin American poetry; Latino studies

**Overseas experience:** Collection development trips to Argentina, Brazil, Chile, Colombia, Cuba, Dominican Republic, Guatemala, Mexico, Peru, Portugal, Spain, Uruguay, 2000-09; Instructor, Mexico, 1989

**Recognitions:** Chair of Access and Bibliography Substantive Committee, 2010-present, Latin American Studies Southeast Regional Libraries (LASER), member 2000-present, Chair, 2011-present, Seminar on Acquisition of Latin American Library Materials (SALALM) Film Curator 2013 and 2012; Editor, Bibliographic Section of *Cuban Studies*; Chair, Latin American Microforms Project, Center for Research Libraries; Chair Acquisitions Committee, SALALM; Chair, Center for Research Libraries Resources Project Outreach Committee; Mellon Post-Doctoral Fellowship in Latin American Research Librarianship, Duke University, 1998-99

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Board Member, World Libraries Partnership, 2001-07

**Number of Recent Publications/presentations:** 5

2018: Chapter in *Collecting Latin America for the Twentifirst Century and Beyond* with H Ackerman. McFarland & Company.

2013 "Biblioteconomía en los Estados Unidos: Desarrollo de Colecciones sobre Latinoamérica," Guatemala Book Fair.

2013 "Acquiring the Unique and Unusual in Latin America and Spain," SALALM Annual Meeting.

2012 "Latin American Book Arts: Challenging Tradition and a Challenge to Collect," SALALM Annual Meeting. (Organized panel and delivered presentation).

## John Chasteen

Professor, Department of History  
Chair, Latin America in Translation, UNC-Duke Consortium

**Education:** PhD, University of North Carolina at Chapel Hill, 1988

**Appointed/Tenure status:** 1994/Tenured

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

**Research/training specializations:** 19th-century Brazil and Spanish America, politics, nationalism, social dance.

**Overseas experience:** Argentina, Brazil, Colombia, Cuba, Uruguay

**Recognitions:** Patterson Distinguished Term Professor, 2005-2010

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

**Relevant courses taught:** Latin America since Independence (with Spanish Language Across the Curriculum section); Independence and Revolutions in Latin America History; History of Brazil

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Keynote Speaker, Annual Conference of the Southeastern Conference on Latin American Studies, 2016; K-12 teacher workshop on the 2010 bicentennial of Latin American Independence.

**Number of Recent Publications:** 2

2016 *Getting high: Marijuana through the ages*, Rowman and Littlefield

2011 *Born in Blood and Fire: A Concise History of Latin America*, 3<sup>rd</sup> ed. W.W. Norton. 4<sup>th</sup> edition, 2016.

2010 *Latin American Independence: An Anthology of Sources*, editor and translator with S. Chambers. Hackett Publishers.

2010 *Santa: A Novel of Mexico City* by Federico Gamboa, editor and translator University of North Carolina Press.

2008 *Americanos: Latin America's Struggle for Independence*. Oxford University Press.

1993 *The Contemporary History of Latin America*, with T. Donghi. Duke University Press.

## Richard Cole

Teaching Professor, School of Media and Journalism, UNC-CH  
Dean Emeritus UNC-CH School of Media and Journalism, UNC-CH

**Education:** PhD, University of Minnesota, 1971

**Appointed/Tenure status:** 1974/Tenured (Emeritus)

**Languages:** Spanish (4)

**Research/training specializations:** International communication; concerns of professional journalists; education for Journalism and mass communication

**Overseas experience:** Brazil, Chile; Cuba, Mexico, Puerto Rico

**Recognitions:** Director, Visiting International Scholars Program, UNC School of Journalism and Mass Communication; Awardee, Distinguished Service Medal Citation, UNC General Alumni Association; Awardee, Freedom Forum Medal for

Distinguished Accomplishments in Journalism/Mass Communication Administration; Vice President, International Association for Mass Communication Research, 1984-2005; Accredited by the National Journalism-Mass Communication Accreditation Organization

Accreditation Organization

**Dissertations and theses supervised in the past five years:** N/A

**Relevant courses taught:** Mass Communication in Mexico, team-taught course with U. Tecnológica de Monterrey, includes a 10 day trip to Mexico

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent publications:** N/A

1999 *Communication in Latin America, Journalism, Mass Media, and Society*, editor. Scholarly Resources

1984 "An American View of the New World Information Order," with R.L. Stevenson. *Cultures*. UNESCO.

1980 *Foreign News and the New World Information Order*, with R. L. Stevenson. Debate. Report to the U.S. International Communication Agency.

## Rudolf Colloredo-Mansfeld

Senior Associate Dean for Social Sciences and Global Programs, UNC-CH  
Professor, Department of Anthropology, UNC-CH

**Education:** PhD, University of California, Los Angeles, 1996

**Appointed/Tenure status:** 2008/Tenured

**Languages:** Spanish (4), Quichua (3)

**Research/training specializations:** Andean studies; indigenous communities; material culture; globalization

**Overseas experience:** Ecuador

**Recognitions:** Chair, Department of Anthropology, 2013-16; President, Society of Economic Anthropology, 2009-2011; Recipient, Fulbright Lecturing Research Award-CIES Program, 2005-2006; Honorable Mention, Society for Economic Anthropology Book Prize for *The Native Leisure Class: Consumption and Cultural Creativity in the Andes*, 2003; External Grants: Fulbright CIES and IIE, NSF, US Embassy-Quito, Wenner Gren Foundation

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Culture and Consumption; Latin American Economy and Society; Anthropology of Development

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Piedmont Grown, Inc., 2011-present

**Number of Recent Publications:** 13

In preparation "Culture, Competition, and Urban Identities in Ecuadorian Popular Economies" in *Urban Economies*, eds J Mueller and E Durr.

2016 "Recordkeeping: ethnography and the uncertainty of contemporary community studies" in *A Return to the Village: Community Ethnographies and the Study of Andean Culture in Retrospective*, eds. F Ferriero and B J Isbel. Institute of Latin American Studies, University of London.

2015 *Fast, Easy, and In Cash: Artisan Hardship and Hope in the Global Economy*, with J Antrosio. University of Chicago Press.

2013 "Consumption: From Cultural Theory to the Ethnography of Capitalism" in *Handbook of Sociocultural Anthropology*, eds. J Carrier and D Gewertz. Berg Publishers.

## Glynis Cowell

Teaching Professor and Director of Spanish Language Program, Department of Romance Studies, UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 1990

**Appointed/Tenure status:** 1994/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based pedagogy training:** PhD in Curriculum and Instruction; ACTFL OPI Tester Certification in Spanish

**Research/training specializations:** Spanish literature and culture; foreign language teaching and learning

**Overseas experience:** Bolivia, Spain

**Recognitions:** Buchan Fund, 2014; Class of 1996 Award for Advising Excellence, 2013; National Academic Advising Association New Faculty Advisor Award, 2010; Pearson Education, Inc., Product of the Year Award for North America, *¡Anda! curso elemental!*, 2010; Co-recipient, APPLS Service-Learning Award in Honor of Ned Brooks, 2007; Graduate Student Mentor Award, 2002-03; Undergraduate Teaching Award, 1996

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Elementary Spanish I and II, Theories and Techniques of Foreign Language Teaching

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Spanish Program Evaluation, North Carolina School of Science and Math; Coordinates workshops for elementary and secondary school language teachers

**Number of Recent Publications:** 4

2013 *¡Anda!: curso intermedio*. Vol. 2, 2<sup>nd</sup> ed., with J LeLoup. Prentice Hall.

2013 *¡Anda!: curso intermedio*. Vol. 1, 2<sup>nd</sup> ed., with J LeLoup. Prentice Hall.

2013 *¡Anda!: curso elemental*. Vol 1, 2<sup>nd</sup> ed., with A Heining-Boynton. Prentice Hall.

2013 *¡Anda!: curso elemental*. Vol 1, etext, with A Heining-Boynton. Prentice Hall.

2012 Workbooklet for *¡Anda!: curso elemental*, with A Heining-Boynton. Prentice Hall.

## Altha Cravey

Associate Professor, Department of Geography, UNC-CH

**Education:** PhD, University of Iowa, 1993

**Appointed/Tenure status:** 1994/Tenured

**Languages:** Spanish (4), French (2)

**Research/training specializations:** Latin America, social theory, third world development

**Overseas experience:** Costa Rica, Ecuador, Guatemala, Mexico, Nicaragua

**Recognitions:** Center for Urban and Regional Studies Fellow; External Grants: Ford, NSF, Spencer Foundations, NIH and NC Arts Council

**Dissertations and theses supervised in the past 5 years:** 11

**Relevant courses taught:** Local Places in a Globalizing World; Mobile Geographies; Urban Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Duke Community Outreach Office, 2017

**Number of Recent Publications:** 5

2017 "Educating to Empower Latina/os in Mathematics in the New South" in *U.S. Latinization: Education and the new Latino South*, with A. Fernandes et al. Albany: State University of New York Press.

2015 "US-Mexico Borderlands" in *Placing Latin America: Contemporary Themes in Geography*, 3<sup>rd</sup> Ed. Ed. by E. Jackiewicz and F. Bosco.

2015 "Imagining the future from the margins: Alex Rivera's Sleep Dealer," with J. Palis et al. *GeoJournal*.

2014 "Media Pedagogy in Action: The Making of The Virgin Appears in 'La Maldita Vecindad,'" with M. Petit. *Journal of Geography* 113 (2): 68-77.

2013 "Media Pedagogy in Action: The Making of The Virgin Appears in 'La Maldita Vecindad,'" with M. Petit. *Journal of Geography* 113(2):68-77.

## Hélène de Fays

Teaching Associate Professor, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of North Carolina-CH, 2004

**Appointed/Tenure status:** 1995/Tenure not applicable

**Languages:** Spanish (5); French (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Research/training specializations:** 20<sup>th</sup> century Latin American literature; postmodernism; cinema and pop culture

**Overseas experience:** Spain

**Recognitions:** Sigma Delta Pi (National Spanish Honor Society)

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

**Relevant courses taught:** Spanish conversation and grammar; Spanish American civilization and culture

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 1

Forthcoming "The Cultures of Contemporary Spain," with A. Muñoz. Textbook.

2014 "El Mundo Hispano a lo largo de los años," with L. King, 2<sup>nd</sup> ed. Kendall/Hunt.

2008 *Cultural History of the Hispanic World*, with L. King. Great River Technologies.

2008 *El mundo hispano a lo largo de los años*, with L. King. Kendall/Hunt.

2004 "Warnings from the future: nature and technology in Spanish American science fiction." Diss. Department of Romance Languages and Literatures, University of North Carolina-Chapel Hill.

## María DeGuzmán

Professor, Department of English and Comparative Literatures; Director, Latino/a Studies Minor, UNC-CH

**Education:** PhD, Harvard University, 1997

**Appointed/Tenure status:** 1999/Tenured

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

**Research/training specializations:** Latina/o literatures and theory; visual studies, construction of identity

**Overseas experience:** Puerto Rico, Spain

**Recognitions:** Excellence in Graduate Student Advocacy Award from the Comparative Literature and English Association of Graduate Students, 2015; Recognition Award for Faculty Diversity, Achievement, and Success, 2014; Faculty Diversity Award for promoting equity on campus, 2012; University Tanner Award for Excellence in Undergraduate Teaching, 2005

**Dissertations and theses supervised in past 5 years:** 13

**Relevant courses taught:** Imagining the Americas; Literature of the Americas

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** WUNC-TV; WCHL-Radio; Director, Hispano-Latin American-Jewish Discussion Group

**Number of Recent Publications:** 11

Forthcoming *Understanding John Rechy*. University of South Carolina Press.

2016 "Four Contemporary Latina/o Writers Ghost the U.S. South" in *The Oxford Handbook of the Literature of the U.S. South*, eds. B. Ladd and F. Hobson.

2014 "Mute Figuration of Minikins" in *Mujeres Talk*. Ohio State University.

2012 *Buenas Noches, American Culture: Latina/o Aesthetics of Night*. Indiana University Press.

2012 "Una herida abierta: Free Trade's Bloody Transnational Flows in Alicia Gaspar de Alba's *Desert Blood*," *Revista de Literatura Mexicana Contemporanea* 53(2012):1025-29.

2005 *Spain's Long Shadow: The Black Legend, Off-Whiteness, and Anglo-American Empire*. University of Minnesota Press.

## Emilio Del Valle Escalante

Associate Professor and Associate Chair, Department of Romance Studies;  
Faculty Affiliate, American Indian and Indigenous Studies, UNC-CH

**Education:** PhD, University of Pittsburgh, 2004

**Appointed/Tenure status:** 2007/Tenured

**Languages:** Spanish (5), Maya K'iche' (1)

**Research/training specializations:** Indigenous literatures and social movements; 20th - 21st century Latin America; Central American literatures and cultures; cultural and postcolonial studies.

**Overseas experience:** El Salvador, Guatemala, Mexico, Nicaragua, Peru

**Recognitions:** Boren Fellowship, Institute for Arts and Humanities, 2013; Mentor, Moore Undergraduate Research Apprentice Program (MURAP), 2012; Westfeldt Bunting Foundation Summer Scholar, School of Advanced Research, 2008; External Grants: NEH Summer Institute.

**Dissertations and theses supervised in past 5 years:** 13

**Relevant courses taught:** Introduction to Indigenous Literatures; Central American Literature and Cultures; Latin American Narrative: Magic realism, boom and post-boom; Introduction to Latin American Literature; Mesoamerica through its Native Literature; Mexico, Central America, Andean Regions

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Maya from the Margins: Archives and Experiences of History, Identity, and Migration Workshop, 2016.  
**Publications:** 10

- 2017 "Intelectuais Indígenas Nas Americas: Desafios e Perspectivas," co-edited with C Zapata and E Fernandez. *Revista de Estudos e Pesquisas Sobre as Americas*, 11(2).
- 2016 "State Violence, History and Maya Literature in Guatemala" in *Sources and Methods in Indigenous Studies. New Directions in Global Indigenous Studies*, eds. J O'Brien et al. Routledge Press.
- 2016 "Contemporary Maya Literature and the Question of Modernity: Xib'alb'a as Allegory of Globalization" in *Violence and Endurance: Representations of War and Peace in Post-War Central American Narratives*. NOVA Publishers.
- 2015 *Teorizando las Literaturas Indígenas Contemporáneas*. A Contracorriente Press.
- 2013 "Literatura Maya Contemporánea y la Cuestión de la Modernidad: Xib'alb'a como Alegoría de la Globalización," in *Revista Casa de las Américas* 271.
- 2010 "Introduction," in *Uk'u'x kaj, uk'u'x ulew: Antología de Poesía Maya Guatemalteca Contemporánea*. Instituto Internacional de Literatura Iberoamericana.

## Luis A. Diaz

CE Wheeler Jr. Distinguished Professor, Department of Dermatology, UNC-CH

**Education:** MD, U. Nacional de Trujillo, 1967

**Appointed/Tenure status:** 1973/Tenured

**Languages:** Portuguese (5), Spanish (5)

**Research/training specializations:** Medieval Spanish literature, especially 15th century poetry; court theater, ideology and literature; mythology; computer applications in the Humanities.

**Overseas experience:** Spain

**Recognitions:** President, Association of Professors of Dermatology, 2014

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

**Relevant courses taught:** Director of UNC School of Medicine-University of Trujillo (Peru) student exchange program; University of Sao Paulo student exchange program.

**Percentage of time devoted to Latin American/Caribbean studies:** 15%

**Number of Recent Publications:** 8

- 2015 "Dermatological Journals Available to Latin American Dermatologists," with J C Tapia and F Bravo in *International Journal of Dermatology*, 54(11).
- 2014 "Analysis of Anti-desmoglein 1 Autoantibodies in 68 Healthy Mother/Neonate Pairs from a Highly Endemic Region of Fogo Selvagem in Brazil," with et al. In *Journal of Investigative Dermatology*, 134(9).
- 2012 "Brazilian Pemphigus Foliaceus Anti-desmoglein 1 Autoantibodies Cross-react with Sand Fly Salivary LJM11 Antigen," in *Journal for Immunology* 189. Rapid Communication.

## Frank Domínguez

Professor, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of Michigan, 1973

**Appointed/Tenure status:** 1973/Tenured

**Languages:** Spanish (5), English (5), French (4), German (2), Italian (2), Latin (2)

**Research/training specializations:** Medieval Spanish literature, especially 15th century poetry; court theater, ideology and literature; mythology; computer applications in the Humanities.

**Overseas experience:** Spain

**Recognitions:** Mentor of Year, Department of Romance Languages and Literatures, 2011; John K. Walsh Award for Outstanding Article in Medieval and Early Modern Literature, Modern Language Association, 2009; External Grants: ACLS, NEH, Institute for Academic Technology, and the U.S. Department of Education

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Survey of Spanish Literature to 1700; History of the Spanish Language; The Beginnings of the Inquisition and the Question of the Other; Beginnings of Castilian Hegemony to 1369; Beginnings of Castilian Hegemony from 1369 to 1504; Special Readings in Literature; History of the Spanish Language

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 3

Forthcoming "La muerte del conde de Niebla en *El Laberinto de Fortuna de Juan de Mena* y en el poema de *Carajicomedia* atribuido a Juan de Hemptudia." *eHumanista*.

2015 *Carajicomedia: Parody and Satire in Early Modern Spain*. Tamesis Books.

2014 "Juan de Mena's *El Laberinto de Fortuna*, Petrarch's Africa, the Scipio/Caesar Controversy." *La Corónica* 42(2).

2011 "Laberintos, *mappae mundi*, y geografías en *El Laberinto de Fortuna de Juan de Mena* y *Las Trezientas*." *La Corónica* 40(1).

2011 "The Burlesque "Contrafacta" of Juan de Mena's *El Laberinto de Fortuna*: The Anonymous *Carajicomedia* and Cristóbal de Castillejo's "A cierto escribano confeso." *La pluma es lengua del alma: Ensayos en Honor de E. Michael Gerli*. Juan de la Cuesta.

## Eduardo Douglas

Associate Professor, Department of Art, UNC-CH

**Education:** PhD, University of Texas at Austin, 2000

**Appointed/Tenure status:** 2008/Tenured

**Languages:** Spanish (5), Portuguese (2), French (4), Nahuatl (2), Latin (3), German (2)

**Research/training specializations:** Pre-Columbian studies; Latin American art

**Overseas experience:** Cuba, Brazil, Mexico

**Recognitions:** Eleanor Tufts Book Prize, American Society for Hispanic Art Historical Studies, 2012; Co-winner, Association for Latin American Art Book Award, 2011; External Grants: Mellon; Dumbarton Oaks; SSRC

**Dissertations and theses supervised in the past 5 years:** 7

**Relevant courses taught:** Introduction to Art and Architecture of Pre-Hispanic Mesoamerica; Latin American Modernisms; Brazilian Modernisms; Art of the Aztec Empire; Art and Architecture of Viceregal Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Art and Politics in Mexico, Al-Jazeera America, 2013;

**Number of Recent Publications:** 1

2015 "La pintura indígena de Nueva España (hacia 1521-1600): Manuscritos pictográficos, arte plumario y pintura mural," in *Pintura Hispanoamericana 1550-1820*, eds. J Brown and L E Alcalá. El Viso Editores.

2012 "Colonial Documents" in *Oxford Handbook of Mesoamerican Archaeology*, eds. D L Nichols and C Pool. Oxford University Press.

2011 "Our Fathers, Our Mothers: Painting and Indian Genealogy in New Spain" in *Contested Visions in Colonial Spanish America*, ed. I Katzew. Los Angeles County Museum of Art and Yale University Press.

2011 *In the Palace of Nezahualcoyotl: Painting Manuscripts, Writing the Pre-Hispanic Past in Early-Colonial-Period Tetzoco, Mexico*. University of Texas Press. (Co-winner, 2011 ALAA book award.)

## Corina Dueñas

Teaching Assistant Professor, Romance Studies (Spanish), UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 2005

**Appointed/Tenure status:** 2007/Tenure not applicable

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

**Performance-based pedagogy training:** ROML.net Resources and Training Portal, on-going.

**Research/training specializations:** Theater, Historical Narratives

**Overseas experience:** Cuba, Costa Rica

**Recognitions:** Representative, Department of Romance Studies, Accepted UNC Weekend, 2017.

**Relevant courses taught:** Spanish Conversation, Spanish for High Beginners, Intermediate Spanish, Spanish for the Minor in the Professions, Spanish Review of Grammar and Compositions, Advanced Spanish Conversation and Composition, Spanish for Reading, Elementary French I

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Hurricane Irma and María Relief Efforts, 2017; Promoted Latin America programs during study abroad events and info sessions with prospective UNC students and parents.

## Stephanie Elizondo Griest

Assistant Professor of Creative Nonfiction, Margaret R. Shuping Fellow, English and Comparative Literature, UNC-CH

**Education:** MFA, University of Iowa, 2012

**Appointed/Tenure status:** 2012/Tenure eligible

**Languages:** Spanish (4), Russian (4), Mandarin (1)

**Research/training specializations:** Creative Writing, Creative Non-fiction, Journalism, Memoir, Travel Writing

**Overseas experience:** Russia, China, Cuba, Mexico, Venezuela, Colombia, India

**Recognitions:** Best American Travel Writing, 2017; Fellow, Virginia Center for the Creative Arts, 2017; University Research Council Grant, 2017; Junior Faculty Development Award, 2016; Faculty Fellow, IAH, 2015; Cultural Ambassador, International Writing Program Literary Tour of Venezuela and Colombia, 2015; Inductee, Texas Institute of Letters, 2013

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

**Relevant courses taught:** Introduction to Creative Nonfiction; Special Topics in Creative Writing

**Percentage of time devoted to Latin American/Caribbean studies:** 25-50%

**Outreach:** book presentations, panel discussions, and readings across the U.S. in conjunction with the release of *All the Agents and Saints*.

**Number of Recent Publications:** 12

2017 *All the Agents & Saints: Dispatches from the U.S. Borderlands*, UNC Press.

2016 "Release," with J Curtis in *Conjunctions: Experiments in Collaboration*.

2016 "Music Without Borders," in *Oxford American* online.

2015 "Code 500," in *Best Travel Writing*, Volume X, J O'Reilly and L Habegger eds., *Travelers' Tales*

2015 "Art Against the Wall," in *Oxford American*, Spring 2015.

2013 *Family Trouble: Memoirists on the Hazards and Rewards of Revealing Family*, ed. J Castro. University of Nebraska Press.

2008 *Mexican Enough: My Life Between the Borderlines*. Washington Square Press/Simon & Schuster.

2004 *Around the Bloc: My Life in Moscow, Beijing, and Havana*. Villard/Random House.

## Arturo Escobar

Kenan Distinguished Professor of Anthropology; Member, Latin America in Translation Committee, UNC-CH

**Education:** PhD, University of California at Berkeley, 1987

**Appointed/Tenure status:** 2000/Tenured

**Languages:** Spanish (5), English (5), Catalan-Valencian-Balear (2), Portuguese (3),

**Research/training specializations:** Anthropology of development, modernity, and social movements.

**Overseas experience:** Argentina, Colombia (country of origin), The Netherlands, Spain

**Recognitions:** Member, International Advisory Board, Minister of Culture of Ecuador, 2012-present; Doctorate Honoris Causa, U. Michoacana de San Nicolás de Hidalgo, Mexico, 2014; Life-time Achievement Award, Colombian Institute of Anthropology and History, 2012; Doctorate Honoris Causa, U. of Manizales, 2012; Live-time Achievement Award, Colombia Section, LASA, 2012; Distinguished Teaching Award for Post-Baccalaureate Instruction, 2006; Director, Institute of Latin American Studies, UNC-CH and Co-Director UNC-Duke Consortium in Latin American Studies, 2004-07; Member, Executive Council, LASA, 2001-04. Named one of *Fifty Key Thinkers on Globalization*, eds. W D Coleman and A Sajed. External Grants: Fulbright, Guggenheim, William and Flora Hewlett, MacArthur, and Rockefeller Foundations

**Dissertations and theses supervised in past 5 years:** 7

**Relevant courses taught:** Anthropology of Development; Development in Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Palabras al Margen, YouTube, 2013

**Number of Recent Publications:** 19

2018 *Designs for the Pluriverse. Radical Interdependence, Autonomy, and the Making of Worlds.* Duke University Press.

2017 “Weaving Hope in Ancestral Black Territories in Colombia: The Reach and Limitations of Free, Prior, and Informed Consultation and Consent,” in *Third World Quarterly* 38(5).

2016 *Autonomía y diseño. La realización de lo comunal.* Editorial Universidad del Cauca.

## Bruno Estigarribia

Associate Professor of Hispanic Linguistics, Department of Romance Studies (Spanish)

**Education:** PhD, Stanford University, 2007

**Appointed/Tenure status:** 2011/Tenured

**Languages:** Spanish (5); Arabic (3); Dutch (3); French (5); Greek (2); Guarani (2); Italian (2); Norwegian (2); Turkish (3)

**Research/training specializations:** Spanish phonetics and phonology; language acquisition of Spanish; grammatical structures of Spanish

**Overseas experience:** Argentina (country of origin), Paraguay, France

**Recognitions:** Center for Global Initiatives Conference Presentation Award, 2014; Junior Faculty Development Award, 2013; semi-finalist, Board of Governors Teaching Excellence Award, 2013; honorary member, Sigma Delta Pi; IAH Innovation Fund, 2012; UNC Odum Social Science Seed Grant for Multidisciplinary Research, Odum Institute for Social Science, 2010-2011; UNC University Research Council Grant, 2011-12; travel grant recipient, International Lexical Functional Grammar Association, 2005.

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

**Relevant courses taught:** Grammatical Structures of Spanish Language; First and Second Language Acquisition of Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Guarani Night, 2013.

**Number of Recent Publications:** 15

2017 “Guarani Linguistics in the 21<sup>st</sup> Century” in *Studies in the Indigenous Languages of the Americas (BSILA) Series*, eds J. Pinta.

2017 “Guarani morphology in Paraguayan Spanish: insights from code-mixing typology” in *Hispania* 100(1).

2016 “Guaraní aquí, Jopara allá. Reflexiones sobre la (Socio)lingüística paraguaya.” In *Journal of Language Contact*, Vol 9, Issue 2

2015 “Guaraní-Spanish Jopara mixing in Paraguay: Does it reflect a third language, a language variety, or true codeswitching?” in *Journal of Language Contact*, 8(2). 183–222.

## Oswaldo Estrada

Associate Professor of Spanish, Department of Romance Studies (Spanish), UNC-CH

**Education:** Ph.D. University of California, Davis, 2004

**Appointed/Tenure status:** 2007/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Contemporary Latin American literature and culture; Mexico and Peru; gender and identity; new narrative; new historical novel; rewritings of history; colonial literature

**Overseas Experience:** Mexico, Peru

**Recognitions:** LASA Honorary Mention for Best Article in the Humanities, 2015; Chapman Family Distinguished Teaching Award, 2015; Academic Excellence Award, Institute for the Arts and Humanities, 2014; Faculty Mentoring Award, Department of Romance Languages, 2014; Research and Study Assignment, 2009; MURAP Summer Faculty Fellowship, 2009; University Research Council Award, 2009; Junior Faculty Development Award, 2008; External Grants: NEH

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

**Relevant courses taught:** Latin American Culture: Mexico, Central America, and the Andean Region; Survey of Latin American Literature; Identity Matters in Mexican Literature; The New Historical Novel; Beyond Feminist Perspectives in Latin American Literature; Rooms of Their Own: Women's Writing in Latin America

**Percentage of time devoted to Latin American/Caribbean Studies:** 75-100%

**Outreach:** Interview, Rey Andújar." *Hispanía. Revista de Literatura* 121 (2012): 45-52; NC Latin American Film Festival

**Number of Recent Publications:** 25

- 2017 "‘Paso del Norte’: Juan Rulfo a orillas del Río Bravo." *El Llano en llamas, Pedro Páramo y otras obras (en el centenario del autor)*, ed. P A Palou and F Ramírez Santacruz. Iberoamericana.
- 2017 "Ráfagas de crueldad y pobreza en la literatura mexicana de la violencia." *Pobreza y globalización en le imaginario latinoamericano actual*, eds. S Buttes and D Niebylski. Cuarto Propio.
- 2015 "Versos que violentan historias: Daniel Sada y el corrido de Rosita Álvarez." In *Bulletin of Spanish Studies*, Vol 92, Issue 7.
- 2015 *Senderos de violencia: Latinoamérica y sus narrativas armadas*, ed. O Estrada. Albatros Ediciones.

## Patrícia Helena Fuentes Lima

Teaching Assistant Professor, Department of Romance Studies (Portuguese), UNC-CH  
Teaching Assistant Professor, Working Portuguese, Kenan-Flagler Business School, UNC-CH

**Education:** PhD, University of North Carolina-Chapel Hill

**Appointed/Tenure status:** 2008/Tenure not applicable

**Languages:** Portuguese (5), Spanish (4), Swedish (2)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal; ACTFL 4 day OPI Assessment, 2017

**Research/training specializations:** Luso-Brazilian literature; cinema; Brazilian fiction

**Overseas Experience:** Brazil

**Recognitions:** Mellon Foundation, 2008; Tinker Foundation, 2006

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Cultures of Brazil, Portugal and Lusophone Africa; Oral Intensive Conversation in Portuguese; Beginner Working Portuguese; Elementary Portuguese; Oral Communication; Luso-Brazilian Civilization

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** WorldView: Latin American and North Carolina Seminar, 2017

**Number of Recent Publications:** 5

- 2017 "Chapadão: o Poeta, o Poema e os Sentidos de Casa" in *Maestro Soberano: Ensaios Sobre*, eds. Antonio Carlos Jobim Luca Bachini(organizador). Belo Horizonte: Editora UFMG, 2017.
- 2017 "Mil tons de vida: a cor e o som do cinema de língua portuguesa". *Verbo de Minas*, 18(31) REVISTA VERBO DE MINAS, *Programa de Mestrado em Letras do Centro de Ensino Superior de Juiz de Fora* (2017).

## David García

Associate Professor, Department of Music, UNC-CH

**Education:** PhD, The City University of New York, 2003

**Appointed/Tenure status:** 2005/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Ethnomusicology: Latin American music, Cuban music.

**Overseas experience:** Cuba, Curaçao

**Recognitions:** National Endowment for the Humanities Research and Study Leave Fellowship, 2014-15; Associate Professor Support Program, College of Arts and Sciences, UNC-CH, 2011-15; Student Undergraduate Teaching and Staff Award, 2009; Indies Arts Award, Independent Weekly of the Triangle for bringing Latin music to the Community, 2008

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

**Relevant courses taught:** Introduction to Latin American Music; Race and Music in the Americas; Ensemble: Charanga

**Percentage of time devoted to Latin American/Caribbean studies:** 75-100%

**Outreach:** Director, Charanga Carolina (UNC Cuban and Salsa ensemble) performances at FestiFall, Durham Academy, Creekside Elementary, among many others

**Number of Recent Publications/recordings:** 3

Forthcoming *Fernando Ortiz on Music: Selected Writing on Afro-Cuban Expressive Culture*. Temple University Press.

2017 "Listening Across Boundaries: Soundings from the Paramount Ballroom and Boyle Heights." In *The Tide Was Always High: The Music of Latin America in Los Angeles*, ed. J Kun. University of California Press.

2017 *Listening for Africa: Freedom, Modernity, and the Logic of Black Music's African Origins*. Duke University Press.

## Hannah Gill

Associate Director, Institute for the Study of the Americas; Research Associate, Center for Global Initiatives;  
Member Ex-Officio, ISA Advisory Board and Director, Latino Migration Project

**Education:** PhD, University of Oxford, 2004

**Appointed/Tenure status:** 2004, Tenure not applicable

**Languages:** Spanish (4), French (3), Italian (2)

**Research/training specializations:** Social Anthropology Latin American and Caribbean immigration

**Overseas Experience:** Bolivia, Dominican Republic, Ecuador, Mexico

**Recognitions:** The Office of the Provost Engaged Scholarship Award, 2017; APPLES Teaching Excellence Award, 2014; 2012 AARP North Carolina Multicultural Outreach Award, Robert E. Bryan Public Service Award, 2008, Undergraduate Teaching Award, 2007; Rockefeller Postdoctoral Scholar, 2004. External Grants: National Endowment for the Humanities, Z. Smith Reynolds Foundation

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Latin American Immigration Perspectives: Ethnography and Action; Global Migration

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Project director: 1) Building Integrated Communities Initiative with Local Municipalities; 2) New Roots Oral History, Immigration Policy Community Conference Series, 2013, 2009.

**Number of Recent Publications:** 10

2016 "New Roots/Nuevas Raíces: Stories from Carolina del Norte," with J Vos, M Ramirez and L Villa Torres in *Southern Cultures* 22(4).

2015 "Interior Immigration Enforcement: The Impacts of Expanding Local Law Enforcement Authority," with M Nguyen in *Urban Studies Journal*.

2015 "Community Planning for Immigrant Integration," with M Nguyen and M Andrew in *Multicultural Planning in the 21st Century*, ed. M Burayidi.

2013 "Innovations in Immigrant Incorporation: High Point, N.C.," with M Nguyen and M Andrew in *Progressive Planning Magazine* 2013(2).

## Luis Marcelino Gómez

Teaching Associate Professor, Department of Romance Studies (Portuguese), UNC-CH

**Education:** PhD, Florida International University, 2001

**Appointed/Tenure status:** 2003/ Tenure not applicable

**Languages:** Spanish (5); Portuguese (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Research/training specializations:** 19<sup>th</sup> century Latin American literature and film

**Overseas experience:** Angola, Cuba (country of origin), Spain

**Recognitions:** Sigma Delta Pi Honorary Faculty Member, 2017; Student Undergraduate Teaching and Staff Awards (SUTASA), 2015; Finalist, Juan Rulfo Short Story Prize, 2007

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Elementary Spanish, Spanish Conversation, Introduction to Spanish and Spanish American Literature, Creative Writing in Spanish, Elementary Portuguese I and II

**Percentage of time devoted to Latin American/Caribbean studies:** 50-75%

**Number of Recent Publications:** 1

2017 *Bajo los arcos/Under the Maple Tree* Poetic Anthology. La Agencia de la Palabra.

2011 *Cuando llegaron Los Helechos*. Monte Ávila Editores.

2004 *Memorias de Angola*. Editorial Panamericana.

2002 "En Misión," in *Isla tan Dulce y Otras Historias: Cuentos Cubanos de la Diáspora*. Editorial Letras Cubanas.

## Irene Gómez-Castellano

Associate Professor of Spanish, Department of Romance Languages & Literatures, UNC-CH

**Education:** PhD, University of Virginia, 2008

**Appointed/Tenure status:** 2008/Tenure eligible

**Languages:** Spanish (5), Catalan-Valencian-Balear (3), French (2)

**Research/training specializations:** Spanish 18<sup>th</sup> century poetry; Galdós and the 19<sup>th</sup>-century Spanish novel; representations of love in the Spanish 18<sup>th</sup> century; the concept of rococo in Spain; metaphors of artistic self-representation

**Overseas experience:** Cuba, Spain

**Recognitions:** Premio Victoria Urbano de Creación, Asociación Internacional de Literatura y Cultura Femenina Hispánica, 2015; Chair's Prize for Faculty Leadership in the College of Arts and Sciences, 2011; Award in Excellence in Scholarship in the Humanities and the Social Sciences, University of Virginia, 2007; Fellow, Ministerio de Cultura, Spain and University of Virginia

**Dissertations and theses supervised in past 5 years:** 8

**Relevant courses taught:** Luces: Transatlantic Enlightenment; Survey of Spanish Literature from 1700 to the Present; The 18<sup>th</sup> Century in Spain; Undergraduate Seminar in Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 10

Forthcoming *Uterine Utterances: The Lullaby Tradition in Modern and Contemporary Spain and Latin America*.

2016 "Sobre el látigo. La regente y Fray Gerundio en el contexto de la literatura de flagelantes." *Hispanic Research Journal*.

2015 *Natación (Poemas)*. Leiden: Bokeh-Almenara.

2015 "Misterios en la trastienda: Luis Paret, La Tienda del Anticuario y el Debate en Torno a Los Bailes de Mascaras Durante el Reinado de Carlos III." *Goya: Revista de Arte*.

2013 "Lullabies and Postmemory: Hearing the Ghosts of Spanish History in Guillermo del Toro's *Pan's Labyrinth*," in *Journal of Spanish Cultural Studies* 14(1).

2009 "Deconstruyendo a Galdós: La 'Traducción de Fernando Ortiz de El Caballero Encantado,'" in *Bulletin of Hispanic Studies* 87(3).

## Juan Carlos González Espitia

Associate Professor of Spanish, Department of Romance Studies, UNC-CH

**Education:** PhD, Cornell University, 2002

**Appointed/Tenure status:** 2003/Tenured

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

**Research/training specializations:** Nineteenth-century Spanish-American literature; contemporary Spanish-American literature; discourses of crime and sickness in the nineteenth century literary theory

**Overseas experience:** Colombia, Mexico

**Recognitions:** Reynolds Senior Faculty Research and Scholarly Leave, 2013; Vice Chancellor for Research and Economic Development, University Research Council Publication Grant, 2009; Graduate Faculty Mentoring Award, Graduate Student Romance Languages Association, 2007; Director, *Hispanófila*

**Dissertations and theses supervised in past 5 years:** 9

**Relevant courses taught:** Illness and Literature in the Hispanic World; Politics, Language, Love, Race and other 19<sup>th</sup> Century Spanish American Diseases; Spanish American Literature; Poesis in Spanish America; Seminar in Spanish American Literature; The Caribbean and the Southern Cone

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Developer, www.vargasvila.org, Vargas Vila Collection (web-based), Rare Book Collection, UNC Library. **Number of Recent Publications:** 6

Forthcoming "Vargas Vila, más allá de la hipérbole." *Revista Iberoamericana*.

2016 "The Highland Region as Seen by and Outsider from the Inside and an Insider from the Outside." *A History of Colombian Literature*. Cambridge University Press.

2015 "La cosecha del sembrador." *En los jardines de Lesbos and Italo Fontana*. Panamericana Editorial.

2015 "Vargas Vila, intelectual." *Revista Iberoamericana* 81.252: 723-27.

2015 "Vallejo, Vargas Vila. Oposición, redundancia." *Cuadernos de Literatura*. 19.37

2011 "Introduction" to *José María Vargas Villa Digital Library*, University Libraries, University of North Carolina-Chapel Hill.

2010 *On the Dark Side of the Archive: Turn of the Century, Nation, and Literature in Spanish America*. Bucknell University Press.

2009 *Building Nineteenth-Century Latin America: Re-Rooted Cultures, Identities, and Nations*, co-editor with W. Acree, Jr. Vanderbilt University Press.

## Lamar A. Graham

Assistant Professor, Department of Romance Studies (Spanish)

**Education:** PhD, University of Georgia, 2015

**Appointed/Tenure status:** 2017/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Historical and comparative Romance linguistics, generative syntax, language change, sociolinguistic and sociopragmatic variation

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Overseas experience:** n/a

**Recognitions:** Carolina Postdoctoral Program for Faculty Diversity, 2015-2017

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

**Relevant courses taught:** Comparative History of Ibero-Romance Languages

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 3

Forthcoming "An analysis of morphosyntactic variation in the Old Spanish future and conditional." In *Journal of Historical Linguistics*.

2018 (in press) "Variation in hesitation: the case of *este* vs. *eh* in Latin-American Spanish. *Spanish in Context* 15:1.1-28.

2017 "An Optimality-theoretic Account of the Evolution of Intervocalic Sonorants from Latin to Spanish to Portuguese, in *Journal of Portuguese Linguistics*, 16 (1)

2013 "Comparing hesitation markers in Sanjuanero Spanish." In *Diálogo de la Lengua* 5.66-77

## Michelle Gravatt

Teaching Associate Professor, Department of Romance Studies (Spanish), UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 2007

**Appointed/Tenure status:** 2007/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal, on-going.

**Research/training specializations:** Spanish for the Professions; Experiential Learning within Study Abroad; Costa Rica's Public Health Care System

**Overseas experience:** N/A

**Recognitions:** Sigma Delta Pi Spanish National Honor Society; Premio Gabriela Mistral, Conference Presentations: "Integrating Business Skills with Language Skills in the L2 Classroom: A Case Study for Negotiations." CIBER Business Language Conference, University of Florida, 2008 / Session Chair: "Pilgrims and Saints in Castile." Carolina Conference on Romance Literatures, 2006 / "The Sword as Symbol and Nexus in Amadís de Gaula." Carolina Conference on Romance Literatures, 2005

**Relevant courses taught:** Working Spanish, Spanish for High Beginners, Intermediate Spanish, Introduction to Spanish and Spanish-American Literature, Spanish Language and Culture for the Professions, Spanish for Service Learning, Spanish for Business, Spanish for Professional and Community Engagement

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** N/A

**Number of Recent Publications:** N/A

2008 "Developing Negotiating Skills in the L2 Classroom, an Intradepartmental Approach." with R Aronow-Meredith in *CIBER*, University of Florida.

2007 Lesson plans and syllabus for *Metas* textbook for McGraw-Hill Higher Education Humanities, 2007 (for use by UNC-CH Department of Romance Languages SPAN 203 course).

## Clark Gray

Associate Professor, Department of Geography, UNC-CH  
Faculty Fellow, Carolina Population Center, UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 2008

**Appointed/Tenure status:** 2011/Tenured

**Languages:** Spanish (4)

**Research/training specializations:** Population, environment and development; survey and statistical methods

**Overseas experience:** Ecuador, Kenya, Uganda

**Recognitions:** Research Excellence Award, Population Specialty Group of the Association of American Geographers, 2017; NIH Pathway to Independence Award 2009-2013; Nystrom Dissertation Award 2010. External grants: NIH, NSF

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

**Relevant courses taught:** Population, Development, and the Environment; World Regional Geography

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Number of Recent Publications:** 14

2017 "Indigenous Migration Dynamics in the Ecuadorian Amazon: A Longitudinal and Hierarchical Analysis," with R Bilsborrow et al. in *Journal of Development Studies*.

2016 "Oil Extraction and Indigenous Livelihoods in the Northern Ecuadorian Amazon," with R Bilsborrow et al. in *World Development* 78.

2016 "Climate Variability and Inter-provincial Migration in South America, 1970-2011," with V Mueller et al. in *Global Environmental Change* 41.

2015 "Fertility Transition in the Ecuadorian Amazon: Progress and Barriers for Indigenous Women," with R. Bilsborrow

and C. Gray. In *International Perspective and Reproductive Health* 41 (1): 1-10.

2015 "Delayed Fertility Transition Among Indigenous Women; A Case Study in the Ecuadorian Amazon," with R Bilsborrow et al. in *International Perspectives on Sexual and Reproductive Health* 41(1).

## Jacqueline Maria Hagan

Kenan Distinguished Professor, Department of Sociology; Fellow, Carolina Population Center and Center for Urban and Regional Studies, Member, ISA Advisory Board, UNC-CH

**Education:** PhD, The University of Texas at Austin, 1990

**Appointed/Tenure status:** 2005/Tenured

**Languages:** Spanish (3)

**Research/training specializations:** International migration between Latin America and the United States

**Overseas experience:** El Salvador, Guatemala, Mexico

**Recognitions:** Outstanding Book Award, *Skills of the "Unskilled": Work and Mobility among Mexican Migrants*. Inequality, Poverty, and Mobility Section, American Sociological Association, 2016; Robert G. Parr Distinguished Term Professorship, 2012-2016; Kenan Fellowship Award, 2012; Fellow, Woodrow Wilson International Center for Scholars, 2011-2012; Fellow, Aix-Marseille Institute for Advanced Study, 2011; External Grants: Institute of International Education, United Nations, Ford, Puffin Foundation; Winner, Distinguished Book Award, Latina/o Studies Section, American Sociological Association, 2010.

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

**Relevant courses taught:** First Year Seminar: Immigration

**Percentage of time devoted to Latin American studies:** 50%

**Outreach:** Defining Skill: The Many Forms of Skilled Immigrant Labor, special report for American Immigration Council, 2016

**Number of Recent Publications:** 13

- 2016 "New Skills, New Jobs; Return Migration, Skill transfers, and Business Formation in Mexico," with J Wassink in *Social Problems* 63(4).
- 2016 Deporting Fathers: Involuntary Transnational Families and Intent to Remigrate Among Salvadoran Deportees," with E Hamilton et al. in *International Migration Review* 50(1).
- 2016 "Religion as Psychological, Spiritual and Social Support in the Migration Undertaking," in *Intersections of Religion and Migration: Issues at the Global Crossroads*, ed. H Eppsteiner.
- 2015 *Skills of the 'Unskilled': Work and Mobility among Mexican Migrants*. University of California Press.

## Jonathan Hartlyn

Kenneth J. Reckford Distinguished Professor, Department of Political Science, UNC-CH

**Education:** PhD, Yale University, 1981

**Appointed/Tenure status:** 1988/Tenured

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

**Research/training specializations:** Comparative politics of Latin America; politics of democratization; political economy

**Overseas experience:** Argentina, Brazil, Chile, Colombia, Dominican Republic, Ecuador, Jamaica, Mexico, Peru

**Recognitions:** Award for the Best Paper presented at the LASA Conference by the Latin American Political Institutions Section of LASA, 2016; Member, International Advisory Board, FUSADES, Political Studies (El Salvador), 2010-present; Senior Associate Dean for Social Sciences and Global Programs, 2008-2017; Executive Council, LASA, 2007-10; Advisory Board, Washington Office on Latin America, 2006-present; Chair, Comparative Democratization Section, American Political Science Association, 2005-07; Director, Consortium in Latin American and Caribbean Studies at UNC and Duke, 2000; Director, UNC-CH Institute of Latin American Studies, 1999-2000; External Grants: SSRC-ACLS; Ford, Mellon, Tinker; USED.

**Dissertations/theses supervised in the past five years:** 5

**Relevant courses taught:** Contemporary Latin American Politics

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Founding Member, Executive Approval Project, 2015.

**Number of Recent Publications:** 4

- 2016 "Trust in Government Institutions: The Effects of Performance and Participation in the Dominican Republic and Haiti," with A Stoyan et al. in *International Political Science Review*.
- 2012 "La Democratización Colombiana: Reflexiones Sobre el Impacto del Frente Nacional," in *Cincuenta Años de Regreso a la Democracia*, eds. C Argaéz et al. Universidad de Los Andes.

## Carmen Hsu

Associate Professor, Department of Romance Languages & Literatures, UNC-CH

**Education:** PhD, Harvard University, 2000

**Appointed/Tenure status:** 2005/Tenure eligible

**Languages:** Spanish (5), Portuguese (3), German (2), Chinese (5), Mandarin (5), Min Nan (5)

**Research/training specializations:** Golden Age Spanish literature, chronicles of the East Indies, early modern studies

**Overseas experience:** Spain

**Recognitions:** Edward Clarence Evelyn Dyason Research Fellowship, 2015; Burrell Faculty Fellowship, Institute for the Arts and Humanities, 2013; Editorial board member, *Edition Reichenberger*; Editorial board member, *Hispanófila*;

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

**Relevant courses taught:** Survey of Spanish Literature

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** N/A

## Evelyn Huber

Morehead Alumni Distinguished Professor, Department of Political Science, UNC-CH

**Education:** PhD, Yale University, 1977

**Appointed/Tenure status:** 1992/Tenured

**Languages:** German (5), Spanish (4), French (3), Italian (1)

**Research/training specializations:** Comparative politics; democracy and social policy

**Overseas experience:** Argentina, Chile, Jamaica, Peru, Switzerland (country of origin)

**Recognitions:** Chair, Department of Political Science, 2007-17; Vice-President (2010-2012) and President (2012-2013) of the Latin American Studies Association; Honorary Doctorate in Social Science, U. of Bern, 2010; Fellow, Guggenheim Foundation, 2010; Fellow, Hanse Institute for Advanced Study, Germany, 2005; Member of the Editorial Board of the *Latin American Research Review*, 2000-03; President-Elect/Vice President, Comparative Politics Section, American Political Science Association, 1999-2003; Co-Director, Consortium in Latin American and Caribbean Studies at UNC-CH and Duke University, 1995-97 and 2001; Director, UNC-CH Institute of Latin American Studies 1995-98 and 2001-03. External Grants: Ford, USED

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

**Relevant courses taught:** Contemporary Latin American Politics

**Percentage of time devoted to Latin American/Caribbean studies:** 75-100%

**Number of Recent Publications:** 5

- 2015 *The Oxford Handbook of Transformations of the State*, with J. Stephens, S. Leibfried, M. Lange, J. Levey and F. Nullmeier, Oxford University Press
- 2014 "Income inequality and redistribution in post-industrial democracies: demographic, economic and political determinants," with J Stephens. In *Socio-Economic Review*, Vol 12, Issue 2
- 2014 "The Changing Nature of Social Protection in Middle-Income Developing Countries in Latin America and East Asia," with S Niedzwiecki in *The Oxford Handbook of Transformations of the State*, co-editor with S Leibfried et al. Oxford University Press.
- 2012 *Democracy and the Left: Social Policy and Inequality in Latin America*, with J Stephens. University of Chicago Press (Winner of Best Book Award of the Political Economy of the World System Section and from the Sociology of Development Section of the American Sociological Association).
- 2010 "The Chilean Left in Power: Achievements, Failures, and Omissions," with J Pribble and J Stephens in *Leftist Governments in Latin America: Successes and Shortcomings*, eds K Weyland et al. Cambridge University Press.

## Rebecca Huckaby

Assistant to the Latin American, Iberian, and Latina/o Studies Resources Bibliographer  
Research and Instructional Services, University Libraries, UNC-CH

**Education:** B.A, Weber State University, 1987

**Appointed/Tenure status:** 1997/Tenure not applicable

**Languages:** Spanish (3), Catalan, (1), French (1), Portuguese (1)

**Research/training specializations:** Spanish; library collection development & acquisitions

**Overseas experience:** Guatemala, Mexico, Spain

**Recognitions:** Phi Kappa Phi Honor Society

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Presenter, Latin American Studies Resource Orientation Session

## Dale L. Hutchinson

Professor, Department of Anthropology; Research Associate, Research Laboratories of Archaeology, UNC-CH

**Education:** PhD, University of Illinois, Urbana-Champaign, 1991

**Appointed/Tenure status:** 2002/Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Bioarchaeology; Human Osteology; Forensic Anthropology; Paleopathology; Health and Nutrition; Agricultural Origins and Consequences; South America

**Overseas experience:** Bolivia, Peru

**Recognitions:** Institute of Arts and Humanities Competitive Leave, 2008; Institute for Latin American Studies, 2006; University Research Council, 2006; External Grants: NSF

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

**Relevant courses taught:** Global Health; Bioarchaeology

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Frequently makes presentations on archaeological topics at local primary and secondary schools, Chapel Hill, NC, 2004-present

**Number of Recent Publications:** 3

2017 *Disease and Discrimination: Poverty and Pestilence in Colonial Atlantic America*, University Press of Florida.

2017 "High Altitude Agriculture in the Titicaca basin (800 BCE-200 CE): Impacts on Nutrition and Disease Load," with S Juengst and S Chávez in *American Journal of Human Biology* 29(4).

2016 "The Calusa and Prehistoric Subsistence in Central and South Gulf Coast Florida," with L Norr, et al. in *Journal of Anthropological Archaeology* 41.

2007 "Living on the Margins: Biobehavioral Adaptations in the Western Great Basin," in *Case Studies in Environmental Archaeology*, eds. E Reitz et al. Springer.

2007 "Outer Coast Foragers and Inner Coast Farmers in Late Prehistoric North Carolina," in *Ancient Health: Skeletal Indicators of Agricultural and Economic Intensification*, eds. M Cohen and G Crane-Kramer. University Press of Florida.

## Joseph F. Jordan

Director, Sonja Haynes Stone Center for Black Culture and History, UNC-CH  
Adjunct Associate Professor, Department of African, African American, and Diaspora Studies, UNC-CH

**Education:** PhD, Howard University, 1983

**Appointed/Tenure status:** 2001/Tenure not applicable

**Languages:** French (2), Spanish (2), Portuguese (2)

**Research/training specializations:** African Diaspora in the Americas

**Overseas experience:** Colombia, Peru, Venezuela

**Recognitions:** Member of the advisory boards of the Grassroots Leadership Institute, Carolina Center for Public Service, North Carolina Humanities Council, Our Children's Place; Burrus Faculty Fellowship, Institute of the Arts and Humanities, 2006; Faculty Curriculum Development Award, 2006; Governor's Humanities Award, 2001. Grant from: Orange County Arts Commission

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

**Relevant courses taught:** African Diaspora in the Americas; Diaspora Art and Cultural Politics

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Full Frame Documentary Film Festival; CNN, NPR, WRAL-TV, WUNC-TV, TeleSUR; Curatorial Work: People of La Costa Chica Exhibit; UNESCO Slaves Route Project; Association for Displaced Afro-Colombians

**Number of Recent Publications/Presentations:** 1

Forthcoming *Can the Artist Speak? Hamid Kachmar's Subversive Redemptive Art of Resistance. Bodies of Knowledge: Interviews, African Art, and Scholarly Narratives.* Indiana University Press.

2012 "Introduction: the continuing relevance of Fanonian thought: remembering the life and work of Frantz Fanon." *The Black Scholar* 42(3/4):3-7.

2009 "The International Simposio Amilcar Cabral: A 30 Year Journey." *The Black Scholar*.

2009 "A New Front in the Battle for Africa's Resources: Globalization and Intellectual Property Rights." *International Journal of African-American Studies*.

2008 *Afro-Colombia: A Case for Pan-African Analysis. In: Transnational Blackness: Navigating the Global Color-Line.* Palgrave Macmillan.

## Jason Kinnear

Interim Associate Dean for Study Abroad and International Exchanges; UNC-CH

**Education:** M.A., University of Northern Colorado, 1998; PhD (Candidate), Colorado State University

**Appointed/Tenure Status:** 2016/Tenure not applicable

**Languages:** none

**Administrative experience:** Deputy Director, Study Abroad Office, UNC 2016-2017; Associate Director for International Programs, Office of Service Learning, University of Missouri 2014-2016; Assistant Director, Study Abroad, University of Missouri 2007-2013; Assistant Director of Study Abroad, Colorado State University, 2006-2007, Study Abroad Coordinator, Colorado State University, 2001-2006; ISSS Program Coordinator, Colorado State University, 1999-2001; Study Abroad Coordinator, University of Northern Colorado, 1999-1999.

**Research/training specializations:** education abroad, host community engagement, service-learning, community development

**Overseas experience:** Study abroad, London, UK, summer 1996; Volunteer abroad, Cape Town, South Africa, summer 1999 & summer 2009; Faculty Program Director, Cape Coast, Ghana, Summer 2010; Faculty Program Director, Costa Rica, (December 2014/January 2015; March 2015; December 2015/January 2016)

**Dissertations and theses supervised in past 5 years:** N/A

**Percentage of time devoted to Latin American/Caribbean studies:** 10%

**Number of Recent Publications:** N/A

## Hosun Kim

Teaching Associate Professor, Department of Romance Studies (Spanish), UNC-CH  
Director, Language Resource Center, Department of Romance Studies, UNC-CH

**Education:** PhD, Universidad Complutense de Madrid, 1999

**Appointed/Tenure status:** 2004, Tenure not applicable

**Languages:** Spanish (5), Korean (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Research/training specializations:** Culture of Latin America and Spain, Spanish language pedagogy

**Overseas experience:** Colombia, Spain

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Hybrid Spanish I and II, Introduction to Spanish and Spanish American Literature, Spanish for Health Professionals, Spanish for Legal Professionals, Spanish for Professional and Community Engagement

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Mentor and teacher of Spanish for Korean missionaries in Ecuador

**Number of Recent Publications:** N/A

2004 "La Homosexualidad y su Función Seductora en *El Beso de la Mujer Araña* de Manuel Puig," in *MIFLC Journal* 12(2004).

2004 "La Desmitificación de la Realidad en *El Tiritero* de Gustavo Álvarez Gardeazábal," in *Iberoamérica* 6.

2000 "Reconstrucción de la Historia en *Los Perros del Paraíso* de Abel Posse," in *Estudios Hispánicos* 16.

## Anastacia Kohl

Teaching Assistant Professor, Department of Romance Studies (Spanish), UNC-CH  
Faculty Coordinator SPAN 203, Department of Romance Studies, UNC-CH

**Education:** Ed.D., University of North Carolina, 2005

**Appointed/Tenure status:** 2005/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Research/training specializations:** Spanish language pedagogy

**Overseas experience:** N/A

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Beginning Spanish 1 and 2 Intermediate Spanish 1 and 2

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** N/A

**Number of Recent Publications:**N/A

2005 *The Professional Development Needs of K-12 ESL and Foreign Language Teachers: a Descriptive Study.*  
University of North Carolina Theses and Dissertations.

## Miguel La Serna

Associate Professor, Department of History  
Advisory Board, Institute for the Study of the Americas, UNC-CH

**Education:** PhD, University of California, San Diego, 2008

**Appointed/Tenure status:** 2010/Tenured

**Languages:** Spanish (5), Quechua (4)

**Performance-based pedagogy training:** Certificate of Completion, Intermediate Quechua, Centro de Idiomas, Pontificia Universidad Católica de Peru

**Research/training specializations:** Andean history; revolution and insurgency in Latin America; indigenous peasantry; culture, memory, and political violence in 20<sup>th</sup> century Latin America

**Overseas Experience:** Peru

**Recognitions:** Collaborative Research Fellowship, American Council of Learned Societies, 2017; Residential Fellowship, National Humanities Center, 2016; Faculty Fellowship, Institute for the Arts and Humanities, UNC-CH, 2015; Faculty-Student Partnership Fund: Memory and Revolution in Peru, 2013; Carolina Program for Faculty Diversity Postdoctoral Fellowship at UNC-CH, 2008-10; Guggenheim Foundation Fellowship, 2007-08; Ford Foundation Diversity Fellowship, 2007-08; Fulbright IIE Fellowship, 2005-06

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Latin American Revolutions; Latin America under Colonial Rule; Latin America since Independence; U.S./Latin America Relations; Latin American Indigenous; Guerrillas and Counterinsurgencies in Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Humanities Program Public Seminar, 2015.

**Number of Recent Publications:** 5

Forthcoming *The Shining Path Rebellion*, with O Starn. WW Norton and Company.

Forthcoming *With Masses and Arms: A History of Peru's Tupac Amaru Revolutionary Movement*, UNC Press

2015 "In Plain View of the Catholic Faithful: Church-Peasant Conflict in the Peruvian Andes, 1963-1980," in *Hispanic American Historical Review* 4.

2013 "Una brutalidad propia de hombres cavernarios: Conflicto de género y lucha armada en Ayacucho, 1940 a 1983," in *Las formas del recuerdo: Etnografías de la violencia política en el Perú*, eds. C Yezer et al. Instituto de Estudios Peruanos.

2013 "Los huérfanos de la Justicia: Estado y gamonal en Chuschi antes de la Lucha Armada, 1942-1980," in *Entre la Región y la Nación: Nuevas Aproximaciones a la Historia Ayacuchana y Peruana*, eds. R Ayala. Instituto de Estudios Peruanos.

2012 *The Corner of the Living: Ayacucho on the Eve of the Shining Path Insurgency*. University of North Carolina Press

## Malgorzata (Gosia) Lee

Teaching Associate Professor and Undergraduate Spanish Advisor,  
Department of Romance Studies (Spanish and Italian), UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 2002

**Appointed/Tenure status:** 2003, Tenure not applicable

**Languages:** Spanish (5), Italian (5), Polish (5), Russian (3), French (3)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Research/training specializations:** Spanish-language education

**Overseas experience:** Poland (country of origin), Asia, Latin America

**Recognitions:** Buchan Excellence Award for Advising Project, 2015

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Elementary Spanish, Intermediate Spanish, Spanish Service Learning, Advanced Grammar and Composition, Cinema for Spanish Conversation

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Volunteer and charity work throughout Central America

## Jonathan M. Lees

Professor and Department Chair, Department of Geological Sciences, UNC-CH

**Education:** PhD, University of Washington, 1989

**Appointed/Tenure status:** 2000, Tenured

**Languages:**

**Research/training specializations:** Tomography of Fault Zones; Regional Tomographic Inversion; Volcano Imaging

**Overseas experience:** Chile, Ecuador, Guatemala

**Recognitions:** Editor in Chief, Seismological Research Letters, 2010-13; External Grants: NSF

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Violent Earth, Volcanoes and Civilization, Introduction to Geophysics, Data Analysis in the Earth Sciences, Physical Volcanology

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Volunteer and charity work throughout Central America

**Number of Recent Publications:** 15

- 2016 Three-dimensional Attenuation Model of Sierra Negra Volcano, Galapagos Archipelago, with R L Rodd and G Tepp in *Geophysical Research Letters* 43(22).
- 2014 "Source Mechanism of Vulcanian Eruption at Tungurahua Volcano, Ecuador, Derived from Seismic Moment Tensor Inversions," with K Kim and M Ruiz in *Journal of Geophysical Research* 119(2).
- 2014 "The Acoustic Signatures of Ground Acceleration, Gas Expansion, and Spall Fallback in Experimental Volcanic Explosions," with D C Bowman, J Taddeucci, K Kim, J F Anderson, AH Graettinger, I Sonder, and G A Valentine in *Geophysical Research Letters* 41(6).
- 2012 "Source and Propagation Effects on Near-Field Co-Eruptive Ground Motion at Santiaguito Volcano, Guatemala," with J F Anderson, J Waite, and J Johnson in *Bulletin of the Seismological Society of America* 102.
- 2008 "Long-period Earthquake and Co-eruptive Dome Inflation Seen with Particle Image Velocimetry," with J Johnson, A Gerst, D Sahagian, and N Varley in *Nature* 456.

## Josefa Lindquist

Teaching Associate Professor, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 2005

**Appointed/Tenure status:** 2005/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal; ACTFL Assessing Reading and Oral Proficiency, 1999

**Research/training specializations:** Medieval literature of the Spanish Peninsula

**Overseas experience:** Spain

**Recognitions:** University Hearing Board, 2012-Present; Ackland Museum Planning Committee, 2012 to present; Committee on Teaching with Technology, 2007; Sigma Delta Pi, Spanish National Honor Society, 1996; U.S. Army Reserve, Drapper, Utah: Excellence in Teaching Award, 1994

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

**Relevant courses taught:** Spanish for High Beginners; Introduction to Spanish and Spanish American Literature;

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 2

- Forthcoming "Merytaten o Meketaten: The Unknown Armana Princess." Synopsis written for special exhibit. Ackland Art Museum, University of North Carolina-CH.
- 2013 ¡Anda!: curso intermedio. Vol. 2, 2nd ed., with J LeLoup. Prentice Hall.
- 2013 ¡Anda!: curso intermedio. Vol. 1, 2nd ed., with J LeLoup. Prentice Hall.
- 2012 ¡Anda for High Beginners! Lesson Plans, with G Cowell and A Heining-Boynton. Pearson.
- 2012 ¡Anda for High Beginners!, with G Cowell and A Heining-Boynton. Pearson.
- 2012 ¡Anda! Curso Elemental: Online Exam, with with G Cowell and A Heining-Boynton. Pearson.
- 2010 ¡Anda! Curso Elemental, with G Cowell and A Heining-Boynton. Pearson.

## Lisa A. Lindsay

Bowman and Gordon Gray Distinguished Term Associate Professor, Department of History, UNC-CH  
Director of Undergraduate Studies, UNC-CH

**Education:** PhD, University of Michigan, 1996

**Appointed/Tenure status:** 1999, Tenured

**Languages:** French (2), Spanish (2), Yoruba (1)

**Research/training specializations:** Social history of colonial Africa; African Diaspora; Atlantic slave trade

**Recognitions:** Bowman and Gordon Gray Distinguished Term Professorship for Outstanding Undergraduate Teaching, 2015-2020; Abbey Fellowship, 2014-17; National Endowment for the Humanities Research Fellowship, 2013; UNC Institute for the Arts and Humanities fellowship, 2012; UNC Spray-Randleigh Fellowship; 2006; Named a "Top Young Historian" by the History News Network, 2005; External Grants: ACLS, Guggenheim, NEH, National Humanities Center

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** The Trans-Atlantic Slave Trade, The African Diaspora

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** WorldView presentations for K-12 teachers, 2013, 2012

**Number of Recent Publications:** 6

2017 *Atlantic Bonds: A Nineteenth Century Odyssey from America to Africa*. UNC Press.

2014 *Biography and the Black Atlantic*, eds. J Sweet. University of Pennsylvania Press.

2014 "Extraversion, Creolization, and Dependency in the Atlantic Slave Trade," in *Journal of African History*.

2013 "The African Diaspora and the Political Imagination," in *The FeedbackLoop: Historians Talk about the Links between Research and Teaching*, ed. E Burton. American Historical Association.

2011 "Brazilian Women in Lagos, 1879-1882," in *Shaping our Struggles: Nigerian Women in History, Culture and Social Change*, eds. O Nnaemeka. Africa World Press.

2008 *Captives as Commodities: The Trans-Atlantic Slave Trade*. Pearson Prentice Hall.

## Nichola Lowe

Teaching Associate Professor, Department of City and Regional Planning, UNC-CH

**Education:** PhD, Massachusetts Institute of Technology, 2003

**Appointed/Tenure status:** 2005/Tenured

**Languages:** Spanish (4)

**Research/training specializations:** Community development; urban planning; immigrant labor; economic development

**Overseas Experience:** Mexico, Paraguay

**Recognitions:** Academic Advisory Committee Member, Kenan Institute for Private Enterprise, 2016; Global Research Institute Fellow, 2011-2012; consultant, International Labour Organization, Inter-American Development Bank, Bank of the Northeast Brazil and Ontario Ministry of Economic Development and Trade. External Grants: NSF, Regional Studies Association Research Network, Ford, Inter-American, Kauffman and Sloan Foundations; NC Biotechnology Center

**Dissertations and theses supervised in past 5 years:** 17

**Relevant courses taught:** Economic Development Policy

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Advisor, Warren County Economic Development Director; Policy Guide for Economic Developers Eastern NC

**Number of Recent Publications:** 3

Forthcoming "Immigration and the Politics of Skill," with N Iskander. in *The New Oxford Handbook on Economic Geography*.

2016 "The Transformers: Immigration and Tacit Knowledge Development," eds. K Elsbach et al. in *Qualitative Organizational Research – Volume 3 Best Papers from the Davis Conference on Qualitative Research*.

2013 "Moving Skill: The Incorporation of Mexican Immigrants in the U.S. and Mexican Construction Industries," with N Iskander. *How Talent Abroad Supports Growth, Innovation and Institutional Development at Home*.

## Julia Cardona Mack

Teaching Associate Professor, Department of Romance Studies (Spanish), UNC-CH

**Education:** PhD, University of Puerto Rico, 1978

**Appointed/Tenure status:** 1995/Tenure not applicable

**Languages:** Spanish (5), French (4), German (4)

**Performance-based pedagogy training:** Design of leaning tools for Computer Assisted Language Learning; ROML.net Resources and Training Portal

**Research/training specializations:** Second language acquisition; bilingualism and biculturalism; use of natural language for language teaching; self-editing in level 2 composition courses; using pragmatics to structure “silent period;” language in doctor-patient communication; experiential learning in the Spanish language classroom

**Overseas experience:** Puerto Rico (country of origin), Spain, Virgin Islands

**Recognitions:** Order of the Old Well, 2014; Summer School Award for Online Course Development, 2013; External Grants: USED FIPSE for Spanish course for Healthcare providers (SALUD)

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

**Relevant courses taught:** Intermediate Spanish; Advanced Grammar and Composition; Spanish Service Learning; Special Topics in Linguistics

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Communicating Between Cultures, UNC School of Government Public Series; WCOM Community Radio ESL program, “*Dímelo en inglés*,” weekly call-in show for Spanish speakers, 2007-2012; mentor, NCCU Department of Speech Therapy program to help Mexican families

**Number of Recent Publications:** 1

2013 “The Night Train/El Tren Nocturne.” *Aguas del Pozo/Waters of the Well*.

2012 *Cuentos Tontos Para Lectores Sabios*. CreateSpace Independent Publishing Platform.

2005 *¡A su Salud! Intermediate Spanish for Healthcare Professionals*. Yale University Press.

2003 *Entrevistas con Profesionales de la salud*. The University of North Carolina at Chapel Hill.

2001 *Cuaderno for ¡A su Salud!* The University of North Carolina at Chapel Hill.

## William Maisch

Teaching Associate Professor, Department of Romance Studies (Spanish), UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 1995

**Appointed/Tenure status:** 1989/Tenure not applicable

**Languages:** Spanish (4), French (3), Italian (1), Latin (1)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal; 18 graduate hours in Foreign Language Education, University of Virginia, 1985

**Research/training specializations:** Spanish medieval and Golden Age narrative; foreign language pedagogy

**Overseas Experience:** Spain

**Recognitions:** Board of Governor’s Award for Excellence in Teaching, 2008; Member, Sigma Delta Pi, national Spanish honor society; UNC-CH Distinguished Teaching Awards nominations, 1995, 1994, and 1993; Pew Teaching Leadership Award for participation in the Third National Conference on the Training and Employment of Graduate Teaching Assistants, Austin, 1991

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Elementary Spanish; Intermediate Spanish; Introduction to Spanish and Spanish-American Literature

Literature

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Service-Learning projects, Chapel Hill Public Schools, 2013; Lead presenter, Foreign Language Teaching Workshops, Durham Public Schools and University of Georgia, Athens, 2006.

**Number of Recent Publications:** N/A

2004 *Somos vecinos: Intermediate Spanish through U.S.-Latino Culture*, with J Turner and H Mendoza. Prentice Hall.

2004 Workbook to accompany *Somos vecinos*, with J Turner and H Mendoza. Prentice Hall.

2004 CD-ROM to accompany *Somos vecinos*, with J Turner and H Mendoza. Pearson/Prentice Hall.

## Elaine Maisner

Executive Editor, University of North Carolina Press;  
Member, UNC-Duke Consortium Editorial Committee, UNC-CH

**Education:** BA, Oberlin College, 1974

**Appointed:** 1994/Tenure not applicable

**Languages:** French (1), Japanese (1), Spanish (1)

**Administrative/Editorial Experience:** For Latin America and Caribbean emphasis on works that connect themes throughout the Americas and the Atlantic region. (Note: UNC Press publishes widely in Latin American Studies, with XX titles appearing from 2014 and 2017, including many award-winning books.)

**Recognitions:** Membership and Standards Committee, Association of American University Presses.

**Percentage of time devoted to Latin American/Caribbean studies:** 33%

**Number of Recent Publications/relevant series (editor):** N/A

Ongoing series

2017 *C Wright Mills and the Cuban Revolution* by A Javier Treviño.

2017 *Cuban Emigrés and Independence in the Nineteenth-Century Gulf World* by Dalia Antonia Muller.

2017 *Madhouse: Psychiatry and Politics in Cuban History* by Jennifer L Lambe.

2016 *Antireacism in Cuba: The Unfinished Revolution* by Devyn Spence Benson.

2015 *Revolution within the Revolution: Women and Gender Politics in Cuba, 1952-62* by Michelle Chase.

Ongoing series *Latin America in Translation/en Traducción/em Tradução*, editor. University of North Carolina Press.

Recent titles:

2017 *They Should Stay There; The Story of Mexican Migration and Repatriation during the Great Depression* by Fernando Saúl Alanís Enciso.

2016 *Sharing this Walk: An Ethnography of Prison Life and the PCC in Brazil* by Karina Biondi.

2016 *Eating Puerto Rico: A History of Food, Culture and Identity* by Cruz Migule Ortíz Cuadra.

2016 *The Cuban Connection: Drug Trafficking, Smuggling, and Gambling in Cuba from the 1920s to the Revolution* by Eduardo Sáenz Rovner.

## Cecilia Martínez-Gallardo

Associate Professor, Department of Political Science, UNC-CH  
Member, ISA Advisory Board

**Education:** PhD, Columbia University, 2005

**Appointed/Tenure status:** 2007/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Latin American political institutions; government formation and change

**Overseas experience:** Mexico (country of origin)

**Recognitions:** J. Weston Lockhart Faculty Excellence Fund, 2016-17; Richard T. and Hugh G. Chatman Fund for Faculty, 2016-17; Member, Editorial Review Board, Studies in Latin American Series, UNC-CH, 2014 to present; Visiting Fellow, Kellogg Institute for International Studies, Notre Dame University, 2007

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Contemporary Latin American Politics; Politics of Mexico and Central America, The Politics of Mexico; Latin American Politics, Research Topic in Latin American Politics.

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Washington Post, 2016

**Number of Recent Publications:** 10

2017 Government Formation and Minister Turnover in Presidential Cabinets: Comparative Analysis in the Americas. Edited with M. Camerlo, Routledge Research on Political and Social Elites.

2015 Publicly Available Dataset: The Executive Approval Dataset, with R. Carlin, G. Love, M. Singer, T. Hellwig. <http://www.executiveapproval.org>.

2015 "Security, Clarity of Responsibility, and Presidential Approval," with R Carlin and G Love in *Comparative Political Studies* 48(8).

2015 "Choosing Whom to Trust: Agency Risks and Cabinet Partisanship in Presidential Democracies," with P Schleiter in *Comparative Political Studies* 48(2)

## Patricia McAnany

Kenan Eminent Professor and Chair, Department of Anthropology; Member, ISA Advisory Board, UNC-CH

**Education:** Ph.D., University of New Mexico, 1986

**Appointed/Tenure status:** 2008/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Fragility of political experimentation and the dynamics of diaspora; object agency and indigenous cosmologies; aftermath of European colonization in the Maya region; ancestor veneration and ritual practice

**Overseas Experience:** Belize, Guatemala, Honduras, Mexico

**Recognitions:** Dumbarton Oaks Senior Fellow, 2015-18; John Simon Guggenheim Fellowship, 2014; John Carter Brown Library Fellowship, 2014; Santa Fe Institute Fellow, 2011-2017; President, Archaeology Division, American Anthropological Association, 2015-17; President, Society of Economic Anthropology, 2007-09; Fellow, National Endowment for the Humanities, 2005-06; External Grants: Archaeological Institute for America, Mellon, NEH, NSF and Private Foundations

**Dissertations and theses supervised in past 5 years:** 13

**Relevant courses taught:** Ancestral Maya Civilizations

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** InHerit: Indigenous Heritage Passed to Present, on-going; Maya from the Margins, Museums Connect, 2017

**Number of Recent Publications:** 11

2016 *Maya Cultural Heritage: How Archaeologists and Indigenous Communities Engage the Past*. Rowman & Littlefield.

2016 "Perceptions of the Past within Tz'utujil Ontologies and Yucatec Hybridities," with L Brown in *Antiquity* 350.

2015 "Mapping Indigenous Self-Determination in Highland Guatemala," with S Rowe et al. *International Journal of Applied Geo-Spatial Research* 6(1).

## David Mora-Marín

Associate Professor, Department of Linguistics

*Position created through Title VI in 2003-06 cycle; assumed by Linguistics in 2007.*

**Education:** PhD, State University of New York at Albany, 2001

**Appointed/Tenure status:** 2004/Tenured

**Languages:** Spanish (5), Yucatec Maya (4), Kaqchikel Maya (4), K'iche' Maya (3), Ch'ol Maya (3), Chontal Maya (3), Ch'orti' Maya (3), Kikuyu (1), Norwegian (1), Tagalog/Philipino (1)

**Performance-based pedagogy training:** Carolina Culture Committee Language Shock Seminar, 2013; Center for Advanced Research in Foreign Language Acquisition, Summer Institute, 2010; Foreign Language Association of North Carolina, FLES Technique Workshop and L2 Writing Workshop, 2009

**Research/training specializations:** Mayan linguistics and epigraphy, especially historical linguistics and study of ancient Mayan hieroglyphic writing; issues of language, power, and civilization.

**Overseas experience:** Costa Rica (country of origin), Guatemala, Mexico

**Recognitions:** IAH Academic Excellence Award, 2016; University Research Council Award, 2011-2012; Jr. Faculty Development Award, 2009; External Grants: Jacob Research Fund, Whatcom Museum, NSF and Wenner-Gren and Foundation for the Advancement of Mesoamerican Studies

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Survey of Mesoamerican Languages; Beginning Yucatec Maya; Introduction to Yucatec Maya; Historical Linguistics; Ancient Writing Systems

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** South View Middle School Bobcast Virtual Learning Network, 2012; Of Scribes and Calendars: The Once and Future History of Hieroglyphic Writing. Open Class, 2012

**Number of Recent Publications:** 5

2016 "A Study in Mayan Paleography: The History of T168/2M1a ?AJAW 'Lord, Ruler' and the Origin of the Syllabogram T130/2S2," in *Written Language and Literacy*.

2016 "Testing the Proto-Mayan-Mijesocean Hypothesis," in *International Journal of American Linguistic*

## Ted Mouw

Associate Professor, Department of Sociology, UNC-CH

**Education:** PhD, University of Michigan, 1999

**Appointed/Tenure status:** 1999/Tenured

**Languages:** Indonesian (5); Spanish (4)

**Research/training specializations:** Social stratification; economic sociology; quantitative methodology; demography

**Overseas experience:** Australia, Indonesia, Mexico

**Recognitions:** Russell Sage Foundation, 2015; Bowman and Gordon Gray Teaching Professorship, University of North Carolina, 2009-2014. Tanner Award for Excellence in Undergraduate Teaching, University of North Carolina, 2007; Edward Kidder Graham Outstanding Faculty Teaching Award, General Alumni Association of the University of North Carolina, 2005.

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

**Relevant courses taught:** Social Stratification; Demography; Quantitative Methodology; Statistics

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 6

- Forthcoming "Communication Flows in a Transnational Social Field," with A Verdery et al. in *Social Networks*.  
2017 "The Interplay of Spatial Diffusion and Marital Assimilation of Mexicans in the United States, 1980-2011," with B Levy et al. in *Journal of Ethnic and Migration Studies* 43(3).  
2014 "Binational Social Networks and Assimilation: A test of the Importance of Transnationalism," with S Chavez et al. *Social Problems* 61(3).

## Raúl Necochea

Associate Professor, Department of Social Medicine; Adjunct Associate Professor, Department of History, UNC-CH

**Education:** PhD, McGill University, 2010

**Appointed/Tenure status:** 2010/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** History of medicine and science; global health; sexual and reproductive health; Latin America; science and technology studies; relations between developed and developing regions

**Overseas experience:** Peru (country of origin)

**Recognitions:** *La Planificación Familiar en el Perú del Siglo XX*, included in "Most Important Books on the History of Peru for 2016," *Latin American Academic History Critics Blog Reserva Crítica*; Simmons Scholar Career Development Program, UNC School of Medicine, 2015; UNC Junior Faculty Development Award, 2014; Explorations in Global Health grant, UNC Institute for Global Health & Infectious Diseases, 2013

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

**Relevant courses taught:** Social and Health Systems: Latino Health Issues Capstone Seminar; Foundations of Global Health; Introduction to the History of Medicine, Honors Program.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Faculty advisor for Working Group on Migration, Gender, and Health in the Americas; Director, North Carolina Memorial Hospital Oral History Project; advisory board member, UNC Sexuality Studies Program; faculty advisor, Bullitt History of Medicine Club; advisory board member, MA Program in Literature, Medicine and Culture, UNC-Chapel Hill; advisory committee member, Comprehensive Advanced Medical Program of Spanish (CAMPOS), UNC School of Medicine.

**Number of Recent Publications:** 16

- 2017 "Aventuras y Desventuras del Pathfinder Fund en la Planificación Familiar Peruana, 1958-1965," eds. J Lossio and E Barriga in *Salud Pública en el Perú del Siglo XX: Paradigmas, Discursos y Políticas*. Lima. PUCP.  
2016 *La Planificación Familiar en el Perú del Siglo XX* ("Family Planning in Twentieth Century Peru"). Instituto de Estudios Peruanos and United Nations Fund for Population Activities.  
2014 *A History of Family Planning in Twentieth Century Peru*. University of North Carolina Press.

## Todd Ramón Ochoa

Associate Professor, Department of Religious Studies, UNC-CH

**Education:** PhD, Columbia University, 2005

**Appointed/Tenure status:** 2008/Tenured

**Languages:** Spanish (5); French (2)

**Research/training specializations:** Atlantic studies, anthropology, Cuban religions, religious healing, poetry, ethnography

**Overseas experience:** Cuba, Mexico

**Recognitions:** Institute for the Arts and Humanities Faculty Fellowship, 2013; recipient, Support for Scholarship Award, UNC-CH Institute for the Arts and Humanities, 2011; recipient, UNC Johnston Fellows Teaching Excellence Award, 2011; recipient, Office of the Provost Junior Faculty Development Award, UNC-CH, 2010; Chancellor's Postdoctoral Fellowship, University of California, 2007-08; President Postdoctoral Fellowship, University of California, 2005-07; Frederic Zeller Memorial Fellowship, Columbia University, 2002; Minority Merit Fellowship, Columbia University, 2001; Fellow in Residence at the Fundación Fernando Ortíz, Havana, Cuba, 1999-2000; Sheldon Schepps Memorial Fellowship, 1996

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

**Relevant courses taught:** Comparative Religions; Religion and Society; Black Atlantic Perspectives

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Number of Recent Publications:** 6

2017 "Origami Conjecture for a Bembé," in *Crumpled Paper Boat*. Pandian, Anand and Stuart McLean, eds. Duke University Press.

2017 "One Currency" in *Cultural Anthropology Hotspot*.

2015 "Elke Marhofer's prendas – ngangas – enquisos – machines {each part welcomes the other without saying}" in *Prendas — ngangas — enquisos — machines {each part welcomes the other without saying}*.

2011 "Where Is Anthropology Going?" in *Kroeber Anthropological Society* 100(1).

2010 *Society of the Dead: Quita Manaquita and Palo Praise in Cuba*. University of California Press.

2010 "Prendas-Ngangas-Enquisos: Turbulence and the Influence of the Dead," in *Cuban-Kongo Material Practice*," in *Cultural Anthropology* 25(3).

## Elizabeth Olson

Associate Professor, Department of Geography and Global Studies

**Education:** PhD, Colorado University-Boulder, 2005

**Appointed/Tenure status:** 2012/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Development, religion, and inequality, geographies of youth

**Overseas experience:** Peru

**Recognitions:** Student Undergraduate Teaching & Staff Award, UNC-CH, 2015; Moss Centenary Fund Fellow, University of Edinburgh, 2009; Past Chair, Geographies of Religion and Belief Systems (GORABS) specialty group of the Association of American Geographers; Co-Secretary, GORABS specialty group of the AAG (2007-2009)

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

**Relevant courses taught:** Cultural Landscapes, Social Geographies, Globalization and Development, Geographies of Religion, Research Design, Introduction to Human Geography, Religion and Global Society, Qualitative Methods, Environment and Development, Sustainable Development, International Development, World Regional Geography

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Keynote speaker, Option for Youth (Urban Priority Areas youth work initiative) launch, Pollokshields Church of Scotland (2009); keynote speaker, Youthworks youth worker networker launch, Edinburgh, Scotland (2008)

**Number of Recent Publications:** 3

2016 "Geography and Ethics II," in *Progress in Human Geography*, Vol 40 (6)

2015 "Geography and Ethics I," in *Progress in Human Geography*, Vol 39 (4)

## Alicia Peña

Programs Director for Latin America, Africa, and Middle East, Study Abroad Office, UNC-CH

**Education:** M.S. University of San Diego, 2016

**Appointed/Tenure Status:** 2017/Tenure not applicable

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

**Advising/Administrative Experience:** Study Abroad Coordinator, University of San Diego, 2013-2017; Director of Latin American Operations, International Studies Abroad, 2009-2013; Senior Program Manager for Latin America, International Studies Abroad, 2006-2009; Spain Admissions Coordinator, International Studies Abroad, 2005-2006; Assistant to the Director of Admissions and Study Abroad Advisor, International Studies Abroad, 2005-2006

**Overseas experience:** Dominican Republic, Mexico, Costa Rica, Panama, Peru, Chile, Argentina, Brazil, Spain

**Percentage of time devoted to Latin American/Caribbean studies:** 65%

## Rosa Perelmuter

Professor, Department of Romance Studies; Director, Moore Undergraduate Research Apprentice Program, UNC-CH

**Education:** PhD, University of Michigan, 1980

**Appointed/Tenure status:** 1978/Tenured

**Languages:** Spanish (5), French (4), Yiddish (4), Portuguese (2), German (1), Italian (1)

**Research/training specializations:** Sixteenth- and seventeenth-century Spanish American literature; Latino studies.

**Overseas experience:** Argentina, Chile, Cuba (country of origin); El Salvador, Mexico, Puerto Rico, Spain, Uruguay

**Recognitions:** Faculty Diversity Award, 2016; Romance Languages and Literature Department Faculty Mentoring Award, 2009; Director, UNC-CH Moore Undergraduate Research Assistant Program for Minority Students, 2005-present. Grants from Mellon Foundation (multiple)

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

**Relevant courses taught:** Spanish American Literature; Cuba's Diasporic Literature; Non-Fiction Prose 16<sup>th</sup> and 17<sup>th</sup> Century Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Community talks at Jewish Museum of Florida (Miami Beach), 2016, NC Museum of Art, 2016, North Carolina Hillel, 2016, and Temple Shalom (Raleigh), 2009; Teacher workshop, Institute for the Humanities and Human Values, Contemporary Cuba, 2008

**Number of Recent Publications:** 1

Forthcoming "Eliezer Aronowski: Becoming Cuban in Yiddish" in *Yiddish in Latin America*, eds. M Chinski et al.

Forthcoming "Muy maltratado y en lugar indecente: Garcilaso en Sor Juana" in *Special Issue of Romance Notes*.

2014 *Special Volume on Colonial Studies, Hispanófila*, co-editor with I Arellano.

2009 "Yiddish in Cuba: A Love Story," in *Hispanófila* 157(December).

2009 "Tracking Columbus: The Descriptions of Nature in his Diario de abordo," in *Medieval and Early Modern Spanish Essays in Honor of Frank A. Domínguez*, eds. J K Moore and A Duque. Juan de la Cuesta.

2009 "Recuerde el Alma Dormida," in *Medieval and Early Modern Spanish Essays in Honor of Frank A. Domínguez*, eds. J K Moore and A Duque. Juan de la Cuesta.

2007 "Narrative Voices in *Kiss of the Spider Woman*," in *Approaches to Teaching Manuel Puig's Kiss of the Spider Woman*. The Modern Language Association of America.

## Luiz Andre Pimenta

Assistant Dean, Global Initiatives; Clinical Professor, Department of Dental Ecology;  
Acting Director of Global Affairs, School of Dentistry; Dental Director, Craniofacial Center, UNC-CH

**Education:** DDS, Belo Horizonte School of Dentistry, Minas Gerais Federal University, 1997

**Appointed/Tenure status:** 2006/Tenure not applicable

**Languages:** Portuguese (5), Spanish (5)

**Research/training specializations:** Restorative dentistry

**Overseas experience:** Brazil (country of origin)

**Recognitions:** 2011 ADEA/AAL Institute for Teaching and Learning August 18-21; October 21-23, 2011. School of Dentistry, UNC-CH; Patron, DDS Class, Dentistry School, State University of Campinas, 2012; Professor of Excellence Award “Zeferino Vaz Award,” Dentistry School, State University of Campinas.

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

**Relevant courses taught:** Course Director, Cariology Clinic, UNC Operative Dentistry Graduate Program; Course Director, Prevention I and Epidemiology, DENT 101, School of Dentistry, UNC-CH; Course Director, Prevention II, DENT 111, School of Dentistry, UNC-CH, Restorative procedures in Cariology (Director) – Cariology Program; Clinical Practice in Esthetic Dentistry (Director and Instructor), Clinical Dentistry Program, Unicamp

**Percentage of time devoted to Latin American/Caribbean studies:** 15%

**Outreach:** Volunteer, FAPESP Week North Carolina, 2013

**Number of Recent Publications:** 6

- 2017 “Antimicrobial Activity of Ozone and NaF-chlorhexidine on Early Childhood Caries,” with M Ximenes et al. in *Brazilian Oral Research* 31.
- 2016 “La Diabetes Mellitus, el Abuso de Drogas Durante el Embarazo y el Riesgo de Malformaciones Craneofaciales y Anomalías Relacionadas,” with S Ranzolin et al. in *Revista: Latino-Americana de Enfermagem*.
- 2016 “Abstract: A Population-Based Study of the Social Implications Associated with the Cleft Lip and/or Palate Deformity,” with A Glener et al. in *Conference: Plastic and Reconstructive Surgery* 5(6).

## Barry M. Popkin

W R Kenan Jr. Distinguished Professor, Department of Nutrition, UNC-CH

**Education:** PhD, Cornell University, 1974

**Appointed/Tenure status:** 1977/Tenured

**Languages:** French (2), Hindi (3), Spanish (2)

**Research/training specializations:** Economic and epidemiological analysis of trends in dietary intake, physical activity, and body composition around the world; Nutrition Transition research; obesity economics and epidemiology.

**Overseas experience:** Brazil, Chile, Cuba, Mexico

**Recognitions:** Recipient, World Obesity Federation Population Science & Public Health Award, 2016; Recipient, Chinese government’s first award for significant contributions to Chinese Nutrition, 2015; Recipient, Conrad A. Elvehjem Award for Public Service in Nutrition, 2015; Recipient, The Gopalan Oration Award, 2011; Recipient, The Mickey Stunkard Lifetime Achievement Award, The Obesity Society, 2010; Elected Fellow, The Obesity Society, 2010; UK Rank Price for Science, 2010; Elected Fellow, American Society of Nutritional Sciences, 2010. External Grants: AID, NIH, USAID.

**Dissertations and theses supervised in past 5 years:** 16

**Relevant courses taught:** International Nutrition; International Nutrition: Special Topics

**Percentage of time devoted to Latin American/Caribbean studies:** 10-25%

**Number of Recent Publications:** 15

- 2016 “Obesity in Developing Countries,” with C Doak in *Nutrition and Health in Developing Countries*, eds. R Semba and M Bloem. Humana Press, 3rd edition.
- 2014 “Caloric Beverages were Major Sources of Energy Among Children and Adults in Mexico, 1999-2012,” with S Barquera et al. in *Journal of Nutrition* 144(6).
- 2014 “Sugar Consumption in the Food and Beverage Supply across the Globe,” in *Dietary Sugars and Health*, eds. M Goran, et al. Taylor and Francis

## Charles Price

Associate Professor, Department of Anthropology, UNC-CH

**Education:** PhD, City University of New York Graduate School, 2001

**Appointed/Tenure status:** 2003/Tenured

**Languages:**

**Research/training specializations:** Black and social identity; oral and life history; Jamaica and the Anglophone Caribbean; the United States; community capacity building; community organizing organizations; welfare and higher education policies

**Overseas experience:** Jamaica

**Recognitions:** Recipient, National Community Development Institute Grant (2007)

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** World development, people, and contemporary social issues and problems; Urban Society; Political Sociology; Ethnography and Lives; Anthropology and Community Development; Racial Formation in Jamaica

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Publications:** 1

2016 *Becoming Rasta: Origins of Rastafari identity in Jamaica*, New York University Press

2009 "Community Collaborations Promoting Community Organizing." Ford Foundation.

## Cynthia Radding

Gussenhoven Distinguished Professor of Latin American Studies, Department of History, UNC-CH  
*Position created through ISA endowment and carries partial course load for Latin American Studies major.*

**Education:** University of California, San Diego, 1990

**Appointed/Tenure status:** 2008/Tenured

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

**Research/training specializations:** Iberoamerican frontiers during colonial and early national periods

**Overseas experience:** Bolivia, Mexico

**Recognitions:** Fulbright Senior Scholar Fellowship, 2017; President, Americas Research Network, 2016 to present; Huntington Library Research Fellow, 2015; Full Professor ACLS/SSRC/NEH International and Area Studies Fellowship, 2014-2015; Leopold-Hidy Prize American Society for Environmental History, 2013; National Humanities Center Donnelley Family Fellowship, 2010-2011; Helen Watson Buckner Memorial Fellowship, John Carter Brown Library, 2010; President, Conference on Latin American History, 2012-13; Advisory Council, Inter-American Foundation, 2007-present; External Grants: European Commission Research and Innovation Staff Exchange; Fulbright; LAMP; NEH, U.S. Department of Education Title VI TICFIA

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

**Relevant courses taught:** Comparative Environmental History; Latin American Indigenous Peoples; History of Mexico; Latin American Studies Capstone

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Mexican Roots of Latino/a Art, NC Museum of Art, 2014

**Number of Recent Publications:** 13

Forthcoming *Borderlands of the Iberian World*, ed. D Rojo. Oxford University Press.

2016 "Indigenous Landscapes in Northwestern New Spain: Environmental History through Contested Boundaries and Colonial Land Claims," in *Resilience: A Journal of the Environmental Humanities* 3.

2016 "Introducción," in *Historia, Medio Ambiente y Áreas Naturales Protegidas en el Centro-Norte de México. Contribuciones para la Ambientación de la Historiografía Mexicana, Siglos XVIII-XXI*, ed. S Gamboa.

2016 "Las Fronteras Historiográficas del Medio Ambiente," in *Historia, Medio Ambiente y Áreas Naturales Protegidas en el Centro-Norte de México. Contribuciones para la Ambientación de la Historiografía Mexicana, Siglos XVIII-XXI*, with C Boyer.

2014 *Borderlands in World History, 1700-1914*, co edited with P Readman and C Bryant, Palgrave MacMillan

## Beatriz Riefkohl Muñiz

Executive Director, Institute for the Study of the Americas;  
Director of Undergraduate Study, Curriculum in Latin American Studies;  
Member *Ex-Officio*, ISA Advisory Board and UNC-Duke Consortium Executive Committee, UNC-CH

**Education:** BA, University of Puerto Rico, 1993; Graduate work, University of Chicago

**Appointed:** 2004; Tenure not applicable

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

**Overseas experience:** Costa Rica, Cuba, Dominican Republic, Mexico, Peru, Puerto Rico (country of origin)

**Recognitions:** UNC University Award for the Advancement of Women, 2017; President, 2015 and 2016, Executive Committee Member, 2011-2013 and Less-Commonly Taught Languages Committee, Consortium in Latin American Studies Programs, 2010-present; Member, Diversity and Multicultural Affairs Compact Partners Group, 2012; Reviewer, UNC Latin America Study Abroad Programs, 2008-present; Mentor, Carolina Student Transfer Excellence Program, 2008-present.

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** World View, International Programs for Educators, Latin America and North Carolina Seminar, 2010-2014 (presenter, facilitator, and program advisor); 13 Bak'tun: New Maya Perspectives in 2012: Exhibits and Symposium Steering Committee, 2012

**Number of Recent Publication:** 1

2015 One Hundred Years of Latin American Studies at the University of North Carolina at Chapel Hill, 1915-2015. With L. Pérez, Jr. ISA, UNC-Chapel Hill.

## Alicia Rivero

Associate Professor, Department of Romance Languages & Literatures, UNC-CH  
Associate Professor (Adjunct), Department of Comparative Literatures, UNC-CH

**Education:** PhD, Brown University, 1983

**Appointed/Tenure status:** 1983/Tenured

**Languages:** Spanish (5), French (4), Italian (3), Portuguese (3)

**Research/training specializations:** Spanish American literature; literature and science, cultural studies, literary theory, gender issues, and intellectual history

**Overseas experience:** Cuba, Venezuela

**Recognitions:** Pogue Research Leave, UNC-CH, 1996; Arts and Sciences Fellow, UNC-CH, 1993

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

**Relevant courses taught:** Spanish American Literature; The Caribbean and the Southern Cone; Contemporary Spanish American Fiction; Vanguards; Contemporary Novels

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Organizer, XIV Ometeca Conference, 2016; Member, Advisory Council and Founding Board Member, Benevolence Farm (dedicated to helping women reenter society after prison, 2013-present and 2007-2011, respectively)

**Number of Recent Publications:** N/A

2013 "Simulation, Gender, and Nature in Sarduy: Lezama's Neobaroque, Baudrillard's Simulacra, Butler's Performance, and Ecology," In *MIFLC Review* 15.

2009 "La sutura sarduyana en *El Cristo de la rue Jacob*." *Hispanófila* 157:159-73.

2009 "Carlos Fuentes' Evolution towards Ecological Awareness in His Essays and Narratives" in *Science, Literature, and Film in the Hispanic World*, eds. J. Hoeg and K.S. Larsen. Palgrave Macmillan.

2006 "La opresión en la narrativa de Luisa Futoransky: Son cuentos chinos y De Pe a Pa (o de Pekín a París)" in *Luisa Futoransky y su palabra itinerante*, ed. Ester Gimbernat González. Ediciones de Hermes Criollo.

## Diego Riveros-Iregui

Assistant Professor, Department of Geography, UNC-CH

**Education:** PhD, Montana State University, 2008

**Appointed/Tenure status:** 2013/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Physical Geography, Hydrology, Watershed Science, Tropical Hydrology, Ecosystem Ecology, Forest and Soil Processes

**Overseas experience:** Ecuador, Colombia

**Recognitions:** National Center for Atmospheric Research Visiting Professor Fellowship, 2015; Dissertations Initiative for the advancement of Climate Change Research VI Scholar (2011) External Grants: NSF and World Bank

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Introduction to Environmental Systems; Introduction to Watershed Systems, Earth Surface Processes, Advanced Physical Geography, Hydrology of Tropical Islands

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Galapagos Science Center, American Geophysical Union

**Number of Recent Publications:** 14

- 2017 “Weather Whiplash in Agricultural Regions Drives Deterioration of Water Quality” with T D Loecke et al. in *Biogeochemistry* 133.
- 2016 “The Galápagos Archipelago: a Natural Laboratory to Examine Sharp Hydroclimatic, Geologic and Anthropogenic Gradients,” with M S Percy, S R Schmitt, and B B Mirus in *Wiley Interdisciplinary Review: Water* 3(4).
- 2016 “Life in the Clouds: are Tropical Montane Cloud Forests Responding to Changes in Climate?” with J Hu in *Oecologia* 180(4).
- 2016 “Effects of Land Use on Soil CO<sub>2</sub> Flux in the Guerrero Paramo, Colombia” with D C Pena et al. in *Agronomia Colombiana* 34(3).
- 2016 “Spatial and Seasonal Variability of the Stable Carbon Isotope Composition of Soil CO<sub>2</sub> and Flux in Complex Terrain,” in *Journal of Geophysical Research* 121.

## María Elena Rodríguez

Teaching Assistant Professor, Kenan Flagler Business School, UNC-CH;  
Teaching Assistant Professor, Fuqua School of Business, Duke University

**Education:** B.A., Sul Ross State University, 1984

**Appointed/Tenure status:** 2000, Tenure not applicable

**Languages:** Spanish (5)

**Performance-based pedagogy training:** Spanish Faculty Development in International Business, Univ. of South Carolina, 2005

**Overseas Experience:** Brazil, Costa Rica, Mexico, Puerto Rico, Spain

**Recognitions:** Member, Latin American Association of North Carolina, 1995-2000; Co-founder, Working Languages: Globalizing for Business Professionals program.

**Relevant courses taught:** Working Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 80%

**Outreach:** Co-founder, North Carolina Society of Hispanic Professionals, 1999; Co-founder, Mi Escuelita, 1998-99, Secretary of the Board, El Centro Hispano, 1996-1998; Spanish Language Instructor, Clark County School District, 1991-92

**Number of Recent Presentations:** N/A

- 2008 “Incorporating Language into Short-Term Programs,” CIBER Short-Term Study Abroad Workshop 2008: Developing STSA Programs for Business Students, Austin, Texas.
- 2008 “Specializing in Language and Cross-Cultural Training for Business Students and Working Professionals,” Global Cultural Workshop for Marketing, Chapel Hill, NC.
- 2006 “Using Technology to Teach Culture and Language Courses,” CIBER Language Conference, Provo, UT.
- 2003 “The Social and Economic Challenges that Hispanic Students Face when they Come to the United States,” Vance High School, Henderson, NC.

## Carolina Sá Carvalho

Assistant Professor, Department of Romance Studies, UNC-CH

**Education:** PhD, Princeton University, 2015

**Appointed/Tenure status:** 2014/Tenure eligible

**Languages:** Spanish, Portuguese (native language)

**Research/training specializations:**

**Overseas experience:** Brazil, Colombia

**Recognitions:** Institute for the Arts and Humanities Faculty Fellowship, Fall 2018; Junior Faculty Development Award, 2018

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

**Relevant courses taught:** Reading Latin American Film and Photography, Hispanic Film and Culture, Seminar in Spanish American Literature: Sameness and Difference: Nineteenth-Century Latin American Literature, Modern Brazilian Literature in Translation, Undergraduate Seminar in Portuguese: “The Environment in Brazilian Literature and Film”, Cultural Topics from the Lusophone World.

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Number of Recent Publications:** 5

- 2018 “A maquina de produzir semelhanças: Escravidão, contato e mimesis no romance cubano Cecilia Valdés.” Revista Iberoamericana.
- 2018 “How to see aScar: Humanitarianism and Colonial Iconography in The Putumayo Rubber Boom.” Journal of Latin American Cultural Studies, (2018) DOI:10.1080/13569325.2018.1432479
- 2014 *Brasil: cultura a cosmopolítica?* Editora da Universidade do Estado do Rio de Janeiro (EDUERJ)
- 2014 *As Fotografias de Tristes Trópicos*, Editora da Universidade do Estado do Rio de Janeiro (EDUERJ)

## Eunice Sahle

Associate Professor and Department Chair, Department of African, African American, and Diaspora Studies, UNC-CH

**Education:** PhD, Queen’s University

**Appointed/Tenure status:** 2002/Tenured

**Languages:** N/A

**Research/training specializations:** Development studies; international political economy; human rights; cities; ethics; and social movements

**Overseas experience:** Bolivia, Canada, East Africa, France, Malawi, and South Africa

**Recognitions:** Student Undergraduate Teaching Award

**Dissertations and theses supervised in past 5 years:** 12

**Relevant courses taught:** N/A

**Percentage of time devoted to Latin American/Caribbean studies:** 15%

**Number of Recent Publications:** 1

- 2014 “Spaces of Freedom, Citizenship and State in the Context of Globalization: South Africa and Bolivia” in *Freedom and Democracy in an Imperial Context: Dialogues with James Tully*, eds. Robert Nichols and Jakeet Singh. Routledge Press.
- 2010 *World Orders, Development and Transformation*, Palgrave Macmillan
- 2008 “Post-Development” in *Introduction to International Development Studies: Approaches, Actors and Issues*, eds. Pierre Beaudet, Paul Haslam, and Jessica Schafer. Oxford University Press.

## Patricia Sawin

Associate Professor, Department of American Studies and Folklore Program, UNC-CH

**Education:** PhD, Indiana University, 1993

**Appointed/Tenure status:** 1998/Tenured

**Languages:** French (3), Spanish (3)

**Research/training specializations:** Constitution of identity and culture through storytelling; festive enactments; communicative interactions; international adoption.

**Overseas experience:** Guatemala

**Recognitions:** Research and Study Leave, 2013; University Research Council Grant, 2013

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

**Relevant courses taught:** Local Cultures, Global Forces.

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 1

- 2014 "Listening to Stories, Negotiating Responsibility: Exploring the Ethics of International Adoption through Narrative Analysis," in *Unsettling Assumptions: Tradition, Gender, Drag*, eds. P Greenhill and D Tye. Utah State University Press.
- 2011 "Gender," in *Folklore: An Encyclopedia of Beliefs, Customs, Tales, Music, and Art* 2.
- 2009 "Ethical Responsibility in Feminist Research: Challenging Ourselves to Do Activist Research with Women in Poverty," with L R Bloom in *International Journal of Qualitative Studies in Education* 22(3).
- 2004 *Listening for a Life: a Dialogic Ethnography of Bessie Eldreth Through her Songs and Stories*. Utah State University Press
- 2002 "Performance at the Nexus of Gender, Power, and Desire," in *Journal of American Folklore* 115(455).

## Tanya L. Shields

Associate Professor and Director of Undergraduate Studies, Department of Women's and Gender Studies, UNC-CH  
Member, ISA Advisory Board, UNC-CH

**Education:** PhD, University of Maryland at College Park, 2005

**Appointed/Tenure status:** 2007/Tenured

**Languages:** N/A

**Research/training specializations:** Caribbean literature and cultural studies

**Overseas experience:** Caribbean

**Recognitions:** Provost's Senior Faculty Research Leave, 2017; Institute for the Arts and Humanities, Fellow Program, 2016-17; UNC Research and Study Leave, 2016; Carolina Women's Center Faculty Scholar, 2015; External Grants: NEH

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

**Relevant courses taught:** Plantation Lullabies; Rahti Revel Women: An Introduction to Caribbean Women, World Literature by Women, Introduction to Women and Gender Studies.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Report on the Humanities in the Public Square Grant, NEH, 2017; International Women's Day, 2016

**Number of Recent Publications:** 3

- 2018 "Collisions: History, home and storytelling", in *Cultural Dynamics* Vol. 30
- 2015 *The Legacy of Eric Williams: Into the Postcolonial Moment*, Introduction by T Carter, T Shields, and W Darity.
- 2014 *Bodies and Bones: Feminist Rehearsal and Imagining Caribbean Belonging*. University of Virginia Press.
- 2011 "There Once was an Indian Woman Who Imagined Elsewhere and Others," in *The Routledge Companion to Anglophone Caribbean Literature*, eds. M A Bucknor and A Donnell. Routledge Press.

## Joanna Shuett

Department Manager, Institute for the Study of the Americas  
Member *Ex-Officio*, ISA Advisory Board and UNC-Duke Consortium Executive Committee, UNC-CH

**Education:** BS, Florida Institute of Technology, 1993, Business Administration

**Appointed:** 2017/Tenure not applicable

**Languages:** none

**Administrative experience:** Accounting, Human Resources, and Purchasing, 25 years

**Overseas experience:** Costa Rica, Jamaica

**Recognitions:** N/A

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

## Karla Slocum

Associate Professor, Departments of Anthropology; Director, Institute of African American Research, UNC-CH

**Education:** PhD, University of Florida, 1996

**Appointed/Tenure status:** 2000/Tenured

**Languages:** French (4), Haitian Creole (3), Spanish (2)

**Research/training specializations:** Globalization and place; race, ethnicity and history; social movements; critical development studies, gender; Caribbean; U.S. Southwest

**Overseas experience:** Dominica and St. Vincent, St. Lucia

**Recognitions:** Academic Excellence Award, Institute for the Arts and Humanities, UNC, 2016. External Grants: Fulbright, Mellon, NEH, NSF, Research Institute for the Study of Man; Trent Foundation.

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

**Relevant courses taught:** Afro-Caribbeans and the U.S., Anthropology of the Caribbean, Anthropology of Tourism

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Hosted campus speaking event with executive director of local non-profit, to discuss organization's work and opportunities for collaboration with UNC-CH

**Number of Recent Publications:** 3

- 2017 "Caribbean Free Villages: Toward an Anthropology of Blackness, Place and Freedom." *American Ethnologist*.
- 2017 *Blackness and Tourism*. Guest editor for special issue in *Souls: A Critical Journal of Black Politics, Culture and Society*. 19(1).
- 2017 "The African Diaspora, the Caribbean and Oklahoma: Freedom, Global Economies, and Identity," ed. Willie Raussert. *Companion to Inter-American Studies*.
- 2008 "Caribbean Studies, Anthropology, and U.S. Academic Realignments." *Souls: A Critical Journal of Black Politics, Culture and Society* 10(2).
- 2008 "Critical Explorations of Gender and the Caribbean: Taking it into the Twenty First Century," with T Shields. *Identities: Global Studies in Culture and Power* 15(6).
- 2007 "Caribbeanist Anthropologies at the Crossroads: Revisiting Themes, Revising Concepts," co-editor with D Thomas. *Identities: Global Studies in Power and Culture* 14(1-2).
- 2007 "Situating Sugar Strikes: Contestations of Race and Politics in Decolonizing St. Lucia." *Identities: Global Studies in Power and Culture* 14(1-2).
- 2006 *Free Trade and Freedom: Neoliberalism, Place and Nation in the Caribbean*. University of Michigan Press.

## Jerri Snyder

Study Abroad Advisor for Spain and Latin America, Study Abroad Office, UNC-CH

**Education:** BS, Appalachian State University, 2014

**Appointed/Tenure status:** 2016/Tenure not applicable

**Languages:** Spanish (4)

**Advising/Administrative Experience:** Study Abroad program site visits (Chile, Argentina); International Education In-coming Student and Parent Orientations, 2016-present; Advisor-Study Abroad Peer Advisors, 2016-present; Walker Fellows- Appalachian State University, 2011-2014

**Overseas experience:** Argentina, Chile, Costa Rica, Chile, Spain

**Recognitions:** Top International Business Student- Appalachian State 2014 Class, Certified in Safe Zone, Mental Health First Aid, Haven, and Green Zone, First-Generation College Student

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

## John Stephens

Gerhard E. Lenski, Jr. Distinguished Professor of Political Science and Sociology, UNC-CH

Director, Center for European Studies, Trans-Atlantic Master's Program, UNC-CH

**Education:** PhD, Harvard University, 1970

**Appointed/Tenure status:** 1992/Tenured

**Languages:** Swedish (3)

**Research/training specializations:** Comparative politics; political economy

**Overseas experience:** Argentina, Jamaica, Mexico, Peru, Sweden, Switzerland (country of origin)

**Recognitions:** Best Book 2013 for *Democracy and the Left: Social Policy and Inequality in Latin America* (with E. Huber) from the Political Economy of the World System Section and Outstanding Book Award, Sociology of Development Section, American Sociological Association; Fellow, Hansewissenschaftskolleg, Delmenhorst, Germany, 2013; Faculty Fellow, Kellogg Institute for International Studies, University of Notre Dame, 2010; Visiting Fellow, Collegio Carlo Alberto, Turin, Italy, 2010; Fellow, John Simon Guggenheim Memorial Foundation, 2010; Chair, Political Sociology Section, American Sociological Association, 2009; Charles Robson Award for Excellence in Graduate Level Teaching, 2009. External Grants: NSF, USED; SSRC-ACLS; Fulbright

**Dissertations and theses supervised in past 5 years:** 7

**Relevant courses taught:** Varieties of Capitalism, Comparative Welfare States

**Percentage of time devoted to Latin American/Caribbean studies:** 30%

**Number of Recent Publications:** 3

- 2015 *The Oxford Handbook of Transformations of the State*, eds. E Huber et al. Oxford University Press.
- 2014 "Income Inequality and Redistribution in Post-Industrial Democracies: Demographic, Economic, and Political Determinants," with E Huber. *Socio-Economic Review* 12(2).
- 2014 "The Changing Nature of Social Protection in Middle-Income Developing Countries in Latin America and East Asia," with S Niedzwiecki in *The Oxford Handbook of Transformations of the State*, co-editor with S Leibfried et al. Oxford University Press.
- 2012 *Democracy and the Left: Social Policy and Inequality in Latin America*, with E Huber. University of Chicago Press.
- 2010 "The Chilean Left in Power: Achievements, Failures, and Omissions," with E Huber and J Pribble in *Leftist Governments in Latin America: Successes and Shortcomings*, eds. K Weyland et al. Cambridge University Press.

## Angela Stuesse

Assistant Professor, Department of Anthropology and Curriculum in Global Studies, UNC-CH

**Education:** PhD, University of Texas, 2008

**Appointed/Tenure status:** 2017/Tenure Eligible

**Languages:** Spanish (5), Portuguese (3), Fa d'ambo (1)

**Research/training specializations:** neoliberal globalization, migration, race, labor, human rights, activist research

**Overseas experience:** Mexico, Guatemala, Equatorial Guinea

**Recognitions:** Society for Latin American and Caribbean Anthropology Book Prize (2017); Working-Class Studies Association C.L.R. James Award (2017); Society for the Anthropology of Work Book Prize (2016)

**Dissertations and theses supervised in past 5 years:** 7

**Relevant courses taught:** Global Migration and Labor Rights, Work and Migration in the Americas

**Percentage of time devoted to Latin American/Caribbean studies:** 75-100%

**Outreach:** Moderator, Community Forum, UNC DACA Week, 2018; Panel Participant in Perspectives on Issues Concerning Refugees and Immigrants in our Region, St. Andrews Presbyterian Church, 2017; National and international book readings, signings and discussions in conjunction with the release of *Scratching Out a Living*, 2016-17.

**Number of Recent Publications:** 11

- 2017 "As Others Pluck Fruit Off the Tree of Opportunity: Immigration, Racial Hierarchies, and Intergroup Relations Efforts in the United States." with C Staats and A Grant-Tomas. in *Du Bois Review* 14(1).
- 2016 *Scratching Out a Living: Latinos, Race, and Work in the Deep South*. Berkeley: University of California Press.
- 2015 "Anthropology for Whom? Challenges and Prospects of Activist Scholarship." In *Public Anthropology in a Borderless World*. S. Beck and C. Maida, eds. Berghahn Books.
- 2014 "Automobility, Immobility, Altermobility: Surviving and Resisting the Intensification of Immigrant Policing." with M Coleman. in *City & Society* 26(1)
- 2013 "Low-wage Legacies, Race, and the Golden Chicken in Mississippi: Where Contemporary Immigration Meets African American Labor History." With and L E Helton. in *Southern Spaces*.
- 2013 "Sí hubo genocidio: Anthropologists and the Genocide Trial of Guatemala's Rios Montt." With B Manz et al. in *American Anthropologist*. 115(4):658-663.

## Miroslav Styblo

Associate Professor, Department of Nutrition, Gillings School of Global Public Health, UNC-CH

**Education:** PhD, Czechoslovak Academy of Sciences, 1988

**Appointed/Tenure status:** 2009/Tenured

**Languages:** Czech (5); Russian (3)

**Research/training specializations:** Nutritional biochemistry; biochemical toxicology; environmental health

**Overseas experience:** Mexico

**Recognition:** Member, Delta Omega Society, 2011; Gillings Innovation Laboratory, 2008; External Grants: NIH,

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

**Relevant courses taught:** Nutritional biochemistry

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 5

- 2017 "Genetic and Epigenetic Mechanisms Underlying Arsenic-associated Diabetes Mellitus: a Perspective of the Current Evidence," with E M Martin et al. in *Epigenomics* 9(5).
- 2016 "Chronic Exposure to Arsenic and Markers of Cardiometabolic Risk: A Cross-Sectional Study in Chihuahua, Mexico," with M A Mendez et al. in *Environmental Health Perspectives* 124(1).
- 2015 "A Concurrent Exposure to Arsenic and Fluoride from Drinking Water in Chihuahua, Mexico," with C Gonzalez-Horta et al. in *International Journal of Environmental Research and Public Health* 12(5).
- 2014 "Associations between Arsenic Species in Exfoliated Urothelial Cells and Prevalence of Diabetes among Residents of Chihuahua, Mexico," with J M Currier et al. in *Environmental Health Perspectives* 122(10).

## Martin Sueldo

Teaching Associate Professor, Department of Romance Studies (Spanish), UNC-CH

**Education:** PhD, Arizona State University, 2010

**Appointed/Tenure status:** 2011/Tenure not applicable

**Languages:** Spanish (5); Hebrew (2); Portuguese (4)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal

**Research/training specializations:** Modern and postmodern Southern Cone literature and culture; Latin American popular culture; telenovelas and political discourse; discourse analysis; Jewish studies

**Overseas experience:** Argentina (country of origin)

**Recognitions:** N/A

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** The Caribbean and Southern Cone; UNC Summer Jewish Studies Study Abroad Program, Buenos Aires

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Coordinator, "Jewish Buenos Aires Film Series," 2014

**Number of Recent Publications:** 3

2014 *Sangre Blanca*. Alción.

2013 "Cumbia Literaria: Apuntes para un Ideologema en la Literatura Argentina del Siglo XXI," in *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World* 2(2).

2013 "Articulaciones históricas y vampirismo: El vampiro (1910) de Froylan Turcios y O vampiro de Curitiba (1965) de Dalton Trevisan" in *Hispanet Journal* 6.

2012 "Dialogando con Los Futuros Censores. Los Casos de Heberto Padilla, Manuel Puig y Rubem Fonseca," in *Hipertexto* 15.

2012 "Montecristo: Telenovela y Derechos Humanos," in *Studies in Latin American Popular Culture* 30.

2011 "La Guerra de Malvinas y el Discurso Pichi de Rodolfo Fogwill. Parataxis y Postmodernidad," in *Revista de Crítica Literaria Latinoamericana* 73 (December).

## Kristine L. Taylor

Teaching Assistant Professor, Department of Romance Studies (Portuguese), UNC-CH

**Education:** MA, University of Copenhagen (Denmark)

**Appointed/Tenure status:** 2009/Tenure not applicable

**Languages:** Portuguese (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal, ACTFL Training, 2017

**Research/training specializations:** Mozambican history and literature; Portuguese history; foreign-language acquisition

**Overseas experience:** Denmark, Portugal

**Recognitions:** Recipient, Scholarship for Foreigners, University of Coimbra (Portugal), 1996-1997

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Portuguese language and culture

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Event organizer, Brazilian Carnival and Capoeira, UNC-CH, spring 2011

**Number of Recent Publications and Presentations:** N/A

2012 "National identity in post-colonial Mozambique. A discussion of culture in the novel *Niketche* by Paulina Chiziane." Presentation made at Carolina Conference on Romance Literatures. University of North Carolina at Chapel Hill. March 22-24.

2011 "National Identity in the Context of Race and Ethnicity in the Former Portuguese Colony of Mozambique." Presentation made at Southeastern Conference on Latin American Studies. Wilmington, Del. March 16-19.

## Brendan Jamal Thornton

Assistant Professor, Department of Religious Studies, UNC-CH

**Education:** PhD, University of California at San Diego, 2011

**Appointed/Tenure status:** 2013/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Religion in the Americas: Christianities, Pentecostalism, Afro-Creole religions; anthropology of religion; comparative Caribbean ethnology; identity politics, gender, power and authority, masculinity, gangs; anthropology of Christianity

**Overseas experience:** Dominican Republic, Trinidad and Tobago

**Recognitions:** Winner of the Barbara T. Christian Literary Award, Caribbean Studies Association Best Book in the Humanities, 2017; Carolina Post-doctoral Program Fellowship for Faculty Diversity, Department of Religious Studies, 2011-2013

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

**Relevant courses taught:** Anthropology of Religion, Theories of Religion; African American Religions; Supernatural Encounters; Spirit Possession; Religion in Latin America and the Caribbean

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 3

Forthcoming "Victims of Illicit Desire: Pentecostal Men of God and the Specter of Sexual Temptation," in *Anthropological Quarterly*.

2016 *Negotiating Respect: Pentecostalism, Masculinity, and the Politics of Spiritual Authority in the Dominican Republic*. University Press of Florida.

## Gabriela Valdivia

Associate Professor, Department of Geography, UNC-CH

**Education:** PhD, University of Minnesota, 2005

**Appointed/Tenure status:** 2009/Tenured

**Languages:** Spanish (5), Portuguese (2)

**Research/training specializations:** Indigenous communities; Amazonian region; agrarianism; energy; social movements

**Overseas experience:** Bolivia, Ecuador, Peru

**Recognitions:** Faculty Fellow, Institute for the Arts & Humanities, UNC-CH, 2015; Junior Faculty Research and Study Leave, 2013; Exploratory Research Grant 2011, Center for Galápagos Studies, UNC-CH. External Grants: NSF, Association of American Geographers, MacArthur Foundation

**Dissertations and theses supervised in past 5 years:** 12

**Relevant courses taught:** Geography of Latin America, Rural Latin America: Agriculture, Environment, and Natural

Resources; Human Environment

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** 2015, Organizer of fundraiser for screening and pane discussion of award-winning *Come Hell or High Water*, UNC-CH; 2013, Geography of Peru and Science in the Galápagos Islands for 3<sup>rd</sup> graders Montessori Community School (Durham); 2012 Co-organizer, exhibit "Sueños Americanos/American Dreams: The Art of Cornelio Campos" and associated programming. Frederick Jameson Gallery, Duke University (May-August);

**Number of Recent Publications:** 13

2017 "Interrupting Green Capital on the Frontiers of Wind Power in Southern Mexico," with S Sellwood in *Latin American Perspectives*.

2017 "At the Margins of Citizenship: Uneven Development and the Revolución Ciudadana in Esmeraldas, Ecuador," eds. M Critchlow, in *Race and Rurality in the Global Political Economy*.

2016 *Oil, Revolution, and Indigenous Citizenship in Ecuadorian Amazonia*, with F Lu et al. in *Latin American Political Economy Series*. Palgrave Macmillan.

2016 "The Entanglements of Oil Extraction and Sustainability in the Ecuadorian Amazon," with A Lyall in *Environment and Sustainability in a Globalizing World*. London: Routledge

## Richard Vernon

Teaching Associate Professor and Director of Portuguese Language Instruction,  
Department of Romance Studies (Portuguese)

**Education:** PhD, University of California-Santa Barbara, 2001

**Appointed/Tenure status:** 2003/Tenure not applicable

**Languages:** Portuguese (5); Spanish (5)

**Performance-based pedagogy training:** ROML.net Resources and Training Portal; ACTFL Training, 2017

**Research/training specializations:** Early modern and 18<sup>th</sup> century Street and 20<sup>th</sup> century children's literature; Luso-Brazilian studies

**Overseas experience:** Brazil, France, Portugal, Spain

**Recognitions:** Recipient, Luso-American Development Foundation grant (2009 and 1997)

**Relevant courses taught:** Modern Brazilian Literature in Translation, Luso-Brazilian Literature in Translation, Lusophone Literature in Translation; Brazilian Religious Movements through Film and Literature, Lusophone African Literature in Translation

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

**Percentage of time devoted to Latin American/Caribbean studies:** 60%

**Outreach:** Organized public conference with filmmaker Jeff Zimbalist, director of *Favela Rising*, on urban life in Brazil. UNC-CH, April 2007.

**Number of Recent Publications:** 2

- 2015 "Das Dores de Crescimento à Dor de Existir: Representações Literárias de Adolescências Feridas," in *Acta Scientiarum* 37(2015).
- 2013 *Translation of The Formation of Candomblé: Vodun History and Ritual in Brazil from the Portuguese*, with LN Parés. University of North Carolina Press.
- 2012 *Dictionary of Literary Biography: African Lusophone Writers*, with M Rector. Gale.
- 2009 "Açúcar ou Pimenta?: O Sabor da Auto-identidade de Gênero em um exemplo da Literatura Infantil Brasileira," in *Revista de Poesia Infantil*.
- 2009 "Bruce Willis' Aesthetics of Equilibrium: The Vanguard Poetics of Vicente Huidobro and Mário de Andrade" in *Hispanófila*.

## Adam Versényi

Milly S. Barranger Distinguished Term Professor of Dramatic Art, Department of Dramatic Art, UNC-CH  
Chair and Dramaturg, Play Makers Repertory Theatre, UNC-CH

**Education:** D.F.A., Yale University, 1990

**Appointed/Tenure status:** 1988/Tenured

**Languages:** Spanish (4), French (3)

**Research/training specializations:** Latin American theatre.

**Overseas experience:** Argentina, Chile, Colombia, Cuba, Mexico, Peru, Uruguay

**Recognitions:** Editorial Board Member, Theatre Topics, 2016; Resident, Banff Literary Translation Centre, 2014; Elected to Executive Committee of the American Society for Theatre Research, 2014; Chair, Curriculum in International Studies, 2004-09;

**Dissertations and theses supervised in the past 5 years:** 0

**Relevant courses taught:** Latin American Theatre

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Production Dramaturg, UNC PlayMakers Repertory Company. Community outreach as speaker on drama throughout Durham, Chapel Hill.

**Number of Recent Publications:** 4

- Forthcoming "Theatrical Translation/Theatrical Production: Ramon Griffero's Pre-Texts for Performance," eds. G. Brodie et al. in *Staging and Adapting Translation*.
- 2016 "Evita, Inevitably: Performing Argentina's Female Icons Before and After Eva Peron" in *Theatre Annual*.
- 2016 "Your Desires in Fragments," translation of "Tus deseos en fragmentos" by Ramón Griffero. Teatro Latino Series. University of North Carolina Press.
- 2013 "The Mustache," translation of "El bigote" by Sabina Berman. University of Pittsburgh Press.
- 2012 "George's Helping Hands." *Latin American Theatre Review* 46:1, 187-88

## Ariana Vigil

Associate Professor, Department of Women's and Gender Studies, UNC-CH

**Education:** PhD, Cornell University, 2008

**Appointed/Tenure status:** 2011/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Latina/o cultural production; transnational activism; state-backed violence in the Americas.

**Overseas experience:** Mexico, El Salvador, Guatemala, Nicaragua

**Recognitions:** Academic Excellence Award, Institute for Arts and Humanities, 2015; Junior Faculty Development Award, 2014; UNC Certificate of Recognition for Contributions to Students, 2011

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

**Relevant courses taught:** Gender and Global Change

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Central Carolina Community College, 2016

**Number of Recent Publications:** 5

Forthcoming *Ni Aquí Ni Allá: Military Intervention, Domestic Violence and Latina/o Literature (1979 – 2005)*.

Forthcoming "Latina/o Literature and War: Gendered Combat Zones" in *Oxford Encyclopedia of Latina/o Literature*.

2016 "Heterosexualization & the State: The Poetry of Gloria Anzaldúa" in *Chicana/Latina Studies* 16(1).

2016 "The End(s) of Representation: Media and Activism in Cherrie Moraga's 'Heroes and Saints'" in *Aztlán: A Journal of Chicano Studies* 41(1).

2014 *War Echoes: Gender and Militarization in Latina/o Cultural Production*. Rutgers University Press.

2013 "The Divine Husband and the Creation of a Transamericana Subject," in *Latino Studies* 11(2).

2013 "Gloria Anzaldúa," in *Oxford Bibliographies in American Literature*, eds. J Bryer and P Lauter. Oxford University Press.

2012 "Photography, Self-Knowledge, and Solidarity in Graciela Limón's Erased Faces," in *Revista de Literatura Mexicana Contemporánea* 53(April-June).

2012 "Judaism, Sexuality, and the Nation in Francisco Goldman's The Divine Husband," in *Returning to Babel: Jewish Latin American Representations and Experiences*, eds. A Ran and J Cahan. Brill.

2010 "Transnational Community in Demetria Martínez's Mother Tongue," in *Meridians: Feminism, Race, Transnationalism*. 10(1).

## Andrés Villaveces

Research Assistant Professor, Department of Epidemiology, UNC-CH

**Education:** MD, Universidad del Bosque, 1991; PhD, University of Washington, 2000

**Appointed/Tenure status:** 2006/tenure not applicable

**Languages:** Spanish (5); French (4)

**Research/training specializations:** Epidemiology; global health; violence prevention; transportation safety; alcohol and injuries

**Overseas experience:** Colombia, Mexico, Switzerland

**Recognitions:** Fellow, Japan-IBD Scholarship Program

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Clinical Epidemiology; Exercise and Sports Sciences; Critical Issues in Global Health

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 1

2014 "Trends in Fatal Motorcycle Injuries in the Americas, 1998-2010," with E Rodrigues, A Sanhueza, and J Escamilla-Cejudo in *International Journal of Injury Control and Safety Promotion*, 21(2).

2012 "Pediatricians' Perceptions of Walkability and Safety in Relation to the Build Environment in Cali, Colombia," in *Injury Prevention*, 18(5).

2012 "Incidence of Severe Work-related Injuries Among Young Adult Workers in Brazil," with V Santana, S Bandgwalla, C Runyan, P Oliveira in *Injury Prevention*, 18(4).

## Stephen J. Walsh

Lyle V. Jones Distinguished Professor, Department of Geography, UNC-CH  
Director, UNC Center for Galapagos Studies, UNC-CH  
Co-Director, Galapagos Science Center UNC-CH-Universidad San Francisco de Quito

**Education:** PhD, Oregon State University, 1977

**Appointed/Tenure status:** 1991/Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Geographic information systems; remote sensing; spatial analysis; physical geography; and population-environment interactions

**Overseas experience:** Ecuador (Amazon and Galapagos)

**Recognitions:** Invited Reviewer, Ralph Powe Junior Faculty Enhancement Award Program, 2016; Best College/University Article, National Council for Geographic Education, 2014; Invited Program Reviewer, NSF Partnerships for International Research and Education, 2011; Fulbright Scholar, Specialist Program, Council for International Exchange of Scholars, 2011-2015; Expert Panel on Geospatial Research, Center for Disease Control, 2008; Honors for Lifetime Achievement, Association of American Geographers, 2007; Distinguished Teaching Award for Post-Baccalaureate Instruction, 2007; External Grants: NIH, NSF, NASA; Awarded National Research Honors for Distinguished Scholarship, Association of American Geographers, 2001.

**Dissertations and theses supervised in past 5 years:** 11

**Relevant courses taught:** Population-Environment Interactions in the Galapagos Islands

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Talks to U.S. government officials about various different issues related to population-environment interactions

**Number of Recent Publications:** 4

In Press "Secondary Forest Succession in the Northern Ecuadorian Amazon: Interactions among People, Place, and Environment," with C F Mena et al. in *Regional Environmental Change*.

2016 "Interactions of social, terrestrial, and marine sub-systems in the Galapagos Islands, Ecuador," with C F Mena in *Proceedings of the National Academy of Sciences* 113(51).

2016 "Scenario Planning for Tourism Management: a Participatory and System Dynamics Model Applied to the Galapagos Islands of Ecuador," with F Pizzitutti et al. in *Journal of Sustainable Tourism*.

## Deborah Weissman

Reef C. Ivey II Distinguished Professor of Law, School of Law, UNC-CH  
Member, ISA, Advisory Board, UNC-CH

**Education:** JD, Syracuse University, 1975

**Appointed/Tenure status:** 2001/Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Immigration law; international human rights law; immigration rights; civil lawyering Process; Comparative Gender-Based Violence, focus on U.S., Cuba and Mexico.

**Overseas experience:** Cuba, Mexico

**Recognitions** Recipient, Interdisciplinary Initiatives Grant, 2015; The Frank Porter Graham Award for Outstanding Civil Rights Work, ACLU of North Carolina, 2013; Fellow, Global Research Institute, UNC-CH, 2011-2012 Fellow; Jotwell Best Works Review of Recent Scholarship in Criminal Law, 2009; *Pro-Bono* Faculty of the Year, UNC School of Law, 2006;

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

**Relevant courses taught:** Domestic Violence Law, Forced Migration Law

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Newman Center, 2017; Durham-Orange Women's Attorney Association, 2016; Mexican Global Network, 2016

**Number of Recent Publications:** 9

2016 "The Human Rights of Mexican Migrants – A Case Study on the United States, Canada, and Spain.," with K Bhojani, et al in *Human Rights Policy Lab*. University of North Carolina School of Law.

2015 "The Politics of Narrative: Law and the Representation of Mexican Criminality," in *Fordham International Law Journal* 38.

## Lyneise Williams

Associate Professor, Department of Art, UNC-CH

**Education:** PhD, Yale University, 2004

**Appointed/Tenure status:** 2006/Tenured

**Languages:** Spanish (3), French (3)

**Research/training specializations:** Latin American art, African diaspora art, museum studies

**Overseas experience:** Argentina, Panama, Uruguay

**Recognitions:** Recipient, Getty Scholar Fellowship, 2016; Recipient, University Research Fellowship, 2012; Recipient, Institute for African American Research Fellowship, 2012; Recipient, UNC Institute for the Studies of the Americas Research Fellowship, 2011; Experiential Education Course Development Award, 2008; Robertson Scholars Favorite Professor, 2007; Spray-Randleigh Research Fellowship, 2007; Vice Chancellor Humanities Fellowship, 2007; Christianity and Culture Minor Course Development Award for Religious Art and Architecture in Latin America course, 2007; Carolina Postdoctoral Program for Faculty Diversity, 2004-06

**Dissertations and theses supervised in past 5 years:** 7

**Relevant courses taught:** Religious Art and Architecture of Latin America, Graduate Seminar-Mexico City, 1890-1950

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Ackland Museum Advisory Board, 2013; presentation to government officials, The North Carolina Freedom Monument: North Carolina Legislature, 2008

**Number of Recent Publications:** 1

- Forthcoming "Envisioning Erasure: Representations of Pain in Pedro Figari's Court Sketches" in *Black Bodies in Pain: Race, Sentience and Visual Culture*. University of Minnesota Press.
- 2017 "The Glorious One-Two Punch: Celebrity, Masculinity, and boxer Alfonso Teófilo Brown in Early Twentieth-Century Paris" in *Migrating the Black Body: African Diaspora and Visual Culture*, eds. H. Hernández and L. Raiford. University of Illinois Press.
- 2010 *A Different Shade of Modernism: Pedro Figari's Representations of Black Bodies*. University of North Carolina Press.
- 2008 "Envisioning Erasure: Representations of Pain in Pedro Figari's Court Sketches."

## Evaluation Specialists

### Beth-Ann Kutchma

Evaluation Consultant

**Education:** BS, University of Pittsburgh, Johnstown, Pennsylvania, 1995, Environmental Science; EVAP Evaluation Institute Training Certificate, 2004

**Appointed/Tenure status:** N/A

**Relevant experience:** Evaluation Consultant, Carolina Center for the Study of the Middle East and Muslim Civilizations and Department of Public Policy and Curriculum in Peace, War, and Defense, on-going; Evaluation Consultant, Duke Middle East Studies Center, 2017; Senior Program Officer, Center for Global Initiatives served as Fulbright US Student Program Advisor, FLAS Coordinator and Doctoral Dissertation Research Abroad Fellowship Coordinator. 20 years of experience as an evaluator, administrator, and educator

**Outreach:** Forum on Education Abroad Data Committee, 2014-16.

**Publications/Presentations:**

- 2015 "Opening Access to Global Opportunities - UNC NRCs' Collaborative Evaluation Approach," International and Foreign Language Education (IFLE) Title VI Project Directors' Meeting.
- 2015 "Unblocking the View for Minorities in International Education," NAFSA Annual Conference, Boston, Massachusetts.
- 2014 "Increasing Access and Breaking Barriers: Using Data Collection to Guide Programming," Diversity Abroad Conference, New Orleans, Louisiana.
- 2014 B Kutchma (Producer). T Tuttle (Designer). *CGI 2014: Opening Access + Breaking Barriers* [Promotional Calendar, Annual Report]. UNC Center for Global Initiatives.
- 2013 "UNC Chapel Hill NRCs: FLAS Impact Across Regions," NRC Conference: Demonstrating the Impact of National Resource Centers, Columbus, Ohio.

### Rita O'Sullivan

Director of Evaluation, Assessment, and Policy Connections (EvAP); Associate Professor of Evaluation and Assessment, School of Education and NC TrACS, Director of Evaluation, UNC-CH

**Education:** Ed.D., Auburn University, 1984

**Appointed/Tenure status:** 1999/tenured

**Research/training/teaching specializations:** Educational Leadership, Curriculum and Instruction; Educational Program Evaluation; Research Design, Measurement, and Statistics; Collaborative Evaluation Techniques

**Relevant Professional Positions:** Associate Professor, Educational Research & Evaluation, UNC-Greensboro (1992-1999); Junior High-School Teacher, Gillespie Education Center (1984-1985; Program Associate, International Programs, Unitarian Universalist Service Committee (1982-1983)

**Previous Evaluations:** Evaluation of the Career Award for Science and Mathematics Teacher Program, Burroughs-Welcome Foundation, 2010-15; UNC Next Level People to People Hip Hop Ambassadorships Evaluation, 2013-14; UNC Undergraduate Research Project (funded by Howard Hughes Medical Institute, 2010-14; YMCA Higher Education Programs, 2010-12; Capacity Training for Federally Funded Programs, US Virgin Islands Department of Education, 2010-11; STEM 3-D, Appalachian State University, 2006-11; Project Quest, Wake County Public School System Magnet Programs Department, 2005-08.

**Recognitions:** Ingle Distinguished Service Award, American Evaluation Association (2002); Outstanding Research Award, North Carolina Association for Research in Education (2001); Lifetime Achievement Award, North Carolina Association for Research in Education (2001)

**Publications/Presentations:**

- 2017 "Case Study in Collaborative Evaluation." In D. Fetterman (Ed.) *Collaborative, Participatory, & Empowerment Evaluation* (pp. 31-47). New York, NY: Guilford Press.
- 2016 *Using Collaborative Evaluation Strategies to Transcend Monitoring with U.S. Federally-Funded International Area Studies Centers.* Paper presented at the annual meeting of the American Evaluation Association, Atlanta, GA with Salas Villalobos
- 2014 "Collaborative, participatory, and empowerment evaluation: Building a strong conceptual foundation for stakeholder involvement to evaluation," with D. Fetterman, L. Rodríguez-Campos and L. Wandersman in *American Journal of Evaluation*, 35, 144-8

## **Fabiola Salas Villalobos**

**Education:** Ph.D., University of North Carolina At Chapel Hill, 2018 (expected).

**Appointed/Tenure Status:** N/A

**Research/training/teaching specializations:** Curriculum and Instruction; Educational Program Evaluation; Measurement, Collaborative Evaluation Techniques, and Culturally Responsive Evaluation; Bilingual Education, Bilingualism, Geography: human geography, outreach, and Geographic Information Systems (GIS).

**Relevant Professional Positions: Senior** Research Associate, Dual Language Programs at Chapel Hill Carrboro School System (2017-Present), NC; Research assistant in Program Evaluation at the Dual Language Programs in Chapel Hill-Carrboro School System (2017-2018), the University of North Carolina at Chapel Hill, NC; Program Evaluator, anti-racist organization “we are”( 2016-Present); Research assistant for Title VI Centers (Africa, Middle East, Asia, Europe, Latin America, Center for Global Initiatives) The University of North Carolina at

Chapel Hill, NC (2015-2016); Program Evaluator, Czech and Slovak School of North Carolina (2015-2017); Spanish Instructor Middle School and Upper School, Durham Academy, NC (2007-Present)

**Previous Evaluations:** TOSH (Telling Our Stories of Home)-Exploring and Celebrating Changing African and African-Diaspora Communities; Czech and Slovak School of NC, 2015-2017; UNC Title VI Centers (Africa, Middle East, Asia,

Europe, Latin America, Center for Global Initiatives), 2015-16; “we are”, 2016-2018.

**Publications/Presentations:**

- 2018 “Collaborative Evaluation and Culturally Responsive Evaluation: Dual Language Programs.”Paper presented to Emergent Voices in Evaluations (EviE) Conference.
- 2017 “Collaborative evaluation strategies that enhance the usefulness of evaluations for stakeholders: Evaluation of three dual language program in a school district.” Paper presented to the annual meeting of the American Evaluation Association.
- 2017 “Costa Rica: Regional Migrant Crisis.” Latin America and North Carolina Seminar, World View, University of North Carolina at Chapel Hill.

**Appendix A: Profiles of Project-Related Personnel  
Duke University**

**Holly Ackerman**

Librarian for Latin American, Iberian and Latino/a Studies, Duke University Libraries;  
Head, International and Area Studies, Duke University Libraries (as of 7-1-2018)  
Member, Council on Latin American and Caribbean Studies, and Consortium Editorial Committee, Duke University

**Education:** Ph.D. International Studies, University of Miami, 1996

**Appointed/Tenure status:** 2006, Tenure not applicable

**Languages:** Spanish (4), French (3), Portuguese (2)

**Research/training specializations:** Contemporary Caribbean migration; non-violent citizen action; social movements; Cuban studies (history of the Cuban exile; national reconciliation; Cuban political prison system; post-1980 immigration)

**Overseas experience:** Field research in Cayman Islands, Cuba, Dominican Republic, Peru, Puerto Rico. Acquisitions trips to Argentina, Brazil, Colombia, Dominican Republic, Mexico, Portugal, Spain, Trinidad. Librarian exchange trip to Chile, post-earthquake.

**Recognitions:** Member, Seminar on the Acquisition of Latin American Library Materials (SALALM), 2000-present; Member, Latin American Studies Association (LASA), 1985 – present; Member, LASA Section on Scholarly Research & Resources, 2000 – Present; Member, Instituto de Estudios Cubanos, 1996-present.

**Relevant courses taught:** Conducts Latin American/Caribbean bibliographic instruction sessions for various classes; The Caribbean at Duke: Archival Exploration

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

**Percentage of time devoted to Latin American/Caribbean Studies:** 80-100%

**Outreach:** Advisor to Co-Group on Cuba, Amnesty International USA, 2006 – present; Co-Curator, *Nation on the Move: The Puerto Rican Diaspora: Photographs by Frank Espada, 1963-1990*, Duke University, 2012; Curator, *Cultural Bridge: Drugs Across the Americas*, Department of International & Area Studies, Duke University Libraries, 2011 (Part of the 25<sup>th</sup> N.C. Latin American Film Festival on the theme of Drug Trafficking)

**Number of Recent Publications:** 9

- 2018 “Promoting and Maintaining Collaborative Collecting: A Case Study.” With T. Chapa, in Krentz, Jana and Gayle Williams, Eds. *Collecting Latin America*. Jefferson, NC: McFarland Publishing.
- 2016 *A new chapter in US-Cuba relations : social, political, and economic implications*. With E. Hershberg, W.M. LeoGrande. Palgrave Macmillan, New York.

**Lamonte Aidoo**

Assistant Professor of Portuguese, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, Portuguese and Brazilian Studies, Brown University, 2012

**Appointed/Tenure status:** 2012, Tenure-eligible

**Languages:** French (4), Portuguese (4), Spanish (4), French (2), Italian (2), Creole (1)

**Overseas experience:** Brazil, Colombia, Ecuador, Dominican Republic, Haiti, Mexico, Peru, Venezuela

**Recognitions:** John Hope Franklin Humanities Institute Book Completion Fellowship, 2013; Joukowsky Outstanding Dissertation Award Nomination, Brown University, 2012; Marjorie Langlois Dissertation Prize in Women and Gender Studies Nomination, Brown University, 2012.

**Relevant courses taught:** Brazil, Race, Sex and the Body; Black Brazil: Race, Nation and Cultural Politics; Brazil and Lusophone Africa; Intro Brazil/Global PTG Literature II; Afro-Latin America; Race and Sex in Brazilian History and Society

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 7

- 2018 *Slavery Unseen: Sex, Power, and Violence in Brazilian History*. Durham: Duke University Press, Latin America Otherwise Series.
- 2014 "Auta de Souza." *Dictionary of Caribbean and Afro-Latin American Biography* Authors.Ed. J Henry Louis Gates and FK Knight. New York: Oxford University Press.

A60

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Eileen M. Anderson

Lecturing Fellow of Romance Studies, Spanish Language Program,  
Department of Romance Studies, Duke University

**Education:** Ph.D., University of North Carolina, 2008

**Appointed/Tenure status:** 2010, Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Hispanic literature and culture; digital teaching and learning

**Performance-based pedagogy training:** ACTFL Oral Proficiency Interviewing Training, 2015

**Relevant courses taught:** Advanced Intermediate Spanish; Advanced Intermediate Spanish with Service-Learning; Introduction to Cultural Studies; Elementary Spanish 2; Intermediate Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Presentations:** 4

- 2017 Roundtable Discussion: "Virtual Spaces for Collaboration." ESL Symposium at North Carolina State University. May 2017.
- 2017 "Puerto Rican Activism and Community Building in New York City in the Early Twentieth Century." presented at the Southeastern Council for Latin American Studies (SECOLAS) Meeting, University of North Carolina, March 2017
- 2017 Roundtable Discussion: "Judith Ortiz Cofer, remembering a "mujer con macho" Presented at the Southeastern Council for Latin American Studies (SECOLAS) Meeting. March 2017
- 2016 Roundtable Discussion: "Teaching U.S. Latino in a Spanish Program: Challenges and Strategies." James Madison University, Mountain Interstate Foreign Language Conference. October 2016.

## Paul A. Baker

Professor of Earth and Ocean Sciences, Nicholas School of the Environment; co-Director, Duke Brazil Initiative  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of California at San Diego, 1981

**Appointed/Tenure status:** 1981, Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Tropical climate change, environmental change, Andes mountains and tropical Peru and Bolivia; Amazon paleoclimate and paleohydrology; North American drought reconstruction

**Overseas experience:** Bolivia, Brazil, Chile, Ecuador, Grenada, Jamaica, Nicaragua Peru

**Recognitions:** recipient of 7 different National Science Foundation grants since 2010; 2017 grant on Biodiversity Conservation in the Binational Mira-Mataje River Basins-Building Biophysical and Socio-Environmental Bases for Conservation and the Adaptive Management of Ecosystem Services from John D. and Catherine T. MacArthur Foundation; 2016 grant on Bridging the Gap; A Promising Vertebrate Fossil Assemblage Site in the Madre de Dios Region, Peru from National Geographic Society.

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

**Relevant courses taught:** Isotopes in Earth and Environmental Sciences; Paleoclimate

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 11

- 2017 "Damming the rivers of the Amazon basin." With EM. Latrubesse, EY. Arima, et al. *Nature* 546, no. 7658: 363-369.
- 2017 "Origin and processing of terrestrial organic carbon in the Amazon system: lignin phenols in river, shelf, and fan sediments." With S. Sun, E. Schefuß, et al. *Biogeosciences* 14, no. 9 (2017): 2495-2512.
- 2015 "Nature and causes of Quaternary climate variation of tropical South America." with SC, Fritz. *Quaternary Science Reviews* 124 (September 2015): 31-47.
- 2012 "Extreme drought events revealed in Amazon tree ring records." With H.S. Jenkins and R.I. Negrón-Juárez. *Amazonian Droughts: A Review*.
- 2012 "Evolution of the Lake Titicaca basin and its diatom flora over the last ~ 370,000 years." With S.C. Fritz, P. Tapia, T. Spanbauer, K. Westover. In *Palaeogeography, Palaeoclimatology, and Palaeoecology*

A61

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Brenda Baletti

Lecturing Fellow, Thompson Writing Program, Trinity College of Arts & Sciences  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, University of North Carolina at Chapel Hill, 2012

**Appointed/Tenure status:** 2012, Tenure not applicable

**Languages:** Portuguese (4), Spanish (2)

**Overseas experience:** Brazil

**Recognitions:** Best PhD Student Paper Award, Development Geography Specialty Group, Association of American Geographers; Antipode Foundation Translation and Outreach Pilot Grant

**Relevant courses taught:** Academic Writing: Debt, Race, and Power; Academic Writing: Drug War in the Americas; Feminism, Capitalism, Change

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications: 2**

- 2016 "Toward the Worker State, or Working for the State? Reorganization of Political Antagonisms in the Brazilian Amazon." *Latin American Perspectives* 43.2 (2016): 22–47. Web.
- 2013 "Saving the Amazon? Sustainable Soy and the New Extractivism." *Environment and Planning A*.
- 2012 "Ordenamento Territorial: Neo-developmentalism and the Struggle for Territory in the Lower Brazilian Amazon." *Journal of Peasant Studies*. 36(2): 422-429.
- 2011 "Brazilian Soya: the Argument Against." *Nature*. 474 (285). June 16, 2011.
- 2009 "More than a Movement(s): Understanding Smallholder Politics in the Brazilian Amazon." *Journal of Peasant Studies*. 36(2): 422-429.

## Xavier Basurto

Associate Professor of Sustainability Science, Marine Science & Conservation Lab,  
Nicholas School of the Environment, Duke University

**Education:** Ph.D., Management, University of Arizona, 2007

**Appointed/Tenure status:** 2009, Tenured.

**Languages:** Spanish (5)

**Research/training specializations:** Environmental policy, conservation biology, fisheries policy and management, marine science

**Overseas experience:** Mexico, Costa Rica

**Recognitions:** Recipient of grants from the Oak Foundation, University of Maine, World Wildlife Fund, Comunidad

Biodiversidad, and Food and Agriculture Organization of the United Nations.

**Relevant courses taught:** Community Based Marine Conservation; Current Topics in Marine Conservation

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

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications: 39**

- 2018 "Local Institutional Responses to Global Market Pressures: The Sea Cucumber Trade in Yucatán, Mexico (Accepted)." With A. Bennett. *World Development* 102: 57-70.
- 2017 "Marine Conservation as Complex Cooperative and Competitive Human Interactions." With E. Blanco, M. Nenadović, and B. Vollan. In *Conservation for the Anthropocene Ocean: Interdisciplinary Science in Support of Nature and People*, 307-332.
- 2017 "Micro-level explanations for emergent patterns of self-governance arrangements in small-scale fisheries-A modeling approach." With E. Lindkvist, M. Schlüter. *PloS one* 12, no. 4
- 2016 "Finding Order Amid Complex Small-Scale Fisheries Self-Governance Arrangements." (November 20, 2016)

A62

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## David Boyd

Gregg Hymowitz Professor of the Practice of Global Health, Duke Global Health Institute  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, Yale University, 1990

**Appointed/Tenure status:** 2009, Tenure not applicable

**Research/training specializations:** global health, cross-cultural medicine, and indigenous health issues

**Overseas experience:** China, Guatemala, Malaysia

**Recognitions:** Duke Global Health Institute Undergraduate Professor of the Year, 2017; Top 5% Duke University Teaching Award, 2010, 2011, 2012, 2013, 2014, 2016; Board Member, FUNDEGUA (Fundación Desarrolla Guatemala), 2015 to present; Faculty Director, Health Disparities in Guatemala Student Research Training Program (SRT), Duke Global Health Institute.

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Indigenous Health in Guatemala; Fundamentals of Global Health; Health Disparities in Maya Guatemala; The Challenges of Global Health

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 8

- 2017 "Early Initiation of Breastfeeding Among Maya Mothers in the Western Highlands of Guatemala: Practices and Beliefs." With NN. Atyeo, TD, Frank, et al. *Journal of human lactation: official journal of International Lactation Consultant Association*, 33 (4), 781-789.
- 2017 "Beyond medical pluralism: characterising health-care delivery of biomedicine and traditional medicine in rural Guatemala." With E. Hoyler, E, R. Martinez, et al. *Global Public Health*, 1-15.
- 2015 "Traditional medicine practices among community members with chronic kidney disease in northern Tanzania: an ethnomedical survey." With JW. Stanifer, J. Lunyera, et al. *BMC nephrology*, 16, 170. 2015
- 2015 Yoga to Reduce Trauma-Related Distress and Emotional and Behavioral Difficulties Among Children Living in Orphanages in Haiti: A Pilot Study. With Whetten, K, O'Donnell, K. *Journal of alternative and complementary medicine (New York, N.Y.)*, 21 (9), 539-545.

## Lisa Campbell

Professor of Marine Affairs and Policy, Nicholas School of the Environment, Duke University

**Education:** Ph.D., Cambridge University, 1998

**Appointed/Tenure status:** 2003, Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Wildlife conservation policy, environmental values, international institutions for environment and development, rural development in Latin America and the Caribbean

**Overseas experience:** Bermuda, Brazil, Costa Rica

**Recognitions:** Member of Board of Directors, International Sea Turtle Society; Member of Sea Turtle Specialist Group, IUCN; Member of Association of American Geographers; multiple grants received from the Oak Foundation, University of North Carolina at Chapel Hill, Mount Holyoke College, and Colorado State University

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

**Relevant courses taught:** Research Independent Study; Political Ecology

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 23

- 2017 "Assembling Enclosure: Reading Marine Spatial Planning for Alternatives." With L. Fairbanks, N. Boucquey, and K. St. Martin. *Annals of the American Association of Geographers*: 1-18.
- 2017 "Stakeholder perspectives on the importance of rare-species research for deep-sea environmental management." With PJ. Turner. CL. Van Dover. *Deep Sea Research Part I: Oceanographic Research Papers* 125 (July 2017): 129-134.
- 2014 "Stewardship in tropical small-scale fisheries: Community and national perspectives." With P. Christie Armada. In *Governance of Marine Fisheries and Biodiversity Conservation: Interaction and Co-evolution*, 332-345.

A63

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Soraya Campbell

Assistant Director and Regional Manager, Global Education Office for Undergraduates, Duke University

**Education:** M.A., University of Florida, 2007

**Appointed/Tenure status:** 2013; Tenure not applicable

**Languages:** English (5), Spanish (4), Latin (3), German (1)

**Administrative experience:** Program Manager for Duke in Brazil, Duke in Chile, Costa Rica, Duke Pratt in Costa Rica, Duke in Cuba, Duke in Spain

**Recognitions:** Member, National Association of International Educators (NAFSA); Education Abroad Knowledge Community Liaison for NAFSA Region VII

**Overseas experience:** Brazil, Chile, Costa Rica, Cuba, Hungary, Spain

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications: 1**

2014 "Management of reciprocal exchanges across continents and cultures." NAFSA Conference.

## Joan Clifford

Assistant Professor of the Practice, Spanish Language Program, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Virginia, 1998

**Appointed/Tenure status:** 2001, Tenure not applicable

**Languages:** Spanish (4), French (1) Portuguese (1)

**Performance-based pedagogy training:** ACTFL meetings and workshops, 2017, 2016, 2014, 2012; Foreign Language Association of North Carolina (FLANC) meeting, 2011; American Association of Teachers of Spanish and Portuguese (AATSP) meeting, 2011; Oral Proficiency Interview Familiarization Workshop at NC Central University, 2006; UNC Languages Across the Curriculum Workshop, 2003

**Research/training specializations:** Latin American contemporary literature, instructional technology, service learning

**Overseas experience:** Argentina, Costa Rica, Ecuador, Mexico, Spain

**Recognitions:** Dean's Leadership Award, 2014; Jumpstart Grant. Office of Instructional Technology, 2014; Thompson Writing Program grant 2012-13

**Relevant courses taught:** Introduction to Cultural Studies; Health, Culture, and the Latino Community; Latino/a Voices in Duke, Durham, and Beyond; Community Based Research with Spanish Speakers; Issues of Education and Immigration

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** DukeEngage in Tucson, Program Leader for Addressing the root causes of migration from Central America and Mexico to the United States, 2018; DukeEngage- Ecuador Program Leader for Promoting public health and human services, 2017; DukeEngage Miami Program Leader for Strengthening immigrant communities and promoting social justice, 2013-2018; DukeEngage in Argentina, Program Leader in International Service-Learning Programs, 2016; Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano.

**Number of Recent Publications/Presentations: 29**

2017 Clifford, J. "Talking about Service-Learning: Product or Process? Reciprocity or Solidarity?" *Journal of Higher Education Outreach and Engagement* 21:4 (December 2017): 7-20.

2015 Reisinger, D., Clifford, J., Deardorff, D., Whetten, K. "Cultures and Languages Across the Curriculum in Global Health: New Curricular Pathways toward Internationalization." *Critical Perspectives on Internationalising the curriculum in disciplines: Reflective Narrative Accounts from business, education, and health*. Eds. Green and Whitted. Sense Publishing: Dordrecht, Netherlands. 28 (2015).

2015 Reisinger, D., and Clifford, J. "Transforming Learners through Intercultural Competence." *The Language Educator* 10:3 (August/September 2015): 54-56.

2013 "Meeting the Challenges of Machine Translation." With L. Merschel, D. Reisinger. *The Language Educator*. October 2013.

A64

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Alma Coefman

Lecturing Fellow of Romance Studies, Spanish Language Program,  
Department of Romance Studies, Duke University

**Education:** M.A., University of Alberta (Canada), 2001

**Appointed/Tenure status:** 2009, Tenure not applicable

**Languages:** Spanish (4),

**Research/training specializations:** Influence of postmodernist ideas on contemporary Argentinean literature, particularly the work of Rodolfo Enrique Fogwill; contemporary cultural studies, particularly the interactions between literature and music; Spanish Colonial Music in the Baroque era, particularly the interactions between literature and music.

**Performance-based pedagogy language pedagogy training:** ongoing project, Hybrid Spanish course development

**Overseas experience:** Argentina

**Relevant courses taught:** Advanced Intermediate Spanish; Intermediate Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

## Michaeline Crichlow

Professor, Department of African and African American Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., State University of New York at Binghamton, 1988

**Appointed/Tenure status:** 2005, Tenured

**Languages:** French (3), French Creole (3), Spanish (2)

**Research/training specializations:** Africa, Brazil, the Caribbean; globalization, development, cultural politics, post-coloniality, citizenship and nationalism

**Overseas experience:** Jamaica, French- and English-speaking Caribbean

**Recognitions:** Summer Fellowship, University of California Humanities Research Institute, 2013. Founder of the Caribbean, Diaspora and Atlantic Studies Program, International Studies, University of Iowa.

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

**Relevant courses taught:** Piggling Out: Cultural Politics of Food; Migration and Human Trafficking; Citizen and Subject in a Neoliberal Age; The Global Caribbean;

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100 %

**Number of Recent Publications:** 15

2016 "Introduction." With G. Davis. *South Atlantic Quarterly* 115, no. 3 (July 2016): 437-44.

2016 "Notes on the Journey toward the Future: Négritude, Abject Blackness, and the Emancipatory Force of

Spectrality." With PM. Northover. *South Atlantic Quarterly* 115, no. 3 (July 2016): 535-566.

2015 "Revisiting affirmative action, globally." With ET. Gomez. *Cultural Dynamics* 27, no. 1 : 3-18.

2015 "Introduction: Global Affirmative Action and the politics of Neoliberalism." *Cultural Dynamics* 27, no. 1 (2015): 3-18

2013 (Editor) *Cultural Dynamics: Insurgent Scholarship on Culture, Politics and Power*. London: Sage.

A65

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Ariel Dorfman

Walter Hines Page Research Professor Emeritus of Literature  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Chile, 1965

**Appointed/Tenure status:** 1989, Tenure not applicable

**Languages:** Spanish (5), Portuguese, (4) French (3), Italian (3), Dutch (1)

**Research/training specializations:** Contemporary Latin American literature, popular culture, transnational culture, bilingualism, the Southern Cone, Chile

**Overseas experience:** Argentina, Brazil, Chile

**Recognitions:** Member, American Academy of Arts and Sciences, 2001-present; Member, Academie Universelle Des Cultures, 1996-present; selected as 8<sup>th</sup> Nelson Mandela Annual Lecturer at Johannesburg's Linder Auditorium, 2010

**Outreach:** Editor. Sage Journal, Cultural Dynamics: Insurgent Scholarship on Culture, Politics and Power. 2013 - 2018. WorldView K-12 teacher workshop on Latin America and NC; at least 28 op-ed and other newspaper articles in the past 4 years, including *El Pais*, *London Guardian*, *Los Angeles Times*, *New York Times*, *Washington Post*, etc.; radio interviews on BBC, CBC, KPFK Los Angeles, NPR

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications: 28**

2016 "A RADICAL FAITH The Assassination of Sister Maura." *NEW YORK TIMES BOOK REVIEW* 121.52 (December 25, 2016): 18-18.

2015 "Sounds of solidarity: The Chilean author presents his short story on the power of music as resistance." *Index on Censorship* 44.4 (December 1, 2015): 100-108.

2015 "Je suis José Carrasco." *Index on Censorship* 44.1 (March 2015): 89-91.

## Laurent Dubois

Marcello Lotti Professor, Departments of History, Romance Studies, and African and African American Studies  
Director, Forum for Scholars and Publics  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Michigan at Ann Arbor, 1998

**Appointed/Tenure status:** 2007, Tenured

**Languages:** French (5), Spanish (3), Haitian Kreyol (3)

**Research/training specializations:** Francophone Caribbean history and literature; Black Atlantic history; history of banjo

**Overseas experience:** Guadeloupe, Haiti, Martinique

**Recognitions:** National Humanities Center Fellowship, 2016-17; Co-Director, Haiti Humanities Lab, 2011-2014 (funded by Mellon Foundation grant to Franklin Humanities Institute); Howard Johnson Teaching Award. Duke University Trinity College of Arts & Sciences, 2012. Frederick Douglass Prize for best book on Slavery, Resistance and Emancipation; Atlantic History Prize, American Historical Association; John H. Fagg Prize, American Historical Association for best book on Spain, Portugal and Latin America; Guggenheim Fellowship

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

**Relevant courses taught:** Soccer Politics; Graduate Topics in Latin American History: Black Atlantic Seminar; Modern Caribbean after Emancipation

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Presentation on Haitian Revolution for 2009 WorldView K-12 teacher workshop on Latin America and NC; presentation on "History of Haiti" for 2010 Shepard Middle School workshop; at least 23 newspaper, radio and television interviews about earthquake in Haiti, 2010 (*New York Times*, *USA Today*, MSNBC, BBC, NPR, ABC News, etc.); Keynote presentation on "The Cultural History of the Banjo in the Caribbean," 2008 Consortium Conference and Teacher Workshop

**Number of Recent Publications: 32**

2016 "Spirit Possession in French, Haitian, and Voodoo Thought: An Intellectual History." *French Studies* 70, no. 1, 144-145

A66

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Patrick Duddy

Semans International Visiting Professor, Office of Global Affairs  
Visiting Associate Professor, Fuqua School of Business & Sanford School of Public Policy  
Director, Center for Latin American and Caribbean Studies  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** MA, Northwestern University, 1980; MS, National War College

**Appointed/Tenure status:** 2010, Tenure not applicable

**Languages:** Spanish (4), Portuguese (3)

**Research/training specializations:** Trade, energy, public affairs and crisis management in the Americas

**Overseas experience:** Served in U.S. embassies in Chile, Dominican Republic, Costa Rica and Paraguay, 1983-93; Counselor for Public Affairs, U.S. Embassy, Panama, 1997-99; Deputy Chief of Mission, U.S. Embassy, Bolivia, 1999-2002; Consul General, U.S. Consulate, Sao Paulo, Brazil; Deputy Assistant Secretary of State for Western Hemisphere Affairs, 2005-2007; Ambassador of the United States to Venezuela, 2007-2010.

**Recognitions:** Member, Council on Foreign Relations. Secretary's Career Achievement Award, Presidential Meritorious Service Award; Honorary Doctor of Public Service, Husson University; invited speaker for World Affairs Councils in Maine, Colorado, North Carolina, Ohio, The Inter-American Dialogue, Council of the Americas, The Energy Council, The Hudson Institute, The Woodrow Wilson Center, U.S. Army War College, Foreign Service Institute of the U.S. Department of State. Occasional consultant for U.S. Department of Defense/Special Operations community. One of panel of experts for 2018 Cabinet caucus on oil futures organized by government of Guayana.

**Relevant courses taught:** U.S. Policy in Latin America; Global Academic Travel Experience: Latin America (Argentina, Brazil, Chile, Cuba, Peru)

**Outreach:** Presentations to the U.S. Senate Foreign Relations Committee, to the Foreign Service Institute of the U.S. Department of State, to the Council of the Americas, to the Maxwell School of Public Policy at Syracuse University; to the American Enterprise Institute and to the US Naval Academy. Numerous interviews with print and broadcast media, including Miami Herald, New York Times, News and Observer (Raleigh, NC), Providence Rhode Island Journal, CNN.com, Voice of America, Business Insider, etc.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications: 5**

- |      |  |
|------|--|
| 2018 | "Venezuela's Sham Election: It's Time for a New Strategy," The Hill. May 21, 2018.                         |
| 2017 | "Venezuela: A Situation Report," American Diplomacy, December 2017.  |
| 2017 | "Language and Cultural Studies Contribute to National Security, Really," Durham Herald Sun, March 23, 2017 |
| 2015 | "Political Crisis in Venezuela." Council on Foreign Relations.   |
| 2013 | "The Future of Venezuela: Chavismo is Entrenched." New York Times. Jan. 3, 2013                            |

## Rebecca A. Ewing

Senior Lecturing Fellow of Romance Studies, Spanish Language Program,  
Department of Romance Studies, Duke University

**Education:** M.A., North Carolina State University, 2010

**Appointed/Tenure status:** 2010, Tenure not applicable

**Languages:** Spanish (4),

**Research/training specializations:** Bridging the language-literature divide in university content courses; oral proficiency of university Spanish majors and how to improve these students' oral proficiency

**Performance-based pedagogy training:** currently a Fellow in the Duke center for technological advancement to learn more about creating hybrid courses; receiving training for Culture and Language Across the Curriculum program; regularly attends ACTFL meetings.

**Relevant courses taught:** Advanced Intermediate Spanish with Service-Learning; Elementary Spanish 2; Issues of Education and Immigration; Intensive Elementary Spanish; Latino/a Voices in Duke, Durham, and Beyond; Voices in Public Policy: Spanish Tutorial; Introduction to Cultural Studies.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** DukeEngage Program Leader: Strengthening immigrant communities and promoting social justice (2017).

A67

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

### **Bethzaida Fernández-Vargas**

Senior Lecturer of Romance Studies, Spanish Language Program, Department of Romance Studies  
Faculty Director, Duke-in-Costa Rica Program  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** M.A., University of Northern Iowa, 1992

**Appointed/Tenure status:** 1999, Tenure not applicable

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

**Performance-based pedagogy training:** Southern Conference on Language Teaching (SCOLT), 2013; Northeast Conference on Teaching of Foreign Languages, 2007

**Research/training specializations:** language learning methodologies, developing teaching materials, uses of technology in the classroom, and service learning pedagogy, health education, cross-cultural studies, inter-cultural communication

**Overseas experience:** Costa Rica, Mexico

**Recognitions:** Dean's Leadership Award, 2014; Humanities Writ Large Grant, Duke University, 2013

**Relevant courses taught:** Intermediate Spanish; Health, Culture and the Latino/a Community; Latino/a Voices in Durham: Spanish section; Language, Culture and Health in Costa Rica; Bridging Cultures; Academic Advisor to first and second year students; also provides advising to individual students with regards to their Spanish courses and study abroad options when requested.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.; Teaches a service learning class; Lead Organizer. Intercultural Competence Working Group. Duke University. 2014 – 2016

**Number of Recent Publications/Presentations:** 8

### **Fernando Fernholz**

Associate Professor of the Practice, Sanford School of Public Policy  
Director, Program on Project Appraisal and Risk Management, Duke Center for International Development  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Economics, Boston University, 2000

**Appointed/Tenure status:** 2001, Tenure not applicable

**Languages:** Spanish (5), German (3)

**Research/training specializations:** Public finance, international economics, trade, external debt and finance, public enterprises, economic planning models, investment appraisal, risk analysis.

**Overseas experience:** Bolivia, Chile, Colombia, Ecuador, Honduras, Jamaica, Mexico, Panama

**Recognitions:** Grant for Study of Public Investment Management in the Presence of Higher Uncertainty due to Climate Change Impacts for Grenada, awarded by World Bank, 2017 – 2018; Undersecretary of Urban Development, Ministry of Housing and Urban Development, Bolivia, 1980-90; Vice Mayor, City Government of La Paz, Bolivia, 1979-80; Grants awarded by Nathan Associates, Inc. and Sierra Leone Ministry of Finance and Economic Development

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

**Relevant courses taught:** Economic Growth and Development Policy; Applied Development Economics; Project Appraisal and Risk Management

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 5

2011 "Chapter 24, (Multicriteria Analysis)..” *Capital Budgeting Valuation: Financial Analysis for Today's Investment Projects.*” John Wiley & Sons, Inc.

2009 “Enhancing the Government of Jamaica's System for Prioritizing Public Investment Projects.”

2008 *School Feeding Programs in Latin America: A Review of WFP Interventions in Ecuador, Honduras and Bolivia.* With R. Fernholz.

2008 “Case Study: Risk Assessment of Infectious Disease Intervention in Latin America.” Plan International

A68

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Rosemary Morales Fernholz

Senior Research Scholar and Lecturing Fellow, Duke Center for International Development, Sanford School of Public Policy

Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Harvard University, 1998

**Appointed/Tenure status:** 2002, Tenure not applicable

**Languages:** Filipino (5), Spanish (3)

**Research/training specializations:** International development, developing countries, public policy, social policy, economic development, public administration

**Overseas experience:** Bolivia, Ecuador, Honduras, Panama

**Recognitions:** Littauer Fellow Award, Kennedy School of Government, Harvard; Ford Foundation Fellow; East West Center Grantee

**Relevant courses taught:** Indigenous Human Rights; Social Policy and Development; Policy Analysis of Development

**Percentage of time devoted to Latin American studies:** 25-49%

**Number of Recent Publications/Presentations: 4**

2011 "Some Cross-cutting Lessons" co-author, The World Bank.

2010 *From Community Action to Policy Making: Implications of Citizen Water Monitoring.* Global Water Watch Program.

2010 "Infrastructure and Inclusive Development through 'Free, Prior and Informed Consent' of Indigenous Peoples." *Physical Infrastructure Development: Balancing the Growth, Equity and Environmental Imperatives.* Edited by W. Ascher and C. Krupp. Palgrave Macmillan.

2010 "Advocacy and Policy: Getting Political;" "Institutions and Policy: Response and Transformation;" and "Watershed Stewardship and Quality of Life" co-author, in *Community-Based Water Monitoring: A Practical Model for Global Watershed Stewardship*, edited by W. Deutsch, S. Ruiz-Cordova, B. Duncan, Global Water Watch Program.

## Christine Folch

Assistant Professor, Department of Cultural Anthropology and Department of Environmental Science and Policy, Nicholas School of the Environment, and Faculty Network Member of the Energy Initiative, Duke University

Co-Director, Duke Brazil Initiative

Member, Council on Latin American Studies

Faculty Facilitator, UNC-Duke Working Group on Energy in Latin America

**Education:** Ph.D. Anthropology, City University of New York 2012

**Appointed/Tenure status:** 2015

**Languages:** Spanish (4), Guaraní (3)

**Research/training specializations:** Environmental Humanities, Latin America, Sustainability, Water, Political Economy

**Overseas experience:** Argentina Brazil, Chile, Cuba, Dominican Republic, Paraguay

**Relevant courses taught:** Energy and Environmental Justice; Introduction to Cultural Anthropology; Theorizing Environment

**Percentage of time devoted to Latin American studies:** 50-100%

**Outreach:** At-Large Board Member. Association of Political and Legal Anthropology. American Anthropological Association. December 3, 2017 - 2020, Principal Investigator, Itaipú Post-2023: The Next 50 Years of Sustainable Development (Paraguay)

**Number of Recent Publications/Presentations: 3**

2016 "The Nature of Sovereignty in the Anthropocene: Hydroelectric Lessons of Struggle, Otherness, and Economics from Paraguay." *Current Anthropology* 57:5, 565-585.

2015 "The Cause of All Paraguayans? Defining and Defending Hydroelectric Sovereignty." *The Journal of Latin American and Caribbean Anthropology* 20.2: 242-263.

2013 "Surveillance and State Violence in Stroessner's Paraguay: Itaipú Hydroelectric Dam, Archive of Terror." *American Anthropologist* 115.1. 44-57.

A69

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Gisela Fosado

Editor, Duke University Press, Duke University

**Education:** Ph.D., University of Michigan, 2004

**Appointed:** 2010; Tenure not applicable

**Languages:** Spanish (4)

**Administrative experience:** Editor and editorial associate at Duke University Press since 2010; managing editor at Barnard Center for Research on Women; Member of UNC-Duke Consortium Editorial Committee overseeing *Latin America in Translation* series

**Overseas experience:** Cuba and Yucatán, Mexico

**Recognitions:** Documentary cinematographer and editor for film "Adio Kerida"; Rackham Merit Fellowship; Ford Foundation Doctoral Fellowship Honorable Mention

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications and Presentations:** 1

2009 "Valuing Domestic Work" *Scholar and Feminist Online*, Gisela Fosado and Janet Jakobsen, Eds. Barnard Center for Research on Women. Issue 8.1: Fall 2009.

## John D. French

Professor, Departments of History and African and African American Studies

Co-Director, Duke Brazil Initiative

Member, Council on Latin American and Caribbean Studies, Duke University

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

**Appointed/Tenure status:** 1992, Tenured

**Languages:** Portuguese (5), Spanish (4), French (2)

**Research/training specializations:** Social, labor, and political history of Brazil; Latin American labor history; African New World Diaspora; transnational and global history; higher education in Brazil.

**Overseas experience:** Brazil, Colombia, Mexico, Peru, Venezuela

**Recognitions:** Senior Editor, *Hispanic American Historical Review*, 2012-2017, Douglas Southall Freeman Professor at the University of Richmond, 2013-14; Dean's Award for Excellence in Mentoring, Duke Graduate School, 2009; Visiting Fellow at the Kellogg Institute for International Studies, University of Notre Dame, Spring 2007; Woodrow Wilson International Center for Scholars, 2005-06; Fulbright-Hays Faculty Research Fellowship (Brazil), 2000

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

**Relevant courses taught:** Afro-Brazilian Culture and History; Global Brazil; Latin America Since Independence; Graduate Seminar in Latin American History

**Percentage of time devoted to Latin American studies:** 50-100%

**Outreach:** Bass Connections Faculty Team Member, The Cost of Opportunity? Higher Education in the Baixada Fluminense. August 2016 - May 2018; Author of curricular guide, Sharing the Riches of Afro-Brazilian History and Culture: Undergraduate and Graduate Teaching Syllabi and Handouts, Duke AAAS and Carolina and Duke Latin American Consortium, 2002

**Number of Recent Publications:** 5

2016 "Deconstructing the Post-Neoliberal State," With Ed. W Wolford. *Latin American Perspectives* 43.2 (March 2016): 4-21.

2012 "'Kill the Americans!' The U.S. Government, Citizens, and Companies in Latin America from the Panama Canal to Plan Colombia," *Radical History Review*. 201-208.

2011 "Another World History Is Possible: Reflections on the Translocal, Transnational, and Global." *Workers, Across the Americas: The Transnational Turn in Labor History*. Ed. Leon Fink. Oxford Univ. Press. 1-7.

2011 "Nurturing Hope, Deepening Democracy, and Combating Inequalities in Brazil: Lula, the Workers' Party, and Dilma Rousseff's 2010 Election as President." *Labor: Studies in Working Class History of the Americas*, 9(1), 7-28.

2011 "Politics, Memory, and Working Class Life in the Commercial Biopic Lula, Son of Brazil." With Antonio Luigi Negro. *A Contracorriente: A Journal of Social History and Literature*, 8(3), 377-394.

A70

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Gustavo Procopio Furtado

Andrew W. Mellon Assistant Professor, Portuguese, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Phd, Romance Studies, Cornell University, 2012

**Appointed/Tenure status:** 2012, Tenure eligible

**Languages:** Portuguese (5)

**Research/training specializations:** Brazilian cinema

**Overseas experience:** Brazil, Portugal

**Relevant courses taught:** Introduction to Cultural Studies; Cine-Reality: Experiments in the Brazilian Documentary; Cinema/History/Culture Brazil; Special Readings in Portuguese; Latin America Cinema; Memory and Documentary Cinema in Latin America

**Percentage of time devoted to Latin American studies:** 50-100%

**Number of Recent Publications: 2**

Forthcoming *Documentary Filmmaking in Contemporary Brazil: Cinematic Archives of the Present.* Oxford University Press

2012 "The Borders of Sense: Revisiting 'Iracema, uma transa amazônica.'" *Journal of Latin American Cultural Studies.*

## Esther Gabara

E. Blake Byrne Associate Professor and Director of Graduate Studies, Department of Romance Studies;  
Associate Professor, Department of Art, Art History, and Visual Studies;  
Co-Director, Duke Brazil Initiative  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Stanford, 2001

**Appointed/Tenure status:** 2001, Tenured

**Languages:** Spanish (4), Portuguese (3), Russian (1)

**Research/training specializations:** 20th Century Mexico, Brazil, and the Spanish Caribbean; relationships between literature and visual culture; non-Western modernisms; ethics and aesthetics

**Overseas Experience:** Brazil, Mexico, Spain, Venezuela

**Recognitions:** Guest curator of 2019 Nasher Museum exhibit on "Pop America 1965-1975"; winner of Sotheby's Prize for this exhibit; Co-director of Mellon funded laboratory, Franklin Humanities Institute, "Global Brazil," 2014-2017; Member, Scholars and Publics, 2012-13; Bass Society of Fellows, May 2012

**Dissertations and theses supervised in past 5 years: 9**

**Relevant courses taught:** Introduction to Spanish-American Literature II; Photography in the Americas; Pop Art in the Americas; Latin American Pop Art; Photography in the Americas: War, Tourism, Art, and Protest

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent publications: 9**

2017 "El laberinto de la hermandad: Me-Xicano Photography and Protest" *La Raza* (January 31, 2017). (Essay)

2017 "Missing Body Art: Absent Identity in the Work of Tatiana Parceró" *Revolution and Ritual: The Photographs of Sara Catrejón, Graciela Iturbide, and Tatiana Parceró.* (January 31, 2017).

2017 "Crossing the Border: Whether Real or Imagined." *What It Means to Be American* (May 26, 2015). (Essay)

2015 "Photography, Avant-Garde and Modernity." *A Companion to Modern and Contemporary Latin American & Latino Art*, edited by A Anreus, R Greeley, and M Sullivan.

## David Barry Gaspar

Professor, Department of History, Duke University

**Education:** Ph.D., Johns Hopkins University, 1974

**Appointed/Tenure status:** 1980, Tenured

**Research/training specializations:** Comparative slave systems, development of slave society and evolution of slave life in the United States and Caribbean, Atlantic slave trade, Atlantic history and culture, legacy of slavery in post-slave societies, historical geography, colonial British America, Caribbean and Afro-American history

**Overseas Experience:** Antigua and Barbuda, Jamaica

**Recognitions:** Editor of *CONTOURS: A Journal of the African Diaspora*, University of Illinois Press, 2004

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

**Relevant courses taught:** History of the Caribbean 1492-1700; History of the Caribbean, 18<sup>th</sup> Century; History of Calypso; War, Slavery, and Revolution; Piracy in the Atlantic Basin; Emergence of Atlantic Basin

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 6

- 2010 "A Dangerous Spirit of Liberty: Slave Rebellion in the West Indies in the 1730s." In *Origins of the Black Atlantic*, edited by L Dubois and JS Scott. Routledge, 2010.
- 2005 "'Subjects to the King of Portugal': Captivity and Repatriation in the Atlantic Slave Trade (Antigua 1724)." In *The Creation of the British Atlantic World*. Johns Hopkins University Press
- 2004 *Beyond Bondage: Free Women of Color in the Americas*. Co-edited with Darlene Clark Hine. University of Illinois Press
- 2004 "'To Be Free Is Very Sweet': The Manumission of Female Slaves in Antigua, 1817-26." In *Beyond Bondage: Free Women of Color in the Americas*. University of Illinois Press
- 2004 "The Diligent: A Voyage Through the Worlds of the Slave Trade." *American Historical Review*
- 2001 "'Rigid and Inclement': Origins of the Jamaica Slave Laws of the Seventeenth Century." In *The Many Legalities of Early America*. University of North Carolina Press

## Gary Gereffi

Professor, Department of Sociology

Director, Duke Global Value Chains Center

Member, Council on Latin American and Caribbean Studies, Duke University

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

**Appointed/Tenure status:** 1980, Tenured

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

**Research/training specializations:** Competitive strategies of global firms, governance of global value chains, economic and social upgrading, emerging global knowledge economy.

**Overseas experience:** Brazil, Mexico

**Recognitions:** Grants awarded by the Organization of American States, the Government of Kazakhstan, Korea Institute for Industrial Economics and Trade, Research Triangle Institute International, Oxfam America, and many others. World Economic Forum, Global Advisory Council on Advanced Manufacturing, 2012-2014; Consultant to: Environmental Defense Fund, Inter-American Development Bank, International Labor Organization, Pan American Health Organization, UN Economic Commission for Latin America and the Caribbean (ECLAC), US Agency for International Development (USAID), US Department of Labor, World Bank, and World Health Organization.

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

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 81

- 2018 *Global Value Chains and International Development: Framework, Findings and Policies [published in Chinese]*. Shanghai, China: Shanghai People's Publishing House.
- 2018 *Local Clusters in Global Value Chains Linking Actors and Territories Through Manufacturing and Innovation*. With VD. Marchie, ED. Maria. Routledge.
- 2017 "El TLCAN y las cadenas globales de valor." Trans. VS Infante. *Comercio Exterior* 11: 118-121
- 2016 Barrientos, S, Gereffi, G, and Pickles, J. "New dynamics of upgrading in global value chains: Shifting terrain for suppliers and workers in the global south." *Environment and Planning A* 48.7 : 1214-121

A72

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Kenneth Glander

Professor Emeritus of Evolutionary Anthropology, Duke University

**Education:** Ph.D., University of Chicago, 1975

**Appointed/Tenure status:** 1975, Tenured

**Languages:** Spanish (2)

**Research/training specializations:** Primate/plant interactions, social structure, howling monkeys, manatee diets

**Overseas experience:** Belize, Brazil, Colombia, Costa Rica, Ecuador, Honduras, Panama, Trinidad, Venezuela

**Recognitions:** Board member, Lemur Conservation Foundation, Scientific Advisor, 2011-present; member, Editorial Board of the International Journal of Primatology; Member, Primate Specialist Group, IUCN; USAID/MIRA (Manejo Integrado de Recursos Ambientales). Energetic Costs of Feeding in Primates awarded by National Science Foundation (Senior Investigator). 2011 to 2016.

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 16

- 2017 "Thyroid hormone fluctuations indicate a thermoregulatory function in both a tropical (*Alouatta palliata*) and seasonally cold-habitat (*Macaca fuscata*) primate." With CL. Thopson, BL. Powell, et al. *American journal of primatology* 79.11
- 2017 "An assessment of skin temperature gradients in a tropical primate using infrared thermography and subcutaneous implants." With CL. Thompson, C. Scheidel, et al. *Journal of thermal biology* 63: 49-57
- 2016 "Dust in the wind: How climate variables and volcanic dust affect rates of tooth wear in Central American howling monkeys." With JP. Spradley and RF. Kay. *American journal of physical anthropology* 159.2:210-222
- 2016 "A comparison of activity patterns for captive *Propithecus tattersalli* and *Propithecus coquereli*." With GL. Wallace and LB. Paquette. *Zoo biology* 35.2

## Natalie J. Hartman

Associate Director and FLAS Coordinator, Center for Latin American & Caribbean Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** M.A., Tulane University, 1986

**Appointed/Tenure status:** 1990; Tenure not applicable

**Languages:** Spanish (4), Portuguese (3), French (1)

**Performance-based pedagogy training:** Universidad Iberoamericana, Mexico City, Mexico, 1985; Universidad de Valladolid, Spain, 1981

**Administrative experience:** Associate Director, Center for Latin American & Caribbean Studies, Duke University, 1999-present; Program Coordinator, Center for Latin American & Caribbean Studies, Duke University, 1990-99; Member of program staff, Tinker Foundation Inc., 1986-90 and 1982-84

**Overseas experience:** Brazil, Mexico, Costa Rica

**Recognitions:** 2017 Award for Dedicated Service for Promoting the Study of Latin America and the Caribbean; Member of Executive Committee, Consortium of Latin American Studies Programs (CLASP), 2013-2018; University-wide Coordinator of FLAS Fellowship competitions, 1990-present; Coordinator of University-wide Title VI planning group, 1990-present; Sigma Delta Pi (Spanish National Honor Society), 1980

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Co-group leader for Mexico 2000 trip for educators; member of Latin American Film Festival Committee; budget manager for annual Latin American Film Festival

**Number of Recent presentations:** 7

- 2009 "National Resource Center Consortia Applications," International Education Programs Services  
Technical Assistance Workshop, Washington, DC
- Annual Presentations at FLAS Fellowship Information and Orientation Sessions

## Robert Healy

Professor Emeritus of Environmental Sciences and Policy, Nicholas School of the Environment;  
Professor Emeritus of Public Policy Studies, Sanford School of Public Policy;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of California at Los Angeles, 1972

**Appointed/Tenure status:** 1986, Tenured

**Languages:** Spanish (3), Portuguese (2)

**Research/training specializations:** Land use policy, development policy, protected areas, tourism, Mexico, Canada

**Overseas experience:** Brazil, Costa Rica, Central America, Mexico

**Recognitions:** Phi Beta Kappa

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 5

- 2005 "The Aging of North America: A Proposed Migration and Development Strategy." *Estudios Demográficos y Económicos*
- 2004 *Analytical Methods and Approaches for Water Resources Project Planning*. With Committee to Assess the U.S. Army Corps of Engineers Methods of Analysis and Peer Review for Water Resources Project Planning. National Academy of Sciences
- 2002 "Tracking the Snowbirds: Seasonal Migration from Canada to the U.S.A. and Mexico." With Kenneth Coates and William Morrison. *American Review of Canadian Studies*
- 1999 "Tourism and Brazil's Atlantic Coastal Forest." In *Tourism in Critical Environments*. Cognizant
- 1995 "Knowledge in the policy process: Incorporating new environmental information in natural resource policymaking." With William Ascher. *Policy Sciences*

## Michael Hensen

Managing Director, Duke Global Value Chains Center  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** M.A., University of Wisconsin-Milwaukee, 1985

**Appointed/Tenure status:** 2007, Tenure not applicable

**Languages:** Spanish (4)

**Administrative experience prior to Duke:** International program administration, University of Wisconsin-Milwaukee; International business, including serving as Regional Manager for Latin America and Africa for a machinery division of a Fortune 500 manufacturer; Vice President and General Manager of a Florida-based multi-line, international distribution company

**Overseas experience:** Argentina, Chile, Colombia, Mexico, Venezuela

**Recognitions:** E-STAR award from Dept of Commerce for excellence in exporting

**Outreach:** Presentation on NAFTA and Current Mexico/US Politics for 2010 Mexico study tour pre-trip workshop

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

## Deborah Jakubs

Rita DiGiallonardo Holloway University Librarian and Vice Provost for Library Affairs, Duke University Libraries;  
Adjunct Associate Professor, Department of History;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Latin American History, Stanford University, 1983

**Appointed/Tenure status:** 1983, Tenure not applicable

**Languages:** Spanish (4), Portuguese (3), French (2), Italian (2), German (1)

**Administrative experience:** Director, Collections Services, Duke University Libraries, 1998-2005; Director, Southern Cone Initiative, Duke, 2002-04; Head, International and Area Studies Department, Perkins Library, Duke, 1990-98; Ibero-American Bibliographer, Duke, 1986-98; Co-Director, UNC-Duke Consortium in Latin American Studies, 1995-2002; Chair, Council on Latin American Studies, Duke, 1991-95

**Research/training specializations:** Social history, 19<sup>th</sup> and 20<sup>th</sup> centuries, Southern Cone, immigration, tango

**Overseas experience:** Argentina, Brazil, Chile, Colombia, Peru, Uruguay

**Recognitions:** Recipient of numerous library grants from the Andrew W. Mellon Foundation. Has served on the Board of Directors of the Association of Research Libraries (ARL) and is the current President of ARL

**Percentage of time devoted to Latin American/Caribbean studies:** < 25%

**Number of Recent Publications:** 4

- 2015 "Trust me: the keys to success in cooperative collections ventures." *Library Management* 36, no. 8/9: 653-662
- 2015 "Tango Lessons: Movement, Sound, Image, and Text in Contemporary Practice." *Hispanic American Historical Review* 95, no. 4: 709-710.
- 2014 "The tango between two Americas: The representation of the tango in the United States, 1910-1939." *HAHR-Hispanic American Historical Review* 94, no. 4: 732-734.
- 2011 "The Earthquakes in Chile: A Visit on Day 100." *Duke Magazine*. January 2011.

## Deborah Jenson

Professor of Romance Studies and Global Health, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Harvard University, 1994

**Appointed/Tenure status:** 2008, Tenured

**Languages:** French (4), Haitian Kreyol (3)

**Performance-based pedagogy training:** Haitian Creole pedagogy workshop with Ben Hebblethwaite of U of Florida, 2009

**Research/training specializations:** French and Creole Caribbean literature and culture, 19th century French studies and Romanticism, Haitian Revolutionary studies; African and Caribbean Diaspora studies

**Overseas experience:** France, Haiti

**Recognitions:** Co-director, Health Humanities Lab; Director, Duke Franklin Humanities Institute, 2014-17; Seminars in Historical, Global, and Emerging Humanities awarded by Andrew W. Mellon Foundation (Principal Investigator). 2015 to 2017. Co-Director, Haiti Humanities Lab, 2011-2014 (funded by Mellon Foundation grant to Franklin Humanities

Institute); Duke Center for Instructional Technology Materials Development Grant, 2008

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

**Relevant courses taught:** Special Topics in Global Health: Stories and Medicine

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Presentation at K-16 Teacher Workshop on Haiti, 2013; Collaboration with students and teacher at Baltimore Friends School on Website on Haitian Fugitive Slaves; Organized Paul Farmer event, targeted to Duke undergraduates and Triangle high school students.

**Number of Recent Publications:** 5

- 2015 "Toussaint Louverture, genio 'cimarrôn' y multimodal." *Toussaint Louverture: repensar un icono*. Ed. M Past and NM Léger. Santiago de Cuba: Casa del Caribe. 217-230. (Chapter)
- 2015 *Poetry of the Haitian Independence*. With D. Kadish and TBN. Shapiro. Yale University Press. (Edited book)
- 2014 "Neuroscience and the Poetics of the Haitian Declaration of Independence." Ed. J Gaffield.

A75

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## **Stephen Kelly**

Visiting Professor of the Practice and Research Scholar, Sanford School of Public Policy, Duke University

**Education:** MS, National War College in Washington, D.C.

**Appointed/Tenure status:** 2011, Tenure not applicable

**Languages:** French (4), Dutch (2) Indonesian (2), Spanish (3)

**Research/training specializations:** Immigration, Canada, Indonesia, Mali, Mexico, Netherlands, China

**Recognitions:** Prior to coming to Duke, served in the US State Department as US Consul General in Quebec City, Canada; US Deputy Chief of Mission in Ottawa, Canada; and US Deputy Chief of Mission in Mexico City, Mexico.

**Overseas experience:** Canada, China, Mexico, North Korea, South Korea

**Relevant courses taught:** The U.S. Border and its Borderlands

**Percentage of time devoted to Latin American/Caribbean studies:** 25-50%

## **Amanda Toler Kelso**

Executive Director, Global Education Office for Undergraduates  
and Assistant Vice Provost for Undergraduate Education, Duke University

**Education:** Ed.D, Higher Education Administration, North Carolina State University

**Appointed/Tenure status:** 1997, Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Study abroad program administration, online education, marketing

**Overseas experience:** Bolivia, Brazil, Costa Rica, Cuba, Ecuador, Spain

**Recognitions:** Member NAFSA (Association for International Educators), member SECUSSA, member NCAIE

**Percentage of time devoted to Latin American/Caribbean studies:** <25%

A76

**Language Key:** 5=native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Sebastian Kielmanovich

Senior Lecturing Fellow, Law School, Duke University

**Education:** J.D., University of Buenos Aires School of Law, 1999; J.D, Duke Law School, 2004

**Appointed:** 2008; Tenure not applicable

**Languages:** Spanish (5), English (4), Portuguese (3)

**Administrative experience:** Staff attorney for Legal Aid of North Carolina; practicing attorney in Argentina; assistant professor of business associations in the University of Buenos Aires; Assistant Attorney General with the North Carolina Department of Justice; Assistant United States Attorney in the Criminal Division of the United States Attorney's Office for the Eastern District of North Carolina.

**Overseas experience:** Argentina

**Recognitions:** Assistant U.S. Attorney in the Criminal Division for the Eastern District of North Carolina; member of the Bar in Buenos Aires, North Carolina, New York and the District of Columbia

**Relevant courses taught:** Latin American Business Law; Spanish for Legal Studies

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 4

2007 "History of the Law." *La Prensa de las Carolinas*  
2007 "The New Driving While Impaired Statute in North Carolina." *La Prensa de las Carolinas*  
2006 "A Family Story." *La Prensa de las Carolinas*  
2006 "Gangs in North Carolina." *La Prensa de las Carolinas*

## Robin Kirk

Lecturer, Department of Cultural Anthropology

Faculty Co-Chair, Human Rights Center at the Franklin Humanities Institute;

Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** MFA, Vermont College of Fine Arts, 2014

**Appointed/Tenure status:** 2007, Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Human rights, drugs, South America, US policy, journalism, conflict management

**Overseas experience:** Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Dominican Republic, Ecuador, Mexico, Panama, Paraguay, Peru

**Recognitions:** Bacca Fellow, 2016-17; Co-Founder of the Pauli Murray Project. Co-Editor, Duke University Press's "Latin America Reader" series, 2007-present; Mary Ingraham Bunting Fellowship at Radcliffe College, 1995-96; Bay Area Media Alliance Meritorious Achievement Award, 1992, Senior Researcher covering Colombia and Peru, Human Rights Watch, 1992-2004; Associate Editor, Pacific News Service, 1987-92

**Relevant courses taught:** Human Rights in the Americas; Introduction to Human Rights

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Expert who has testified before US Congress regarding human rights and expert witness in Andean asylum cases. Bass Connections Faculty, The Construction of Memory at Duke and in Durham: Using Memory Studies. Aug 2016 - May 2017

**Number of Recent Publications:** 8

2016 *Peculiar Motion (In preparation)*. Georgetown, KY: Finishing Line Press, March 2016. (Collection)  
2016 "Drugs, Thugs, and Diplomats: US Policymaking in Colombia." *Anthropological Quarterly* 89, no. 4: 1271-1275 (Book Review)  
2016 "When the shooting stops: How transitional justice turns knowledge into acknowledgment." *World Policy Journal* 33, no. 3: 39-44.  
Ongoing Co-editor of *The Latin America Readers* series. Duke University Press  
Ongoing Numerous articles on Latin America, human rights, international humanitarian law, drug policy, the environment, and women in newspapers and journals such as *Los Angeles Times*, *Washington Post*, *The Nation*, the *Columbia Journalism Review* and the *Raleigh News and Observer*. Has also appeared on the CBS Evening News, Sixty Minutes, All Things Considered, Bill Moyers' Now, and many other national media

A77

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Pedro Lasch

Associate Research Professor, Department of Art, Art History, and Visual Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** MFA, University of London, U.K., 2010

**Appointed/Tenure status:** 2002, Tenure not applicable

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

**Research/training specializations:** Multimedia art, visual culture studies, political art, installation art, performance, immigration studies, Latin American/Caribbean studies

**Overseas experience:** Mexico, Peru, Spain

**Recognitions:** National Artist Research Fellowship, Provisions Research Center for Art & Social Justice, George Mason University, Washington, DC, 2013-2014 Tiffany Award Nomination, 2009; Joan Mitchell Painters & Sculptors Award, 2007; Leaders of the Present Award, Asociación Tepeyac, 2006; Received grants in support of "Open Routines" exhibit at Queens Museum of Art, NY from Lily Auchincloss Foundation, Greenwall Foundation, and Jerome Foundation

**Outreach:** Board Member, North Carolina Arts Council

**Percentage of time devoted to Latin American/Caribbean studies:** 25 -49%

**Number of Recent Publications/Exhibitions:** 22

- 2013 *Latino/a America*, exhibit at Nasher Museum, Duke University, July 20 – December 1, 2013.
- 2013 "Eight Ways to Look at a Map: Modular statements from the LATINO/A AMERICA Series (translation from 2006 English-Spanish text)." In *Géoeshétique*, edited by K Quiros and A Imhoff. B42, Paris, France,
- 2010 *Red Conceptualismos del Sur / Memorias Disruptivas: Tácticas para entrar y salir de los Bicentenarios de América Latina y el Caribe*. Nov. 30-Dec. 1, 2010. Museo Reina Sofía, Madrid, Spain.
- 2010 *Estéticas Decoloniales*. Nov. 9-Dec. 15, 2010. Museum of Modern Art (MAMBO), Bogotá, Col.
- 2010 *Revolution and Diaspora: Work by Ana Noble & Pedro Lasch*. Oct. 28-Nov. 19, 2010. Stephen Lawrence Gallery, London, UK.

## Kenneth Maffitt

Academic Program Coordinator, Center for Latin American and Caribbean Studies  
Member, Council on Latin American and Caribbean Studies, Duke University

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

**Languages:** Spanish (4), Portuguese (3)

**Research/training specializations:** Latin American and Mexican history; Latin American Studies; American Studies; working-class and urban studies; migration; human rights; popular culture; cultural geography.

**Administrative experience:** Academic Program Coordinator at Duke Center for Latin American and Caribbean Studies, April 2017 – present.

**Overseas experience:** Mexico, Central America, Caribbean

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Number of Recent Publications:** 3

- 2015 "Visualizing the 'War on Drugs': *Sicario* and *Cartel Land*," *Los Angeles Review of Books*, December 30, 2015.
- 2015 "Partial Truths: The Government and NGOs in the Ongoing Search for Truth about Mexico's Dirty War," in Edward C. Lorenz, et. al., eds., *Montesinos' Legacy: Defining and Defending Human Rights for 500 Years* (2015, Lexington Books).
- 2014 "Nueva política social, viejo contrato social: Políticas de vivienda y protesta urbana en la periferia de la Ciudad de Mexico, 1960s-1980s," *Historia* 47 (2014): 113-32.

A78

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## J. Lorand Matory

Lawrence Richardson Professor of Cultural Anthropology;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Chicago, 1991

**Appointed/Tenure status:** 2009, Tenured

**Languages:** French (3), Portuguese (4), Spanish (3), Yoruba (2)

**Research/training specializations:** African Diaspora (particularly Afro-Brazilian) religions

**Overseas experience:** Brazil, Jamaica, Puerto Rico, Trinidad, Cuba

**Recognitions:** Humboldt Prize, 2013; Distinguished Africanist Award, American Anthropological Assoc., 2010; Outstanding Africana Service Award, African-New World Studies/FIU; NEH Fellowship for University Teachers for research and writing on Afro-Brazilian religion and politics; SSRC Grant for research in Brazil

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

**Relevant courses taught:** Independent Study in Cultural Anthropology; White People: In Anthropological Perspective

**Outreach:** Presentation for Duke-Durham School Days (mini-immersion program for 8<sup>th</sup> graders to encourage them to attend college), 2009

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 14

- 2016 "Collecting and exhibiting at the crossroads: in honor of eshu." *Material Religion* 12, no. 3: 378-380.
- 2016 "Watering the Flowers While Black." *News & Observer (Raleigh, NC)*. (Editorial Comment)
- 2015 "In-Depth Review--The Formation of Candomble: Vodun History and Ritual in Brazil, by Luis Nicolau Pares." *The Americas: A Quarterly Review of Latin American History* 72, no. 04):
- 2015 *Stigma and Culture: Global Migrations and the Crisis of Identity in Black America*. University of Chicago Press.
- 2014 *Religión Afro-Atlántica: Tradición, Transnacionalismo y Matriarcado en el Candomblé Brasileño*. Santiago de Cuba, Cuba: Editorial Oriente/Casa del Caribe.

## Gilbert Merckx

Professor of the Practice, Department of Sociology;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Yale University, 1968

**Appointed/Tenure status:** 2001, Tenure not applicable

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

**Research/training specializations:** Comparative and Latin American political sociology; sociology of public policy

**Overseas experience:** Argentina, Chile, Mexico, Peru, Venezuela

**Recognitions:** Charles Klasek Award. Association of International Education Administrators, 2015; Timothy J. Rutenber Award. Association of International Education Administrators, 2015; Governing Board, Institute for Advanced Study of the Americas, Organization of American States, 2004-present; Director, Center for Latin American and Caribbean Studies, Duke University, 2006-08; Board of Directors, Scholars at Risk Network; Treasurer, Association of International Education Administrators; Editor, *Latin American Research Review*, 1982-2002; Co-Chair, Council of Title VI National Resource Center Directors (CNRC), 1990-2014; Director, Latin American and Iberian Institute, University of New Mexico, 1980-2001

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

**Relevant courses taught:** The Challenges of Development

**Percentage of time devoted to Latin American/Caribbean studies:** < 25%

**Number of Recent Publications:** 4

- 2015 *Internationalizing the Academy Lessons of Leadership in Higher Education*.
- 2014 "A Brave New World: Area, International and Foreign Language Studies in the Global Era." With Nolan, RW. *Internationalization of U.S. Education in the 21st Century: The Future of International and Foreign Language Studies*. Reves Center, College of William and Mary. April 11, 2014 - April 13, 201

A79

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Lisa Merschel

Senior Lecturer of Romance Studies, Spanish Language Program,  
Department of Romance Studies, Duke University

**Education:** Ph.D., University of North Carolina, 2003

**Appointed/Tenure status:** 2002, Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Task-based language teaching, learning and assessment; foreign language technologies; medieval Spain; Chilean writer María Flora Yáñez; machine translation.

**Performance-based pedagogy training:** ACTFL (2008, 2012, 2016, 2017); Center for Instructional Technology showcase (at Duke – every year since 2002), AAAL (2014), Methodological Developments of Teaching of Spanish (at Barnard College, 2017 and 2018); AATSP (2011); Simulated Oral Proficiency Interview (SOPI) certification (2009); OPI certification in Spanish (August 2016); AP exam reader (Summer 2018).

**Overseas experience:** Chile, Mexico, Spain

**Recognitions:** Dean's Leadership Award, 2014; Duke Digital Initiative iPod Grant for Language Program Instructors (from Center for Instructional Technology), 2004-06; Member of Instructional Technology Working Group, 2005-06; top 5% faculty award (Fall 2016 and Fall 2017) based on student evaluations

**Relevant courses taught:** Intermediate Spanish; Advanced Spanish Writing

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** LEAP Instructor (teaches Spanish to Durham elementary school teachers); Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.

**Number of Recent Publications:** 5

2018 "Videoconferencing in the Language Classroom: A Panel Discussion" at Foreign Language Association of North Carolina meeting (Durham, NC).

2014 "On the Bleeding Edge." Ed. M Pegrum. (Academic Article)

## Walter D. Mignolo

William H. Wannamaker Professor, Department of Romance Studies; Professor of Literature and Cultural Anthropology; Director, Center for Global Studies and the Humanities;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Ecoles des Hautes Etudes en Sciences Sociales, France, 1973

**Appointed/Tenure status:** 1993, Tenured

**Languages:** Spanish (5), French (4), Italian (3), Portuguese (3), Latin (2), Nahuatl (2)

**Research/training specializations:** Coloniality and subaltern epistemologies; border thinking and the colonial difference; modern/world colonial system; globalization, philosophy and the social sciences; developing world; decolonial aesthetics

**Overseas experience:** Argentina, Bolivia, Brazil, Colombia, Ecuador, Spain, Venezuela

**Recognitions:** Invited Fellow at Stellenbosch Institute for Advanced Studies, 2014; *Professor Honorario* Distinction for Professional Achievements, Universidad de la Frontera, Temuco, Chile, 2012; International Advisory Board Member, Advanced Institute for Cross-disciplinary Studies, City University of Hong Kong, 2011-2014; 2006 Frantz Fanon Prize, Caribbean Philosophical Association

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Mayas, Aztecs and Incas; The Decolonial Option; Introduction to Spanish American Literature II

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 51

Forthcoming *Decolonial Politics*. Duke University Press. (Collection)

2016 *Psicoanálisis y pensamiento decolonial. Surgimiento de Nuevas Fronteras*. Edited by MA Castagnola. Mexico: Ecole Lacannienne de Psychoanalyse, 2016. (Collection)

2015 *Habitar la frontera. Pensar y sentir la descolonialidad*. Edited by F Carballo and LAH Robles. CIDOB. (Collection)

2015 *Trajectorias de re-existencia: ensayos en torno a la colonialidad/decolonialidad del saber, el sentir y el creer*. Edited by PP Gomez. Bogotá: Facultad de Artes Asab. (Collection)

A80

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Claudia Milián

Associate Professor of Spanish, Latin American Studies, Department of Romance Studies;  
Director, Program in Latino/a Studies in the Global South  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Brown University, 2001

**Appointed/Tenure status:** 2006, Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Central American literature, critical race studies in the Americas, approaches to *mestizaje* and creolization, transnational identities and cultural representations in new world postcolonial studies

**Overseas experience:** El Salvador

**Recognitions:** Advisory Board Member of the University of Georgia Press' *The New Southern Studies Series*; Associate Editor at *Cultural Dynamics*; Donald C. Gallup Fellowship in American Literature from Beinecke Rare Book and Manuscript Library at Yale University, 2007-08

**Relevant courses taught:** Undocumented America in Literature

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 5

- 2017 "Extremely Latin, XOXO: Notes on LatinX." *Cultural Dynamics* 29, no. 3 121-140.  
2014 "Reconceptualizing Mestizaje through Afro-Latinidad." *The Cambridge Companion to Latina/o Literature*. Ed. John Morán González. Cambridge University Press.  
2013 "US Central Americans: Representations, agency and communities." With Arias, A. *Latino Studies* 11, no. 2 131-149.  
2013 *Latining America: Black-Brown Passages and the Coloring of Latino/a Studies*. University of Georgia Press

## Natalia Mirovitskaya

Associate Professor of the Practice in the Sanford School of Public Policy,  
Duke Center for International Development, Duke University

**Education:** Ph.D., Russian Academy of Sciences, 1981

**Appointed/Tenure status:** 1995, Tenured

**Languages:** Russian (5)

**Research/training specializations:** Political economy of development and peacebuilding, International Development Policy, Conflict-sensitive Development, Environmental and Energy Policy, Gender and Development

**Recognitions:** Excellence in Teaching Award from the Humphrey Fellows Program (University of North Carolina), Japan Foundation Center for Global Partnership Grant, NATO Scientific Environmental Affairs Division Grant, and U.S. National Research Council Certificate of Appreciation for Outstanding Service

**Relevant courses taught:** International Energy System: Sustainable Development and Security, Development and Violence; Policy Analysis of Development

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 9

- 2016 co-author, *Development Strategies and Inter-Group Violence*.  
2013 *Development Strategies, Identities, and Conflict in Asia*  
2013 *The Economic Roots of Conflict and Cooperation in Africa*  
2012 co-editor, *Economic Development Strategies and the Evolution of Violence in Latin America*.

A81

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Joan Munné

Senior Lecturer of Romance Language, Spanish Language Program, Department of Romance Studies  
Faculty Director, Duke-in-Chile Program, Duke University

**Education:** M.A., University of Barcelona, 1997

**Appointed/Tenure status:** 2008, Tenure not applicable

**Languages:** Spanish (5)

**Research/training specializations:** Second language acquisition; second language instruction and assessment, language-learning technologies, teacher training. Present research focuses on testing, vocabulary acquisition, the influence of technology in the process of writing for language learners in the 21<sup>st</sup> century.

**Performance-based pedagogy training:** ACTFL (2017, 2016, 2012, 2008); Chicago Language Symposium (2017, 2015, 2012); AATSP conference (2011, 2010, 2006).

**Overseas experience:** Chile, Mexico, Peru, Spain

**Recognitions:** Community-based Teaching and Learning Funds, 2015, 2016, 2017; Duke/Mellon Humanities Writ Large grant, 2014; Trinity College Dean's Leadership Award for Civic Engagement Initiative, 2014; Duke Center for Instructional Oral Assignments Fellowship, 2010; Director, Duke in Mexico program 2010.

**Relevant courses taught:** Spanish in the US; Translating Spanish-English and English-Spanish; Spanish for Heritage Speakers; Intensive Elementary Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications/Presentations:** 6

2018 Presentation on "Making sense of learning in the Heritage Language classroom: shifting dynamics through self-assessment and critical reflection," 5th National Symposium on Spanish as a Heritage Language, U. of Iowa.

2017 Presentation on "Breaking Down Classroom Walls through Community Engagement Activities," ACTFL conference, Tennessee.

2016 Presentation on "Connecting Communities through Videoconferencing," ACTFL conference, Boston.

2013 Gente: Nivel Intermedio, Pearson, NJ.

2013 Merschel, L.M., Clifford, J., and Munné, J. "Surveying the Landscape: What is the Role of Machine Translation in Language Learning?" @tic revista d'innovació educativa (academic article).

## Brian Murray

Research Professor, Environmental Sciences and Policy, Nicholas School of the Environment  
Director, Environmental Economics Program, Nicholas Institute for Environmental Policy Solutions  
Interim Director, Duke University Energy Initiative, Duke University

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

**Appointed/Tenure status:** 2006, Tenure not applicable

**Languages:** Portuguese (2); Spanish (2)

**Research/training specializations:** Economics of climate change policy, including design of cap-and-trade policy elements to address cost containment and inclusion of offsets from traditionally uncapped sectors such as forestry and agriculture.

**Overseas experience:** Belize, Brazil, Canada, Ecuador

**Recognitions:** Recipient of numerous grants from Alfred P. Sloan Foundation, National Aeronautics and Space Administration,

Energy Foundation, US Department of Agriculture, Environmental Defense Fund

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

**Relevant courses taught:** Connections in Energy: Interdisciplinary Team Projects; Special Topics in Energy;

**Percentage of time devoted to Latin American studies:** 25%

**Number of Recent Publications:** 20

2017 Murray, BC, Galik, CS, and Vegh, T. "Biogas in the United States: estimating future production and learning from international experiences." *Mitigation and Adaptation Strategies for Global Change* 22, no.3 (March 2017): 485-501.

2017 Wiener, J, Monast, J, and Murray, B. "On Morals, Markets, and Climate Change: Exploring Pope Francis' Challenge." *Law & Contemporary Problems* 80 (2017): 135-162.

2016 Ross, MT, and Murray, BC. "What is the fuel of the future? Prospects under the Clean Power Plan." *Energy Economics* 60 (November 2016): 451-459

A82

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Diane M. Nelson

Professor of Cultural Anthropology, Department of Cultural Anthropology;  
Member, Council on Latin American and Caribbean Studies and Consortium Editorial Committee, Duke University

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

**Appointed/Tenure status:** 2001, Tenured

**Languages:** Spanish (4)

**Research/training specializations:** Ethnic national identities, critical theory, gender, popular culture, power and subject formation, Guatemala/Mesoamerica

**Overseas experience:** Brazil, Guatemala

**Recognitions:** Bass Fellow and Eads Family Professor of Cultural Anthropology, 2011; Duke's Trinity College Distinguished Teaching Award, 2009; Director, Latin American Cultural Studies program, 2003-09; Board member, Guatemala Scholars Network, 2003-present; Fellow, Franklin Humanities Institute Seminar for Interdisciplinary Studies, 2004-05; Wenner Gren Fellowship, 2004

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

**Relevant courses taught:** Special Topics in Latin American Studies: Indigeneity. Ontology, Anthropology;

**Percentage of time devoted to Latin American studies:** 50-100%

**Number of Recent Publications:** 5

- 2013 Nelson, DM, and McAllister, C. "Aftermath: Harvests of Violence and Histories of the Future." In *War By Other Means Aftermath in Post-Genocide Guatemala*. Duke UP, 2013.
- 2013 Nelson, DM. "100% OMNILIFE: Health, Economy, and the End/s of War." In *War By Other Means Aftermath in Post-Genocide Guatemala*. Duke UP.
- 2013 "Yes to Life = No to Mining: Counting as Biotechnology in Life (Ltd) Guatemala," *The Scholar & Feminist Online*, Summer 2013
- 2012 "Banal, Familiar and Enrapturing: Financial Enchantment after Guatemala's Genocide." *Women's Studies Quarterly*, December, 40 (3-4).
- 2009 Reckoning: The Ends of War in Guatemala (Duke University Press).

## Jocelyn Olcott

Associate Professor, Department of History and  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Yale University, 2000

**Appointed/Tenure status:** 2002, Tenured

**Languages:** Spanish (4), French (2), Portuguese, (1)

**Research/training specializations:** Feminist history of modern Mexico; labor, political, and conceptual history of motherhood in twentieth-century Mexico

**Overseas Experience:** Mexico, Spain

**Recognitions:** Institut d'Études Avancées Fellowship, 2017; National Humanities Center Fellowship, 2013-14; Top Young Historian, History News Network, 2007

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

**Relevant courses taught:** Latin American History Graduate Topics; Introduction to Contemporary Latin America

**Outreach:** Television interview on Democracy Now! Regarding election of Argentina's President Cristina Fernández de Kirchner, 2007; presentation on Mexico/US relations for K-12 teachers at WorldView workshop on Latin America and NC

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 11

- 2017 *International Women's Year: The Greatest Consciousness-Raising Event in History*. New York: Oxford University Press. (Awarded honorable mention by the 2018 Bryce Wood Book Award Committee of the Latin American Studies Association.)
- 2017 "Megan Threlkeld, Pan American Women: U.S. Internationalists and Revolutionary Mexico, reviewed for Diplomatic History." *Diplomatic History* 41, no. 3; 659-662.
- 2016 "Buying into the Regime: Grapes and Consumption in Cold War Chile and the United States by Heidi Tinsman." *Women's Studies* 45, no. 4; 415-418.

A83

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Michael K. Orbach

Emeritus Professor of the Practice of Marine Policy, Nicholas School of the Environment, Duke University

**Education:** PhD, University of California, San Diego, 1975

**Appointed:** 1993; Tenure not applicable

**Languages:** Spanish (2)

**Research/training specializations:** Coastal and marine policy in the U.S., Central America, the Caribbean, Alaska and the Pacific

**Overseas experience:** Belize, Brazil, Caribbean, France, Fiji, Germany, Mexico, Singapore

**Administrative experience:** Director of Duke Marine Lab, 1993-2003; director of the Coastal Environmental Management Program; cultural anthropologist with the National Oceanic and Atmospheric Administration; member of the board of directors, The Ocean Conservancy, 2006-present; editorial review board, *Coastal Management Journal*, 1980-present

**Recognitions:** Governor appointment to the NC Marine Fisheries Commission; chairman of the NC Ocean Affairs Council; member, National Research Council Committee of the National Sea Grant College Program

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 11

- 2016 "Ocean planning in a changing climate." With Santos, CF, Agardy, T, Andrade, F, Barange, M, et al. *Nature Geoscience* 9, no. 10; 730-730.
- 2015 "MMAS in Belize." With Hastings, JG, Karrer, LB, and Kaufman, L. *Coastal Management* 43, no. 2; 138-154.
- 2015 "MMAS in Brazil." With Hastings, JG, Karrer, LB, and Kaufman, L. *Coastal Management* 43, no. 2; 122-137.
- 2013 "Marine spatial planning and oil spill risk analysis: Finding common grounds" *Marine Pollution Bulletin*, with Santos, C.F.; Michel, J.; Neves, M.; Janeiro, J.; and Andrade, F. 74:73-81.

## William Pan

Assistant Professor of Global Environmental Health, Nicholas School of the Environment and Duke Global Health Institute

Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, University of North Carolina-Chapel Hill, 2003

**Appointed:** 2011; Tenure-eligible

**Languages:** Spanish (3)

**Overseas experience:** Brazil, Ecuador, Peru, Kenya, Nepal, Bangladesh

**Relevant courses taught:** Population and Environmental Dynamics Influencing Health; Connections in Global Health: Interdisciplinary Team Projects (Research in Peru)

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

**Recognitions:** James E. Grizzle Distinguished Alumni Award, UNC, 2012. Recipient of numerous research grants from Bill and Melinda Gates Foundation, NIMH, InterAmerican Institute for Global Change Research, Hunt Oil of Peru LLC, NASA-ROSES, all to support various research projects in the Amazon region.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 35

- 2016 "Land use as a mediating factor of fertility in the Amazon." With López-Carr, D. In *Population and Environment* 38, no. 1; 21-46.
- 2016 "Towards sustainable partnerships in global health: the case of the CRONICAS Centre of Excellence in Chronic Diseases in Peru." With Miranda, JJ, Bernabé-Ortiz, A, Diez-Canseco, F, et al. *Globalization and health* 12, no. 1; 29-. (Review)
- 2014 "Impact of climate change on vector-borne disease in the Amazon." With Branch, OL, and Zaitchik, B. In *Global Climate Change and Public Health*, 193-210.
- 2013 "Association of vaccine-related attitudes and beliefs between parents and health care providers." With Mergler, MJ; Omer, SB; Navar-Boggan, AM; Orenstein, W; Marcuse, EK; Taylor, J; deHart, MP; Carter, TC; Damico, A; Halsey, N; and Salmon, DA. *Vaccine*
- 2012 "Comparative effects of vivax malaria, fever, and diarrhea on child growth." *International Journal of Epidemiology*

A84

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Liliana Paredes

Professor of the Practice and Director, Spanish Language Program, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Southern California, 1996

**Appointed/Tenure status:** 2001, Tenure not applicable

**Languages:** Spanish (5)

**Performance-based pedagogy training:** ACTFL conferences 2009-2017; International Task-Based Language Learning and Teaching conferences, 2005, 2007 and 2013. Centro Enseñanza Para Extranjeros, 2011, 2013, 2015 & 2017.

**Research/training specializations:** Sociolinguistics, minority languages, bilingualism, second language acquisition, narrative discourse strategies by bilingual children, the study of development of discourse strategies in the L2 classroom

**Overseas experience:** Mexico, Peru, Spain

**Recognitions:** Teaching for Racial Justice Fellow (2016-2017); Bacca Fellow (2017-2018); Active Learning Fellow (2018-2019); Dean's Leadership Award, 2014; Duke Immerse Summer Course Award, 2014

**Relevant courses taught:** Identity and Linguistic Roots in the Spanish Speaking Americas; Linguistic Human Rights; Intensive Elementary Spanish; Intermediate Spanish; Food Production: Peru, Mexico, North Carolina (group independent study for Masters of Arts in Teaching students, paid for with Title VI funds as part of collaboration between Consortium and Duke's Program in Education)

**Outreach:** Guest lecturer in Learning Through Teaching course (part of Duke Master of Arts in Teaching program and part of collaboration between Consortium and Duke's Program in Education); Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 4

2013 "Gente: Nivel Intermedio Plus Myspanishlab with Etext Multi Semester -- Access Card Package".  
With Munne, J, Peris, EM, Quintana, NS, and Baulenas, NS. Pearson College Division.

## Dalia Patiño-Echeverri

Gendell Family Associate Professor, Environmental Sciences and Policy, Nicholas School of the Environment  
Faculty Network Member of the Duke Energy Initiative; Member, Council on Latin American and Caribbean Studies, Duke University; Faculty Facilitator, UNC-Duke Working Group on Energy in Latin America

**Education:** Ph.D., Carnegie Mellon University, 2006

**Appointed/Tenure status:** 2008, Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Public policy design for energy systems, with a particular emphasis on managing the risks arising from the uncertainties influencing the outcomes of government actions. Work focuses on the policies that affect capital investment decisions within the electricity industry and the corresponding costs to society of electricity and air-emissions levels

**Overseas experience:** Brazil, Chile, China, Colombia

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

**Recognitions:** Bass Connections Faculty Team Member, Modeling Tools for Energy Systems Analysis (2013-2017); recipient of seed grant from Duke Energy Initiative

**Relevant courses taught:** Sustainable Development in Chile

**Percentage of time devoted to Latin America/Caribbean studies:** 25%

**Number of Recent Publications:** 22

2017 Cornelius, A, Bandyopadhyay, R, and Patiño-Echeverri, D. "Assessing environmental, economic, and reliability impacts of flexible ramp products in MISO's electricity market" *Renewable and Sustainable Energy Reviews* (July 2017).

2016 Daraeepour, A, Kazempour, SJ, Patiño-Echeverri, D, and Conejo, AJ. "Strategic Demand-Side Response to Wind Power Integration." *IEEE Transactions on Power Systems* 31, no. 5 (September 2016): 3495-3505.

A85

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Alexander Pfaff

Professor of Public Policy, Economics and Environment, Sanford School of Public Policy Studies  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Massachusetts Institute of Technology, 1995

**Appointed/Tenure status:** 2007, Tenured

**Languages:** Portuguese (3), French (3)

**Research/training specializations:** Environment and natural resource economics focused on developing countries, land use and deforestation, water and climate;

**Overseas experience:** Bolivia, Brazil, Costa Rica, Mexico, Panama, Peru

**Recognitions:** Society of Risk Analysis - Best Paper Award (2011); Numerous grants received from National Science Foundation, NOAA, NASA, Tinker Foundation, US Department of Agriculture, World Wildlife Fund.

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

**Relevant courses taught:** Collective Action, Environment, and Development; Microeconomics and Public Policymaking; Political Economy of Public Policy

**Percentage of time devoted to Latin America/Caribbean studies:** 50-100%

**Number of Recent Publications:** 31

2017 "Upstream watershed condition predicts rural children's health across 35 developing countries." With Herrera, D, Ellis, A, Fisher, B, Golden, CD et al. *Nature communications* 8, no. 1; 811

2017 "Evolving Protected-Area Impacts in Mexico: Political Shifts as Suggested by Impact Evaluations." With Santiago-Ávila, F, and Joppa, L. *Forests* 8, no. 1 (January 2017): 17-17.

## Jacques Pierre

Lecturing Fellow of Haitian Creole and French, Department of Romance Studies;

Associate Director, Duke Haiti Lab; Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** M.A., Translation Studies, Kent State University

**Appointed/Tenure status:** 2010, Tenure not applicable

**Languages:** Haitian Creole (5), French (5), Spanish (2)

**Performance-based pedagogy training:** Haitian Creole Pedagogy Workshops at Florida International University, 2013 and 2015; Visiting Lecturer, Haitian Summer Institute, Florida International University, 2017 and 2018; participant in Less Commonly Taught Distance Learning workshop held at Vanderbilt University, 2016; ACTFL Oral Proficiency Interviewing Training Workshop, 2017; 2018 Chicago Language Symposium: Learning from LCTLs.

**Research/training specializations:** The basilectal vs the acrolectal forms of Haitian Creole in Haitian Movies; the coexistence of French and Haitian Creole in Haitian movies; Literary Translation in context of a Less Translated Language.

**Overseas experience:** Haiti

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

**Relevant courses taught:** Elementary Creole 1 and 2, Intermediate Creole 1 and 2 (all courses taught via Less Commonly Taught Language Distance-Learning partnership among Duke, University of Virginia and Vanderbilt)

**Outreach:** Curated Haitian films Series at Duke University, 2011 to Present; organized annual International Creole Day events at Duke University, 2013 to Present; Service of Remembrance for Haiti Earthquake, Duke Chapel, 2015

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Number of Recent Publications/Presentations/Videos produced:** 8

2018 "Enduring Questions, New Methods: Haitian Studies in the 21st Century: The role of Haitian Creole in Haitian Studies", University of Virginia, April 12, 2018

2016 *Kite Kè m Pale (a book of poems)* June 2016, Torchflame Books, Durham, NC.

2016 "Biography of Justin L'hérison" Dictionary of Caribbean and Afro-Latin and American Biography. Oxford. Oxford University Press, May 2016

2016 Video : Duke Students Forging a Bond with Haiti, Franklin Humanities Institute, May 2016

2015 Videos : Dipping into Haitian Gastronomy, Enjoying the Virtual Taste of Haitian Food, Traveling through Haitian Creole Proverbs, John Hope Franklin Center, December 2015

A86

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Stuart Pimm

Doris Duke Professor of Conservation Ecology, Nicholas School of the Environment;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., New Mexico State University, 1974

**Appointed/Tenure status:** 2002, Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Species extinctions and prevention, loss of tropical forests and the consequences to biodiversity, conservation biology.

**Overseas experience:** Brazil, Colombia, Cuba, Mexico, Panama

**Recognitions:** Member, National Geographic Society Committee on Research and Exploration; Member, IUCN Species Survival Commission; Tyler Environmental Prize, 2010; Numerous grants received from NASA, National Park Service, and US Fish and Wildlife Service

**Dissertations and theses supervised in past 5 years:** 8

**Relevant courses taught:** Conservation Biology: Theory and Practice

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Congressional testimony/policy activities, including Senate Environment and Public Works, staff and senators' staffers, on Endangered Species Act; House briefings on Deforestation, and biodiversity. More than 100 broadcast interviews, including NPR, WGBH, PBS, BBC, NBC News; print media coverage in NY Times, LA Times, National Geographic, Al Jazeera, The Washington Post, Newsweek, etc.

**Number of Recent Publications:** 59

- 2017 "Environment: Hero of local conservation." *Nature* 544, no. 7649; 158-159.
- 2015 "Bird conservation would complement landslide prevention in the Central Andes of Colombia." With Ocampo-Peñuela, N. *PeerJ* 3; e779-.
- 2015 "Elevational Ranges of Montane Birds and Deforestation in the Western Andes of Colombia." With Ocampo-Peñuela, N. *PLoS one* 10, no. 12; e0143311-.
- 2014 "Setting Practical Conservation Priorities for Birds in the Western Andes of Colombia." With Ocampo-Peñuela, N. *Conservation Biology* 28, no. 5; 1260-1270.

## Phyllis Pomerantz

Professor of the Practice of Public Policy Studies, Duke Center for International Development,  
Sanford School of Public Policy, Duke University

**Education:** PhD, Tufts University, 1978

**Appointed:** 2011; Tenure not applicable

**Languages:** Spanish (4), Portuguese (4)

**Research/training specializations:** International Relations, governance, aid effectiveness, global public goods and programs

**Overseas experience:** Brazil, Caribbean, Peru, Mozambique, Zambia

**Relevant courses taught:** Poverty Reduction and the International Financial Institutions; Politics of International Aid in Low-Income Countries

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 4

- 2013 "Now's the time to lift the U.S. embargo on Cuba." *The Globe and Mail, Toronto*.
- 2011 "Development Theory." (chapter) *The Sage Handbook of Governance*. SAGE. 160-178.
- 2005 "A Little Luck and a Lot of Trust: Aid Relationships and Reform in Southern Africa." (chapter) *At the Frontlines of Development: Reflections from the World Bank*. World Bank.
- 2004 *Aid Effectiveness in Africa: Developing Trust Between Donors and Governments*. Lexington Books.

A87

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Jennifer Prather

Staff Assistant, Center for Latin American and Caribbean Studies, and Dance Program,  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** B.A, Kansas State University, 1994

**Appointed:** 2001, Tenure not applicable

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

**Research/training specializations:** Publicity and marketing; graphic design

**Administrative experience:** Assistant to Professor Ariel Dorfman, 2001-2012; Publicity/Marketing Coordinator (half-time) for the Duke Dance Program, 2012-present; Staff Assistant for the Duke Office of Area Studies and International Studies (half-time), 2012-2013; Staff Assistant for the Duke Center for Latin American and Caribbean Studies (half-time), 2013-present.

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

## Janet Prvu Bettger

Affiliate Faculty of Global Health

Associate Professor, Orthopaedic Surgery Director of Health Policy and Implementation Science Research  
Senior Scientist for the Duke Translational Nursing Institute (DTNI)

**Education:** D.Sc.Boston University, 2006

**Appointed/Tenure status:** 2014

**Research/training specializations:** Research is dedicated to establishing real world evidence aimed to improve healthcare quality and policies that reduce the burden of disease and disability.

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

**Relevant courses taught:** Connections in Global Health: Interdisciplinary Team Projects (Research in Peru)

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 47

- 2018 Health Services Research in Rehabilitation and Disability-The Time is Now. *Archives of physical medicine and rehabilitation*, 99 (1), 198-203.Graham, JE, Prvu Bettger, J, Middleton, A, Spratt, H,  
2017 Effects of Acute-Postacute Continuity on Community Discharge and 30-Day Rehospitalization Following Inpatient Rehabilitation. *Health services research*, 52 (5), 1631-1646.

A88

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Marcos Rangel

Assistant Professor in the Sanford School of Public Policy, Duke University  
Assistant Professor in the Department of Economics, Duke University

**Education:** Ph.D., University of California at Los Angeles, 2004

**Appointed/Tenure status:** 2014

**Languages:** Portuguese (5)

**Research/training specializations:** Patterns of accumulation of human capital with particular attention to the intra-family decision process (parents and children), the impact of policies to foment education, health, and racial differentials.

**Overseas experience:** Brazil

**Recognitions:** Royal Economic Society's Article of the Year Award, 2006

**Relevant courses taught:** International Development

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 8

- 2017 Co-author "Economic Assimilation and Skill Acquisition: Evidence From the Occupational Sorting of Childhood Immigrants." *Demography* 54, no. 2 (April 2017): 571-602.
- 2016 co-author "Agricultural Fires and Infant Health"
- 2016 co-author "Does Voting Have Upstream and Downstream Consequences? Evidence from Compulsory Voting in Brazil"
- 2016 "Probabilistic Sophistication, Sources of Uncertainty, and Cognitive Ability: Experimental Evidence"
- 2015 co-author "Racial Discrimination in Grading: Evidence from Brazil American Economic Journal: Applied Economics." *American Economic Journal: Applied Economics* 7, no. 4 (October 2015): 37-52.

## Marcia Rego

Assistant Professor of the Practice and Director of Faculty Development & Assessment, Thompson Writing Program; Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of California, San Diego, 2001

**Appointed/Tenure status:** 2011; Tenure not applicable

**Languages:** Portuguese (5)

**Research/training specializations:** Language and Nationalism, Lusophone Africa, Portuguese Colonialism, Ethnographic Writing, Anthropology of Body, Intercultural Contact

**Recognitions:** Duke University Award for Excellence in Teaching Writing, 2009; University Writing Program Research Grant, 2006.

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Number of Recent Publications:** 4

- 2015 *The Dialogic Nation of Cape Verde Slavery, Language, and Ideology*. Lexington Books.
- 2014 "Towards a Legible Anthropology: Airing our Dirty Laundry."
- 2011 "The Naked Ethnographer." *Anthropology Now* vol.3.
- 2008 Chapter in book: *Cape Verdean Tongues: Speaking of Nation at Home and Abroad*.

## Karen Remmer

Professor, Department of Political Science;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Chicago, 1974

**Appointed/Tenure status:** 2001, Tenured

**Languages:** Spanish (4), French (2), Italian (2)

**Research/training specializations:** Latin America, democratization, economic development, military governance

**Overseas experience:** Argentina, Chile, Mexico

**Recognitions:** Powell Graduate Mentoring Award, Comparative Politics Section, American Political Science Association, 2014; Dean's Award for Excellence in Mentoring, Duke Graduate School, 2009; Member, Editorial Boards, *World Politics*, *International Interactions*, *Journal of Politics*, *American Journal of Political Science*, *Political Research Quarterly*, *International Studies Quarterly*

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Political Economy of Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 6

- 2014 "Exogenous Shocks and Democratic Accountability." *Comparative Political Studies*.  
2012 "The Rise of Leftist-Populist Governance in Latin America." *Comparative Political Studies* 45: 947-972.  
2012 "The Rise of Leftist-Populist Governance in Latin America: The Roots of Electoral Change." *Comparative Political Studies*, 45.8. 947-972.  
2012 "The Rise of Leftist-Populist Governance in Latin America." *Comparative Political Studies* 45:947-972.

## Miguel Rojas-Sotelo

Director, NC Latin American Film Festival, and Special Events Coordinator, Center for Latin American and Caribbean Studies; Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Pittsburgh, 2009

**Appointed/Tenure status:** 2008, Tenure not applicable

**Languages:** Spanish (5)

**Administrative experience prior to Duke:** Visual Arts Director, Colombian Ministry of Culture, 1998-2001

**Research/training specializations:** Contemporary visual art and cultural theory, film, indigeneity

**Overseas experience:** Brazil, Colombia, Cuba, El Salvador, Mexico,

**Recognitions:** National Criticism Award for *Soberanía visual en Abya Yala*, 2017; Duke Dean's Commendation for Undergraduate Teaching (Fall 2013); Dean's and Provost's List on Service Learning Education; Organizer, first Latin American Film Festival in Southwestern Pennsylvania, 2007; National Criticism Award for *Caminar*, *Explotar*, *Olvidar*, Colombian Ministry of Culture, 2007

**Relevant courses taught:** Environmental Health: Art and Cultures in the Americas; Narrating Nature: Documentary and Environmental Studies

**Outreach:** Organizer of NC Latin American Film Festival (2008-present); Presentations on "Contemporary Visual Cultures in Latin America: A Crossroads" for the 2008 and 2010 WorldView K-12 teacher workshops; Co-organizer of Community College Forum on The Arts and Culture of the Americas (2011); Curator of 7 exhibits of Latin American art since 2011

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Number of Recent Publications:** 7

- 2017 *Soberanía visual en Abya Yala*. (Universidad de los Andes).  
2017 "Irrupciones, Compresiones, Contravenciones. Arte contemporáneo y política cultural en Colombia (Eruptions, Compressions, Counterventions: Contemporary Art and Cultural Policy in Colombia)". *Ediciones Uniandes*.  
2014 "Narcoaesthetics in Colombia, Mexico, and the United States. Death Narco, Narco Nations, Border States, Narcochingadazo?" In *Latin American Perspectives*. Issue 188 – Trafficking, Violence, and Narcoculture. January 2014 – Vol. 41 – No. 1.

A90

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Richard Rosa

Associate Professor of Spanish and Latin American Studies, and Department Chair, Department of Romance Studies;

Member, Council on Latin American and Caribbean Studies, Duke University

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

**Appointed/Tenure status:** 2008, Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Nineteenth- and twentieth-century Latin American and Caribbean literature; relationship between literature and political economy; relationship between art, literature and commerce

**Overseas experience:** Argentina, Colombia, Puerto Rico, Venezuela

**Dissertations and theses supervised in past 5 years:** 8

**Relevant courses taught:** Introduction to Spanish-American Literature I

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 4

- 2016 *Finance and Literature in 19th Century Latin America.* University of Pittsburgh Press.
- 2012 "Governing Tourism: Representation, Domination and Freedom in Puerto Rico: 1949." *Global South* 6(1).
- 2012 "Finance and Narrative in Spanish America during the Nineteenth Century." PMLA.
- 2007 "Crédito, propiedad y narración en la novela tropical de Zeno Gandía." *Estudios: Revista de investigaciones literarias y culturales.* 15(21) 95-122. Eds. Graciela Batticuore and Alejandra Laera. Universidad Simón Bolívar.

## Mareike Sattler

Senior Lecturer, Department of Anthropology, Vanderbilt University

(Instructor for K'iche' Maya through the Less Commonly Taught Language Distance-Learning Partnership  
Vanderbilt University, Duke University and the University of Virginia)

**Education:** Magister Artium, University of Bonn, Germany, Altamerikanische Sprachen und Kulturen, 1993

**Appointed/Tenure status:** 2009, Tenure not applicable

**Languages:** German (5); English (4); Spanish (4); Kaqchikel (4); K'iche' (4)

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

**Academic Experience:** Maya Language Instructor, Vanderbilt University, 2009-present; Lead Instructor, Summer K'iche' Maya institute in Nahualá, Guatemala, summer 2012 and 2014; Instructor for German and English, Escuela Maya, Tecpán, Guatemala 1993-1994

**Research/training specializations:** Geographic representations from the perspective of historical linguistics; Maya epigraphy, hieroglyphic grammar, colonial Maya texts, modern Kaqchikel and K'iche'

**Overseas experience:** Guatemala, Germany

**Relevant courses taught (at Duke via LCTL Distance Learning Partnership):** Beginner K'iche' Maya 1, Beginner K'iche' Maya 2, Intermediate K'iche' Maya 1, Intermediate K'iche' Maya 2

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Number of Recent Publications/Presentations:** 2

- 2009 "Produktion und Begehren – Das neue Gesicht landwirtschaftlicher Exports aus Latin Amerika." In *Jahrbuch für Lateinamerika.*
- 2004 "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.

A91

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Elizabeth Shapiro-Garza

Associate Professor of the Practice of Environmental Policy and Management, and Director, Community-Based Environmental Management Certificate Program, Nicholas School of the Environment  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of California at Berkeley, 2010

**Appointed:** 2010; Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Climate change; environmental and developmental sustainability; agroforestry systems, environmental sociology and anthropology

**Overseas experience:** Mexico, Costa Rica, El Salvador, Panama, Peru, Colombia

**Relevant courses taught:** Alternative Discourses of Payments for Ecosystem Services in the Global South; Community-Based Environmental Management Lecture, Practicum, and in Mexico Discussion Section.

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

**Recognitions:** National Science Foundation grant (2011-2015); Tinker Foundation grant (2012-2015)

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 7

- 2017 "Embedding Carbon Markets: Complicating Commodification of Ecosystem Services in Mexico's Forests". With Osborne, T. *Annals of the American Association of Geographers*, 1-18.
- 2014 "Improving environmental and social targeting through adaptive management in Mexico's payments for hydrological services program". With Sims, KRE, Alix-Garcia, JM et al. *Conservation biology*, 28 (5), 1151-1159.
- 2013 "Contesting market-based conservation: Payments for ecosystem services as a surface of engagement for rural social movements in Mexico." *Human Geography: a new radical journal*. 6:134-150.
- 2010 "Contesting the neoliberal nature of the Mexican national payments for ecosystem services programs: Four sites of articulation and hybridization." *Geoforum*.

## Peter Sigal

Professor, Department of History

Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of California at Los Angeles, 1995

**Appointed/Tenure status:** 2005, Tenured

**Languages:** Spanish (4), Nahuatl (3), Yucatec Maya (3)

**Research/training specializations:** Indigenous peoples of Mesoamerica, colonial Latin American history, the history of sexuality

**Overseas experience:** Mexico, Spain

**Recognitions:** Senior Editor, *Hispanic American Historical Review*, 2012-2017; Erminie Wheeler-Voegelin Book Award, American Society for Ethnohistory, 2012; Humanities Research Institute Residential Fellowship, University of California, 2006; Rockefeller Fellow, National Humanities Center, 2004-05

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

**Relevant courses taught:** Aztec and Mayans; Colonial Latin America; Latin American History Graduate Topics

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 7

- 2016 "In This Issue." *Hispanic American Historical Review* 96, no. 3. 415-419
- 2013 "Sodomy." In *Lexikon of the Hispanic Baroque: Transatlantic Exchange and Transformation*. University of Texas Press.
- 2011 "Imagining Cihuacoatl: Masculine Rituals, Nahua Goddesses and the Texts of the Tlacuilos." In *Historicising Gender and Sexuality*, 12-37.
- 2011 *The Flower and the Scorpion: Sexuality in Early Nahua Culture and Society*. Duke University Press
- 2010 "Imagining Cihuacoatl: Mexican Masculinity and Spanish Colonization." In *Gender & History*. 22: 538-563

A92

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Brian Reed Silliman

Rachel Carson Associate Professor of Marine Conservation Biology,  
Department of Marine Science and Conservation; Nicholas School of the Environment, Duke University

**Education:** PhD, Ecology and Evolutionary Biology, Brown University, 2004

**Appointed/Tenure status:** 2013

**Languages:** Spanish (3)

**Research/training specializations:** conservation and restoration, community ecology, marine science, plant-animal interaction

**Overseas experience:** Argentina, Chile, Peru

**Recognitions:** David H. Smith Conservation Fellow with The Nature Conservancy in 2004, American Society of Naturalists "Young Investigator Award", 2006; Andrew Mellon Foundation "Young Investigator Grant Award", 2007; NSF Career Grant Award, 2011

**Relevant courses taught:** Marine Ecology

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 59

- 2017 "Abiotic factors influence the dynamics of marine habitat use by a highly mobile "freshwater" top predator." With Nifong, JC. *Hydrobiologia* 802, no. 1. 155-174.
- 2017 "An invasive foundation species enhances multifunctionality in a coastal ecosystem." With Ramus, AP, Thomsen, MS, and Long, ZT. *Proceedings of the National Academy of Sciences* 114, no. 32. 8580-8585.
- 2016 "Thresholds in marsh resilience to the Deepwater Horizon oil spill." With Dixon, PM, Wobus, C, He, Q et al. *Scientific Reports* 6, no. 1.
- 2016 "Consumer control as a common driver of coastal vegetation worldwide." With He, Q. *Ecological Monographs* 86, no. 3. 278-294.

## Magda Silva

Senior Lecturer in Portuguese and Director, Portuguese Language Program, Department of Romance Studies  
Faculty Director, Duke in Brazil (Summer Study Abroad Program)  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of North Carolina at Chapel Hill, 1999

**Appointed/Tenure status:** 1999, Tenure not applicable

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

**Performance-based pedagogy training:** Attends annual meetings of the American Association of Teachers of Spanish and Portuguese

**Research/training specializations:** Foreign-language acquisition, African Diaspora in Brazil in relation to language and religion, colloquial Portuguese as catalyst of popular culture in Brazil, 20<sup>th</sup>-century Luso-Brazilian literature

**Overseas experience:** Brazil

**Relevant courses taught:** Elementary Portuguese I; Elementary Portuguese II; Accelerated Elementary Portuguese Portuguese; Intermediate Portuguese; Advanced Intermediate Portuguese; Advanced Intermediate Portuguese II; Advanced Colloquial Portuguese; Research Independent Study in Portuguese

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

## Irene M. Silverblatt

Professor, Department of Cultural Anthropology and Department of History;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Michigan, 1981

**Appointed/Tenure status:** 1992, Tenured

**Languages:** Spanish (4), French (2), Quechua (1)

**Research/training specializations:** Cultural dimensions of state-building and colonization in Latin America; the relation of gender, racial discourses, and historical memory to the construction and experience of power; ethnohistory; gender; nationalism

**Overseas experience:** Bolivia, Mexico, Peru, Spain

**Recognitions:** Rockefeller and Guggenheim Foundation Fellow; Robert Heizer Prize for outstanding article in ethnohistory

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

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 8

- 2015 "Haunting the Modern Andean State: Colonial Legacies of Race and Civilization." In *Off-Centered States: Political Formation and Deformation in the Andes*, edited by C Krupa and D Nugent. Philadelphia: University of Pennsylvania Press, 2015.
- 2015 "Acllacuna." In *Encyclopedia of the Incas*, edited by G Urton and A von Hagen. Lanhan (MD), Boulder, New York, London: Rowan and Littlefield.
- 2014 "Stained Blood in the Old World and the New: New Christians and the Racial Categories of the Colonial-Modern World." Edited by AE Glauz-Todrank. *Critical Research on Religion 2*.
- 2013 "Prologo." *Haunting the Modern Andean State: Colonial Legacies of Race and Civilization*.
- 2009 "Forward." *Imperial Subjects: Race and Identity in Colonial Latin America*. Duke University Press
- 2008 "Native Andeans Observe Spanish Colonials." In *Europe Observed*. Bucknell University Press

## Melissa Simmermeyer

Senior Lecturer of Romance Studies, Spanish Language Program, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** M.S., Georgetown University, 1992

**Appointed/Tenure status:** 1999, Tenure not applicable

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

**Performance-based pedagogy training:** FLANC workshop, CARLA summer institute for language teachers at University of Minnesota, Northwestern University Language Pedagogy Symposium

**Research/training specializations:** Latin American literature, specifically 20<sup>th</sup>-century Spanish narrative language

**Overseas experience:** Costa Rica, Mexico, Puerto Rico

**Recognitions:** Bacca Fellow, 2015-16; Dean's Leadership Award, 2014

**Relevant courses taught:** Intermediate Spanish; Advanced Spanish Writing; Introduction to Cultural Studies; Translating Spanish-English and English-Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.

## **Bradley Simmons**

Instructor of Music, Department of Music, Duke University

**Education:** B.A., Brooklyn College, 1976

**Appointed/Tenure status:** 1997, Tenure not applicable

**Research/training specializations:** Djembe and Afro-Cuban percussion

**Recognitions:** Former musical director of Chuck Davis African American Dance Ensemble; Teaching experience at Berkeley School of Music, Texas Southern University, Wichita State University and North Carolina State University; Director, Elements of Percussion

**Relevant courses taught:** Afro Cuban Percussion

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

## **Rosa Solórzano**

Consulting Associate, School of Nursing, Duke University  
Member, Council on Latin American and Caribbean Studies

**Education:** MPH, Emory University, 2005

**Appointed:** 2007; Tenure not applicable

**Languages:** Spanish (5)

**Research/training specializations:** Medical Spanish and cultural competency for health care

**Administrative experience:** President of the Board of Directors at TeenSmart International

**Relevant courses taught:** Health, Culture, Latino Community; Introduction to Medical Spanish Level I, Introduction to Medical Spanish Level II, Advanced Medical Spanish Level I, Advanced Medical Spanish Level II; Faculty coordinator for Exploring Medicine Honduras Field Trip

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications: 2**

- 2011 "Determinants of sexual abstinence and condom use among Central American adolescents." With Gutierrez Fernandez, L.; Valverde, M.F.; Medrano, V.R.; Gomez, A.; López, A.S.; Harnecker, M.; Corrales, J.; and Lindenberg, C.S. *International Journal of Adolescent Medical Health*, Oct-Dec, 22(4):583-93.
- 1999 "Correlates of alcohol and drug use among low-income Hispanic immigrant childbearing women living in the USA." With Lindenberg, C.S.; Strickland, O.; Galvis, C.; and Dreher, M.; and Darrow, V.C. *International Journal of Nursing Studies*, February, 36(1); 3-11.

A95

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Sandra Sotelo-Miller

Lecturing Fellow of Thompson Writing Program, Duke University

**Education:** Ph.D., University of Texas at Austin, 2016

**Appointed/Tenure status:** 2016, Tenure not applicable

**Languages:** Spanish (5), Portuguese (5), German (2)

**Research/training specializations:** Contemporary Mexican performance and theater studies

**Relevant courses taught:** Academic Writing: Memory and Trauma in Latin American Film; Academic Writing: Latin American History Through Film

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications: 1**

2016 "Hazme un Guaguüis": The politics of *Relajo*, Humor, Gender, and Sexuality in *Teatro de Revista*, *Teatro de Carpa*, and *Cabaret Político* in Mexico City

## Orin Starn

Professor of Cultural Anthropology, Department of Cultural Anthropology;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Stanford University, 1989

**Appointed/Tenure status:** 1992, Tenured

**Languages:** Spanish (4), Italian (2), Portuguese (1)

**Research/teaching specializations:** Culture, history, and power, especially in Latin America and native North America; violence and memory; nationalism and ethnic identity; the history of anthropology; the anthropology of sports; activism and public anthropology; cultural studies and post-colonial theory

**Overseas experience:** Bolivia, Peru

**Recognitions:** ACLS Collaborative Research Fellowship, 2016-17; Traditional Fulbright Scholarship, 2006; Sally Dalton Robinson endowed chair; Robert B. Cox University Teaching Award, 2004; Series co-editor, *Latin American Readers*, Duke University Press; National Humanities Center Fellowship, 2001-02; SSRC, ACLS, and Fulbright Fellowships

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Introduction to Cultural Anthropology

**Percentage of time devoted to Latin American studies:** 25-49%

**Number of Recent Publications: 8**

2015 *Writing Culture and the Life of Anthropology*. Edited by O Starn.

2012 *The Passion of Tiger Woods: An Anthropologist Reports on Golf, Race and Celebrity Scandal*. Duke University Press.

2007 *Indigenous Experience Today*. Edited with M. de la Cadena. Berg Press.

2005 *The Peru Reader: History, Culture Politics*. Second edition. Edited with C. I. Degregori and R. Kirk. Duke University Press. First edition was printed in 1995

2004 *Ishi's Brain: In Search of America's Last "Wild" Indian*. W.W. Norton and Company

1999 *Nightwatch: The Politics of Protest in the Andes*. Duke University Press

A96

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Catherine Staton

Assistant Professor, Emergency Medicine; Assistant Research Professor, Duke Global Health Institute, Duke University

**Education:** M.S., Duke University, 2014

**Appointed/Tenure status:** 2011v

**Research/teaching specializations:** research is focused on the trauma and injury care as well as health disparities among injury patients

**Overseas experience:** Brazil, Sri Lanka, United Republic of Tanzania

**Relevant courses taught:** Connections in Global Health: Interdisciplinary Team Projects (Research in Peru)

**Percentage of time devoted to Latin American studies:** 25-49%

**Number of Recent Publications:** 41

- 2017 co-author. Qualitative evaluation of trauma delays in road traffic injury patients in Maringá, Brazil. *BMC health services research*, 17 (1), 804-.
- 2017 co-author. Access to emergency care services: a transversal ecological study about Brazilian emergency health care network. *Public Health*, 153, 9-15.
- 2017 Addressing geographic access barriers to emergency care services: a national ecologic study of hospitals in Brazil. *International Journal for Equity in Health*, 16 (1).

## Patrick A. Stawski

Human Rights Archivist, Duke University Library;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** M.L.I.S., University of California, Los Angeles, 2006

**Appointed/Tenure status:** 2006, Tenure not applicable

**Languages:** Spanish (3)

**Research/training specializations:** Human rights in Latin America, modern Latin America, Spanish service learning

**Overseas experience:** Argentina, Mexico, Uruguay

**Recognitions:** Mellon Summer Institute in Spanish Paleography, 2007

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

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Co-Manager of Duke Mendez Human Rights in Latin America Book Award; Co-manager of WOLA-Duke Human Rights in Latin America Book Award; Mexican Day of the Dead altars project, Duke libraries, 2007

**Number of Recent Publications:** 1

- 2009 "From Personal to Political: Human Rights Histories in Duke's Special Collections Library."  
*Duke University Libraries Magazine*

A97

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Jennifer Swenson

Associate Professor of the Practice of Geospatial Analysis, Nicholas School of the Environment  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Oregon State University, 2003

**Appointed/Tenure status:** 2007, Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Spatial mapping and modeling of ecological phenomena and landscape ecology, conservation biology, forest management and silviculture, tropical ecology

**Overseas experience:** Argentina, Ecuador, Peru

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

**Relevant courses taught:** Land Conservation in Practice; Program Management for Environmental Professionals; Protected Areas/Wilderness Management; Geospatial Analysis for Conservation & Management

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 15

- 2017 "Three decades of Landsat-derived spring surface water dynamics in an agricultural wetland mosaic; Implications for migratory shorebirds." With Schaffer-Smith, D, Barbaree, B, and Reiter, ME. *Remote sensing of environment* 193. 180-192.
- 2016 "Rapid conservation assessment for endangered species using habitat connectivity models." With Schaffer-Smith, D and BÓVEDA-PENALBA, AJ. *Environmental Conservation* 43, no. 03.
- 2014 "Shifting carbon pools along a plant cover gradient in woody encroached savannas of central Argentina." With González-Roglich, M, Jobbágy, EG, and Jackson, RB. *Forest Ecology and Management* 331. 71-78.
- 2012 "Plant and animal endemism in the eastern Andean slope: Challenges to Conservation." With B.E. Young, et al. *BMC Ecology*.
- 2011 "Gold Mining in the Peruvian Amazon: Global Prices, Deforestation, and Mercury Imports." With C. Carter, J.C. Domec, C. Delgado. *PLoS One*.

## John W. Terborgh

James B. Duke Professor Emeritus of Environmental Sciences, Nicholas School of the Environment;  
Director, Center for Tropical Conservation, Duke University

**Education:** Ph.D., Harvard University, 1963

**Appointed/Tenure status:** 1989, Tenured

**Languages:** Spanish (4)

**Research/training specializations:** Tropical ecology, biogeography, conservation biology

**Overseas experience:** Costa Rica, Peru, Guatemala, Venezuela, West Indies

**Recognitions:** Fellow, American Association for the Advancement of Science; Fellow, American Academy of Arts and Sciences; Member, National Academy of Sciences; MacArthur Foundation Fellow; Daniel Giraud Elliot Medal, National Academy of Sciences National Audubon Society: Selected one of century's "100 Champions of Conservation;" Special recognition by Peruvian Congress for service to country; Honorary Fellow, Association for Tropical Biology and Conservation. Operates a field station in Manu National Park of Peru generating over 500 scientific publications since 1973

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 48

- 2017 "Gaps contribute tree diversity to a tropical floodplain forest." With Huanca Nuñez, N, Alvarez Loayza, P, and Cornejo Valverde, F. *Ecology* 98, no. 11. 2895-2903.
- 2017 "We Need a Biologically Sound North American Conservation Plan." With Johns, D, Beazley, KF, Estes, JA, et al. *BioScience* 67, no. 8. 685-686.
- 2014 "Fast demographic traits promote high diversification rates of Amazonian trees." In *Ecology Letters*, 17/5.
- 2014 "Distribution and abundance of tree species in swamp forests of Amazonian Ecuador." In *Ecography: Pattern and Diversity in Ecology*.

A98

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Charles D. Thompson, Jr.

Professor of the Practice of Cultural Anthropology and Documentary Studies  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of North Carolina at Chapel Hill, 1998

**Appointed/Tenure status:** 2000, Tenure not applicable

**Languages:** Spanish (4), Jacalteco Maya (1)

**Research/training specializations:** Religion and culture in Guatemala, Mexico, and the U.S.; Latino culture in the Southeast; farm life and labor; environmental and labor ethics; fieldwork methodology; cultural studies; social change, place, and identity

**Overseas experience:** Dominican Republic, Mexico, Guatemala

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

**Relevant courses taught:** The Politics of Food: Land, Labor, Health, and Economics; Borderline Humans: How Walls (and Bridges) Define Us

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** *Border Odyssey*, an interactive teaching tool about the U.S.-Mexico border; Website and study guide for *Brother Towns/Pueblos Hermanos* documentary film; presentation for WorldView 2010 and 2014 K-12 teacher workshop; Website and study guides for *The Guestworker* documentary film, aired on PBS

**Number of Recent Publications/Films/Web resources:** 4

2015 "Border Odyssey Travels Along the U.S./Mexico Divide". University of Texas Press.

2013 "Guestworkers: Farmworkers, filmmakers, and their obligations in the field." In *Project Muse 4*, 181-197.

2013 "Guestworkers: Farmworkers, filmmakers, and their obligations in the field." In *Viewpoints: Visual Anthropologists at Work*, 181-197.

2011 "Spirits of Just Men". University of Illinois Press.

## Graciela Vidal

Lecturing Fellow of Romance Studies, Spanish Language Program,  
Department of Romance Studies, Duke University

**Education:** M.Ed., North Carolina State University, 2017; M.A., Universidad Nacional de Cuyo (Argentina), 1995

**Appointed/Tenure status:** 2002, Tenure not applicable

**Languages:** Spanish (5)

**Research/training specializations:** Task-based language teaching, learning and assessment; curriculum development; foreign language instructional design; service learning; civic engagement; cultural competency.

**Performance-based pedagogy training:** Philological Association of the Carolinas, 2017; Mountain Interstate Foreign Language Conference, 2014; American Association of Teachers of Spanish and Portuguese, 2013.

**Recognitions:** 2016-17 Bacca Fellow for Duke Language, Arts, and Media Program

**Overseas experience:** Argentina, Spain

**Relevant courses taught:** Elementary Spanish; Intermediate Spanish; Advanced Spanish Writing; Advanced Intermediate Spanish with Service-Learning; Issues of Education and Immigration;

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications/Presentations:** 4

2017 "Engaging with the Latino community through Photography: A Spanish class with an ethnographic component," presented at the 2017 meeting of the Philological Association of the Carolinas.

2014 "Using Web Tools to Inspire Collaborative Writing," presented at 2014 Mountain Interstate Foreign Language Conference.

A99

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Antonio Viego

Associate Professor, Program in Literature and Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Pennsylvania, 1999

**Appointed/Tenure status:** 1999, Tenured

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

**Research/training specializations:** Latino studies, Ethnic Studies, Queer/Lesbian/Gay studies, Twentieth Century American Literatures, Critical Race Theory, Chicana Feminist Theory, Comparative Ethnicities, Lacanian Psychoanalytic Theory

**Recognitions:** Lee Baker Teaching Honors, 2011; Prize in U.S. Latina/o and Chicana/o Literary and Cultural Studies for *Dead Subjects: Toward a Politics of Loss in Latino Studies*, Modern Language Association, 2008

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

**Relevant courses taught:** Introduction to Latino/a Studies in the Global South

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 5

2017 "LatinX and the neurologization of self." *Cultural Dynamics* 29, no. 3. 160-176.

2013 "The Nightgown." *CR: The New Centennial Review* 13, no. 3. 29-51.

2013 "The Madness of Curing." *Feminist Formations* 25. 154-59.

2012 "Wounded Chicana Cartographies" *Mapping Latina/o Studies: An Interdisciplinary Reader*. Duke University Press

2011 "The Place of Gay Male Chicano Literature in Queer Chicana/o Cultural Work." In *Gay Latino Studies: A Critical Reader*, edited by M Hames-Garcia and EJ Martinez. Duke University Press.

## Elvira Vilches

Associate Professor of Romance Studies, Department of Romance Studies, Duke University

**Education:** Ph.D., Cornell University, 1998

**Appointed/Tenure status:** 2015, Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Early modern Spanish and Colonial Latin American literature, the rise of capitalism, economic thought, and the making of practical knowledge. She studies how 16<sup>th</sup> and 17<sup>th</sup> century thinkers, authors, and observers across the Spanish empire grappled with money, commerce, and economic challenges.

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

**Relevant courses taught:** Introduction to Spanish Literature I; Spanish Literature: Travel Spain and the Americas 16-17th Century

**Recognitions:** Long Term Fellowship, American Council of Learned Societies, 2013; Long Term Fellowship, National Endowment for the Humanities, John Carter Brown Library, 2013; Seminar Grants, Folger Institute, 2015

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent publications:** 4

2015 Vilches, EL. "Witnessing Crisis in Contemporary and Golden Age Spain." In *Connecting Past and Present Exploring the Influence of the Spanish Golden Age in the Twentieth and Twenty-First Centuries*, edited by A Khan, 109-132. 2015. (Chapter)

2015 Vilches, E. "Trade, Silver, and Print Culture in the Colonial Americas." *Journal of Latin American Cultural Studies* 24, no. 3 (July 3, 2015): 315-334.

2013 Vilches, EL. "Coins, Value, and Trust: The Problematics of Vellón" in *Seventeenth-Century Spanish Culture, Signs of Power in Habsburg Spain and the New World*, Jason Mckosky and Ignacio López ed., Bucknell University Press: Lanham, 2013. 195-212." In *Signs of Power in Habsburg Spain and the New World*, edited by J Mckosky and I López Alemant, 195-212. Bucknell University Press, 2013. (Chapter)

A100

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## William Villalba

Lecturing Fellow, Spanish, Department of Romance Studies  
Faculty Director, Duke-in-Cuba Program  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, Spanish American Literature, UNC-Chapel Hill, 2006

**Appointed/Tenure status:** 2006; Tenure not applicable

**Languages:** Spanish (5)

**Research/training specializations:** Testimonial Literature, *Indigenismo* and *Neo-indigenismo*, Globalization, Subaltern Studies, Post-Colonial Studies, Cultural Studies, Literary Theory, Music and Literature, Salsa and Popular Culture, Poetry, Venezuelan Literature, Technology and Education, The Teaching of Writing in Spanish, Latino/a Studies

**Performance-based pedagogy training:** Certificate of Achievement, Center for Applied Linguistics. Successfully demonstrated the ability to score the Spanish Speaking Test (SST) according to the ACTFL Speaking Proficiency Guidelines as instructed in the SST Rater Training Kit developed by the Center for Applied Linguistics (2008).

**Recognitions:** Dean's Leadership Award, 2014

**Relevant courses taught:** Intermediate Spanish; Advanced Intermediate Spanish

**Outreach:** DukeEngage in Peru Program Leader 'Caring for women and children in indigenous communities'. Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

## João Ricardo Nickenig Vissoci

Assistant Professor, Department of Surgery (Emergency Medicine), School of Medicine, Duke University

**Education:** Ph.D., Pontificia Universidade Católica de São Paulo, Brazil, 2015

**Appointed/Tenure status:** 2017, Tenure-eligible

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

**Research/training specializations:** Research methods and innovation applied to access and quality of care and primary care and global mental health, with an emphasis on mental health reintegration. Population health, health systems, and quality of care.

**Overseas experience:** Brazil

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Number of Recent Publications:** 47

- 2018 Soares Nakashima, F, Nascimento Junior, JRAD, Vissoci, JRN, & Vieira, LF. (2018, January 1). "Parental involvement in the development process of the sporting career among former athletes of the rhythmic gymnastics Brazilian team: building a theoretical model" (Accepted). *Revista Brasileira de Ciencias do Esporte*.
- 2017 Patel, A, Vissoci, JRN, Hocker, M, Molina, E, Gil, NM, & Staton, C. (2017, December 2). Qualitative evaluation of trauma delays in road traffic injury patients in Maringá, Brazil. *BMC health services research*, 17 (1), 804-.
- 2017 Rocha, TAH, da Silva, NC, Amaral, PV, Barbosa, ACQ, Rocha, JVM, Alvares, V, de Almeida, DG, Thumé, E, Thomaz, EBAF, de Sousa Queiroz, RC, de Souza, MR, Lein, A, Toomey, N, Staton, CA, Vissoci, JRN, & Facchini, LA. (2017, December). Access to emergency care services: a transversal ecological study about Brazilian emergency health care network. *Public health*, 153, 9-15.
- 2017 Rocha, TAH, da Silva, NC, Amaral, PV, Barbosa, ACQ, Rocha, JVM, Alvares, V, de Almeida, DG, Thumé, E, Thomaz, EBAF, de Sousa Queiroz, RC, de Souza, MR, Lein, A, Lopes, DP, Staton, CA, Vissoci, JRN, & Facchini, LA. (2017, December). Addressing geographic access barriers to emergency care services: a national ecologic study of hospitals in Brazil. *International Journal for Equity in Health*, 16 (1).

A101

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Laura Wagner

Radio Haiti Project Archivist, Duke University Libraries, Duke University

**Education:** Ph.D. Anthropology, University of North Carolina, 2015

**Appointed/Tenure status:** 2015, Tenure not applicable

**Languages:** Haitian Creole (4)

**Research/training specializations:** Haiti, literary fiction and non-fiction, humanitarianism, human rights, and social justice. Aftermath of the 2010 earthquake in Haiti.

**Percentage of time devoted to Latin American/Caribbean Studies:** 100%

**Outreach:** Haiti culture program with local Daisy Girl Scout Troop, Durham, NC (2018).

**Number of Recent Publications:** 3

- 2018 “Viv Radyo Ayiti! Vive Radio Haiti! Radio Haiti Lives!” Blog post in Haitian Creole, French, and English, The Devil’s Tale: Dispatches from the David M. Rubenstein Rare Book and Manuscript Library, Duke University Libraries, March 30, 2018.
- 2015 *Hold Tight, Don’t Let Go: A Novel of Haiti*, Amulet Books, 2015.
- 2010 “Haiti Trapped Under the Rubble,” *Salon* magazine, February 2010.

## David Walmer

Associate Professor of Global Health, Duke Global Health Institute, Duke University

**Education:** Ph.D., University of North Carolina at Chapel Hill, 1979; MD, UNC-CH, School of Medicine, 1983

**Appointed/Tenure status:** Tenured

**Languages:** French (2)

**Research/training specializations:** Reproductive health and technology, fertility, women’s health in developing countries, prevention of cervical cancer; public health programs in Haiti

**Overseas experience:** Guatemala, Haiti

**Recognitions:** Founder and chairperson of global health organization, Family Health Ministries

**Dissertations/theses supervised in past 5 years:** 6

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 4

- 2017 “The socioeconomic impact of international aid: a qualitative study of healthcare recovery in post-earthquake Haiti and implications for future disaster relief”. With Kligerman, M & Berekyei Merrell, S. *Global Public Health*, 12 (5), 531-544.
- 2015 “Vaginal Self-Sampling for Human Papillomavirus Infection as a Primary Cervical Cancer Screening Tool in a Haitian Population”. With Boggan, JC & DK, Henderson et al. *Sexually transmitted diseases*, 42 (11), 655-659.
- 2015 “International aid and natural disasters: a pre- and post-earthquake longitudinal study of the healthcare infrastructure in Leogane, Haiti”. With Kligerman, M & Barry, M et al. *The American journal of tropical medicine and hygiene*, 92 (2), 448-453.
- 2013 “Human papillomavirus prevalence in a population of women living in Port-au-Prince and Leogane, Haiti”. With Eder, PS & Bell, L et al. *PloS one*, 8 (10), e76110-.

A102

**Language Key:** 5=Native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Katya Wesolowski

Lecturing Fellow, Department of Cultural Anthropology;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Columbia University, 2007

**Appointed/Tenure status:** 2008, Tenure not applicable

**Languages:** Portuguese (3)

**Research/training specializations:** Brazil, African Diaspora, social inequality, expressive culture, dance ethnography, the body and embodiment, performance.

**Overseas experience:** Brazil

**Relevant courses taught:** *Capoeira*: Brazilian Dance/Martial Art (Sponsored by Global Brazil Humanities Lab)

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Number of Recent Publications:** 4

- 2017 Jogo de Corpo: Capoeira e Ancestralidade / Body Games: Capoeira and Ancestry, 2013. A film by Richard Pakleppa, Matthias Röhrig Assunção and Mestre Cobra Mansa. 87 min. Color. Distributed by Manganga Produções. *The Journal of Latin American and Caribbean Anthropology*.
- 2012 "Professionalizing Capoeira: The Politics of Play in Twenty-First Century Brazil." *Latin American Perspectives* 39:82-92.
- 2007 "Hard Play: Capoeira and the Politics of Inequality in Rio de Janeiro." (Dissertation, Department of Anthropology and Education, Columbia University).
- 2007 Review of *Curriculum and the Cultural Body*, by Stephanie Springgay and Debra Freedman, eds. *Teachers College Record*

A103

**Language Key:** 5=native or functionally native 4=Fluent 3=Professional Functionality 2=Functional 1=Survival

## Appendix B: Position Descriptions

### University of North Carolina at Chapel Hill

#### A. Language Across the Curriculum (LAC)

##### 1. Teaching Assistants for LAC Recitation Sections and new research-intensive LAC courses

Graduate students to be determined

Year 1 salary = \$5,000

Year 2 salary = \$5,000

Year 3 salary = \$5,000

Year 4 salary = \$5,000

Fringe benefits + Graduate Health Insurance @ 2 months

Year 1 @ 8.99% + \$649 = \$1,098

Year 2 @ 8.99% + \$649 = \$1,098

Year 3 @ 8.99% + \$649 = \$1,098

Year 4 @ 8.99% + \$649 = \$1,098

#### B. Outreach

##### 1. Educational Outreach Program Coordinator

Position shared with UNC School of Education

Responsible for developing and coordinating educational outreach services to pre-service and in-service K-12 teachers, 4-year and community colleges, and historically black colleges and universities. To coordinate with the UNC School of Education the development of new exchange program with the Universidad San Francisco de Quito for School of Education undergraduate and graduate students. Also designs and provides programs to general public, media and business community and state and local agencies.

New hire, to be determined

50% of salary/100% time

Year 1 salary = \$25,000

Year 2 salary = \$27,250

Year 3 salary = \$26,523

Year 4 salary = \$27,318

Fringe benefits + Health Insurance/FTE

Year 1 @ 23.897% + \$5,869\*50% = \$8,909

Year 2 @ 23.897% + \$5,869\*50% = \$9,088

Year 3 @ 23.897% + \$5,869\*50% = \$9,273

Year 4 @ 23.897% + \$5,869\*50% = \$9,463

2. Student assistance to Educational Outreach Program Coordinator

Responsibilities may include, but are not limited to, assisting Outreach Program Coordinator with maintaining mailing lists; creating publicity flyers and updating web sites to advertise teacher workshops, study tours, and other outreach activities; making room reservations and other arrangements for events, etc.

Graduate students to be determined

Year 1 salary = \$5,000

Year 2 salary = \$5,000

Year 3 salary = \$3,000

Year 4 salary = \$3,000

Fringe benefits + Graduate Health Insurance @ 2 months

Year 1 @ 8.99% + \$649 = \$1,098

Year 2 @ 8.99% + \$649 = \$1,098

Year 3 @ 8.99% + \$649 = \$919

Year 4 @ 8.99% + \$649 = \$919

## Duke University

### A. Culture and Language Across the Curriculum (CLAC)

Language teaching assistance for Spanish or Portuguese sections in courses in the Duke Culture and Language Across the Curriculum (CLAC) program, for example "Voices in the Environment" and "Voices in Global Health"

Graduate students to be determined

Year 1 salary = \$5,000

Year 2 salary = \$5,000

Year 3 salary = \$5,000

Year 4 salary = \$5,000

Fringe Benefits for graduate students

Year 1 @ 11.0% = \$550

Year 2 @ 14.5% = \$725

Year 3 @ 14.9% = \$745

Year 4 @ 14.9% = \$745

## Appendix C - Course List Index

<b>University of North Carolina at Chapel Hill</b>	<u>Page</u>
Latin American and Caribbean Languages and Literatures	C1
Business	C1
French	C1
Guarani	C1
Latin American Studies - Spanish	C1
Latin American Studies - Yucatec Maya	C1
Law	C1
Portuguese (Romance Studies)	C1
Public Health	C2
Spanish (Romance Studies)	C2-4
<i>Total Enrollment All UNC Language Courses</i>	C4
Non-Language Courses (Latin American and Caribbean Area Studies)	C5
African-American, Africa, and Diaspora Studies	C5
American Studies	C5
Anthropology	C5-7
Art History	C7
Business	C7
Business Administration	C7-8
City and Regional Planning	C8
Communications Studies	C8
Comparative Literatures	C8-9
Dramatic Art	C9
Economics	C9
Education	C9
English	C9
Environment and Ecology	C9
Epidemiology	C9
French - Taught in English Translation	C9
Geography	C10
Geology	C10
Global Studies	C10-11
Health Behavior and Health Education	C11
Health Policy and Administration/Management	C11
History	C11-12
Media and Journalism	C13
Law	C13
Latin American Studies	C13
Linguistics	C13
Marine Sciences	C13
Maternal and Child Health	C13-14
Music	C14
Nursing	C14
Peace War and Defense	C14
Political Sciences	C15
Portuguese - Course taught in English Translation	C15

## Appendix C - Course List Index

	Page
Public Health	C15
Public Policy Analysis	C15
Religious Studies	C15-16
Romance Studies - Courses taught in English	C16
Sociology	C16
Social Work	C16
Study Abroad (Latin America, does not include specialized or professional school programs listed in home departments)	C16
Women and Gender Studies	C16
<i>Total Enrollment All UNC Non-Language Courses</i>	C16
 <b>Duke University</b> 	
Latin American and Caribbean Languages and Literatures	C17
French	C17
Haitian Creole	C17
K'iche' Maya	C17
Portuguese	C17
Spanish	C18-19
<i>Total Enrollment All Duke Language Courses</i>	C19
Non-Language Courses (International and Area Studies)	C19
African and African-American Studies	C19
Art/Art History/Visual Studies	C19
Arts of the Moving Image	C19
Biology	C19-20
Cultural Anthropology	C20
Dance	C20
Documentary Studies	C20
Engineering	C21
Environment	C21
Fuqua School of Business Global Academic Travel Experience	C21
Global Health Study Program	C21
Global Health	C21-22
History	C22
Interdisciplinary Studies	C22
Latin American Studies	C22-23
Latino/a Studies in the Global South	C23
Law	C23
Literature	C23
Music	C23
Physical Education	C23
Political Science	C23
Public Policy Studies	C24
Romance Studies	C24-25
Sociology	C25
Writing	C25
<i>Total Enrollment All Duke Non-Language Courses</i>	C25

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<b>LATIN AMERICAN AND CARIBBEAN LANGUAGES AND LITERATURES</b>								
<i>Business</i>								
MBA 872	Beginner Working Spanish	Rodriguez	Fall	0.5		23		
MBA 873	Intermediate Working Spanish	Rodriguez	Fall	0.5		16		
<i>French</i>								
FREN 260	Literature of the French-Speaking World	Staff	Fall	3	12			
<i>25% focus on Francophone Caribbean literature</i>								
FREN 325	Crime and Literature in French and Francophone Contexts	Staff	Fall	3				X
<i>25% focus on Francophone Caribbean literature</i>								
<i>Guarani</i>								
SPAN 683	Guarani Linguistics	Estigarribia	Spring	3	10			
<i>Latin American Studies - Spanish</i>								
LTAM 390	Special Topics in Spanish	Staff	Spring	3	7			X
<i>Latin American Studies - Yucatec Maya</i>								
LTAM 411	Beginning Yucatec Maya	Mora Marin	Summer	6		4	X	X
LTAM 512	Intermediate Yucatec Maya	Briceño	Summer	6		2	X	X
LTAM 690	Advanced Yucatec Maya	Briceño	Summer	6			X	X
<i>Law</i>								
LAW 417	Spanish/American Lawyers	Staff	Spring	3		17	X	
<i>Portuguese (Romance Studies)</i>								
PORT 101	Elementary Portuguese 1	Anderson, Gomez, Fuentes Lima, Vernon	Fall, Spring, Summer	3	243	3	X	X
PORT 102	Elementary Portuguese 2	Anderson, Fuentes Lima, Vernon	Fall, Summer	3	178	1	X	X
PORT 203	Intermediate Portuguese 1	Gomez, Fuentes Lima, Taylor	Fall, Summer	3	158	1	X	X
PORT 204	Intermediate Portuguese 2	Taylor	Fall	3	16		X	X
PORT 310	Intensive Oral Communication	Fuentes Lima	Fall	3			X	
PORT 316	Brazilian Performance Capoeira	Castelloes	Fall, Spring, Summer	3	71		X	X
PORT 323	Cultures Brazil/Portugal/Africa	Fuentes Lima	Spring	3	4	4		
PORT 382	Women Writers: Brazil and Beyond	Staff	Fall	3				X
PORT 387	Brazilian Religious Movements through Film and Literature	Sa Carvalho	Fall	3			X	
PORT 388	Portuguese, Brazilian, and African Identity in Film	Taylor	Spring	3	20		X	X
PORT 396	Research Advanced Students	Castelloes	Fall	3	2			
PORT 398	Undergraduate Seminar		Spring	3				X
PORT 401	Accelerated Brazilian Portuguese 1	Vernon, Castelloes	Fall, Spring	3	62	5	X	X
PORT 402	Accelerated Brazilian Portuguese 2	Castelloes, Vernon	Fall, Spring	3	26	7	X	X
PORT 408	Language Across the Curriculum Recitation Sections	Castaloes, Anderson	Fall, Spring	1			X	X
<i>LAC course offered in Portuguese. Taught by language faculty</i>								
PORT 691H	Honors Thesis I	Staff	Fall, Spring	3			X	X
PORT 692H	Honors Thesis II	Staff	Fall, Spring	3			X	X
PORT 840	Special Readings	Vernon, Anderson	Fall	1		3	X	X

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

<b>Course Number</b>	<b>Course Title</b>	<b>Instructor Name</b>	<b>Term Offered</b>	<b>Contact hours</b>	<b>16/17 UG</b>	<b>16/17 GRAD</b>	<b>17/18 Offered</b>	<b>18/19 To be offered</b>
<b>Public Health</b>								
<b>PUBH 610</b>	Introductory Spanish for Health Professionals	Carrasco	Fall, Spring	3	20	43	X	X
<b>PUBH 613</b>	Intermediate Spanish for Healthcare Professions	Carrasco	Fall, Spring	3	15	17	X	X
<b>PUBH 615</b>	Advanced Spanish Health	Carrasco	Fall, Spring	3	7	27	X	X
<b>Spanish (Romance Studies)</b>								
<b>SPAN 100</b>	Elementary Spanish Review	Staff	Fall, Spring	3	125		X	X
<b>SPAN 101</b>	Elementary Spanish 1	Carrasco, Cowell, Gomez, Kohl Lindquist, Maisch, Martin, Munoz-Hermoso, Staff	Fall, Spring, Summer	3	239	11	X	X
<b>SPAN 102</b>	Elementary Spanish 2	Cowell, De Fays, Kim, Lee, Lindquist, Maisch, Ruiz-Garcia, Staff	Fall, Spring, Summer	3	341	8	X	X
<b>SPAN 105</b>	Spanish for High Beginners	Cowell, Duenas, Kohl, Lee, Lindquist, Maisch, Staff	Fall, Spring, Summer	4	785	3	X	X
<b>SPAN 203</b>	Intermediate Spanish 1	Aviles, Carrasco, Gravatt, Kim, Kohl, Lee, Mack, Munoz Hermoso, Rivero, Munoz Hermoso, Staff	Fall, Spring, Summer I, Summer II	3	1754	1	X	X
<b>SPAN 204</b>	Intermediate Spanish 2	Bruno, De Fays, Kim, Lee, Maisch, Munoz-Hermoso, Sueldo, Staff	Fall, Spring, Summer II	3	533	4	X	X
<b>SPAN 255</b>	Conversation I	Duenas, Maisch, Munoz-Hermoso, Lee, Staff	Fall, Spring	3	234	1	X	X
<b>SPAN 255H</b>	Conversation I Honors	Maisch	Spring	3	19		X	X
<b>SPAN 260</b>	Introduction to Spanish/Spanish American Literature	Binotti, Brown, Carrasco, Hsu, Linqvist, Sueldo, Staff	Fall, Spring, Summer II	3	230		X	X
<b>SPAN 260H</b>	Introduction to Spanish/Spanish American Literature Honors	Amat	Fall	3	15		X	X
<b>SPAN 265</b>	Spanish Language and Culture for Professions	Bruno, Gravatt, Staff	Fall, Spring, Summer	3	217		X	X
<b>SPAN 266</b>	Spanish Conversation Heritage Learners	Mack	Fall	3	29		X	X
<b>SPAN 292</b>	Approaches to Spanish Language Teaching	Staff	Fall	?			X	X
<b>SPAN 293</b>	Spanish Service Learning	Binotti, Bruno, Kim, Mack, Martin, Staff	Fall, Spring	1	223		X	X
<b>SPAN 300</b>	Spanish Composition/Grammar	Aviles, Lee, Mack, Ruiz-Garcia, Staff	Fall, Spring	3	223	2	X	X
<b>SPAN 300H</b>	Spanish Composition/Grammar Honors	Staff	Fall	3				X

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<i>Spanish (Romance Studies) - continued</i>								
SPAN 308	Language Across the Curriculum Recitation Sections	LAC Tas	Fall, Spring	1	18		X	X
<i>Language Across the Curriculum recitation sections for ENST 201 and GLOBL 210 carry one credit beyond the normal course load.</i>								
SPAN 310	Conversation 2	Staff	Fall, Spring, Summer	3				X
SPAN 320	Spanish for Business	Bruno	Fall, Spring, Summer II	3	69		X	X
SPAN 321	Spanish for Medical Professions	De Fays, Martin, Staff	Fall, Spring, Summer II	3	107		X	X
SPAN 322	Spanish for Journalism and Mass Communication	Staff	Fall	3			X	X
SPAN 323	Spanish for Legal Professions	Kim	Spring	3			X	
SPAN 326	Spanish Grammar and Composition for Heritage Learners	Mack	Spring	3	15		X	X
SPAN 329	Spanish Profession Community Engagement	Bruno, Gravatt, Kim, Martin	Fall, Spring, Summer II	3	174		X	X
SPAN 330	Cultural History of the Hispanic World	De Fays, Staff	Fall, Spring, Summer	3			X	
SPAN 331	Cultural History of the Hispanic World II	De Fays	Fall, Spring	3				X
SPAN 344	Latin American Cultural Topics	Estrada, Brown, Rivera, Sueldo	Fall, Spring, Summer II	3	95			
SPAN 361	Hispanic Film	Del Valle Escalante, Sa Carvalho	Fall, Summer	3	28			
SPAN 369	Introduction to Translation	Aaron	Fall, Spring	3	39			
SPAN 371	Survey of Spanish American Literature	Binotti, Dominguez, Hsu	Fall	3	62		X	X
SPAN 373	Studies in Latin American Literature	Del Valle Escalante, Estrada, Gonzalez-Espitia	Fall, Spring, Summer	3	92		X	X
SPAN 374	Mesoamerica through its Native Literatures	Del Valle Escalante	Spring	3				
SPAN 376	Phonetics and Phonology	Estigarribia, Ruiz-Garcia, Sanchez Torrez	Fall, Spring	3	79		X	
SPAN 377	Grammatic Structure of Spanish Language	Estigarribia, Graham	Spring	3	121			
SPAN 378	Afro-Hispanic Language Contacts	Binotti	Fall	3			X	X
SPAN 381	Studies in Spanish and Spanish American Poetry	Gonzalez-Espitia	Fall		15			X
SPAN 385	Contemporary Spanish American Fiction	Del Valle Escalante, Rivero	Fall, Spring	3	22		X	X
SPAN 386	Contemporary Central American Literatures and Cultures	Del Valle Escalante	Fall	3				X
SPAN 388	Narratives of the Mexican Revolution	Estrada	Spring	3				X
SPAN 389	Outside Cuba: Diasporic Literature and Culture	Perelmuter	Fall	3			X	
SPAN 397	Undergraduate Seminar	Graham	Fall	3	44		X	X
SPAN 398	Seminar in Literature and Culture	Perelmuter	Fall	3	14		X	X
SPAN 401	Beginning Accelerated Spanish	Amat	Fall	3	12	4	X	X



**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<b>NON-LANGUAGE COURSES (LATIN AMERICAN AND CARIBBEAN AREA STUDIES)</b>								
<i>African-American, Africa, and Diaspora Studies</i>								
AAAD 130	Introduction to African American and Diaspora Studies	Caldwell, Williams, Staff	Fall, Spring	3	410			
<i>25% Latin American content</i>								
AAAD 260	Blacks in Latin America	Caldwell	Fall	3			X	X
AAAD 290	Special Topics: Afro Cuban Performance	Berry	Fall	3			X	X
<i>New faculty member courses will be added permanently to the curriculum starting in 2018-19</i>								
AAAD 290	Special Topics: Race, Gender and Activism in Cuba	Berry	Spring	3			X	X
<i>New faculty member courses will be added permanently to the curriculum starting in 2018-19</i>								
AAAD 278	Black Caribbeans in the United States	Staff	Fall	3				X
AAAD284	Contemporary Perspectives on the African Diaspora in the Americas	Jordan	Fall	3	28			
AAAD286	The African Diaspora in the Colonial Americas	Anderson	Spring	3	39			
AAAD290	Topics in African, African American, and Diaspora Studies	Staff	Fall	3				X
<i>25% Latin American content</i>								
AAAD340	Diaspora Art and Cultural Politics	Jordan	Spring	3	15			
<i>25% Latin American content</i>								
AAAD387	HIV/AIDS in Africa and the Diaspora	Staff	Spring	3	26			X
<i>25% Latin America content. Course explores the differing trajectories of the epidemic on the continent, in the West, and in the Caribbean and Latin America.</i>								
AAAD404	Music of African Diasporas	Staff	Fall	3			X	
AAAD460	Race, Culture, and Politics in Brazil	Caldwell	Spring	3	19			
AAAD485	Black Atlantic Crosscurrents	Staff	Fall	3				X
AAAD487	Intellectual Currents in African and African Diaspora Studies	Staff	Spring	3	13	1		
<i>25% Latin American content</i>								
AAAD489	African Diapora Theory and History	Caldwell	Fall	3	10		X	
<i>50% Latin American content. Course material focus on the development of communities in Western Europe, the Caribbean, Central America, and South America.</i>								
<b>American Studies</b>								
AMST 246	Introduction to Indigenous Storytelling	Staff	Fall	3				X
<i>25% content on indigenous literatures of Latin America</i>								
<b>Anthropology</b>								
ANTH 67	Blackness and Racialization	Staff	Spring	3				X
<i>50% Latin American content. This seminar is an introduction to the history, social construction, cultural production, and lived experience of race in the US and Jamaica.</i>								
ANTH 103	Anthropology of Globalization	Escobar	Fall	3			X	
ANTH 121	Ancient Cities: Americas	McAnany	Spring	3	44			
ANTH 130	Anthropology of the Caribbean	Price	Spring	3				X
ANTH 142	Local Cultures, Global Forces	Staff	Fall, Spring	3	196		X	X
<i>25% content focus on Latin America and Caribbean</i>								

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<i>Anthropology (continued)</i>								
ANTH 194	Anthropology and Community Development	Staff	Fall	3				X
Examines ethnographic, theoretical, practical and policy approaches to community development in America and English-speaking Caribbean. Latin American content: 50%								
ANTH 231	Archaeology of South America	Billman	Spring	3				X
ANTH 232	Ancestral Mayan Civilizations	McAnany	Fall	3	29			X
ANTH 240	Action Research	Price	Spring	3			X	
<i>25% content for case studies and individual student projects focusing on Latin America and Caribbean</i>								
ANTH 284	Culture and Consumption	Colloredo-Mansfeld	Fall	3	108		X	X
<i>25-33% content focus on Latin America &amp; Caribbean, varies with instructor</i>								
ANTH 303/ LING 303	Native Languages of the Americas	Staff		3				X
ANTH 319	Global Health	Thompson	Spring, Summer	3	301	1		
<i>25% Latin American content</i>								
ANTH 320	Anthropology of Development	Colloredo-Mansfeld, Escobar	Spring	3	55		X	X
<i>30% Latin American content</i>								
ANTH 360	Latin American Economy and Society	Colloredo-Mansfeld	Fall	3				X
ANTH 445	Migration and Health	Staff	Spring	3			X	X
<i>33% Latin American content</i>								
ANTH447	Anthropology of Work	Smith Nonini	Spring	3	11			
<i>25% content focus on Latin America and Caribbean</i>								
ANTH 453	Field School in South American Archaeology	Billman	Summer	6	10		X	X
ANTH 490	The Rise and Fall of the Inca Empire	Billman	Spring	3			X	
ANTH 502	Globalization and Transnationalism	Staff	Fall	3			X	
<i>25% content focus on Latin America and Caribbean</i>								
ANTH 503	Gender, Culture, and Development	Staff						X
<i>30% Latin American content.</i>								
ANTH 770	Seminar on Anthropological Perspectives on Latin America							X
ANTH 773	Advanced Seminar in Caribbean Studies							X
ANTH 898.1	Decolonizing Methodologies	Babb	Spring	3			X	
<i>33% Latin American content.</i>								
ANTH 898.2	Issues in Contemporary Culture and Social Theory	Escobar	Spring	3			X	
<i>30% Latin American content.</i>								
ANTH 898.3	Engaging Ethnography	Steusse	Spring	3			X	
<i>25% Latin American content</i>								

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<b>Anthropology (continued)</b>								
ANTH 901	Reading and Research	Babb, Price, Hutchinson, McAnany, Agbe-Davies, Steusse, Colloredo-Mansfeld, Thompson	Fall, Spring	1		21		
<i>Reporting Latin American and Caribbean enrollment only</i>								
ANTH 993	Master's Research and Thesis	Agbe-Davies, Price, Colloredo-Mansfeld	Fall, Spring	3		4		
<i>Reporting Latin American and Caribbean enrollment only</i>								
ANTH 994	Doctoral Research and Dissertation	Colloredo Mansfeld, Escobar, Hutchinson, McAnany, Price, Slocum	Fall, Spring	3		17		
<i>Reporting Latin American and Caribbean enrollment only</i>								
<b>Art History</b>								
ARTH 113	Art and Sports in the Americas	Williams	Fall	3			X	X
ARTH 157	Introduction to Latin American Visual Culture	Williams	Spring	3	64		X	X
ARTH 160	Art of Mesoamerica	Douglas	Spring	3	24		X	X
ARTH 267	Latin American Modernisms	Douglas	Fall	3	9			X
ARTH 277	Art and Architecture of Viceregal Latin America	Douglas	Spring	3			X	
ARTH 352	Religious Architecture and Visual Culture in Latin America	Douglas		3			X	
ARTH 396	Directed Readings	Douglas, Williams	Spring	3	3		X	X
<i>Reporting Latin American and Caribbean enrollment only</i>								
ARTH 445	The Mexican Mural Renaissance, 1921-1945	Douglas	Spring	3	7	2		X
ARTH 452	Brazilian Modernisms	Douglas		3				X
ARTH 469	Art of the Aztec Empire	Douglas	Spring	3			X	
ARTH 554	Imagining Otherness in Visual Culture in the Americas	Williams		3				X
<i>33% of course content focus on Latin America</i>								
ARTH 750	Advanced Readings in Art History	Douglas, Williams	Spring	3		1	X	X
<i>Reporting Latin American and Caribbean enrollment only</i>								
ARTH 994	Doctoral Dissertation	Douglas, Williams	Fall Spring	3		3	X	X
<i>Reporting Latin American and Caribbean enrollment only</i>								
<b>Business</b>								
BUSI 204	Business in Latin America	Rodriguez	Fall, Spring	3				X
BUSI 610	Global Business	Staff	Fall	3	27	1	X	X
<i>25% course content including NAFTA, CAFTA, Andean Pact, Mercosur, CARICOM, UNASUR, APEC, TPP, Mexico's CEMEX case study</i>								
<b>Business Administration</b>								
MBA 870	Global Immersion: Argentina and Brazil	Staff	Summer	0.5		35		
MBA 870	Global Immersion: Peru and Chile	Staff	Summer	0.5			X	

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<b>Business Administration (continued)</b>								
MBA 870	Global Immersion: Cuba	Staff	Summer	0.5				X
MBA 886B	MBA Exchange: Doing Business in Latin America	Staff	Fall, Spring, Summer	3		47	X	X
MBA 889	Star: Global Business Project	Staff	Fall, Spring	1		22	X	X
<i>25% case studies from Latin America and Caribbean</i>								
MBA 899.1	Topics in Business	Staff	Spring	3		7	X	X
<i>25% case studies from Latin America and Caribbean</i>								
<b>City and Regional Planning</b>								
PLAN 55	Sustainable Cities	Staff	Fall					X
<i>25% Latin American course content.</i>								
PLAN 428/ GEOG 428	Global Cities	Martin/Quercia	Spring					X
<i>25% Latin American course content.</i>								
PLAN 685/ ENVR 685	Water Policy in Lesser Developed Countries	Whittington	Spring	3	1	4	X	X
<i>25% of case studies focus on Bolivia, Guatemala, Haiti, Mexico, Nicaragua</i>								
PLAN 994	Doctoral Dissertation	Quercia, Whittington, Lowe	Fall/Spring	3		2	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Communications Studies</b>								
COMM 89	First Year Seminar: Mediating the US-Mexico Border	Medel	Fall	3			X	X
COMM 350	Practices of Cultural Studies	Staff	Fall/Spring	3	45		X	X
<i>25% Latin American course content.</i>								
COMM 625	Communication and Nonprofits in the Global Context	Staff	Fall	3	22			
<i>25% Latin American course content.</i>								
COMM 650	Cultural Politics of Global Media Culture	Staff	Spring	3			X	
<i>25% Latin American course content.</i>								
COMM 662	Black/African Diaspora Performance	Alexander Craft	Spring	3				X
COMM 769	Topics in Performance Studies	Medel	Spring	3			X	
<i>30% Latin American content particularly examples from Brazil, several Caribbean countries and Panama</i>								
COMM 994	Doctoral Dissertation	Alexander Craft	Fall, Spring, Summer	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Comparative Literatures</b>								
CMPL 143	Global Cinema	Staff	Spring	3			X	
<i>25% Latin American course content.</i>								
CMPL 132	Great Books II: Performance and Cultural Identity in the African Diaspora	Staff	Fall, Spring	3				X
CMPL 133	Great Books III: Imaging the Americas from the late 18th Century to Present	DeGuzman	Fall	3		45		
CMPL 460	Transnational Romanticism: Romantic Movements in Europe and the Americas	DeGuzman	Spring	3				X
CMPL 685	Literature of the Americas	DeGuzman	Spring	3		20		
CMPL 691H	Senior Honors Thesis	Gonzalez-Espitia	Fall, Spring	3	1		X	
<i>Reporting enrollment for projects focused on Latin America</i>								

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<b>Comparative Literatures (continued)</b>								
CMPL 993	Master's Research and Thesis	Gonzalez-Espitia	Spring	3		2	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
CMPL 994	Doctoral Research and Dissertation	Gonzalez-Espitia, Deguzman, Halperin,	Fall	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Dramatic Art</b>								
DRAM 288	Theatre for Social Change	Staff	Fall, Spring	3	32		X	X
DRAM 486	Latin American Theatre	Versenyi	Spring	3	13			
DRAM 488	United States Latino/a Theatre	Halperin	Fall	3				X
<i>Includes focus on Latin American culture and identity</i>								
<b>Economics</b>								
ECON 460/ PWAD 460	International Economics	Staff	Fall, Spring, Summer	3	221		X	X
<i>25% content focus on Latin America</i>								
ECON 465	Economic Development	Staff	Fall	3				X
<i>25% content focus on Latin America</i>								
ECON 560	Advanced International Economics	Staff	Fall/Spring	3	55			
<i>25% content focus Latin America, particularly Mexico</i>								
<b>Education</b>								
EDUC 403	Working with Socioculturally Diverse Families: Children's Literature	Staff	Spring	3	29			
<i>Reporting enrollment for projects focused on Latin America and Caribbean only</i>								
EDUC 508	Cultural Competence	Staff	Fall	3	28			
<i>25% content focus on Latin America</i>								
EDUC 510	Mexican American and Chicana/o Experience in Education	Carrillo	Spring				X	
<i>Includes focus on Latin American history, culture, and identity</i>								
<b>English</b>								
ENGL 129	Literature/Cultural Diversity	De Guzman, Halperin, Staff	Fall, Spring	3	354			
<i>Includes focus on Latin American literature</i>								
ENGL 861	Sem Literature and Culture Theory	Halperin	Fall	3			X	
<i>Third World Feminist Theory includes focus on Latin American and Caribbean literature</i>								
<b>Environment and Ecology</b>								
ENEC 201	Introduction to Environment and Society	Staff	Fall, Spring	3	60		X	X
<i>25% Latin America and Caribbean case studies from Bolivia, El Salvador, Haiti, Peru. Offered in conjunction with a one-credit Language Across the Curriculum recitation section.</i>								
ENEC 242	Ecology and Culture Seminar for Ecuador Field Site	Walsh	Spring	3	10		X	X
<i>25% Latin American Content</i>								
<b>Epidemiology</b>								
EPID 757	HIV in Developing Countries	Weir	Spring	3		10	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>French - Taught in English Translation</b>								
FREN 280	French "Discoveries" of the Americas in Translation	Staff	Spring	3			X	
<i>25% focus on Francophone Caribbean literature</i>								

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<b>Geography</b>								
<b>GEOG 56</b>	Local Places in a Globalizing World	Cravey	Spring	3	24			
<i>25% focused on Latin America and Caribbean</i>								
<b>GEOG 120/ PWAD 120</b>	World Regional Geography	Arce Nazario	Fall, Spring, Summer	3	328	1	X	X
<i>25% content focus on Latin America and Caribbean</i>								
<b>GEOG 121</b>	Geographies of Globalization	Florin	Fall, Spring	3	223		X	X
<i>25% course content focus on Latin America and Caribbean</i>								
<b>GEOG 130</b>	Development and Inequality	Olson	Fall	3	174		X	X
<i>25% course content focus on Latin America and Caribbean</i>								
<b>GEOG 225</b>	Space, Place and Difference	Cravey	Fall	3	43			X
<i>25% content focus on Latin America and Caribbean</i>								
<b>GEOG 259</b>	Geography of Latin America	Cravey, Riveros-Iregui, Valdivia	Fall, Spring, Summer	3	101	1	X	X
<b>GEOG 269</b>	Human-Environment Interactions in the Galapagos Islands	Walsh	Fall	3	45			
<b>GEOG 424</b>	Geographies of Religion	Olson	Spring	3	23	1		
<i>30% content focus on Latin America and Caribbean</i>								
<b>GEOG 430</b>	Global Migrations	Martin	Spring	3	24		X	
<i>30% content focus on Latin America and Caribbean</i>								
<b>GEOG 450</b>	Population, Development and the Environment	Gray		3	25		X	
<i>25% content focus on Latin America and Caribbean</i>								
<b>GEOG 452</b>	Migration Geographies	Cravey	Spring	3	42	1	X	X
<i>40% focused on Latin America and Caribbean</i>								
<b>GEOG 457</b>	Rural Latin America: Agriculture, Environment, and Natural Resources	Valdivia	Fall	3	19	1	X	X
<b>GEOG 458</b>	Urban Latin America: Politics, Economy, and Society	Cravey	Fall	3	11	1	X	X
<b>GEOG 481</b>	Ethnographies of Globalization	Cravey	Spring	3				X
<i>25% content focus on Latin America, especially Brazil</i>								
<b>GEOG 805</b>	Research Seminar in International Area Studies, Development, and Globalization	Staff	Fall, Spring	3	2	13	X	X
<b>GEOG 813</b>	Human Environment Seminar	Walsh	Fall	3		5	X	X
<i>33% focused on Latin America and Caribbean</i>								
<b>GEOG 993</b>	Master's Thesis	Cravey, Valdivia	Fall, Spring	3		6	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>GEOG 994</b>	Doctoral Dissertation	Cravey, Valdivia, Gray, Olson, Riveros-Iregui	Fall, Spring	3		13	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Geology</b>								
<b>GEOL 434</b>	Marine Carbonate Environments	Staff	Spring	2		15	X	X
<i>25% focused on Latin America and Caribbean, including a field trip to the region</i>								
<b>GEOL 522</b>	Physical Volcanology	Staff	Fall	3		20		
<i>20% content focused on case studies from Latin America</i>								
<b>Global Studies</b>								
<b>GLBL 210/ GEOG 210/ HIST 210/ POLI 210</b>	Global Issues	Martin	Fall/Spring	3	456	2	X	X

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<i>25% focused on Latin America. Regularly taught with Language Across the Curriculum discussion section. Supported by NRC funds.</i>								
<b>Global Studies (continued)</b>								
<b>GLBL 382</b>	Latin American Migrant Perspectives	Gill	Spring	3	8	1	X	X
<i>Course includes 10 day study trip to Guanajuato, Mexico. Supported by NRC funds</i>								
<b>GLBL 390</b>	Current Topics in Global Studies: Social Movements	Steusse	Summer	3	39			X
<b>GLBL 492</b>	Global Food Films	Staff	Spring	3	16			
<b>GLBL691H</b>	Honors in Global Studies	Staff	Fall, Spring	3	12		X	X
<b>GLBL 700</b>	Qualitative Methods	Gill	Fall	3		10	X	X
<b>GLBL 703</b>	Global Migration and Labor Rights	Gill, Steusse	Spring	3		7	X	X
<b>GLBL 893</b>	Global Internship	Staff	Summer	1		1	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Health Behavior and Health Education</b>								
<b>HBEH 700</b>	Introduction to Public Health	Staff	Fall	3		49	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>HBEH 706</b>	Effective Training Global	Staff	Spring	3			X	
<i>25% course content focused on Latin America and Caribbean</i>								
<b>HBEH 754</b>	Advanced Qualitative Research Methods in Health Behavior and Health Research	Barrington	Fall	3		11	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>HBEH 756</b>	Social and Peer Support in Health: An Ecological and Global Perspective	Staff	Spring	3		4	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>HBEH 815</b>	Foundations of Health Behavior I	Popkin	Fall	3		10	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>HBEH 816</b>	Foundations of Health Behavior II	Popkin	Fall	3		10	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Health Policy and Administration/Management</b>								
<b>HPM 660</b>	International and Comparative Health Systems	Staff	Fall	3	6	22	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>HPM 664/MHCH 664</b>	Globalization and Health	Staff	Spring	3	3	17	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>HPM 722</b>	Global Perspectives on Ethical Issues in HPM	Staff	Fall	3				X
<i>Only for projects focused on Latin America</i>								
<b>History</b>								
<b>HIST 051</b>	First Year Seminar: Latin American Revolutions	La Serna		3				X
<b>HIST 142</b>	Latin America Under Colonial Rule	Burns	Spring, Fall	3	50		X	X
<b>HIST 143</b>	Latin America since Independence	Chasteen	Spring, Summer	3	83	2	X	X
<i>Regularly offered with Language Across the Curriculum section. Supported with NRC funds</i>								
<b>HIST 175H</b>	Honors Seminar in Latin American History	Burns	Fall	3				X
<b>HIST 176H</b>	Honors Beyond North America World: The Incas and After	Burns	Spring	3				X

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<i>History (continued)</i>								
HIST 190	Introducing Big History: An Overview of the Human Past as a Whole	Chasteen	Spring	3			X	
<i>25% Latin American content</i>								
HIST 203	Empires and Cultures in the Modern Worlds	Chasteen	Summer	3				X
<i>25% Latin America content. The relationship between Asia, Africa, the Middle East, Latin America, and the making of the modern world in the 20th century</i>								
HIST 240	Introduction to Mexico: A Nation in Four Revolutions	Radding	Fall	3	46			X
HIST 241	History of Latinos in US	Staff	Spring	3	36			X
<i>25% content focused on communities of origin and culture in Latin America and Caribbean</i>								
HIST 242	U.S./Latin American Relations	La Serna	Fall	3				X
HIST 278	Trans-Atlantic Slave Trade	Lindsay	Spring	3	158		X	X
<i>25% course content focus on the Caribbean</i>								
HIST 345	Comparative Strategies of Empire	Burns	Spring	3				X
<i>25% content focus on Latin America and Caribbean</i>								
HIST 393	Independence and Revolutions in Latin American History	Chasteen	Spring	3				X
HIST 398	Undergraduate Seminar in History: Che Guevara	La Serna	Fall	3				X
HIST 526	Latin American Indigenous Peoples	La Serna	Fall	3				X
HIST 528	Guerrillas and Revolutions in 20th Century Latin America	La Serna	Spring				X	
HIST 536	History of the Andes	Burns	Spring	3				X
HIST 529	Mexico 1750-1870	Radding	Spring	3				X
HIST 530	History of Mexico	Radding		3				X
HIST 532	History of Cuba	Pérez	Fall	3	24	5		X
HIST 533	History of Brazil	Chasteen	Spring	3				X
HIST 534	The African Diaspora	Staff	Spring	3	7	1		
<i>35% course content focused on Latin America and Caribbean particularly Brazil, Cuba, Dominican Republic, Haiti, Jamaica</i>								
HIST 574	Spanish Borderlands	Radding	Fall	3				X
<i>Course focuss on colonial Mexico under Spanish rule</i>								
HIST 713	Latin America before 1810	Burns	Spring	3		7		
HIST 714	Latin America since 1810	Pérez		3				
HIST 721	European Expansion and Global Impact	Burns	Fall	3		12	X	
<i>25% content focus on Spanish colonies in the Americas</i>								
HIST 820	Problems in Latin American History	Radding	Spring	3		6		
HIST 899	Independent Study/Graduate study	La Serna	Spring	3		6		
<i>Reporting enrollment for projects focused on Latin America and Caribbean</i>								
HIST 993	Master's Thesis	Perez	Fall	3			X	X
<i>Reporting enrollment for projects focused on Latin America and Caribbean</i>								
HIST 994	Doctoral Dissertation	Chasteen, Pérez, Radding	Fall, Spring, Summer II	3		11		
<i>Only reporting enrollment for projects focused on Latin America</i>								

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<b>Media and Journalism</b>								
MEJO 443	Latino Media Studies	Staff	Spring	3	18			
<i>50% content focus on Latin American media outlets</i>								
MEJO 446	Global Communication and Comparative Journalism	Staff	Fall	3	23		X	X
<i>35% course content focused on Latin America particularly Mexico</i>								
MEJO 447	International Media Studies	Staff	Spring	3	12		X	X
<i>Course meets with Tecnológica de Monterey students via video link and includes a 10 day study trip to Mexico</i>								
MEJO 584	Documentary Multimedia Storytelling: Havana	Staff	Spring	6	18	3	X	X
<b>Law</b>								
LAW 398	Immigration/Human Rights Policy Clinic	Weissman	Spring	3		8	X	X
<i>33% course content focused on Latin America (political and social conditions that lead to petitions of asylum, refugee status)</i>								
<b>Latin American Studies</b>								
LTAM 89	Cuban Revolution	Perez	Spring	3	6			
LTAM 101	Intoduction to Latin American Studies	Babb	Spring, Summer	3	31		X	X
LTAM 291/ HIST 290	Latino History	Staff	Spring	3				X
<i>33% course content focus on Latin America and Caribbean history, culture and communities of origin</i>								
LTAM 390	Special Topics in Spanish: Salud	Staff	Spring	3	12		X	X
LTAM 396	Independent Study	Gill	Fall, Spring	1	3		X	X
LTAM 691H	Honors I	Staff	Fall, Spring	3			X	X
LTAM 692H	Honors II	Staff	Fall, Spring	3			X	X
LTAM 697	Latin American Capstone Seminar	Radding	Fall	3	11		X	X
LTAM 767/ EDUC 769	Schooling of Latinos	Staff	Fall	3			X	X
<i>25% course content focus on Latin history, culture, and communities of origin</i>								
LTAM 768/ EDUC768	Education in Latin America	Staff	Spring	3			X	X
<b>Linguistics</b>								
LING 202	Linguistic Variation and Language Change	Mora-Marin	Fall	3	8	5		X
<i>25% course content focused on languaegs of Mesoamerica</i>								
LING 302/ ANTH 302/ WGST 302	Language and Power	Mora-Marin	Summer	3	6		X	
<i>33% course content focussed on Latin America</i>								
LING 415	Mesoamerican Languages and Linguistics	Mora-Marin	Spring	3	11	10		
LING 541	Sociolinguistics	Mora-Marin	Fall	3				X
LING 558	Mesoamerican Writing Systems	Mora-Marin	Fall	3	15	1		
LING 561	Native Languages in the Americas	Mora-Marin	Spring	3			X	
<b>Marine Sciences</b>								
MASC 55	Change in Coastal Ocean	Martens	Fall	3	24			
<i>25% content focused on Latin America, particularly the Caribbean</i>								
<b>Maternal and Child Health</b>								
MHCH 680	Global Sexual and Reproductive Health	Staff	Spring	3	34	15	X	X
<i>25% content focused on Latin America</i>								
MHCH 700	Planning and Evaluation	Staff	Fall	3		12	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<b>Maternal and Child Health (continued)</b>								
MHCH 713	Research Methods in Public Health	Staff	Fall	3		24	X	X
<i>Reporting enrollment for project focused on Latin America</i>								
MHCH 716	International Family Planning and Reproductive Health	Staff	Spring	3		23	X	X
MHCH 722	Global Maternal and Child Health	Staff	Fall	3	1	19	X	X
<i>25% course content focused on Latin America.</i>								
MHCH 723	Introduction to Monitoring and Evaluation in Public Health	Angeles	Spring	3		1	X	X
<i>Reporting enrollment for project focused on Latin America</i>								
MHCH 730	Reproductive Health Policy	Staff	Spring	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
MHCH 992	Master's (Non Thesis)	Angeles	Spring, Summer	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
MHCH 994	Doctoral Dissertation	Staff	Fall, Spring	3		1	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Music</b>								
MUSC 146	Introduction to World Music	Staff	Spring	3	190		X	X
<i>25% course content focused on Latin America.</i>								
MUSC 147	Introduction to Latin American Music	Alamo	Spring	3	42		X	X
MUSC 212	Ensembles: Charanga	Alamo, Garcia	Fall, Spring	1	33		X	X
<i>100% Latin American music content (Charanga, Mambo, Salsa, Merengue, Bachata)</i>								
MUSC 214	Ensembles: Percussion	Alamo	Fall, Spring	1	8		X	X
<i>50% Latin American music content</i>								
MUSC 691H	Honors Thesis Music I	Alamo	Spring	3	1		X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								
MUSC 692H	Honors Thesis Music II	Garcia	Fall	3	1		X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								
MUSC 992	Master's Paper	Garcia	Spring	3		1	X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								
MUSC 994	Doctoral Research and Dissertation	Garcia	Fall, Spring	3		6	X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								
<b>Nursing</b>								
NURS 609.1	Health Care Global Miami	Staff	Spring	1	14	5	X	X
<i>Course includes a trip to Miami to work with recent immigrants from Latin America and Caribbean</i>								
NURS 609.2	Health Care Global: Guatemala	Staff	Spring	1				X
NURS 609.3	Health Care Global: NC	Staff	Spring	1	2		X	
<i>Course includes a trip to Tryon, NC to work with recent immigrant populations from Mexico and Central America</i>								
<b>Peace War and Defense</b>								
PWAD 150/ POLI 150	International Relations, World Politics	Staff	Spring, Summer	3	666	1	X	X
<i>25% content focus on Latin America</i>								
PWAD 207	The Global Cold War	Staff	Fall	3	8			X
<i>25% content focus on Latin America</i>								
PWAD 330	Negotiation and Mediation	Staff	Fall	3	9		X	X
<i>25% Latin America content, particularly Central America</i>								
PWAD 443/ POLI 443	American Foreign Policy	Staff	Fall	3	20			
<i>25% content focus on Latin America</i>								

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<b>Political Science</b>								
<b>POLI 238</b>	Contemporary Latin American Politics	Huber, Martinez-Gallardo	Spring	3	195		X	X
<i>Regularly taught with Language Across the Curriculum discussion section. Supported with NRC funds</i>								
<b>POLI 252</b>	International Org Global Issues	Staff	Spring	3	26		X	X
<i>25% content focus on Latin America</i>								
<b>POLI 253</b>	Problems in World Order	Staff	Spring	3	21		X	X
<i>25% content focus on Latin America</i>								
<b>POLI 254</b>	International Environmental Politics	Staff	Fall	3	27		X	X
<i>25% content focus on Latin America</i>								
<b>POLI 434</b>	Politics of Mexico, Central America, and Caribbean	Martinez-Gallardo	Spring	3			X	
<b>POLI 435</b>	Democracy & Development in Latin America	Martinez-Gallardo, Hartlyn	Spring	3				X
<b>POLI 691H</b>	Honors Thesis I	Huber	Spring	3	2		X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								
<b>POLI 740</b>	Latin American Politics	Martinez-Gallardo	Spring	3		6	X	X
<b>POLI 993</b>	Masters Thesis	Stephens, Huber, Martinez-Gallardo	Fall, Spring	3		5	X	X
<i>Only reporting enrollment for projects focused on Latin America</i>								
<b>POLI 994</b>	Doctoral Dissertation	Martinez-Gallado, Huber, Stephens	Fall, Spring, Summer I	3		8	X	X
<i>Only reporting enrollment for projects focused on Latin America</i>								
<b>Portuguese - Course taught in English Translation</b>								
<b>PORT 370</b>	Modern Brazilian Literature in Translation	Vernon	Fall	3			X	
<b>Public Health</b>								
<b>PUBH 500</b>	Global Health: Discussion Series	Staff	Fall, Spring	0.5		25		
<i>25% Latin American content.</i>								
<b>PUBH 510/ ANTH 319 / GLBL 319</b>	Global Health	Barrington	Spring	3	284			
<i>25% Latin American content.</i>								
<b>PUBH 711</b>	Critical Issues in Global Health	Barrington	Fall	3		31		
<i>25% Latin America content</i>								
<b>PUBH 712</b>	Global Health Ethics	Staff	Spring	3		22		
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Public Policy Analysis</b>								
<b>PLCY 51</b>	Global Environment 21st Century	Staff	Fall	3	24			X
<i>25% course content focused on Latin America</i>								
<b>PLCY 110</b>	Global Policy Issues	Staff	Fall	3	305			
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>PLCY 760</b>	Migration and Health	Perreira	Fall	3	2	4		
<i>25% course content focused on Latin America</i>								
<b>Religious Studies</b>								
<b>RELI 151</b>	Religion in Latin America	Bayne	Spring	3	35			
<b>RELI 233</b>	Religion and Violence	Bayne	Fall				X	
<i>50% course content focused on Latin America</i>								
<b>RELI 240</b>	Religion, Literature, and the Arts in the Americas	Bayne	Spring	3				
<b>RELI 246</b>	Supernatural Encounters	Thornton	Fall	3	59			X
<i>50% course content focused on Latin America</i>								

**APPENDIX C: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 To be offered
<b>Religious Studies (continued)</b>								
<b>RELI 328</b>	Comparative Religions	Ochoa		3				X
<i>25% Latin American and Caribbean content</i>								
<b>RELI 423</b>	Black Atlantic Perspectives	Ochoa		3			X	
<i>60% Latin American and Caribbean content</i>								
<b>RELI 429/ SOCI 429</b>	Religion and Society	Ochoa	Spring	3	30		X	X
<i>25% Latin American content.</i>								
<b>RELI 890</b>	Topics in Religion: Independent Study	Bayne, Ochoa	Spring	3		3		
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Romance Studies - Courses taught in English</b>								
<b>ROML 665</b>	Reading Latin American Film and Photography	Sa Carvalho	Fall	3			X	
<b>ROML 707</b>	Film Theory and Practice	Amago	Fall, Spring	3		10	X	
<i>25% course content focused on Latin American film</i>								
<b>Sociology</b>								
<b>SOCI 58</b>	Global Work and Inequality	Mouw	Fall	3	22			X
<i>25% course content focused on Latin America</i>								
<b>SOCI 68</b>	FYS: Immigration	Hagan	Spring	3				X
<i>25% explores the economic, social, and political factors that influence Latin American migration</i>								
<b>SOCI 416</b>	Comparative Migration	Staff	Fall	3	22			
<i>50% course content focused on Latin America</i>								
<b>SOCI 433</b>	Contemporary Immigration	Hagan	Spring	3	39			
<i>50% course content focused on Latin America</i>								
<b>SOCI 453</b>	Social Change in Latin America	Staff		3			X	
<b>SOCI 832</b>	Migration and Population Distribution	Hagan	Fall	3				X
<i>50 % content on Latin America and Caribbean</i>								
<b>SOCI 993</b>	Masters Thesis	Hagan, Mouw	Fall, Spring	3		6	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>SOCI 994</b>	Doctoral Dissertation	Hagan, Mouw	Fall, Spring, Summing	3		10	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Social Work</b>								
<b>SOWO 881</b>	Community Practice: Global Perspective	Chowa	Fall	3		12	X	X
<i>25% content focus on Latin America and Caribbean</i>								
<b>Study Abroad (Latin America, does not include specialized or professional school programs listed in home departments)</b>								
<b>SAO</b>	Latin America	Staff	Spring, Summer	3-12	200		X	X
<b>Women and Gender Studies</b>								
<b>WGST 280/ HIST 280</b>	Women in Latin America	Burns	Fall, Spring	3	71		X	X
<b>WGST 352</b>	Rebel Women: An Introduction to Caribbean Women	Staff	Spring	3				
<b>WGST 388</b>	The International Politics of Sexual and Reproductive Health	Staff	Fall	3				X
<i>33% course content focused on Mexico</i>								
<b>WGST 438</b>	Gender and Performance	Staff	Fall	3				X
<i>25% content focused on Latin America</i>								
<b>WGST 445</b>	Migration and Health	Staff	Spring	3			X	
<i>25% content focused on Latin America</i>								
<b>TOTAL UNC COURSE ENROLLMENT NON-LANGUAGE COURSES</b>					<b>6938</b>	<b>806</b>		

**APPENDIX C: COURSE LIST--DUKE UNIVERSITY**

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 Offered
<b>LATIN AMERICAN AND CARIBBEAN LANGUAGES AND LITERATURES</b>								
<i>French</i>								
<b>FRENCH 101</b>	Elementary French I	Staff	Fall, Spring	4	81		X	X
<b>FRENCH 102</b>	Elementary French II	Staff	Fall, Spring	4	79		X	X
<b>FRENCH 111</b>	Intensive Elementary French	Staff	Spring	5	12		X	X
<b>FRENCH 203</b>	Intermediate French Language/Culture	Staff	Fall, Spring	3	100	17	X	X
<b>FRENCH 204</b>	Advanced Intermediate French Language/Culture	Staff	Fall, Spring	3	90	11	X	X
<b>FRENCH 301</b>	Advanced French Language/Writing Workshop	Staff	Fall, Spring	3	28	5	X	X
<b>FRENCH 327S</b>	French for Freshmen/ Sophomores: First Black Republic - Haitian Literature	Staff	Fall	3	29		X	X
<i>Haitian Creole</i>								
<b>CREOLE 101/701</b>	Elementary Creole I*	Pierre	Fall	3	16	2	X	X
<b>CREOLE 102/702</b>	Elementary Creole II*	Pierre	Spring	3	8	1	X	X
<b>CREOLE 203/703</b>	Intermediate Creole*	Pierre	Fall	3	4	1	X	X
<b>CREOLE 204/704</b>	Intermediate Creole II*	Pierre	Spring	3	0	1	X	X
<i>*All Haitian Creole courses supported with Title VI NRC funds. Note: 100- and 200-numbers for undergraduates; 700 numbers for graduate students. All</i>								
<i>K'iche' Maya</i>								
<b>KICHE 101/701</b>	Elementary K'iche' Maya I	Sattler	Fall	3	2	2	X	X
<b>KICHE 102/702</b>	Elementary K'iche' Maya II	Sattler	Spring	3	3	1	X	X
<b>KICHE 203/703</b>	Intermediate K'iche' Maya I	Sattler	Fall	3	1		X	X
<b>KICHE 204/704</b>	Intermediate K'iche' Maya II	Sattler	Spring	3	1		X	X
<i>Note: 100- and 200-numbers for undergraduates; 700 numbers for graduate students. All courses offered through Distance-Learning Agreement to students at Vanderbilt, Duke, and University of Virginia.</i>								
<i>Portuguese</i>								
<b>PORTUGUE 89S / AMI 89S / LIT 89S</b>	Brazil, Race, Sex, The Body	Aidoo	Fall	3			X	
<b>PORTUGUE 101</b>	Elementary Portuguese I	Silva	Fall	3	17		X	X
<b>PORTUGUE 102</b>	Elementary Portuguese II	Silva	Spring	3	12		X	X
<b>PORTUGUE 112</b>	Accelerated Elementary Portuguese	Silva	Spring	3	7		X	X
<b>PORTUGUE 203</b>	Intermediate Portuguese	Silva	Fall	3	19		X	X
<b>PORTUGUE 204</b>	Advanced Intermediate Portuguese II	Silva	Spring	3	11		X	X
<b>PORTUGUE 301S</b>	Advanced Colloquial Portuguese	Silva	Fall	3	13		X	X
<b>PORTUGUE 390S / AMI 390S / LIT 390S</b>	Cine-Reality: Experiments in the Brazilian Documentary	Furtado	Spring	3	7			
<b>PORTUGUE 390S-01 / AMI 290S / LATAMER 390S-01 / LIT 390S / ROMST 290S</b>	Cinema/History/Culture Brazil	Furtado	Spring	3	7		X	
<b>PORTUGUE 390S-02 / LATAMER 390S-02</b>	Introduction to Brazil/Global Portuguese Literature II	Aidoo	Spring	3			X	
<b>PORTUGUE 394</b>	Research Independent Study in Portuguese	Silva	Spring	3	1		X	
<b>PORTUGUE 490S / AAAS 490S / ICS 490S / LATAMER 490S</b>	Black Brazil: Race, Nation and Cultural Politics	Aidoo	Fall, Spring	3	2			
<b>PORTUGUE 791</b>	Special Readings in Portuguese	Furtado	Fall, Spring	1	0	1	X	

**APPENDIX C: COURSE LIST--DUKE UNIVERSITY**

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 Offered
<b>Spanish</b>								
<b>SPANISH 101</b>	Elementary Spanish 1	Staff	Fall, Spring	4	124		X	
<b>SPANISH 102</b>	Elementary Spanish 2	Anderson, Ewing,	Fall, Spring	4	173		X	
<b>SPANISH 111</b>	Intensive Elementary Spanish	Ewing, Munne,	Fall	5	15		X	
<b>SPANISH 203</b>	Intermediate Spanish	Anderson, Coefman, Fernandez, Merschel, Paredes, Simmermeyer, Vidal, Villalba	Fall, Spring	3	138		X	
<b>SPANISH 204</b>	Advanced Intermediate Spanish	Anderson, Coefman, Villalba	Fall, Spring	3	113		X	
<b>SPANISH 205</b>	Advanced Intermediate Spanish-Service Learning: Community and Photography	Anderson, Ewing, Vidal	Fall, Spring	3	32		X	
<b>SPANISH 271-T / PUBPOL 273T</b>	Voices in Public Policy: Spanish	Ewing	Fall	3	5		X	
<i>(Cultures &amp; Languages Across the Curriculum CLAC class taught by Spanish Language Program instructor.)</i>								
<b>SPANISH 272T / ENVIRON 269T-1</b>	Voices in the Environment: Spanish Tutorial	Staff	Spring	3	6		X	X
<i>(Cultures &amp; Languages Across the Curriculum CLAC class taught by native speaker graduate teaching assistant, supported with Title VI NRC funds)</i>								
<b>SPANISH 301</b>	Advanced Spanish Writing	Merschel, Simmermeyer, Staff	Fall, Spring	3	117		X	
<b>SPANISH 302</b>	Advanced Spanish Grammar	Staff	Fall, Spring	3	28		X	
<b>SPANISH 303</b>	Introduction to Cultural Studies	Anderson, Clifford, Ewing, Furtado, Simmermeyer	Fall, Spring	3	104		X	
<i>33% of course content focused on Latin America</i>								
<b>SPANISH 305 / LSGS 305</b>	Spanish for Heritage Speakers	Munne	Spring	3	12		X	
<b>SPANISH 306 / LSGS 306 / GLHLTH 326 / CULANTH 306</b>	Health, Culture, Latino Community	Fernandez, Solorzano	Fall, Spring	3	60		X	
<i>25% of course content focused on Latin America</i>								
<b>SPANISH 307S / EDUC 307S / LSGS 307S</b>	Issues Education/Immigration	Ewing, Vidal	Spring	3			X	
<b>SPANISH 308S / LSGS 308S</b>	Latino/a Voices in Duke, Durham and Beyond	Clifford, Ewing, Fernandez	Fall	3	22		X	
<i>25% of course content focused on Latin America</i>								
<b>SPANISH 309S</b>	Spanish in the US	Munne	Spring	3	14			
<b>SPANISH 310 / LSGS 310</b>	Translating Spanish-English and English-Spanish	Munne, Simmermeyer	Spring	3	15		X	
<b>SPANISH 312</b>	Community-Based Research with Spanish Speakers	Clifford	Spring	3	16			
<b>SPANISH 313</b>	Bridging Cultures	Fernandez	Fall	3	12		X	
<b>SPANISH 327S</b>	Spanish for Freshmen/Sophomores: The Indian Revenant	Staff	Fall, Spring	3	28		X	
<b>SPANISH 331S</b>	Introduction to Literature, Film and Popular Culture	Staff	Fall	3	12			
<b>SPANISH 332</b>	Introduction to Spanish Literature I	Vilches	Spring	3			X	X
<b>SPANISH 333</b>	Introduction to Spanish Literature II	Staff	Fall, Spring	3			X	X
<b>SPANISH 334</b>	Introduction to Spanish American Literature I	Rosa	Fall, Spring	3			X	X
<b>SPANISH 335</b>	Introduction to Spanish American Literature II	Gabara, Mignolo	Fall	3	26		X	X
<b>SPANISH 409S</b>	Identity and Linguistic Roots in the Spanish Speaking Americas	Paredes	Spring	3	16			
<b>SPANISH 432S</b>	Popular Culture and Political Repression in Spain and Latin America	Staff	Spring	3	6			

**APPENDIX C: COURSE LIST--DUKE UNIVERSITY**

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 Offered
<b>Spanish (continued)</b>								
SPANISH 490S / MEDREN 390S	Spanish Literature: Travel Spain and the Americas 16-17th Century	Vilches	Fall, Spring	3	36		X	
SPANISH 540S	Many Mexicos	Staff	Spring	3			X	
SPANISH 716	Hispanic Literature, Mass Culture, and Theory	Staff	Fall	3		5		
<b>25% Latin American Content</b>								
INTERDIS 155B	Beginner Medical Spanish	Clements	Fall	3		23	X	
INTERDIS 156B	Advanced Medical Spanish	Clements	Spring	3		20	X	
LAW 655	Spanish for Legal Studies	Kielmanovich	Fall	3		7	X	
NURSING 564	Intro Medical Spanish Level I	Solorzano	Fall	3		15	X	
NURSING 565	Intro Medical Spanish Level II	Solorzano	Fall, Spring	3		10	X	
NURSING 566	Advanced Medical Spanish Level I	Solorzano	Fall	3		11	X	
NURSING 567	Advanced Medical Spanish Level II	Solorzano	Fall, Spring	3		6	X	
<b>TOTAL DUKE ENROLLMENT ALL LANGUAGE COURSES</b>					1680	139		
Course Number	Course Name	Instructor Name			16/17 UG	16/17 GRAD	17/18 Offered	18/19 Offered
<b>NON-LANGUAGE COURSES (INTERNATIONAL AND AREA STUDIES)</b>								
<b>African and African-American Studies</b>								
AAAS 450S	The Global Caribbean	Crichlow	Fall	3			X	
AAAS 343 / LATAMER 343 / SOCIOL 343 /	Migration and Human Trafficking	Crichlow	Spring	3	29		X	X
<b>75% Latin American content.</b>								
<b>Art/Art History/Visual Studies</b>								
ARTHIST 290 / VMS 290	Pop Art in the Americas	Gabara	Spring	3			X	
ARTHIST 390S / SPANISH 390S	Museums/Anti-Museums: Latin America (taught by visiting postdoctoral fellow Natalia de la Rosa from Mexico)	Staff	Spring	3			X	
ARTHIST 433S	Photography in the Americas: War Tourism, Art, Protest	Gabara	Fall	3			X	
ARTHIST 490S / VMS 490S	Latino/American Camera	Gabara	Fall	3				X
<b>50% Latin American content (particularly Mexico and Brazil)</b>								
ARTHIST 590S / ROMST 590S / VMS 590S	Latin American Pop Art	Gabara	Fall	3	5	5		
<b>Arts of the Moving Image</b>								
AMI 246S / LIT 320S / ICS 320S / AAAS 247S / LATAMER 320	Social Movements and Social Media	Staff	Fall	3	16		X	X
<b>25% Latin American content</b>								
<b>Biology</b>								
BIOLOGY 205 / ENVIRON 205	Marine Megafauna	Staff	Fall	3	43	1	X	X
<b>25% Latin American content.</b>								
BIOLOGY 273LA / ENVIRON 273LA / EOS 374LA	Marine Ecology	Silliman, Staff	Fall, Spring, Summer II	4	23		X	X
<b>25% Latin American content.</b>								
BIOLOGY 280A	Fundamentals of Tropical Biology	Staff	Summer	3	8		X	X
<i>Duke in Costa Rica Study Abroad course.</i>								

**APPENDIX C: COURSE LIST--DUKE UNIVERSITY**

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 Offered
<b>Biology (continued)</b>								
<b>BIOLOGY 281LA</b>	Research Methods Tropical Biology	Staff	Summer	3	21		X	X
<i>Duke in Costa Rica Study Abroad course.</i>								
<b>BIOLOGY 283A</b>	Environmental and Human Health	Staff	Fall, Spring	3	27		X	X
<i>25% Latin American content.</i>								
<b>BIOLOGY 373LA</b>	Sensory Physiology and Behavior Marine Animals	Staff	Fall	3	5		X	X
<i>25% Latin American content.</i>								
<b>BIOLOGY 570LA</b>	Tropical Marine Ecology	Staff	Fall	4		12	X	X
<i>25% Latin American content.</i>								
<b>BIOLOGY 773LA</b>	Marine Ecology	Silliman, Staff	Fall, Spring	4		3	X	X
<i>25% Latin American content.</i>								
<b>Cultural Anthropology</b>								
<b>CULANTH 104D / ICS 113D / PUBPOL 162D</b>	Introduction to Human Rights	Kirk	Spring	3	32		X	X
<i>25% Latin American content.</i>								
<b>CULANTH 153FS / DOCST 153S / ICS 153S</b>	Borderline Humans: How Walls (and Bridges) Define Us	Thompson	Fall	3				X
<i>35% Latin American content (particularly Mexico)</i>								
<b>CULANTH 195 / ICS 195 / SOCIOL 195 / HISTORY 103 / POLSCI 110 / RELIGION 195</b>	Comparative Approaches to Global Issues	Staff	Fall, Spring	3	83		X	X
<i>25% Latin American/Caribbean content.</i>								
<b>CULANTH 210 / VMS 247</b>	Global Culture	Staff	Fall, Spring	3	46		X	X
<i>25% Latin American/Caribbean content.</i>								
<b>CULANTH 238S / DOCST 341S / ICS 342S / PUBPOL 380S</b>	Politics of Food: Land, Labor, Health, and Economics	Thompson	Fall	3	16			
<i>35% Latin American content (particularly Mexico, Central America, and Cuba)</i>								
<b>CULANTH 243 / ICS 325</b>	Culture/Politics of Latin America	Staff	Spring	3	10			
<b>CULANTH 245S</b>	Human Rights in the Americas	Kirk	Fall	3			X	
<i>50% Latin American content.</i>								
<b>CULANTH 345S / ENVIRON 343S</b>	Energy and Environmental Justice	Folch	Spring	3	15			
<i>50% Latin American content (particularly Brazil and Paraguay).</i>								
<b>CULANTH 367S / ICS 460S / LSGS 412S / SPANISH 412S</b>	Mayas, Aztecs, and Incas	Mignolo	Fall, Spring	3			X	X
<b>Dance</b>								
<b>DANCE 131</b>	Capoeira: Brazilian Dance/Martial Art	Wesolowski	Fall, Spring	3	20		X	X
<b>Documentary Studies</b>								
<b>DOCST 341S / CULANTH 238S / ICS 342S / PUBPOL 380S</b>	The Politics of Food	Thompson	Fall	3	16		X	X
<i>25% Latin American content</i>								
<b>DOCST 336S</b>	Caribbean Art and Documentary	Staff	Spring	3			X	

**APPENDIX C: COURSE LIST--DUKE UNIVERSITY**

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 Offered
<b>Engineering</b>								
<b>CEE 315 / ENVIRON 365 / PUBPOL 211</b>	Engineering Sustainable Development and Global Communities	Staff	Spring	3	12		X	X
<i>25% Latin American content.</i>								
<b>Environment</b>								
<b>ENVIRON 282A</b>	Environmental Science and Policy of the Tropics	Staff	Fall, Spring	3	18		X	X
<i>25% Latin American content.</i>								
<b>ENVIRON 286A / PUBPOL 281A</b>	Marine Policy (Marine Lab)	Staff	Fall	4	5		X	X
<i>25% Latin American content.</i>								
<b>ENVIRON 528SA</b>	Community-Based Marine Conservation	Basurto	Spring	4	7		X	X
<i>50% Latin American content.</i>								
<b>ENVIRON 579S / PUBPOL 579S</b>	Collective Action, Environment, and Development	Pfaff	Fall	3		10		X
<i>50% Latin American content (particularly Brazil, Costa Rica, and Mexico)</i>								
<b>ENVIRON 590S</b>	Alternative Discourses of Payments for Ecosystem Services in the Global South	Shapiro-Garza	Spring	3		11		
<i>50% Latin American content.</i>								
<b>ENVIRON 590S / LATAMER 590S</b>	Narrating Nature: Documentary and Environmental Studies	Rojas-Sotelo	Spring	3	8	2	X	X
<i>25% Latin American content.</i>								
<b>ENVIRON 637S</b>	Population/Environmental Dynamics and Health	Pan	Spring	3	3	5		X
<i>25% Latin American content (particularly Brazil and Peru)</i>								
<b>ENVIRON 703</b>	Conservation Biology: Theory and Practice	Pimm	Fall	3		9	X	X
<i>25% Latin American content.</i>								
<b>ENVIRON 745A</b>	Marine Climate Change	Staff	Fall	3		14	X	X
<i>25% Latin American content.</i>								
<b>ENVIRON 755</b>	Community-Based Environmental Management	Shapiro-Garza	Fall	3		27		X
<i>50% Latin American content (particularly Mexico)</i>								
<b>ENVIRON 795</b>	Community-Based Environmental Management Practicum	Shapiro-Garza	Spring	3		10	X	
<i>50% Latin American content (particularly Mexico)</i>								
<b>ENVIRON 886A</b>	Current Topics in Marine Conservation	Basurto	Fall	3		8	X	X
<i>50% Latin American content (particularly Mexico)</i>								
<b>ENVIRON 955</b>	DEL: Community-Based Environmental Management	Shapiro-Garza	Spring	3			X	
<i>50% Latin American content (particularly Mexico)</i>								
<b>ENVIRON 975</b>	Community-Based Environmental Management in Mexico	Shapiro-Garza	Spring	3		11		
<b>ENVIRON 982</b>	Sustainable Development in Chile	Patino-Echeverri	Spring	3			X	
<b>Fuqua School of Business Global Academic Travel Experience</b>								
<b>GATE 583</b>	Global Academic Travel Experience: Cuba	Duddy	Spring	3		25		
<b>GATE 583</b>	Global Academic Travel Experience: Argentina and Peru	Duddy	Spring	3			X	X
<b>Global Health Study Program</b>								
<b>GHS 301B</b>	Global Health Study Program	Clements	Fall, Spring	3	10		X	X
<i>50% Latin American content.</i>								
<b>Global Health</b>								
<b>GLHLTH 101</b>	Fundamentals of Global Health	Boyd	Fall	3				X
<i>25% Latin American content, particularly Guatemala.</i>								
<b>GLHLTH 303</b>	Global Health Systems	Staff	Fall	3	23		X	X
<i>25% Latin American content.</i>								

**APPENDIX C: COURSE LIST--DUKE UNIVERSITY**

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 Offered
<b>Global Health (continued)</b>								
<b>GLHLTH 212</b>	Gender and Global Health	Watt	Spring	3	39		X	X
<i>25% Latin American content.</i>								
<b>GLHLTH 326 / SPANISH 306</b>	Health, Culture, Latino Community	Departmental Staff	Fall, Spring	3	60		X	X
<i>25% Latin American content.</i>								
<b>GLHLTH 390</b>	Special Topics in Global Health: Stories and Medicine	Jenson	Fall	3			X	
<i>25% Latin American content, particularly Haiti.</i>								
<b>GLHLTH 395</b>	Connections in Global Health: Interdisciplinary Team Projects (Research in Peru)	Bettger, Pan, Staton, Staff	Fall, Spring	3	55		X	X
<b>GLHLTH 501</b>	Global Health Capstone	Clements	Fall	3	17		X	X
<i>25% Latin American content, particularly Honduras.</i>								
<b>GLHLTH 660</b>	Global Mental Health	Kaiser	Fall	3	22		X	X
<i>50% Latin American/Caribbean content, particularly Haiti.</i>								
<b>GLHLTH 701</b>	Global Health Challenges	Boyd	Spring	3			X	
<i>25% Latin American content, particularly Guatemala.</i>								
<b>History</b>								
<b>HISTORY 89S</b>	Aztec and Mayans	Sigal	Fall	3			X	
<b>HISTORY 105</b>	Old Worlds/New Histories	Staff	Spring	3			X	
<i>25% Latin American content.</i>								
<b>HISTORY 172S</b>	History of Calypso	Gaspar	Spring	3	11		X	
<b>HISTORY 219</b>	War, Slavery, and Revolution	Gaspar	Fall	3			X	
<i>75% Caribbean content</i>								
<b>HISTORY 318 / AAAS 218</b>	Caribbean 1492-1700	Gaspar	Fall	3	11		X	X
<b>HISTORY 240</b>	Modern Caribbean History	Staff	Spring	3			X	
<b>HISTORY 314S</b>	Latin@ Histories	Staff	Spring	3			X	
<b>HISTORY 315S</b>	Emergence of the Atlantic Basin	Gaspar	Fall	3	2			
<b>HISTORY 319 / AAAS 219 / ICS 263</b>	Caribbean, 18th Century	Gaspar	Spring	3	6			
<b>HISTORY 326 / ICS 326</b>	Colonial Latin America	Sigal	Fall	3	20		X	X
<b>HISTORY 327 / AAAS 209 / PORTUGUE 260</b>	Afro-Brazilian Culture and History	French	Fall	3	9		X	
<b>HISTORY 328</b>	Global Brazil	French	Fall	3			X	
<b>HISTORY 329</b>	Latin America Since Independence	French	Spring	3			X	
<b>HISTORY 390S</b>	Latinx Urban History of Durham (taught by visiting postdoctoral fellow Mauricio Castro)	Staff	Spring	3			X	
<i>25% Latin American content</i>								
<b>HISTORY 543S</b>	Piracy in the Atlantic Basin	Gaspar	Fall	3				X
<b>HISTORY 790S-02</b>	Latin American History Graduate Topics	Dubois, French, Olcott, Sigal	Fall, Spring	3		25	X	X
<b>Interdisciplinary Studies</b>								
<b>INTERDISC 422C</b>	Exploring Medicine in Foreign Cultures	Clements	Spring	3		8	X	X
<b>INTERDISC 423C</b>	Honduras Trip*	Clements	Spring	3		6	X	X
<i>*Supported with Title VI NRC funds.</i>								
<b>Latin American Studies</b>								
<b>LATAMER 89S</b>	Latin American Cinema	Furtado	Fall	3			X	
<b>LATAMER 230 / HISTORY 330 / ICS 327</b>	Introduction to Contemporary Latin America	Olcott, Staff	Fall	3	6		X	X
<b>LATAMER 330S / AMES 375S</b>	Middle East and Latin America	Staff	Fall	3	5			
<i>50% Latin American content; collaboration between Latin American and Caribbean Studies and Middle Eastern Studies.</i>								

**APPENDIX C: COURSE LIST--DUKE UNIVERSITY**

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 Offered
<b>Latin American Studies (continued)</b>								
LATAMER 390	Fictions of the Body	Staff	Spring	3			X	
<i>50% Latin American content</i>								
LATAMER 390	Nobel Literature	Staff	Spring	3			X	
<i>100% Latin American content</i>								
LATAMER 390 / CULANTH 390 / ENVIRON 390	Water and Society: Concepts and Controversies in Latin America (taught by Mellon Visiting Professor Renzo Taddei, from Brazil)	Staff	Fall	3				X
LATAMER 390S	Environmental Health: Art and Cultures in the Americas	Rojas-Sotelo	Fall	3			X	
LATAMER 390S	Introduction to Brazil/Global PTG Literature II	Aidoo	Spring	3			X	
LATAMER 390S	Immigrants in Exile (taught by Mellon Visiting Professor Jill Anderson, from Mexico; 75% content on Mexico)	Staff	Spring	3			X	
LATAMER 490S / AAAS 490S / CULANTH 490S / ROMST 490S	Afro-Latin America	Aidoo	Fall	3			X	
LATAMER 490S	Indigenous Resistance in Latin America (taught by Mellon Visiting Professor Irma Alicia Velasquez-Nimatuj, native Kaqchikel Maya scholar from Guatemala)	Staff	Spring	3	15			
LATAMER 590S	Education and Deportation (taught by Mellon Visiting Professor Jill Anderson, from Mexico; 50% content on Mexico)	Staff	Spring	3			X	
LATAMER 590S / CULANTH 590S / LIT 590S / ROMST 590S	Special Topics in Latin American Studies: Indigeneity, Ontology, Anthropology (co-taught by Mellon Visiting Professor Irma Alicia Velasquez-Nimatuj, native Kaqchikel Maya scholar from Guatemala)	Nelson, Staff	Spring	3		13		
LATAMER 590S / CULANTH 590S / ENVIRON 590S	Whose Anthropocene? Global South Perspectives on Environmental Crisis (taught by Mellon Visiting Professor Renzo Taddei, from Brazil)	Staff	Fall	3				X
<b>Latino/a Studies in the Global South</b>								
LSGS 201	Intro to Latino/a Studies	Viego	Fall, Spring	3			X	
<i>25% Latin American content</i>								
LSGS 390S	Undocumented America in Literature	Milian	Spring	3			X	
<i>50% Latin American content</i>								
<b>Law</b>								
LAW 559	Latin American Business Law	Kielmanovich	Spring	3		13		
<b>Literature</b>								
LIT 690S	The Decolonial Option	Mignolo	Fall	3		7		X
<i>50% Latin American content.</i>								
<b>Music</b>								
MUSIC 212 / AAAS 190S	Afro-Cuban Percussion	Simmons	Fall, Spring	3	9		X	X
<b>Physical Education</b>								
PHYSEDU 152	Latin Dance	Staff	Spring	3			X	
<b>Political Science</b>								
POLSCI 349	Political Economy of Latin America	Remmer	Fall, Spring	3	22		X	X

**APPENDIX C: COURSE LIST--DUKE UNIVERSITY**

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 Offered
<b>Public Policy Studies</b>								
<b>PUBPOL 216S / CANAD 350S / ICS 359S / POLSCI 343S</b>	The U.S. Border and its Borderlands	Kelly	Fall	3	15			X
<i>35% Latin American content (particularly Mexico)</i>								
<b>PUBPOL 723</b>	Poverty Reduction and International Financial Institutions	Pomerantz	Fall	3		21	X	X
<i>25% Latin American content.</i>								
<b>PUBPOL 724</b>	Politics of International Aid	Pomerantz	Fall	3		18	X	X
<i>25% Latin American content.</i>								
<b>PUBPOL 761</b>	Human Rights and Conflict	Staff	Fall	3		18	X	X
<i>25% Latin American content.</i>								
<b>PUBPOL 789</b>	Indigenous Human Rights	R. Fernholz	Spring	3		9	X	X
<i>25% Latin American content.</i>								
<b>PUBPOL 790</b>	International Development	Rangel	Spring	3		10	X	X
<i>25% Latin American content, particularly Brazil.</i>								
<b>PUBPOL 890</b>	Social Policy and Development	R. Fernholz	Spring	3		6	X	X
<i>25% Latin American content.</i>								
<b>PUBPOL 598</b>	Economic Growth and Development Policy	F. Fernholz	Fall	3	12	12	X	X
<i>25% Latin American content.</i>								
<b>PUBPOL 700S</b>	Policy Analysis of Development	R. Fernholz, Mirovitskaia	Fall	3		52	X	X
<i>25% Latin American content.</i>								
<b>PUBPOL 590 / LATAMER 590 / POLSCI 690</b>	U.S. Policy in Latin America	Duddy	Fall	3	6	9	X	X
<b>PUBPOL 702</b>	Applied Development Economics	F. Fernholz	Spring	3			X	
<i>25% Latin American content.</i>								
<b>PUBPOL 754</b>	International Energy System: Sustainable Development and Security	Mirovitskaia	Spring	3			X	
<i>25% Latin American content.</i>								
<b>PUBPOL 760</b>	Development and Violence	Mirovitskaia	Spring	3			X	
<i>25% Latin American content.</i>								
<b>PUBPOL 810</b>	Microeconomics and Public Policy-Making	Pfaff	Fall	3		39		X
<i>50% Latin American content</i>								
<b>PUBPOL 901</b>	Political Economy of Public Policy	Pfaff	Fall	3			X	X
<i>50% Latin American content</i>								
<b>Romance Studies</b>								
<b>ROMST 89S / CULANTH 89S / HISTORY 89S / LATSAMER 89S</b>	Race and Sex in Brazilian History and Society	Aidoo	Fall, Spring	3	18		X	X
<b>ROMST 190FS / LINGUIST 190FS</b>	Linguistic Human Rights	Paredes	Fall	3	16		X	X
<i>100 % Latin American content (particularly Mexico and Peru)</i>								
<b>ROMST 204D</b>	Soccer Politics (Lecture)	Dubois	Fall	3	85			X
<i>25% Latin American content</i>								
<b>ROMST 204D / HISTORY 266D / ICS 204D</b>	Soccer Politics (Discussion in Spanish)	Staff	Fall	3	15			X
<i>Culture and Language Across the Curriculum course taught by a graduate teaching assistant.</i>								
<b>ROMST 204D</b>	Soccer Politics (Discussion in Portuguese)	Staff	Spring	3	3			X
<i>Culture and Language Across the Curriculum course .</i>								
<b>ROMST 390S</b>	Brazil and Lusophone Africa	Aidoo	Spring	3			X	

**APPENDIX C: COURSE LIST--DUKE UNIVERSITY**

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	16/17 UG	16/17 GRAD	17/18 Offered	18/19 Offered
<b>Romance Studies (continued)</b>								
<b>ROMST 540S / AMI 540S / DOCST 540S / LATAMER 540S / LIT 540S</b>	Memory and Documentary Cinema in Latin America	Furtado	Spring	3	17		X	X
<b>ROMST 591 - IND</b>	Food Production: Peru, Mexico, NC	Paredes	Summer	3		4	X	
<i>Group independent study for Masters of Arts in Teaching students as part of partnership between Consortium and Program in Education, paid with Title VI</i>								
<b>ROMST 700</b>	Theories and Techniques of Teaching Foreign Languages	Paredes, Staff	Fall	3		5	X	X
<i>Required training for all graduate student teaching assistants in French, Italian, Spanish, Portuguese</i>								
<b>Sociology</b>								
<b>SOCIOL 226</b>	The Challenges of Development	Merkx	Spring	3			X	
<i>25% Latin American content.</i>								
<b>SOCIOL 316</b>	Sociology of Racism	Staff	Spring	3			X	
<i>50% Latin American/Caribbean content.</i>								
<b>SOCIOL 374 / AAAS 352/ ICS 206</b>	Pigging Out: The Cultural Politics of Food	Crichlow	Fall	3	23			X
<i>50% Latin American/Caribbean content.</i>								
<b>SOCIOL 645S / AAAS 641S / CULANTH 641S</b>	Citizen/Subject in the Neoliberal Age	Crichlow	Fall	3		5	X	X
<i>50% Latin American/Caribbean content.</i>								
<b>Writing</b>								
<b>WRITING 101</b>	Debt, Race, and Power	Baletti	Fall, Spring	3	60			
<i>50% Latin American content, particularly Brazil.</i>								
<b>WRITING 101</b>	Drug War in the Americas	Baletti	Spring	3	24			
<b>WRITING 101</b>	Memory and Trauma in Latin American Film	Sotelo-Miller	Fall, Spring	3	60		X	X
<b>WRITING 101</b>	Caribbean Emancipations	Staff	Spring	3			X	
<b>WRITING 101</b>	Feminism(s), Capitalism, Change	Baletti	Spring	3			X	
<i>50% Latin American/Caribbean content.</i>								
<b>WRITING 101</b>	Latin American History Through Film	Sotelo-Miller	Spring	3			X	
<b>TOTAL DUKE ENROLLMENT ALL NON-LANGUAGE COURSES</b>						1164	433	

**Project Goal #1: To expand Latin America-related opportunities for undergraduate and graduate teacher education programs at UNC and Duke.**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 4 the number of curricular modules and new courses with Latin American content.	1. Offer up to 4 curriculum development grants to Education faculty to integrate Latin American Studies content to Teacher Education Program courses (new or revised).	# curricular modules and new courses with Latin American content	Annual	Reports from Program/ School of Education	5	6	7	8	9
	2. Integrate Teacher Education Program faculty to curriculum development workshops, summer institutes, and study tours to develop at least 4 new modules.	# Education faculty who participate in Consortium activities		Workshop, etc. enrollment lists					
B. Increase by 1 the number of study abroad options targeted to BA and MA teaching programs	1. Planning trip to Ecuador (Year 1) 2. Begin offering study abroad program for education students (Year 2)	# of Study Abroad options	Annual	Reports from School of Education	0	0	1	1	1

**Project Goal #2: Internationalize the curriculum and increase faculty and student involvement in Latin American activities and dialogue through the implementation of the NC Global Distinction program in at least 20 community colleges over the grant cycle**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 4 the number of community colleges that <b>participate</b> in the NC Global distinction program over the grant cycle	<ol style="list-style-type: none"> <li>1. Develop a joint strategic plan of action with defined timeline, roles and responsibilities to increase the number of community colleges participating in the NC Global Distinction Program</li> <li>2. Recruit new colleges for the NC Global Distinction initiative and involve faculty at the participating colleges in the initiative</li> <li>3. Help community colleges gain approval from college administrations to join the initiative</li> </ol>	# of community colleges that participate in the NC distinction program	Annual	World View Reports	16	17	18	19	20
B. Increase by 4 the number of colleges that <b>institutionalize</b> the NC Global Distinction	<ol style="list-style-type: none"> <li>1. Create curriculum development teams at each participating community colleges and provide professional development for faculty at participating colleges</li> <li>2. Provide funding, technical support (which could include modules to infuse connections,</li> </ol>	# of courses and activities that integrate or update Latin American content	Annual	World View Reports	16	17	18	19	20

<p>program<sup>1</sup> by offering internationalized courses and Latin American activities over the grant cycle</p>	<p>context, and content about area studies), and university research visits for community college curriculum teams to create globally intensive courses</p> <p>3. Support international activities and dialogue at community colleges through speakers, films, webinars, webcasts and other activities that educate and inspire faculty and students about key issues in the focus areas of participating NRCs</p>	<p># of activities/events with Latin American content at the participating community colleges</p>							
---	--	---	--	--	--	--	--	--	--

- 
- <sup>1</sup> NC Global Distinction Program includes the following:
    - ✓ students complete at least 15 credit hours of globally intensive courses,
    - ✓ students participate in 8 international activities and dialogue
    - ✓ students gain global experience (30 hours of participation in either study abroad or a domestic intercultural experience)
    - ✓ students give a capstone presentation related to their global learning participation
    - ✓ students completing this program have “Graduated with Global Distinction” on their transcript

**Project Goal #3: To collaborate with a network of Minority Serving Institutions in North Carolina to build and expand their Latin American studies capacity.**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase number of MSI partner institutions and work with them to expand Latin American course offerings and programming. Explore creation of new degree programs.	1. Increase by 4 the number of new and revised Latin American courses added to curriculum; possibly develop new degree program	# of new and revised Latin American courses	Annual	Written reports from partners	2	2	3	3	4
	2. Increase Latin American programs by sharing guest speakers	# of guest speakers with Latin America focus		Event announcements	5	6	7	8	9
B. Increase the number of faculty from MSI partner institutions who participate in Consortium activities	1. Increase by 8 the number of MSI partner faculty who participate in the NC Latin American Studies conference	# of conference presentations	Annual	Conference programs	0	2	4	6	8
	2. Increase by 4 the number of Consortium College Educator Research Fellowships (CERFs) awarded to MSI partner faculty	<u># of CERF awards</u>		CERF award letters	3	4	5	6	7

**Project Goal #4: To train students in less commonly taught languages of Latin America**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Create AY Yucatec Maya distance-learning course	1. Develop AY Yucatec Maya distance learning course (Year 1 and 2)	1. Number of courses developed	Annual	1. Internal planning document/assessment	0	0	0	1	1
	2. Offer Yucatec Maya Pilot course (Year 3)	2. Number of students enrolling in Pilot course		2. Course listing and enrollment	0	0	0	5	10
	3. Share course with Tulane (Year 4)	3. Number of distance learning partners		3. Inter-institutional agreement	0	0	0	0	1
B. Integrate new technologies into teaching materials for less commonly taught language	1. Use Virtual and Augmented Language technology in teaching Haitian Creole.	1. Number of modules created	Annual	1. Report from training workshop and LRC	0	0	0	0	1



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

CAROL L. FOLT  
Chancellor

103 SOUTH BUILDING  
200 EAST CAMERON AVENUE  
CAMPUS BOX 9100  
CHAPEL HILL, NC 27599-9100

T 919.962.1365  
F 919.962.1647

June 19, 2018

Cheryl Gibbs  
Acting Senior Director  
International and Foreign Language Education (IFLE)  
Office of Postsecondary Education  
U.S. Department of Education  
Washington, DC 20202

Dear Ms. Gibbs,

On behalf of the University of North Carolina at Chapel Hill, I extend my highest level of support of the 2018 Title VI Grant Proposal submitted by the Institute for the Study of the Americas on behalf of the Consortium in Latin American and Caribbean Studies at UNC-Chapel Hill and Duke University.

The work of the Consortium in Latin American and Caribbean Studies is imperative to advance Carolina's multiple programs that recognize the importance of the region as an important facet of undergraduate education and graduate training as well as an important part of the professional development of K-12 educators in North Carolina. The Consortium faculty – 175 experts in fields spanning the social sciences, humanities and professional schools – have dedicated much of their professional careers to this work. With the support of Title VI, they will continue to provide a vital public service by sharing important resources, disseminating information and developing new pedagogical and training models with key stakeholders across North Carolina, the nation and beyond.

The Institute for the Study of the Americas, an administrative unit within the University, will manage the Consortium's Title VI grant. The Institute – which is home to the Latin American Studies program and has demonstrated a tradition of excellence spanning more than 100 years – is directed by Dr. Louis Pérez, Carolina's J. Carlyle Sitterson Professor of History. Thanks to his leadership, the Institute's staff, faculty and student resources have expanded greatly and it has developed new partnerships with governmental, non-profit and private agencies to promote

Latin American studies as well as community partnerships that focus on cross-cultural understanding. Under Dr. Perez's leadership, the Institute has received grants from the John Simon Guggenheim Memorial Foundation, the Social Science Research Council and the National Endowment for the Humanities. His has authored several prize-winning books and articles, and in 2008 he was elected member of the American Academy of Arts and Sciences.

I wholeheartedly endorse this proposal that will help the Consortium continue its leading work to expand the body of informed citizens and knowledgeable leaders that will create enlightened communities and public policies that will guide our state's and nation's future.

Sincerely,

A handwritten signature in black ink that reads "Carol L. Folt". The signature is written in a cursive, flowing style.

Carol L. Folt

June 6, 2018

Cheryl Gibbs  
Acting Senior Director  
International and Foreign Language Education (IFLE)  
Office of Postsecondary Education  
U.S. Department of Education  
Washington, DC 20202

Dear Ms. Gibbs:

I write to convey my enthusiastic support of the 2018 Title VI Grant Proposal submitted by the Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University.

The Consortium 2018 Title VI Grant Proposal is informed by the accumulated wisdom and accrued experience associated with an eminent faculty and distinguished staff long engaged with Latin American and Caribbean Studies. The UNC-Duke Consortium has been designated as a Title VI National Resource Center since 1991. It has also consistently received Foreign Language and Area Studies Fellowships during that time. The Consortium Title VI Grant will be managed by the Duke Center for Latin American and Caribbean Studies (CLACS) and the UNC Institute for the Study of the Americas (ISA - lead institution for this grant cycle), the administrative units in which the two Latin American Studies programs are housed.

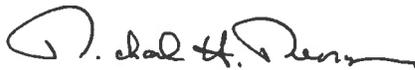
Project co-Directors Dennis A. Clements III and Louis A. Pérez are uniquely qualified to direct the proposal. Dr. Clements is Duke Professor of Pediatrics, Community & Family Medicine, Medicine, Global Health and Nursing, and Senior Advisor of the Duke Global Health Institute. He also holds an appointment as Adjunct Professor of Epidemiology, School of Public Health, University of North Carolina at Chapel Hill. He directs the Medical Spanish program at Duke and for the past 15 years has led the “Exploring Medicine in Foreign Cultures” course, which includes a field trip to Honduras for Medical School, Nursing School and Physician Assistant students. Professor Pérez is Director of ISA and J. Carlyle Sitterson Professor of History at UNC. He is a renowned expert on Cuban history. Together Dr. Clements and Professor Pérez have co-directed the UNC-Duke Consortium since 2008.

Duke University is pleased to support the 2018 Title VI Grant Proposal. It recognizes the importance of Latin America as facet of undergraduate education and graduate training, serves to exemplify our commitment to Latin American Studies as a field of study to which 77 members of the Duke faculty,

spanning the social sciences and humanities and the professional schools, have dedicated much of their professional careers, and acknowledges Latin America as a field of study relevant to the professional education of K-12 educators in the state of North Carolina. The Title VI Grant also dovetails nicely with Duke's renewed commitment to support the teaching of Less Commonly Taught Languages, particularly Haitian Creole and K'iche' Maya, through a distance learning partnership with Vanderbilt University and the University of Virginia. We look forward to continuing to award FLAS Fellowships to Duke and UNC students for the study of these and other languages of the Americas.

Under the auspices of Title VI, the Consortium will continue to discharge a vital public service, by sharing its intellectual assets and material resources with stakeholders across the state and to the nation at large, disseminating new knowledge, and developing new models through which we can promote best practices in realms of pedagogy and professional training. Within the purview of the Title VI mandate, the Consortium is committed to the creation of a community of informed citizens and a cohort of knowledgeable leaders necessary for enlightened public policy.

Sincerely,



Michael H. Merson  
Vice President and Vice Provost  
Office of Global Affairs



April 16, 2018

Dr. Louis A. Perez, Jr.  
Director, Institute for the Study of the Americas  
University of North Carolina at Chapel Hill

Dear Dr. Perez

We are writing to confirm that the School of Education is committed to contributing 25% toward the Consortium Outreach Coordinator position's salary and associated fringe benefits for up to four years, beginning 2018-19. This commitment is contingent upon the Consortium's success in securing four more years of Title VI grant funding from the US Department of Education.

It is our understanding that the starting salary for the position will not exceed \$50,000 in the first year. Our commitment is calculated based on that amount. Additionally, The School of Education has been provided the following job description and our commitment is contingent upon no major changes to the job duties as it relates to the collaboration with School of Education without prior approval from the School of Education:

The Outreach Program Coordinator is responsible for developing, coordinating and providing educational outreach services to promote understanding of Latin America and the Caribbean to the educational community (including pre-service and in-service K-12 teachers, 4-year and community colleges, historically black colleges and universities). Activities may include developing professional development workshops, summer institutes, and study tours. In coordination with UNC's School of Education and the Universidad San Francisco de Quito in Ecuador, the Outreach Coordinator will facilitate an annual, for-credit, student exchange for the MAT and UNC-BEST programs.

The Outreach Program Coordinator also designs and provides outreach programs to the general public, media and business community, and local community organizations. In all these activities, the Outreach Coordinator will collaborate with UNC and Duke faculty and professional staff, as part of the Consortium in Latin American and Caribbean Studies.

We look forward to this collaboration. Do not hesitate to contact me with any questions regarding these arrangements.

Sincerely,

Fouad Abd-El-Khalick  
Dean and Professor

cc: Nicklaus Steiner, Director, Center for Global Initiatives  
David Churchill, Assistant Dean, Finance and Operations



DEVELOPING GLOBAL EDUCATORS

CARR BUILDING  
230 E. CAMERON AVENUE  
CAMPUS BOX 8011  
CHAPEL HILL, NC 27599-8011

T 919.962.9264  
F 919.962.6794  
worldview@unc.edu  
worldviewunc.edu

May 25, 2018

Louis A. Pérez, Jr.  
Institute for the Study of the Americas  
University of North Carolina at Chapel Hill

Dear Lou:

UNC World View is a public service program at the University of North Carolina at Chapel Hill that for the past twenty years has provided professional development in global education to K-12 and community college educators throughout the state of North Carolina and beyond. Our goal is to equip educators with global knowledge, best practice, and resources to prepare students to engage in our interconnected and diverse world. I fully support the application of the Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University for National Resource Center Title VI funding.

Collaborating with the National Resource Centers at UNC Chapel Hill, World View is able to provide high quality programming in specific area studies to K-12 and community college educators. Large-scale symposia and seminars, workshops, global study visits, and on-site professional development offerings allow us to reach thousands of educators per year. With the support of the National Resource Centers we are also able to enhance our North Carolina Global Distinction Program, which is a national model. Presently we have 18 community college partnerships with intentional plans to expand.

A special focus of our work with the National Resource Centers is to provide outreach to underserved areas throughout the state, in both urban and rural communities. Our collaboration with the National Resource Centers will allow World View programs to continue to expand and offer access to high quality professional development to K-12 and community college educators throughout North Carolina.

I fully support the application of Title VI funding for the National Resource Centers and look forward to continue to work with them in the years to come to significantly increase the depth and breadth of professional development in global education for K-12 and community college educators.

Sincerely,

Director, World View



# WINSTON-SALEM STATE UNIVERSITY

**INTERNATIONAL PROGRAMS**

Winston-Salem State University | 224 Hill Hall

P: 336-750-2306 | F: 336-750-2189 | E: [sekhonj@wssu.edu](mailto:sekhonj@wssu.edu)

June 14, 2018

To Whom it May Concern,

As the Director for International Programs at Winston Salem State University (WSSU), I write to express support for the NRC proposals from the University of North Carolina at Chapel Hill. The NRC grant is extremely valuable for a minority serving institution such as Winston-Salem State University. It allows us to develop programs that would not be possible otherwise.

For the past four years WSSU has been in partnership with the Area Studies Centers there, and our faculty and students have benefitted enormously. In this partnership WSSU faculty members have created new language and non-language courses, and developed partnerships and linkages with institutions abroad. In addition, we have collaborated to host visiting scholars and co-curricular cultural events that have had a strong impact on our institution and our capacity to improve the global competencies and expertise of our students.

In the coming four years, WSSU looks forward to building on these collaborations, and expanding programs for world regions such as Africa, Asia, Europe, Latin America, the Middle East, and Russia. New courses, support for faculty research and conference travel, students who may apply for FLAS fellowships to study languages, and international linkages will greatly enhance our ability to meet our institution's global objectives in our 2016-21 strategic plan.

Thank you for your support.

Sincerely,

Joti Sekhon, Ph.D.  
Director of International Programs  
Professor of Sociology

*A constituent institution of the University of North Carolina.*

*Winston-Salem State University is dedicated to providing equal opportunity in admissions and employment based on merit, and without discrimination based on race, color, creed, religion, gender, national origin, age, disability or veteran status, according to state and federal laws.*



April 26, 2018

TO: Dr. Louis A. Perez, Jr., Director of the Institute for the Study of the Americas at UNC-Chapel Hill.

FROM: Dr. Damion Waymer, Chair Department of Liberal Studies NC A&T State University

RE: Afro-Latin American Studies Initiative

Dear Dr. Perez, Jr.,

As chair of Liberal Studies (LIBS) at NC A&T State University, I support the initiative to bring increased attention to the study of Afro-Latin/Caribbean topics by NCAT faculty and students. We expect this might include funds for new course development and/or course enhancement, guest speakers, and possibly the development of a minor tied to the African-American or International Studies degree, both of which are located in the Department of Liberal Studies. Please let me know if you have any questions or concerns. I can be reached at [dwaymer@ncat.edu](mailto:dwaymer@ncat.edu).

Regards,

A handwritten signature in blue ink that reads "Damion Waymer".

Damion Waymer

**Information regarding Areas of National Need:**

The breadth and depth of the Consortium programs are especially well-positioned to address the key areas of national need for expertise in foreign languages and knowledge of Latin American countries of the Western Hemisphere. Consortium Portuguese-language instruction addresses a vital priority language as identified by the Secretary of Education, and by the US Departments of Defense, Health and Human Services, and Justice. The Consortium language program in Haitian Creole meets the priority need as identified by the US Agency for International Development. The Consortium recognizes that Spanish is not a “less commonly taught language.” At the same time, however, the comprehensive scope of Consortium Spanish-language instruction directly addresses the Department of Agriculture’s recognized need for competency in Spanish as “critical to the success of U.S. agriculture” in Spanish-speaking countries, identified as vital U.S. trading partners. The Department of Agriculture's special note on the importance of Spanish has particular relevance to the state of North Carolina, an economy in which the well-being of agriculture depends in large measure on expanding trade with Mexico and Central America.

During this grant period, we will continue to prioritize awards to FLAS fellowship applicants learning Portuguese and support students advancing to higher levels of language proficiency. We will also continue to prioritize applications from professional school students who are more likely to go into government and public service upon graduation. We will also give preference in our FLAS competitions to meritorious students with demonstrated financial need. We will award at least 25% of AY FLAS awards for Less Commonly Taught Languages of the Americas.

In collaboration with other UNC-Duke National Resource Centers and professional

schools, our proposed activities will serve to encourage government service and careers in education, business, and non-profit sectors in the following manner: 1) All FLAS fellows will engage annually in an orientation to careers in government service; 2) we will work with the UNC Career Services Office staff to provide professional development to establish better counseling for students who have developed an expertise in Latin American Studies and languages. These activities will augment established institutionally-supported annual career-information programs for Peace Corps and for International Careers and the twice-annual International Career-Networking Night.

## **Diverse Perspectives in Funded Activities**

Consortium activities provide opportunities for diverse perspectives and a wide range of views to be exchanged and discussed. All are free and open to the public and advertised widely using conventional and e-media resources. Events organized during this grant period will consult stakeholders from both UNC and Duke, other institutions in the region, state and local government agencies, and the general public. We will identify speakers and obtain co-sponsors to represent a diversity of views, and welcome audiences interested in the multifaceted perspectives that inform familiarity with Latin America. We are committed to inclusion of voices and viewpoints from Latin America.

Recent examples of events representative of diverse perspectives include talks by the Assistant Secretary of State charged with the negotiations for the normalization of relations with Cuba (Duke) and the First Secretary of the Cuban Embassy (UNC, Duke, NCCU); talks at Duke by the former Commander in Chief of U.S. Southern Command on Continuing Security Challenges in Central America, South America and the Caribbean; by a panel on Peacebuilding and Urban Violence in Latin America; and by the *New York Times* Bureau Chief in Brazil addressing current issues in Brazil, Colombia and Venezuela; events on Latin American Immigration (UNC and Duke) and the Latin American Film Festival (films on varied topics and countries ranging from democracy building, indigeneity, poverty alleviation, and modern social movements; all followed by extensive discussions with experts in the field and/or the filmmakers, at UNC and Duke). Events included guests from the academy, law, law enforcement, local businesses, media, public-service sector, the private and non-profit sector, the World Bank, the U.S. government, and the U.S. military. Consortium outreach events address the needs and interests of many sectors and including K-12, community colleges, retirement

communities, adoptive parents, community centers, business, media, local law enforcement, government officials, and US military. In 2017 we worked with a faculty member from the United States Naval Academy who earned a curriculum development grant through the Consortium's College Educator Research Fellowship (CERF) program. Building on this collaboration three faculty members at the United States Naval Academy in the disciplines of Oceanography and Languages and Cultures worked with us to create curricular materials related to migration and the environment in central Mexico for a UNC course. Naval Academy faculty visited UNC Chapel Hill and also taught a class to UNC undergraduates to prepare them for a study trip to Mexico. The Duke CLACS director visited the Naval Academy as a guest speaker for their Latin American Forum. Other events have included consultations with the US Department of Homeland Security Office of Homeland Security Investigations (UNC), and the U.S. State Department (Duke).

## **University of North Carolina at Chapel Hill**

### **University Policy Statement on Non-Discrimination**

The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

<https://unc.policystat.com/policy/4467906/latest/>

The Equal Opportunity and Compliance Office (EOC) is UNC-Chapel Hill's central office for addressing issues related to discrimination and harassment, as well as compliance with relevant education and employment laws and regulations.

<https://eoc.unc.edu/>

### **Duke University Equal Opportunity Policy**

(Approved December 3, 2011)

Duke University prohibits discrimination and harassment, and provides equal employment opportunity without regard to race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, genetic information, sex or age. Duke is committed to recruiting, hiring, and promoting qualified minorities, women, individuals with disabilities, and veterans.

<https://web.duke.edu/policies/governance/Public/Equal%20Opportunity%20Policy.docx10-12-2011.pdf>

### **Duke University Institutional Statement of Commitment to Diversity and Inclusion**

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values.

<https://oie.duke.edu/>

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

---

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
<b>A. SALARIES</b>													
<b>1. Administrative Staff</b>													
a. Department Manager, ISA, UNC-CH Responsible for administrative and budgetary management of NRC and FLAS activities. Joanna Shuett 50% of salary/100% time Fringe benefits + Health Insurance/FTE: Year 1 @ 23.897% + \$5,869*50% = \$8,319 Year 2 @ 23.897% + \$5,869*50% = \$8,481 Year 3 @ 23.897% + \$5,869*50% = \$8,647 Year 4 @ 23.897% + \$5,869*50% = \$8,819	22,533			23,209			23,906			24,623			pp. 3, 7
<b>Subtotal Administrative Staff Salaries</b>	<b>22,533</b>	<b>0</b>	<b>22,533</b>	<b>23,209</b>	<b>0</b>	<b>23,209</b>	<b>23,906</b>	<b>0</b>	<b>23,906</b>	<b>24,623</b>	<b>0</b>	<b>24,623</b>	
<b>2. Language Instruction</b>													
a. UNC LCTL Program Coordinator (Yucatec Maya, Guarani, Portuguese) Program Coordinator UNC-CH Beatriz Riefkohl-Muniz 10% of salary/100% time Fringe benefits + Health Insurance/FTE: Year 1 @ 23.897% + \$5,869*10% = \$2,348 Year 2 @ 23.897% + \$5,869*10% = \$2,401 Year 3 @ 23.897% + \$5,869*10% = \$2,455 Year 4 @ 23.897% + \$5,869*10% = \$2,511	7,369			7,590			7,818			8,053			pp. 3, 6, 7

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total	UNC	Duke	Total	UNC	Duke	Total	UNC	Duke	Total	
<p>b. Academic Year Haitian Creole</p> <p>Collaboration between UNC-Duke Consortium and Duke Center for International and Global Studies and Office of Global Affairs to support 4 semester-long courses of instruction each year; Haitian Creole instructor for LCTL Distance Learning partnership among Duke, U of Virginia and Vanderbilt</p> <p>Jacques Pierre, 17% of salary/100% time. Includes a 3% annual increase for years 2-4.</p> <p>Fringe benefits</p> <p>Year 1 @ 24.5% = \$2,182</p> <p>Year 2 @ 24.3% = \$2,229</p> <p>Year 3 @ 24.3% = \$2,296</p> <p>Year 4 @ 24.3% = \$2,365</p>		8,907			9,174		9,449			9,733			pp. 3, 4, 16, 22, 36, 39, 41
<p>c. Language Across the Curriculum (LAC)</p> <p>(i) Collaboration between UNC-Duke Consortium and UNC Centers for African, Asian, European, Middle East, and Slavic/East European/Eurasian Studies, and Center for Global Initiatives</p> <p>Teaching Assistants for LAC Recitation Sections</p> <p>Graduate students to be determined</p> <p>One-time payment</p> <p>Fringe benefits + Graduate Health Insurance @ 2 months</p> <p>Year 1 @ 8.99% + \$649 = \$1,098</p> <p>Year 2 @ 8.99% + \$649 = \$1,098</p> <p>Year 3 @ 8.99% + \$649 = \$1,098</p> <p>Year 4 @ 8.99% + \$649 = \$1,098</p>	5,000			5,000			5,000			5,000			pp. 3, 37-38

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
(ii) Contribution toward instructor salary for graduate course to train LAC teaching assistants Collaboration between UNC-Duke Consortium and UNC Centers for African, Asian, European, Middle East, and Slavic/East European/Eurasian Studies, and Center for Global Initiatives Instructor to be determined , 2% of salary/100% time Fringe Benefits Year 1 @ 23.897% + \$5,869 * 2% = \$356 Year 2 @ 23.897% + \$5,869 * 2% = \$356 Year 3 @ 23.897% + \$5,869 * 2% = \$356 Year 4 @ 23.897% + \$5,869 * 2% = \$356	1,000			1,000			1,000			1,000			pp. 3, 37-38
(iii) Language teaching assistance for Spanish or Portuguese sections in courses in the Duke Culture and Language Across the Curriculum (CLAC) program, for example "Voices in the Environment" and "Voices in Global Health" Graduate student to be determined, \$5,000 for one course a year (Years 1-4). Fringe Benefits Year 1 @ 9.5% = \$475 Year 2 @ 11.4% = \$570 Year 3 @ 11.4% = \$570 Year 4 @ 11.4% = \$570		5,000			5,000			5,000			5,000		pp. 3, 22, 37-38
<b>Subtotal, Language Instruction Salaries</b>	<b>13,369</b>	<b>13,907</b>	<b>27,276</b>	<b>13,590</b>	<b>14,174</b>	<b>27,765</b>	<b>13,818</b>	<b>14,449</b>	<b>28,267</b>	<b>14,053</b>	<b>14,733</b>	<b>28,785</b>	

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
<b>3. Area Studies Instruction</b>													pp. 3, 6, 7
a. Instruction/supervision of academic year UNC-in-Guanajuato service-learning study abroad program. Develop new faculty/student research opportunities including collaborations with the UNC Schools of Law and Medicine. Position shared with UNC Center for Global Initiatives Hannah Gill, PhD 12.5% of salary/100% time Fringe benefits + Health Insurance/FTE Year 1 @ 23.897% + \$5,869*12.5% = \$2,584 Year 2 @ 23.897% + \$5,869*12.5% = \$2,640 Year 3 @ 23.897% + \$5,869*12.5% = \$2,697 Year 4 @ 23.897% + \$5,869*12.5% = \$2,756	7,745			7,978			8,217			8,464			
b. Academic Program Coordinator, CLACS, Duke Responsibilities include Latin American Studies certificate programs administration and advising, coordinating Duke Brazil Initiative programs, managing Duke CLACS Mellon Visiting Professorship, Title VI data collection and reporting, etc. Kenneth Maffitt 15% of salary/100% time, includes a 3% annual increase for years 2-4 Fringe benefits: Year 1 @ 24.5% = \$1,974 Year 2 @ 24.3% = \$2,017 Year 3 @ 24.3% = \$2,077 Year 4 @ 24.3% = \$2,139		8,057			8,299			8,548			8,804		pp. 6, 7
<b>Subtotal, Area Studies Instruction Salaries</b>	<b>7,745</b>	<b>8,057</b>	<b>15,802</b>	<b>7,978</b>	<b>8,299</b>	<b>16,276</b>	<b>8,217</b>	<b>8,548</b>	<b>16,765</b>	<b>8,464</b>	<b>8,804</b>	<b>17,268</b>	

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.	
	UNC	Duke	Total											
<b>4. Outreach</b>														
a. Educational Outreach Program Coordinator position shared with UNC School of Education														pp. 3, 7
Responsible for developing and coordinating educational outreach services to pre-service and in-service K-12 teachers, 4-year and community colleges, and historically black colleges and universities. To coordinate with the UNC School of Education the development of new exchange program with the Universidad San Francisco de Quito for School of Education undergraduate and graduate students. Also designs and provides programs to general public, media and business community and state and local agencies.														
Program Coordinator to be determined 50% of salary/100% time	25,000			25,750			26,523			27,318				
Fringe benefits + Health Insurance/FTE														
Year 1 @ 23.897% + \$5,869*50% = \$8,909														
Year 2 @ 23.897% + \$5,869*50% = \$9,088														
Year 3 @ 23.897% + \$5,869*50% = \$9,273														
Year 4 @ 23.897% + \$5,869*50% = \$9,463														
<b>Absolute Priority: Teacher Training</b>														
b. Graduate Student assistant to Educational Outreach Program Coordinator														
Graduate student to be determined														
Fringe benefits + Graduate Health Insurance @ 2 months	5,000			5,000			3,000			3,000				
Year 1 @ 8.99% + \$649 = \$1,098														
Year 2 @ 8.99% + \$649 = \$1,098														
Year 3 @ 8.99% + \$649 = \$ 919														
Year 4 @ 8.99% + \$649 = \$ 919														

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
c. Film Festival Director/Special Events Program Coordinator position shared with Duke's Nicholas School of Environment Miguel Rojas Sotelo, PhD 30% of salary/100% time, includes a 3% annual increase for years 2-4 Fringe benefits: Year 1 @ 24.5% = \$4,155 Year 2 @ 24.3% = \$4,245 Year 3 @ 24.3% = \$4,372 Year 4 @ 24.3% = \$4,503 <b>Absolute priority: Diverse Perspectives/Areas of Need</b>		16,959			17,468			17,992			18,532		pp. 3, 7
d. Project director for The New Roots Oral Histories project, expansion and development of Central American communities of origin oral histories as part of a larger collection that chronicles transnational migration, to be used by K-12 teachers Hannah Gill, PhD 12.5% of salary/100% time Fringe benefits + Health Insurance/FTE Year 1 @ 23.897% + \$5,869*12.5% = \$2,585 Year 2 @ 23.897% + \$5,869*12.5% = \$2,640 Year 3 @ 23.897% + \$5,869*12.5% = \$2,697 Year 4 @ 23.897% + \$5,869*12.5% = \$2,756	7,745			7,978			8,217			8,464			pp. 3, 7
<b>Subtotal, Outreach Salaries</b>	<b>37,745</b>	<b>16,959</b>	<b>54,704</b>	<b>38,728</b>	<b>17,468</b>	<b>56,195</b>	<b>37,740</b>	<b>17,992</b>	<b>55,731</b>	<b>38,782</b>	<b>18,532</b>	<b>57,313</b>	
<b>SUBTOTAL, SALARIES</b>	<b>81,393</b>	<b>38,923</b>	<b>120,316</b>	<b>83,505</b>	<b>39,941</b>	<b>123,446</b>	<b>83,680</b>	<b>40,989</b>	<b>124,669</b>	<b>85,921</b>	<b>42,069</b>	<b>127,989</b>	
<b>B. FRINGE BENEFITS (All positions included, Years 1-4)</b>	<b>27,298</b>	<b>8,786</b>	<b>36,084</b>	<b>27,803</b>	<b>9,061</b>	<b>36,863</b>	<b>28,143</b>	<b>9,315</b>	<b>37,458</b>	<b>28,678</b>	<b>9,578</b>	<b>38,256</b>	

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
<b>C. TRAVEL</b>													
<b>1. Foreign Travel</b>													
a. Latin American librarians' travel to Latin America or Caribbean to attend book fairs, to meet with book vendors, for acquisitions of specialized materials Teresa Chapa (UNC), Holly Ackerman (Duke) \$3,000 per year per institution to cover airfare and per diem (accommodations, meals, and incidentals). Destinations to be determined (Years 1-4)	3,000	3,000		3,000	3,000		3,000	3,000		3,000	3,000		p. 3
b. Travel for instructors in "Exploring Medicine" course at Duke Dennis Clements, Rosa Solorzano, Lorie Desmarais Airfare = \$750 x 3, Raleigh-Durham - Tegucigalpa/San Pedro Sula (Years 1-4)		2,250			2,250			2,250			2,250		pp. 3, 18, 31
c. Travel for UNC School of Education faculty/staff to establish linkages and develop/manage a study abroad program in Ecuador for pre-service teachers (Years 1 and 2). Airfare = \$1,100, Raleigh-Durham - Quito Per diem (accommodations/meals/incidentals) = \$175 x 4 days <b>Competitive Priority: Teacher Education Program</b>	1,100 700			1,100 700									p. 3
d. Faculty research travel grants UNC and Duke faculty travel to Latin America/Caribbean to develop partnerships, conduct research, disseminate research findings, etc.  Individuals to be determined in competitions; 2 per campus per year @ \$2,500 per award to cover airfare and per diem (accommodations/meals/incidentals) (Years 1-4)	5,000	5,000		5,000	5,000		5,000	5,000		5,000	5,000		p. 3
<b>Subtotal, Foreign Travel</b>	<b>9,800</b>	<b>10,250</b>	<b>20,050</b>	<b>9,800</b>	<b>10,250</b>	<b>20,050</b>	<b>8,000</b>	<b>10,250</b>	<b>18,250</b>	<b>8,000</b>	<b>10,250</b>	<b>18,250</b>	

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total	UNC	Duke	Total	UNC	Duke	Total	UNC	Duke	Total	
<b>2. Domestic Travel</b>													
a. Round-trip and per diem @\$500 for Haitian Creole instructor to visit distance-learning partner institution U of Virginia, to meet with students in Charlottesville, VA (Years 1 and 3).		500						500					
b. Round-trip and per diem @ \$500 for Haitian Creole Instructor to visit distance-learning partner institution Vanderbilt to meet with students in Nashville, TN (Years 2 and 4).					500						500		
c. Administrative travel 5 round-trips and per diem @ \$1,000 to Washington, DC to attend Title VI Directors Meeting (Year 1). Two at Duke / three at UNC.	3,000	2,000											p. 3
d. Latin American librarians' travel to attend meetings of Latin American Southeast Regional Libraries (LASER) at Florida International University (Year 1) and Vanderbilt University (Year 3); NRC funds will cover round-trip airfare to Miami or Nashville plus per diem (accommodations/meals/incidentals for 3 days). Members of LASER include Emory, Universities of Florida, Georgia, Miami, Texas at Austin, Tulane and Vanderbilt.	815	815					900	900					
<b>Subtotal, Domestic Travel</b>	<b>3,815</b>	<b>3,315</b>	<b>7,130</b>	<b>0</b>	<b>500</b>	<b>500</b>	<b>900</b>	<b>1,400</b>	<b>2,300</b>	<b>0</b>	<b>500</b>	<b>500</b>	
<b>SUBTOTAL, TRAVEL</b>	<b>13,615</b>	<b>13,565</b>	<b>27,180</b>	<b>9,800</b>	<b>10,750</b>	<b>20,550</b>	<b>8,900</b>	<b>11,650</b>	<b>20,550</b>	<b>8,000</b>	<b>10,750</b>	<b>18,750</b>	
<b>D. SUPPLIES</b>													
1. Library Acquisitions, \$5000 a year per institution (Years 1-4).	5,000	5,000		5,000	5,000		5,000	5,000		5,000	5,000		p. 3
<b>Subtotal, Library Acquisitions</b>	<b>5,000</b>	<b>5,000</b>	<b>10,000</b>	<b>5,000</b>	<b>5,000</b>	<b>10,000</b>	<b>5,000</b>	<b>5,000</b>	<b>10,000</b>	<b>5,000</b>	<b>5,000</b>	<b>10,000</b>	

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
<b>2. Outreach and Educational Materials</b>													
<b>a. Public School Teacher In-Service Training</b>													p. 3
Production/purchase/dissemination of educational materials (i) Connecting the Americas Summer Institutes and Study Tours, \$750 a year (Years 2, 3 and 4). <b>Absolute priority: Teacher Training</b>				750			750			750			
(ii) Voice and Vision K-12 Teacher Workshops, \$500 a year. Materials for curriculum resource packets <b>Absolute priority: Teacher Training</b>	500			500			500			500			
<b>b. Latin American Film Festival</b> Held at UNC-Chapel Hill, Duke, and community venues. Films purchased for the festival become part of our film library collections. Contribution to purchase of films, production of publicity, facilities rental, etc., \$6,000 Years 1 and 2; \$5,000 Years 3 and 4. <b>Absolute Priority: Diverse Perspectives/Areas of Need</b>		6,000		6,000			5,000			5,000			p. 3
<b>c. Materials for Film Library and Carolina Navigators Culture Kits, which are lent to K-16 schools, \$750 a year. NRC funds cover the costs of supplies and postage</b>	750			750			750			750			p. 3
<b>Subtotal, Outreach and Educational Materials</b>	<b>1,250</b>	<b>6,000</b>	<b>7,250</b>	<b>2,000</b>	<b>6,000</b>	<b>8,000</b>	<b>2,000</b>	<b>5,000</b>	<b>7,000</b>	<b>2,000</b>	<b>5,000</b>	<b>7,000</b>	
<b>SUBTOTAL, SUPPLIES</b>	<b>6,250</b>	<b>11,000</b>	<b>17,250</b>	<b>7,000</b>	<b>11,000</b>	<b>18,000</b>	<b>7,000</b>	<b>10,000</b>	<b>17,000</b>	<b>7,000</b>	<b>10,000</b>	<b>17,000</b>	

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.		
	UNC	Duke	Total												
<b>E. OTHER</b>															
<b>1. Teacher Training</b>															
<p>a. Connecting the Americas Summer Institutes/Study Tours, \$5,000 Years 2, 3, and 4 Topics and Destinations to be determined</p> <p>Week-long tours preceded by a series of pre-trip workshops. Teachers will develop curricula to be used back in their home schools. They will present their work at conferences and community forums after the trip and share best practices with other teachers. NRC funds will cover speaker fees for pre-trip workshops, partial teacher airfare and per diem costs. For Summer Institutes, NRC funds will cover speaker fees.</p> <p><b>Absolute Priority: Teacher Training</b></p>				5,000			5,000			5,000				p. 3	
<p>b. Collaboration between UNC-Duke Consortium and UNC's World View on annual seminar on "Latin America and North Carolina" for K-12, \$1,000 (Year 1). Grant funds cover administrative costs plus speaker fees.</p> <p><b>Absolute priority: Teacher Training</b></p>	1,000														p. 3
<p>c. Voice and Vision in the Americas: K-12 teacher workshop series; topics to be determined NRC funds to cover administrative costs plus speaker fees \$1,000 a year.</p> <p><b>Absolute priority: Teacher Training</b></p>	1,000			1,000			1,000			1,000					p. 3
<p>d. Learning Through Languages Language Research Symposium \$1,000 a year.</p> <p>NRC funds support webinars and trainings for high school teachers as they prepare their teams of students to compete in the research symposium by presenting on a research topic in their foreign language and world region.</p> <p><b>Absolute priority: Teacher Training</b></p>	1,000			1,000			1,000			1,000					p. 3

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total	UNC	Duke	Total	UNC	Duke	Total	UNC	Duke	Total	
e. Competitive summer research fellowships for faculty from 2-4 year colleges (priority to community colleges and HBCUs) to use Duke and UNC libraries and other campus resources for course development (Years 1-4) 2 awards per year Transportation allowance = \$500 x 2 awards Contribution toward accommodations and meals per diem = 10 days x \$150 = \$1,500 x 2 awards <b>Absolute priority: Teacher Training</b>													P. 3
<b>Subtotal, Teacher Training</b>	<b>3,000</b>	<b>4,000</b>	<b>7,000</b>	<b>7,000</b>	<b>4,000</b>	<b>11,000</b>	<b>7,000</b>	<b>4,000</b>	<b>11,000</b>	<b>7,000</b>	<b>4,000</b>	<b>11,000</b>	
<b>2. UNC-Duke Consortium co-sponsorship of the Americas Award for Children's and Young Adult Literature</b>													pp. 3, 51
a. Partial funds to support CLASP's annual Americas Award which promotes the production of quality children's and young adult books that portray LAC-related topics/peoples accurately and provides K-12 teachers with recommendations for classroom use and associated Washington, DC-based teacher training, \$500 a year	500			500			500			500			
b. Partial funds to support annual webinar series for educators and librarians to learn about diverse children's books. (Collaboration with Middle East Children's Book Award, South Asia Book Award, Africana Book Award), \$200 a year.	200			200			200			200			
c. Contribution toward symposium for educators and librarians, collaboration among Americas Award, Middle East Children's Book Award, South Asia Book Award, Africana Book Award. To help cover travel expenses for an educator or librarian from North Carolina \$500 a year (Year 4 only).										500			
<b>Subtotal, Americas Award Support</b>	<b>700</b>	<b>0</b>	<b>700</b>	<b>700</b>	<b>0</b>	<b>700</b>	<b>700</b>	<b>0</b>	<b>700</b>	<b>1,200</b>	<b>0</b>	<b>1,200</b>	

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total	UNC	Duke	Total	UNC	Duke	Total	UNC	Duke	Total	
<p><b>3. Partnerships with Minority Serving Institutions (MSIs)</b> including community colleges and Historically Black Colleges and Universities (HBCUs)</p> <p>a. NC HBCU Latin American Network - Building on a successful pilot program developed since 2014 with two NC HBCUs (Winston Salem State U and NC Central U), we will expand linkages to a wider network of HBCUs across NC. We will collaborate on joint curriculum development, conference and professional development, research fellowships, etc.)</p> <p><b>Competitive Priority: Collaboration with Minority Serving Institution</b></p>	3,000	3,000		3,000	3,000		2,000	2,000		2,000	2,000		pp. 3, 16, 58
<p>b. World View Global Distinction program for community colleges, \$2,000 a year.</p> <p>Collaboration between UNC-Duke Consortium, other UNC Area Studies Centers, and UNC's World View on community college curriculum development and event planning for new Global Distinction Certificate programs at community colleges across the state of NC.</p> <p><b>Competitive Priority: Collaboration with Community Colleges</b></p>	2,000			2,000			2,000			2,000			pp. 3, 15, 59
<p>c. Global Studies Conference on NRC, Community College and MSI Collaboration</p> <p>Collaboration with Florida International University, Tulane University, University of New Mexico, Vanderbilt University (Year 2 only)</p> <p>Will cover airfare and per diem (accommodations, meals, and incidentals) for 2 community college or MSI faculty and 1 NRC administrator to travel to Florida International University in Miami \$2,500 a year (Year 2).</p> <p><b>Competitive Priority: Collaboration with Minority Serving Institutions and Community Colleges</b></p>				2,500									pp. 3, 15
<b>Subtotal, Partnerships with Minority Serving Institutions</b>	<b>5,000</b>	<b>3,000</b>	<b>8,000</b>	<b>7,500</b>	<b>3,000</b>	<b>10,500</b>	<b>4,000</b>	<b>2,000</b>	<b>6,000</b>	<b>4,000</b>	<b>2,000</b>	<b>6,000</b>	

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
National Resource Center Budget													
<b>4. Partnerships with UNC School of Education/Duke Program in Education</b>													
Curriculum development to add Latin American content to courses and provide Latin American materials for pre-service teachers-in-training, and support speaker travel, \$2,000 a year (Year 1 and 2), \$1,000 a year (Year 3 and 4) per institution.	2,000	2,000		2,000	2,000		1,000	1,000		1,000	1,000		pp. 3, 15, 60
<b>Competitive Priority: Teacher Education Programs</b>													
<b>Subtotal, Partnerships with School/Program in Education</b>	<b>2,000</b>	<b>2,000</b>	<b>4,000</b>	<b>2,000</b>	<b>2,000</b>	<b>4,000</b>	<b>1,000</b>	<b>1,000</b>	<b>2,000</b>	<b>1,000</b>	<b>1,000</b>	<b>2,000</b>	
<b>5. Yucatec Maya language program support</b>													
<b>a. Summer Intensive Yucatec Maya course instructor, Level 1 Geronimo Can Tec</b>													pp. 3, 16, 37
Airfare = \$800 r/t Merida, Mexico - Raleigh/Durham	800			800			800			800			
Per diem = 10 days @ \$65 in Chapel Hill	650			650			650			650			
<b>b. Academic Year Yucatec Maya Expansion Pilot Project</b>													pp. 3, 16, 37
Planning and implementation of expansion of academic year Yucatec Maya via distance-learning arrangement with US-based instructor and Mexico-based native speaker. Year 1, planning; Year 2 offer 1 semester of beginner-level instruction; Years 3 and 4, offer 2 semesters of beginner-level instruction. Goal is to expand to 2 full semesters of Yucatec Maya language instruction by end of grant cycle. Collaboration with Tulane University.													
NRC funds would cover instructor and native speaker compensation per contractual arrangement, plus tech support, \$4,000 a year (Year 2), \$7,000 a year (Year 3 and 4).				4,000			7,000			7,000			
<b>Subtotal, Yucatec Maya language program support</b>	<b>1,450</b>	<b>0</b>	<b>1,450</b>	<b>5,450</b>	<b>0</b>	<b>5,450</b>	<b>8,450</b>	<b>0</b>	<b>8,450</b>	<b>8,450</b>	<b>0</b>	<b>8,450</b>	

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
<p><b>6. VAuLT (Virtual and Augmented Language Training)</b>  <b>Summer Pedagogical Design Challenges</b> project for targeted Latin American indigenous languages, Haitian Creole, and Portuguese. Collaboration between a group of Title VI NRCs (UNC-Duke, Tulane, Vanderbilt, Florida International University) and the University of Oregon's Center for Applied Second Language Studies, an LRC (Years 3 and 4 only).</p> <p>a. VAuLT Pedagogical Summer Design Challenge workshop to be held at Vanderbilt - costs for the Duke Haitian Creole instructor to participate, includes airfare, lodging, meals, contribution toward workshop materials, \$1,595 (Year 3).</p> <p>b. Contribution toward cost of creation of VAuLT modules in Haitian Creole by University of Oregon's Center for Applied Second Language Studies, \$1,000 (Year 4).</p> <p><b>Subtotal, VAuLT Summer Pedagogical Design Challenges</b></p>								1,595				1,000	pp. 3, 16
	0	0	0	0	0	0	0	1,595	1,595	0	1,000	1,000	
<p><b>7. Conference and Seminar Series</b>  a. NC Latin American Studies Conference Series</p> <p>Annual statewide conference, as a collaboration among the UNC-Duke Consortium, UNC-Charlotte and the Southeastern Council on Latin American Studies (SECOLAS)</p> <p>To provide opportunities for Latin Americanist faculty and graduate students from across the state to present their work and exchange ideas. NRC funds cover publicity, space rental, travel costs for presenters traveling between campuses (location of conference will alternate between UNC-Duke and UNC-Charlotte), \$5,000 a year per institution.</p> <p><b>Absolute Priority: Diverse Perspectives/Areas of Need</b></p> <p>b. Latin America and the US in the 21st Century seminar series</p>	5,000	5,000		5,000	5,000		5,000	5,000		5,000	5,000		p. 3

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
To bring outside guest speakers to UNC and Duke, one per year per campus. NRC funds to cover guest speaker travel and fees, \$2,500 a year per institution.	2,500	2,500		2,500	2,500		2,500	2,500		2,500	2,500		
<b>Absolute Priority: Diverse Perspectives/Areas of Need</b>													
c. National Culture and Language Across the Curriculum Conference													
Contribution toward the cost of key note speaker for conference to be held at UNC, \$200 (Year 2).				200									
Collaboration between UNC-Duke Consortium and UNC Centers for African, Asian, European, Middle East, and Slavic/East European/Eurasian Studies, and Center for Global Initiatives													
<b>Subtotal, Conference and Seminar Series</b>	<b>7,500</b>	<b>7,500</b>	<b>15,000</b>	<b>7,700</b>	<b>7,500</b>	<b>15,200</b>	<b>7,500</b>	<b>7,500</b>	<b>15,000</b>	<b>7,500</b>	<b>7,500</b>	<b>15,000</b>	
<b>8. UNC-Duke Consortium co-sponsorship of "Studies in Latin America" Series</b>													pp. 3, 11
Collaboration with UNC Press and UNC-CH Library on open access publishing; features short works to promote new scholarship in Latin American/Caribbean social sciences by senior and junior scholars. Title VI NRC funds contribute to series production costs; one title anticipated per year, \$4,000 (Year 1); \$2,000 (Years 2, 3 and 4).	4,000			2,000			2,000			2,000			
<b>Absolute Priority: Diverse Perspectives/Areas of Need</b>													
<b>Subtotal, Studies in Latin America Series</b>	<b>4,000</b>	<b>0</b>	<b>4,000</b>	<b>2,000</b>	<b>0</b>	<b>2,000</b>	<b>2,000</b>	<b>0</b>	<b>2,000</b>	<b>2,000</b>	<b>0</b>	<b>2,000</b>	
<b>9. Program Evaluation</b>													pp. 3, 14-17
Project-specific, process- and outcome-based evaluations to be carried out by evaluation team from UNC School of Education. Evaluation focus may include UNC-Duke Consortium community college collaborations, FLAS Fellowships, partnerships with school/program in education, etc. Evaluations conducted through focus groups, qualitative surveys, etc., \$2,000 a year per institution.	2,000	2,000		2,000	2,000		2,000	2,000		2,000	2,000		
<b>Subtotal, Program Evaluation</b>	<b>2,000</b>	<b>2,000</b>	<b>4,000</b>										
<b>SUBTOTAL, OTHER</b>	<b>25,650</b>	<b>18,500</b>	<b>44,150</b>	<b>34,350</b>	<b>18,500</b>	<b>52,850</b>	<b>32,650</b>	<b>18,095</b>	<b>50,745</b>	<b>33,150</b>	<b>17,500</b>	<b>50,650</b>	

Consortium in Latin American and Caribbean Studies  
 at the University of North Carolina at Chapel Hill and Duke University

NRC FY 2018-2022 Proposed Budget

National Resource Center Budget	2018-2019			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
<b>F. TOTAL DIRECT COSTS</b>	154,206	90,774	244,980	162,458	89,251	251,709	160,373	90,049	250,422	162,749	89,896	252,645	
<b>G. INDIRECT COSTS @ 8% MODIFIED TOTAL DIRECT COSTS</b> *Includes 8% of first \$25,000 of subcontract to UNC (year 1 only)	14,336	7,262	21,598	12,997	7,140	20,137	12,830	7,204	20,034	13,020	7,192	20,212	
<b>H. NRC BUDGET TOTALS</b>	168,543	98,036	266,579	175,454	96,391	271,846	173,203	97,253	270,456	175,769	97,088	272,857	

Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University

FLAS Fellowships FY 2018-2022 Proposed Budget

FLAS Fellowships Budget	2018-19			2019-2020			2020-2021			2021-2022			Narrative page ref.
	UNC	Duke	Total										
<u>Summer FLAS Fellowships</u>													
a. Institutional Payment 7 @ \$5,000 for UNC-CH each year 5 @ \$5,000 for Duke each year	35,000	25,000		35,000	25,000		35,000	25,000		35,000	25,000		pp. 3, 20, 25 49, 56-58, 60
b. Subsistence Allowance 7 @ \$2,500 for UNC-CH each year 5 @ \$2,500 for Duke each year	17,500	12,500		17,500	12,500		17,500	12,500		17,500	12,500		
<b>Subtotal, Summer FLAS Fellowships</b>	<b>52,500</b>	<b>37,500</b>	<b>90,000</b>										
<u>Academic Year FLAS Fellowships</u>													
a. Institutional Payment 6 @ \$18,000 for UNC-CH each year 5 @ \$18,000 for Duke each year	108,000	90,000		108,000	90,000		108,000	90,000		108,000	90,000		pp. 3, 20, 25 49, 56-58, 60
b. Subsistence Allowance 6 @ \$15,000 for UNC-CH each year 5 @ \$15,000 for Duke each year	90,000	75,000		90,000	75,000		90,000	75,000		90,000	75,000		
<b>Subtotal, Academic Year FLAS Fellowships</b>	<b>198,000</b>	<b>165,000</b>	<b>363,000</b>										
<b>TOTAL FLAS FELLOWSHIP BUDGET</b>	<b>250,500</b>	<b>202,500</b>	<b>453,000</b>										

FLAS Competitive Priority 1: We propose to give preference to meritorius students with demonstrated financial need in making our FLAS awards.

FLAS Competitive Priority 2: We propose to award at least 25% of our Academic Year fellowships in modern foreign languages other than French, German, and Spanish.