

**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 # P015A180089**

**Grants.gov Tracking#: GRANT12659497**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180089

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 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"/>
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**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="The Regents of the University of California"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-6002123"/>	* c. Organizational DUNS: <input type="text" value="1247267250000"/>

**d. Address:**

* Street1:	<input type="text" value="c/o Sponsored Projects Office"/>
Street2:	<input type="text" value="1608 Fourth Street, Suite 220"/>
* City:	<input type="text" value="Berkeley"/>
County/Parish:	<input type="text" value="Alameda"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="94710-5940"/>

**e. Organizational Unit:**

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Jessie"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Brown"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Contracts and Grants Officer"/>
--

Organizational Affiliation: <input type="text" value="Sponsored Projects Office"/>
---

* Telephone Number: <input type="text" value="(510) 642-8120"/>	Fax Number: <input type="text" value="(510) 642-8236"/>
---	---

* Email: <input type="text" value="jwbrown@berkeley.edu"/>
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**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:**

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

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="523,187.00"/>
* 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="523,187.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

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

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

Name of Institution/Organization

The Regents of the University of California

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	82,033.00	83,674.00	85,347.00	87,054.00		338,108.00
2. Fringe Benefits	61,748.00	62,983.00	64,242.00	65,527.00		254,500.00
3. Travel	12,730.00	9,630.00	9,440.00	7,010.00		38,810.00
4. Equipment						
5. Supplies	4,000.00	3,500.00	3,000.00	1,500.00		12,000.00
6. Contractual						
7. Construction						
8. Other	98,921.00	93,901.00	89,283.00	86,283.00		368,388.00
9. Total Direct Costs (lines 1-8)	259,432.00	253,688.00	251,312.00	247,374.00		1,011,806.00
10. Indirect Costs*	20,755.00	20,295.00	20,105.00	19,790.00		80,945.00
11. Training Stipends	243,000.00	243,000.00	243,000.00	243,000.00		972,000.00
12. Total Costs (lines 9-11)	523,187.00	516,983.00	514,417.00	510,164.00		2,064,751.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 40.00%.

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

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # P015A180089

Name of Institution/Organization The Regents of the University of California	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jessie Brown</p>	<p>TITLE</p> <p>Contracts and Grants Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>The Regents of the University of California</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 checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

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

Title:  Telephone No.:  Date:

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

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

1238-UCB CLAS\_GEPA 427.pdf

Add Attachment

Delete Attachment

View Attachment

## **General Education Provisions Act (GEPA) Section 427 Detailed Description of University of California, Berkeley's Policies**

### **OVERVIEW**

The Center for Latin American Studies (CLAS) at University of California, Berkeley (UCB, Berkeley) is committed to ensuring equitable access to and participation in the NRC and FLAS programs. CLAS is supported by the detailed and comprehensive policies and regulations at the University of California, Berkeley and the overarching UC system. These policies and regulations comply with all applicable federal, state, and local laws and regulations and meet the University commitment to positive values of equal opportunity, access, and a climate free from all forms of harassment, exploitation, or intimidation. These are summarized nicely in the following quotes:

"The University of California, in accordance with applicable Federal and State Law, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment." (*From Nondiscrimination Policies and Procedures, <https://ophd.berkeley.edu/policies-and-procedures>*)

"Diversity is a defining feature of the University of California and we embrace it as a source of strength. Our differences — of race, ethnicity, gender, religion, sexual orientation, gender identity, age, socioeconomic status, abilities, experience and more — enhance our ability to achieve the university's core missions of public service, teaching and research. We welcome faculty, staff and students from all backgrounds and want everyone at UC to feel respected and valued." (*From <https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/diversity.html> as introduction to Regents Policy 4400: Policy on University of California Diversity Statement*)

In Part A of this document, we provide a detailed description of the steps CLAS will take to ensure equitable access in and participation in the NRC/CLAS Program. In Part B, we list several specific policies with text excerpts of the articles most relevant to GEPA 427 and the NRC/FLAS program. These official policies are centered around (1) nondiscrimination and affirmative action, (2) nondiscrimination on the basis of sex, (3) nondiscrimination on the basis of disability and (4) provision of accommodation for accessibility. While some of the excerpts may read as repetitive due to the nature of policy language, it illustrates UC Berkeley's commitment to a diverse environment free from discrimination. This commitment is borne out further by a wealth of guidelines, best practices, services, and resources that UC Berkeley created to ensure an inclusive environment with equal access for all. Since these translations of policy into practice are clearly aligned with the spirit of the GEPA 427, we provide some examples of this in Part C, starting with our Principles of Community.

## **PART A: CLAS STRATEGY TO ADDRESS ISSUES OF ACCESS AND PARTICIAPTION**

CLAS considers issues of access and participation in all program planning and coordination. In doing so, we draw on the resources at UCB and in the UC System.

### **Addressing barriers of accessibility for disabled individuals:**

A major activity of the NRC proposal is the creation of courses and public events focused Latin American content. CLAS works closely with the Disabled Students Program (DSP) to ensure accessibility for all students who participate in CLAS courses and seminars. During the exam period, CLAS provides office space and special technology for extended-time and low-distraction test takers. CLAS works with the DSP to caption all videos used in class, and ensures students appropriate seating in lecture hall to address accessibility issues. CLAS uses event space that is wheel-chair accessible for our public events. When requested, accommodate specific accessibility issues, such as video captioned, seating for sign language interpreters, etc..

### **Addressing barriers of access to research and study abroad:**

CLAS is aware that certain groups face additional barriers to pursuing academia, research, study abroad, and travel opportunities. As such, we have a multi-pronged approach that supporting students of color, students from low-income backgrounds, students with disabilities to access international opportunities. We will apply this approach to student activities funded by NRC/FLAS, such as student working groups, FLAS fellowships, travel and conference grants, etc. First, we market opportunities through social media and list serves that target underrepresented groups. Second, we partner with the Division of Equity and Inclusion (E&I) to support traditionally underrepresented and community college transfer students to pursue study abroad and international research. E&I awarded CLAS a grant to develop a one-unit course that addresses cultural and financial obstacles to study abroad and international research. Third, we consider students' financial situation when making funding decisions for travel and research grants (such as FLAS). Fourth, CLAS highlights contributions of students from underrepresented groups in our communication materials.

### **Addressing barriers to hiring diverse employees:**

To meet the proposed NRC/FLAS project goals, CLAS is proposing to hire Graduate Student Researchers and an Outreach Coordinator. CLAS is committed to hiring practices that ensure diversity of our staff and continued programmatic excellence. CLAS posts all employment opportunities in Spanish-language media, and uses a hiring process that values a diverse applicant pool.

## **PART B. INSTITUTIONAL POLICIES**

*Note:* Most of the official policies exist at the level of the University of California system. There are three main policies that cover the different university constituents:

- University of California Policies Applying to Campus Activities, Organizations and Students (PACAOS)

- University of California Academic Personnel Manual (APM)
- University of California Personnel Policies for Staff members (PPSM)

As way of providing a detailed description of each policy, we include excerpts from the policy text of the articles most relevant to GEPA 427 and the NRC/FLAS program. All policies were current as at time of proposal preparation (June 2018).

## **1. Nondiscrimination and Affirmative Action**

### **1.1 Student-Related Matters**

The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. In sum, the University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds. Following are two statements that illustrate this:

"The University is committed to a policy against legally impermissible, arbitrary, or unreasonable discriminatory practices. All groups operating under the authority of The Regents, including administration, faculty, student governments, University-owned residence halls, and programs sponsored by the University or any campus, are governed by this policy of nondiscrimination. The intent of the University's policy on nondiscrimination is to reflect fully the spirit of the law. In carrying out this Policy, the University also shall be sensitive to the existence of past and continuing societal discrimination." *(From PACAOS-20: Policy On Nondiscrimination, <https://policy.ucop.edu/doc/2710522/PACAOS-20>)*

"The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities." *(From PACAOS-APPENDIX C: Nondiscrimination Policy Statement For University Of California Publications Regarding Student-Related Matters, <https://policy.ucop.edu/doc/2710540/PACAOS-Appendix-C>)*

### **1.2. Employment Practices**

Across the University, efforts are also made to advertise employment opportunities widely, with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is

considerate and tolerant of the ideas of others.

### ***General Provisions***

"The University prohibits discrimination against any person employed; seeking employment; or applying for or engaged in a paid or unpaid internship or training program leading to employment with the University of California on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services, including protected veterans. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

In addition, the University prohibits harassment based on the above protected characteristics of an employee, applicant, paid or unpaid intern, volunteer, person participating in a program leading to employment, or person providing services pursuant to a contract.

If the harassment is sexual in nature, the University's Sexual Violence and Sexual Harassment (SVSH) policy will apply. Local SVSH resource information can be found at <http://sexualviolence.universityofcalifornia.edu/get-help/index.html>. This policy is intended to be consistent with applicable state and federal laws and University policies."

### ***Affirmative Action***

"It is the policy of the University to undertake affirmative action, consistent with its obligations as a federal contractor, for minorities and women, for persons with disabilities, and for protected veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with federal regulations, written affirmative action plans will be prepared and maintained by each campus of the University, by the Lawrence Berkeley National Laboratory, by the Office of the President, and by the Division of Agriculture and Natural Resources. Such plans will be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated."

*(From University of California – Policy Discrimination, Harassment, and Affirmative Action in the Workplace, <https://policy.ucop.edu/doc/4000376/DiscriminatioHarassmentAffirmAction>)*

Similar language is also included in APM-035: Affirmative Action and Nondiscrimination in Employment (<https://www.ucop.edu/academic-personnel-programs/files/apm/apm-035.pdf>); PPSM-12: Nondiscrimination in Employment. (<https://policy.ucop.edu/doc/4010391/PPSM-12>); and PPSM-14: Affirmative Action (<https://policy.ucop.edu/doc/4010392/PPSM-14>)

## **2. Nondiscrimination on the Basis of Sex**

## ***General Provisions***

"Except as provided in Federal or State laws, no person may be excluded on the basis of sex from participation in, denied the benefits of, or discriminated against in any academic, extracurricular, research, or other program offered by the University. This includes: (a) sex discrimination in requirements or qualifications for any University-offered aid, benefit, or service; (b) providing different aid, benefits, or services or such aid, benefits, or services in a different manner; (c) application of separate rules of appearance; (d) application of separate rules as to domicile for admission or out-of-State fee purposes; or (e) providing any assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit, or service to students or employees (for example, single-sex clubs not exempted in Section 150.40)."

"Programs in which the University requires or facilitates participation by its students, but which are not wholly operated by the University (for example, study abroad, clinical programs, student-teaching programs, internships) must be actively monitored to ensure that they do not contain violations of this Policy. If such violations occur and cannot be rectified, the program relationship must be terminated."

## ***Admissions***

"Except as provided in this Policy, no preference on the basis of sex can be given in the admission of students. This includes: (a) ranking of applicants separately by sex; (b) the use of quotas for one sex; or (c) the use of tests or other criteria which have disproportionately adverse effects on one sex. The prohibition against tests or criteria which have disproportionately adverse effects on one sex is not applicable when they are shown to validly predict success in the educational program in question and alternative tests or criteria are shown to be unavailable."

## ***Educational Programs and Activities***

"Except as provided in this Policy, all educational programs or activities offered by the University, including physical education, ROTC, and music classes must be offered without discrimination on the basis of sex."

## ***Financial Aid***

"It is the intent of this Policy that student aid funds administered by the University are awarded to men and women in a nondiscriminatory manner. A campus may not at its own discretion set aside any University-administered student aid funds in a manner that would result in discrimination on the basis of sex in the amount or type of aid received by University students on that campus. However, as provided in Federal and State laws, certain funds may be administered on a sex-restricted basis (see Section 153.22)."

*(From 3.1.1 PACAOS-150: Student-Related Policy Applying To Nondiscrimination On The Basis Of Sex (<https://policy.ucop.edu/doc/2710535/PACAOS-150>)*

### **3. Nondiscrimination on the Basis of Disability**

#### **3.1 General nondiscrimination**

##### ***Faculty***

"The University of California recognizes that academic appointees with disabilities are active and productive members of the University community, and the University is committed to providing reasonable accommodations to allow qualified academic appointees with disabilities to continue to contribute to the University's vital educational, research and public service mission. To this end, the University is committed to participating in the Interactive Process to determine and implement reasonable accommodations to the working environment (which do not cause an undue hardship), to assist academic appointees with disabilities in accommodating restrictions or limitations in the workplace." (*From 2.2.1 APM-711: University of California Resource Guide for Academic Appointees with Disabilities* ([https://www.ucop.edu/academic-personnel-programs/\\_files/apm/apm711.pdf](https://www.ucop.edu/academic-personnel-programs/_files/apm/apm711.pdf)))

##### ***Staff***

"The University provides reasonable accommodation to otherwise qualified employees who are disabled or become disabled and need assistance to perform the essential functions of their positions. The interactive process shall be used to determine what, if any, reasonable accommodation will be made." (*From PPSM-81: Reasonable Accommodation*, <https://policy.ucop.edu/doc/4010420/PPSM-81>)

##### ***Students***

"In providing any aid, benefit, or service, the University may not, directly or through contractual, licensing, or other arrangements, discriminate on the basis of disability [...]" (*From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability* (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

#### **3.2 Educational Programs, Services, and Activities**

Examples under this part of the policy include:

"Qualified individuals with disabilities may not, on the basis of disability, be denied admission to the University or enrollment in University classes or participation in University programs, services, or activities, or be subjected to discrimination in the admissions process or in recruitment procedures."

"Qualified students with disabilities or participants with disabilities in University programs, services, or activities may not, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular activity, or other educational program, service, or activity offered by the University."

*(From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))*

### **3.3 Student Employment Practices**

"The University may not discriminate against any qualified individual with a disability, on the basis of disability, in employment under any program, service, or activity, including any program, service, or activity that employs students with disabilities. Information concerning the University's employment policies as they apply to individuals with disabilities may be obtained from campus personnel offices or ADA/Section 504 Compliance Officers." *(From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))*

## **4. Program Accessibility**

"No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens." *(From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))*

### **4.2 Responsible Units at UC Berkeley**

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations.

The Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities describes the roles of various units and individuals at the University of California, Berkeley in ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by University policy. Responsible units include *the Academic Accommodations Policy Board*, which exists of at least two faculty members knowledgeable in the area of learning and disabilities; two professional staff members of the Disabled Student's Program; the campus Assistant Provost of Academic Compliance & Disability Standards; and the campus Disability Resolution Officer. This board is tasked with advising the Executive Vice Chancellor and Provost about policies and procedures related to the provision of academic accommodations for students with disabilities; recommending steps to be taken by the EVCP related to the provision of accommodations for instructors with disabilities, such as faculty, lecturers, graduate student instructors, etc.;

developing mechanisms for increasing the understanding of the academic departments and faculty with respect to disabilities and their accommodation in an academic setting; and assisting the EVCP in resolving any disagreements with faculty that might arise concerning particular accommodations in an academic setting. Other people/units include the *Executive Vice Chancellor and Provost*, responsible for campus policies affecting persons with disabilities, and final determination of the appropriateness of a particular academic accommodation is the event of disagreement; the *Assistant Provost of Academic Compliance & Disability Standards*, serving as a resource to the Executive Vice Chancellor and Provost and others; *Disability Specialists*, responsible for assessing a student's disability and nature of accommodations; the *Director of the Disabled Students' Program*; *Instructors*; and *Department Chairs and Deans*. (*Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities*, <https://dsp.berkeley.edu/about/policies-guidelines/accommodations>)

#### **4.3 Examples of additional policies related to particular disabilities**

##### ***Deaf and Hard of Hearing Students***

"The University of California at Berkeley (UCB) is committed to ensuring that deaf and hard-of-hearing students are able to participate in all of the programs, services and activities offered on this campus and to ensuring that their communication assistance needs are met. The Disabled Students' Program is a primary resource available at UCB to help students with their communication assistance needs." The policy and practices guide goes on to "explain the types of auxiliary services, aids and accommodations that Disabled Students' Program makes available to deaf and hard-of-hearing students, and the procedures for obtaining and maintaining those services, aids and accommodations." (*From Berkeley Communication Services for Deaf and Hard of Hearing Students*, <https://dsp.berkeley.edu/about/policies-guidelines/communication-services>)

##### ***Psychological Disabilities / Attention-Deficit / Hyperactivity Disorder***

"Federal and State law and University of California policies require the University to provide reasonable accommodation in its academic programs to qualified students with disabilities, including students with psychological disabilities.

The University is committed to providing reasonable accommodations appropriate to the nature and severity of the individual's documented psychological disability in all academic programs, services, and activities. In defining a disability as primarily psychological in nature, these Practices consider the definition of mental disorders as described in the most current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)."

(*From University of California Practices for the Documentation and Academic Accommodation of Students with Psychological Disabilities*, <https://dsp.berkeley.edu/about/policies-guidelines/psychological-disabilities>; and *University of California Practices for the Documentation and Academic Accommodation of Students with Attention-Deficit/Hyperactivity Disorder*, <https://dsp.berkeley.edu/about/policies-guidelines/attention-deficithyperactivity-disorder>)

##### ***Learning Disabilities***

"Federal and State law and University of California policies require the University to provide reasonable accommodation in its academic programs to qualified students with disabilities, including students with learning disabilities.

The University is committed to providing reasonable accommodations appropriate to the nature and severity of the individual's documented learning disability in all academic programs, services, and activities.

University of California students with learning disabilities typically have average to superior ability, yet experience marked difficulty in one or more academic areas as a result of a significant information processing disorder. To be considered a disability that warrants accommodations, the disorder must limit a major life activity."

*(From University of California Practices for the Documentation and Accommodation of Students with Learning Disabilities—Revised, <https://dsp.berkeley.edu/about/policies-guidelines/learning-disabilities>)*

### ***Pregnancy and Parenting***

"In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, it is the policy of the University of California at Berkeley to not discriminate against or exclude any person on the basis of pregnancy or related conditions, and to provide reasonable accommodations to students as appropriate. Instructors are reminded of their responsibilities for excusing medically necessary absences for pregnancy and related conditions and making reasonable accommodations in the areas of class sessions, exams, tests, project deadlines, field trips, and any other required activities. For graduate students, faculty advisors are reminded of policies regarding parental leave and the extension of normative time for academic milestones, as set out in the Guide to Graduate Policy." *(From Accommodation For Pregnancy And Parenting, [https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines - anchor6](https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines-anchor6))*

## **PART C. RESULTING GUIDELINES, BEST PRACTICES, AND SERVICES**

### **1. Principles of Community**

In addition to the official policies, UC Berkeley also prides itself on our Principles of Community:

"These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.

- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

UC Berkeley's "Principles of Community" statement was developed collaboratively by students, faculty, staff, and alumni, and issued by the Chancellor. Its intent is to serve as an affirmation of the intrinsic and unique value of each member of the UC Berkeley community and as a guide for our personal and collective behavior, both on campus and as we serve society."

(From: <https://diversity.berkeley.edu/principles-community>)

## 2. Pathways to Implementation

### 2.1 Responsible Units

There are several units on campus that are tasked with elements of creating an inclusive environment and ensuring equal access. Many of the policies are the responsibility of Human Resources, the Office of Ethics, Risk and Compliance Services, the Division of Equity and Inclusion, Undergraduate Studies, and the Center for Teaching and Learning, to name a few. However, the main goal is to cultivate that responsibility and capability of inclusiveness within each person on campus to create a welcoming and accommodating environment for all.

### 2.2 Going Beyond Compliance

The Office of Ethics, Risk and Compliance Services, includes the Office for the Prevention of Harassment and Discrimination (OPHD) and the Disability Compliance Office (DCO). These two offices go beyond mere compliance. Indeed, OPHD is tasked with resolving sex (Title IX) and race (Title VI) discrimination, harassment, and assault, *as well as* to help create and maintain a positive campus climate. The vision for the DCO is to "manage a robust compliance program that *reframes* legally-mandated disability-related physical and program access issues into self-regulatory good business practices that are based in universal design for the common good, rather than compliance and accommodation. The DCO collaboratively strives to maintain and promote an environment and culture of disability-related compliance, rooted in our campus mission of teaching, research, and public service consistent with the university Principles of Community, and the standing campus commitment to full inclusion."

### 2.3 Equity and Inclusion: From high-level administration to each unit

UC Berkeley's commitment related to the GEPA 427 intent is probably most noticeable in the Division of Equity and Inclusion (E&I). E&I is headed by the Vice Chancellor of Equity &

Inclusion, Oscar Dubon, and provides leadership, accountability and inspiration to the campus in integrating equity, inclusion, and diversity into all aspects of university life. Their Campus Climate, Community Engagement & Transformation unit was created to "transform the campus experience for all students, staff, faculty and administration at UC Berkeley, focusing on reshaping and influencing policies and practices that increase opportunities, advance social justice and create equitable experiences for all groups, with a special focus on marginalized and underserved populations." This encompasses student, staff, and faculty diversity initiatives as well as a data collection and reporting effort. The following excerpt from the strategic plan provides a good framework of UC Berkeley's goals:

"The Pathway to Excellence, Berkeley's Strategic Plan for Equity, Inclusion, and Diversity, renews the campus's commitment to California, and to the world, to provide fair treatment, access, opportunity, and advancement for all. This is a commitment that lies at the heart of Berkeley's mission as a public university, and is a continuation of the campus's longtime role in advancing principles and policies for a democratic society. California's uniquely diverse demographics, combined with Berkeley's authentic desire to serve and learn from every sector of society, offers the University a chance to craft new models of institutional change. Our goal is to transform UC Berkeley into an equitable and inclusive academy of the highest caliber – one that fully honors the diversity of our students, faculty and staff, expands possibilities for those from underserved backgrounds and communities, and creates new fields of inquiry, knowledge, and exploration, with global reach and implications." (From: [https://diversity.berkeley.edu/sites/default/files/executivesummary\\_webversion.pdf](https://diversity.berkeley.edu/sites/default/files/executivesummary_webversion.pdf))

Examples of key initiatives include:

- Rallying of local stakeholders;
- The creation of prestigious student, faculty, and staff awards and effective policies and practices that recognize and incentivize the advancement of equity, inclusion, and diversity;
- A UC Berkeley staff performance management tool that incorporates "inclusiveness" as a core competency for performance evaluations; and
- Best practices, such as mentoring, cross-training for job skills, hiring-committee training, and accessible classroom materials and pedagogy; and
- Climate surveys.

Thus, in order to create a welcoming campus climate for all and to instigate culture change, UC Berkeley uses a multifaceted approach through a portfolio of programs and services at different levels and with different community groups on campus. For example, in addition to offering direct diversity consulting services, the Division of Equity and Inclusion also supports diversity planning within academic and administrative units by providing toolkits with step-by-step guidance to help the unit conduct their own strategic planning and assessment processes on equity, inclusion, and diversity. Furthermore, each department or school at Berkeley has a Faculty Equity Advisor who is appointed by the department chair or dean and helps ensure that diversity and equity are considered in all aspects of the academic mission. As well as working within their own departments, they participate in a campus-wide network to share strategies and collaborate on addressing common challenges. These faculty members have crucial roles in

strategic planning, faculty recruitment and retention, graduate student admission and advancement, and the climate of equity and inclusion.

## **2.4 Services for People with Disabilities**

Services for people with disabilities include the Disability Compliance Office (DCO) as well as Campus Access Services, which provides mobility and communications access, and the Disabled Students Program (DSP), which supports students with disabilities and collaborates with the campus community to remove barriers to educational access and embrace the University's values of equity and inclusion. DSP also provides information related to study abroad for disabled and works with DoEd funded Pre-College TRiO Programs for providing services in cultivating a supportive community at UC Berkeley.

## **2.5 Inclusive Classrooms**

UC Berkeley also offers several activities and resources to help faculty and teachers create inclusive classrooms in the broader sense. These include discussion and seminar series such as "Faculty Dialogues: Creating Inclusive Classrooms" and "Teaching in troubled times", and a long list of classroom tools on the diverse and inclusive classroom on the Multicultural Education Program website, including resources from within the Division of Equity and Inclusion, but also from the Berkeley Center for Teaching and Learning in the Division of Undergraduate Education, and from peer institutions.

## **2.6 Diversity Initiatives and Support at All Levels of Campus**

In addition to some of the practices and services listed above, UC Berkeley aims to support diversity and raise awareness at all levels and through different means. Some examples include:

### ***Undergraduate Level***

The Centers for Educational Equity and Excellence aim to empower non-traditional, underserved, and underrepresented students who reflect the diversity of California with the specialized support, expertise, and advocacy required to achieve educational equity and excellence. The Centers for Educational Justice & Community Engagement collaborative of seven offices and centers advocates for, builds capacity with and dialogue among and across diverse communities (Gender Equity Resource Center, African American Student Development, Asian Pacific American Student Development, Chicanx Latinx Student development, Native American Student Development, Multicultural Community Center, and the American Indian Graduate Program).

### ***Graduate Level***

The Office for Graduate Diversity (OGD) provides support services for prospective and continuing students on campus in an effort to maintain a more diverse graduate student community. OGD serves as a resource for the admissions process, academic support, financial advice, and professional development. It aims to enhance the educational experience of underrepresented students, including those who are undocumented, first generation college students, and those who are educationally and financially challenged.

### ***Postgraduate Level***

The University of California President's Postdoctoral Fellowship and the Berkeley Chancellor's Postdoctoral Fellowship programs offer postdoctoral research fellowships, faculty mentoring, and eligibility for a hiring incentive to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.

### ***K-12 and Community College***

As stated on the website of the Division of Equity and Inclusion, "the Center for Educational Partnerships helps students overcome educational and financial barriers to prepare for and be accepted at two- or four-year colleges. Serving students from kindergarten through community college, the Center for Educational Partnerships and its eleven programs lead the University of California, Berkeley's efforts to: Improve the academic achievement of students who face significant barriers to college; Increase the diversity of students who enroll and succeed in higher education; Empower schools and districts to promote and foster college aspirations through building a college-going culture; Support collaborations and partner with K-12 and post-secondary colleagues; and Create tools to partner with educators, families, and communities to inspire and advocate for our students' successful futures.

Programs include the Community College Transfer Center; Destination College Advising Corps; Early Academic Outreach Program; East Bay Consortium; Puente; Solano County Educational Consortium; Transfer Alliance Project; and DoEd funded Pre-College TRiO Programs."

### ***Campus-wide Communications***

In addition to banners, flyers, etc. across campus, several campus administrators also share information on initiatives, activities, and current issues through campus-wide email messages. In the past year, such communications have included messages from the Chancellor, the Vice Chancellor for Equity and Inclusion, the Assistant Vice Chancellor for Human Resources, and the Vice Chancellor for Undergraduate Education on topics such as disability awareness and inclusion; accessibility of online content; textbook affordability, adoption and accessibility, affirmative action plans, Black History Month, LGBTQ Pride Month, Asian Pacific American Heritage Month, National Women's History Month, and more. These messages help raise awareness of diversity and access related issues, remind people of the University's values of inclusiveness, and reiterate the many resources and contacts available on campus.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> The Regents of the University of California	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Jessie"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Brown"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Contracts and Grants Officer"/>	
* SIGNATURE: <input type="text" value="Jessie Brown"/>	* DATE: <input type="text" value="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"/>	Harley	<input type="text"/>	Shaiken	<input type="text"/>

Address:

Street1:	5633 Tolman Hall
Street2:	<input type="text"/>
City:	Berkeley
County:	Alameda
State:	CA: California
Zip Code:	94720-1670
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(510) 642-2088	(510) 642-3260

Email Address:

**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
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## ABSTRACT

At the premier public institution of higher learning in a state where nearly 40% of residents trace their roots to Latin America, the University of California at Berkeley (UCB, Berkeley) Center for Latin American Studies (CLAS) has an essential role as the bridge between Latin America and the campus. In a world that is progressively more interconnected, world area knowledge and fluency in priority languages are increasingly vital. Berkeley students and faculty demand high-quality courses in languages and area studies, as well as innovative and diverse programming on the region. Local K-14 educational institutions request connections to UCB's community of regional and pedagogical experts.

CLAS is applying for NRC and FLAS funds to respond to those demands. We plan to strengthen Latin American language and area studies on campus and in the surrounding community, and to address areas of national need. As the heart of Latin America on campus, CLAS already fills an essential role in providing opportunities and support to those in the UC Berkeley community interested in the region. We propose to expand this role through an NRC/FLAS program with the following goals:

1. Expand the core program, targeting critical national needs with scholars, policy makers, entrepreneurs, and public intellectuals from the U.S. and Latin America
2. Expand Latin American Studies courses for undergraduate, graduate, and professional school students
3. Increase enrollment and proficiency in less-commonly taught languages through new courses, library acquisitions, and campus resources
4. Enhance the impact of international and world area-specific Berkeley resources to expand educational opportunities for K-12 teachers
5. Expand impact of international and area-specific educational opportunities for community colleges and Minority-Serving Institutions

To achieve these goals, CLAS will institute a comprehensive program that elevates Latin American studies on campus and in the local community. We are requesting NRC/FLAS funds to achieve the following:

- Expansion of our existing public programs (events, films, art exhibits, lectures)
- Creation of a Latin Americans in Residence program and support of a Brazilian Writers in Residence Program to deepen world area and language-specific course offerings
- Creation of two special seminars on LAS issues taught by leading Latin Americanists
- Formalization of Nahuatl instruction on campus
- Support of indigenous language research and pedagogy, focusing on Quechua and Mam
- Coordination of two annual event and conference series on critical issues that impact the U.S., Mexico and/or Latin America
- Addition acquisitions in the UCB library to meet faculty and student research demand for Latin American imprints
- Dissemination of path-breaking research and diverse perspectives to our international community through publications such as *The Berkeley Review of Latin American Studies* and CLAS Policy Papers

- Coordination of numerous workshops, trainings, and resources for K-14 educators
- Support of FLAS fellowships through financial support, advising, and connections with language schools throughout the Americas

UCB CLAS is uniquely positioned to achieve the NRC/FLAS programmatic goals. We have 60 years of experience coordinating complex – and at times controversial – programs. Our network across the Americas and within the Bay Area allows us connect people with diverse viewpoints, from first-generation undergraduate students to former presidents. CLAS creates spaces for debate, dialogue, and innovative ideas. Both our record and our program plan demonstrate our commitment to the NRC Program’s Absolute Priority One.

NRC Absolute Priority Two is a natural extension of our existing outreach initiatives in concert with the Graduate School of Education, (in which our chair is a member of the faculty) the Office of Resources in International and Areas Studies (ORIAS), and the UC Berkeley History-Social Science Project. CLAS proposes to support Latin America-themed teacher training activities for K-12 and community college teachers in the Bay Area.

CLAS draws on Berkeley’s strong support of Latin American Studies on campus. In the 2016-17 academic year, UCB offered 301 non-language courses with Latin American content, including 62 courses in professional school. In addition, the Spanish and Portuguese Department alone offered 61 language instruction courses. They are just a portion of the 156 Latin Americanist faculty spanning disciplines and professional schools as diverse as Law, Environmental Sciences, History of Art, Anthropology, and Integrative Biology. In 2016-17, 925 undergraduate and 102 graduate students received degrees with concentrations in Latin American Studies. Berkeley libraries are ranked among the top public university collections. They boast more than 600,000 bound volumes and 1,688 serial subscriptions covering Latin America, as well as more than 2,000 volumes in indigenous languages from the region.

The Center for Latin American Studies (CLAS) is a vital catalyst, engaging diverse communities across disciplines to inspire new ideas, research, and action. CLAS connects internal and external constituencies, including our own UCB Latin Americanist faculty, students, and researchers, Latin American thought leaders, scholars, politicians, and artists, local K-12 teachers and community college faculty, as well as the larger community. Together, their work is strengthened by their connection to one another. Title VI funding will enable the CLAS to further engage with our constituencies in even more substantial ways, placing Latin America in a global context.

## Project Narrative File(s)

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

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## **A. PROGRAM PLANNING AND BUDGET**

### **A.1. Quality and Purposes of Activities**

As the premier public institution in a state where nearly 40% of residents trace their roots to Latin America, the University of California, Berkeley (UCB, Berkeley) offers a vibrant and extensive program related to Latin America. The Center for Latin American Studies (CLAS, the Center) links Latin Americanist faculty, students, and researchers at UCB with leading scholars, policy makers, and artists across the Americas. While many members of our community are preeminent Latin Americanists, others are non-Latin Americanist faculty whose work is of great interest to the region. As a result, CLAS places Latin America solidly in a global context.

CLAS supports a unique community of scholars who transcend disciplines as well as borders. With over 350 academic programs, 130 academic departments, and 80 interdisciplinary research units, UCB and CLAS are preparing the next generation of experts in regions, disciplines, and languages of national need. We link innovative research and world-renowned scholars to key policy makers, entrepreneurs, social movements, and educational communities, from K-14 students and teachers to faculty and students at other universities. CLAS supports Latin American Studies at UC Berkeley across the campus, from the humanities to the sciences, from the social sciences to the professional schools. In each of these areas, CLAS promotes diverse thought and brings together a range of perspectives, from Brazilian President Dilma Rousseff to Silicon Valley venture capitalist and entrepreneur Peter Thiel [Absolute Priority (AP) 1].

A CLAS-hosted visit of Chilean President Ricardo Lagos in January 2018 illustrates the ways in which CLAS integrates research, policy engagement, and outreach. While at Berkeley, President Lagos met with small groups of graduate students and faculty from different departments to discuss relations between the U.S. and countries in the Americas, common

themes around the future of renewable energy, and the ways in which the relationship between the countries could be improved. He spent a morning in conversation with Michael Witherell, the Director of Lawrence Berkeley National Laboratories (a major Department of Energy Lab managed by UC Berkeley), and senior scientists doing path-breaking research on renewable energy; he spent the afternoon in discussions with Governor Jerry Brown and CLAS Chair Harley Shaiken in Sacramento concerning advanced projects in California and Chile and the ways in which working together might benefit the U.S, Chile, and the Americas. President Lagos concluded the visit with a spirited open discussion with about 100 graduate students studying Latin America from across the campus. The conversation was hosted at the Goldman School of Public Policy and included its dean, faculty members, and guests from the community. The conversation included many diverse perspectives, and, as is usually the case, CLAS continues to strengthen academic linkages resulting from the visit.

CLAS is a vital bridge between Berkeley and the Americas. Through high quality training at the undergraduate and graduate levels, UCB produces leading scholars, researchers, and teachers to meet critical national needs in education, government, business, and the non-profit sector [AP1]. The Center includes people from a variety of fields and well beyond the campus in the mix. Writer Isabel Allende has become a key part of our community; Colombian artist Fernando Botero has guest-lectured in UC Berkeley courses through live video conferences; biotechnology entrepreneur and scientist Sebastian Bernales has participated in our activities in California and Chile; Giorgio Jackson, a Chilean student leader in 2011 and now a member of Congress, has visited Berkeley a number of times in conversation with students and faculty across the Bay Area; Mexican political scientist and public intellectual Denise Dresser participates in CLAS working groups on an ongoing basis. Our strengths have been greatly aided by Title VI planning

and support in the past and we look forward to leveraging the funds to have a far broader, deeper, and continuing impact in the future. In particular, we are expanding a more extensive and targeted presence in critical areas such as informing policy makers; outreach to K-14 educators and students; and the broader community.

**A.2. (a) Development Plan and Timeline:**

To achieve the invitational goals, CLAS has developed a comprehensive program.

***Project Goal 1: Expand core program targeting critical national needs with scholars, policy makers, entrepreneurs, and public intellectuals from the U.S. and Latin America.***

CLAS plans to leverage Title VI funds to expand our program, deepen our impact, and enrich our instructional programs. First, Title VI would provide seed money for “The U.S.-Mexico Futures Forum,” a series of public programs and mini-conferences on issues that impact both countries. The Forum culminates in an invitational conference of about 25 people – half from each country – co-hosted with ITAM, a prominent Mexican university. The Forum has brought together distinguished scholars; high-level political leaders; and entrepreneurs and social movement leaders from across the Americas.

In addition, other CLAS series to benefit from Title VI funding will include the “Chile-UCB partnership,” which focuses on scientific advances as well as new public policy ideas; the “Bay Area Latin America Forum” (BALA), which brings together new research in the San Francisco Bay Area; “Cine Latino,” which highlights cutting edge film and often includes directors such as Chris Weitz (*A Better Life*) and actors such as Demian Bichir (nominated for an Oscar for his role in *A Better Life*) and Sonia Braga (*Aquarius*). When *A Better Life* was shown, the UCB Chancellor and Provost both attended, as did several classes of high school students and their teachers from across the Bay Area. NRC funding would allow CLAS to continue offering 30-40

high-quality public programs per semester with national and international significance. We are currently in conversations concerning a Latin American film festival co-sponsored by CLAS and the San Francisco Mexican Museum in collaboration with the Morelia International Film Festival, the most important film festival in Mexico and among the most important in the Americas. Events such as these allow for discussions on current events, new research, and result in publications, videos made available to a large online audience, materials for K-14 classes, and important interactions for faculty and students researching related themes.

Second, with NRC support, CLAS plans to organize one conference per year on critical themes for Latin America and the United States. These conferences will bring together prominent scholars, policy makers, business executives, and social movement leaders to discuss recent research and to develop new policy ideas. In 2018-19, the topic of the conference will be “Sustainable Development and Equitable Growth.” We plan to invite California Governor Jerry Brown and the likely incoming mayor of Mexico City, Claudia Sheinbaum Pardo, who has a Ph.D. in Environmental Engineering and spent four years as a researcher at Lawrence Berkeley National Laboratories. The following year, the planned conference is “Science, Entrepreneurship, and Society,” and would include participation by Chilean entrepreneur Sebastian Bernales and UCB Professor Carlos Bustamante (Appendix I, p. 66), both of whom lead research laboratories in the San Francisco area and Latin America.

Third, CLAS publishes the *Berkeley Review of Latin American Studies* (BRLAS), a magazine with innovative new research, analysis of contemporary events, and articles on art, music and literature from Latin America. BRLAS is a forum for diverse perspectives on the major issues of our times, including trade, political protest, migration, and human rights. CLAS often publishes multiple articles on the same theme in one issue to highlight new and diverse

ideas and to put authors in public conversation with one other [AP1]. A unique dimension of the Review is that it is anchored in the CLAS program and other Center activities. UCB graduate students, faculty, or the presenters themselves write articles based on their research and these materials are made available online at the CLAS website and with complementary online subscriptions. CLAS plans to promote BRLAS more broadly for use in community colleges and for incorporation into K-12 curricula development.

***Project Goal 2: Expand Latin American Studies courses for undergraduate, graduate, and professional school students.***

CLAS plans a series of intensive seminars led by prominent Latin Americanist scholars and public figures in residence. These visitors bring rich personal experiences and new perspectives and ideas. While on campus, visiting scholars in residence interact with UC Berkeley professors and students and give public presentations. We historically have had considerable interest from governmental, business, labor, and K-14 communities and ongoing collaborations have often resulted. We plan to use video conferencing to link these events to live audiences and speakers in Latin America as well as our community college and university partners. Visiting scholars will include Sergio Fajardo, governor of Antioquia, Colombia, and presidential candidate (he received 4.5 million votes, narrowly missing the run-off in May 2018); Denise Dresser, prominent Mexican public intellectual and political scientist; Javier Couso, a law professor whose latest book has been influential in shaping economic and constitutional policy in Chile; Claudia Paz y Paz, Guatemala's first female attorney general and human rights advocate; and President Ricardo Lagos (Chile, 2000-06).

We propose two seminars per year, which will be attended by advanced undergraduate and graduate students as well as faculty across disciplines – creating an engaging dialogue on

campus. The CLAS Outreach Coordinator will work with the instructor to create educational materials that can be shared with K-14 educators, community colleges, and MSIs. CLAS will share these resources on our webpage and through targeted K-14 outreach.

Finally, the Southern Border, an undergraduate course that attracts between 300-400 students, has played a unique role in inspiring undergraduates and graduate students to focus on issues related to Latin America and its relation to the United States. For many students, this course is the beginning of academic engagement with Latin America. Students who trace their heritage to Latin America (13% of the student body) report that the course presents a fascinating perspective on their background and culture. With NRC support, CLAS plans to further develop the Southern Border to include new research and publications about the course topics.

After taking The Southern Border, many students continue to engage related to the region by pursuing internships in Congress, the Federal Government, and research organizations in Washington, D.C. [AP1]. These students often apply to the University of California program in Washington, D.C, which is a multi-campus residential, instructional and research center housed in its own 11-story building. The program provides housing and academic courses during these internships and now has 11,000 alumni

***Project Goal 3: Increase enrollment and proficiency in less-commonly taught languages through new courses, library acquisitions, and campus resources.***

UC Berkeley currently has two informal Nahuatl initiatives. The first is a student-run course that is accessible to students at local community colleges. The second is a monthly culture and language club, which culminates in a three-week intensive language workshop. The popularity of these activities without formal academic structure demonstrates the demand for Nahuatl instruction on campus. CLAS is responding by requesting NRC support to formalize instruction

of Nahuatl. CLAS plans to work with the Department of Ethnic Studies, (which includes majors and minor in Chicana/o and Latina/o Studies, Comparative Ethnic Studies as well as a Ph.D. in Ethnic Studies) to offer one semester of Beginning Nahuatl per year. This would be supplemented by a distance learning Nahuatl course available to UCB students. This means that students could attend one semester of Nahuatl on campus at UCB, study another semester through distance learning, and use FLAS funding to deepen their knowledge through immersive summer Nahuatl study. Nahuatl is considered a Priority Language, and Berkeley students would have significant opportunities to gain fluency.

CLAS also plans to support Mam and Quechua initiatives on campus. Mam is spoken by 500,000 people in Guatemala, and the city of Oakland (which abuts Berkeley) is home to the largest concentration of Mam speakers in the United States. In 2017, Mam was ranked among the top ten languages spoken in U.S. immigration courts, and there is a significant demand for Mam translators in the Bay Area. CLAS proposes to support a Mam working group to address local translation needs, identify resources, and study the language.

A new student working group focused on Quechua has attracted 30 students. CLAS plans to leverage the demand and momentum on campus to deepen Quechua research and study. NRC funds requested to support Quechua will go towards student participation in the annual Quechua Student Alliance conference, and the coordination of events related to Quechua instruction. CLAS Special Projects Coordinator Emily Thompson (Appendix I, p. 28) is the coauthor of a new Quechua dictionary and will be working on this project with particular enthusiasm.

To deepen the impact of indigenous languages on campus and in the region, CLAS plans to collaborate with the (provisionally-named) Latin American Indigenous Language Alliance

(formerly the Western Alliance for Nahuatl) with the goal of creating and enhancing curriculum (such as the creation of the first Nahuatl text book), attending indigenous language pedagogy workshops, and participating in Nahuatl research conferences.

In addition to indigenous languages, CLAS proposes to increase proficiency in Portuguese (also a priority language) by hosting a Brazilian writer for a one-month residency each year in support of Portuguese language classes at UCB. The writer will guest lecture in Portuguese classes, meet with students and faculty, and give public talks to the Berkeley community. This will be an opportunity to highlight a prominent Brazilian author and add a degree of depth and complexity to Portuguese language study on campus.

UCB librarian for Latin America Dr. Pendse (Appendix I, p. 23) plans to expand UCB's collection of the print materials of indigenous languages of Latin America. Adding to our strong Spanish and Portuguese language collections, these languages are Aymara, Guarani, Mapudungun (Mapuche), Mayan languages (including Mam), Nahuatl, Quechua, and Zapotec.

FLAS fellowships will allow us to train the next generation of Latin America specialists. Support for new and existing courses and increased collaboration with professional schools will allow CLAS to attract students from varied disciplines to apply for FLAS grants and CLAS-funded research grants in critical languages and to critical world areas [FLAS CPP2].

***Project Goal 4: Enhance the impact of international and area-specific Berkeley resources to expand opportunities for K-12 teachers***

With NRC funds, CLAS plans to fund a half-time Outreach Coordinator who will build on existing relationships with local schools and community colleges. We will promote Latin America-related events, providing early access to this educational community. CLAS will restart a teacher-training program (previously funded by NRC funds) that will respond to local

educators' needs and California curriculum standards. We plan to hold a summer teacher-training workshops annually for community college instructors. These workshops will draw on UCB faculty and graduate students as well as the larger CLAS community for resources [AP2].

CLAS is committed to providing new resources to K-12 teachers as well. To make the educational and event materials accessible to an even broader audience, CLAS will expand an outreach webpage where videos, reading materials, and resources from each workshop are posted and are used in K-12 curriculum throughout the year. These webpages will also have resources related to other events that would be of interest to local teachers. Finally, CLAS will promote the UC Berkeley library to our local educational community.

In addition to activities facilitated by CLAS, a consortium of UCB NRCs has formed the Office of Resources for International and Area Studies (ORIAS) [CP2]. Funded by UCB NRCs and the Vice Chancellor for Research (VCRO), ORIAS provides professional development and international subject-area content to K-12 teachers in the Bay Area. In the next grant cycle, ORIAS will carry out a number of activities for elementary and secondary schools. These include Teachers' World History Reading Groups; a Speakers Bureau (UC Berkeley students present to K-14 classrooms); teacher trainings on specific topics; Global Studies Summer Institutes (multi-day trainings that include a scholar lecture, a model lesson, and workshop time); collaboration with UC Berkeley Hearst Anthropology Museum and the Berkeley Pacific Film Archive; and workshops for local school district professional development programs [AP2].

With NRC support, CLAS will continue to publish two issues of the *Berkeley Review of Latin American Studies* per year, promoting it to a wider audience that will include local instructors and community college students. Many K-12 teachers, community college instructors, and university professors already download articles for classroom use. With NRC funding, we

look forward to providing study guides, web sites, and related instructional material online. In addition, we plan to link special seminars, language courses, and other relevant public programs in live web transmission to community colleges, other universities, and students and faculty in Latin America. This would build on past efforts, such as “Inequality: A Dialogue for the Americas,” which was a live simulcast of four seminars with speakers in Chile, Colombia, and Berkeley and two special UCB seminars – with Governor Sergio Fajardo (Antioquia, Colombia) and Professor Javier Couso (Diego Portales University, Chile) – to students at Stanford in 2016.

Finally, CLAS proposes to expand an evaluation of Berkeley’s NRC Outreach efforts. The consortium of UCB NRCs have committed to hiring an independent evaluator to analyze the outcomes of ORIAS’ outreach efforts. This approach to a multi-tiered evaluation plan will result in feedback for improved public programs, teacher trainings, publications, and course offerings.

***Project Goal 5: Expand impact of international and area-specific educational opportunities for community colleges and Minority-Serving Institutions***

The CLAS Outreach Coordinator will hold one summer teacher-training workshop per year for community college instructors that focuses either on language pedagogy or Latin American history and culture. CLAS and the CLAS Outreach Coordinator would collaborate with the Berkeley History-Social Science Project (UCBHSSP), which seeks to bridge the academy and K-12 communities to help teachers strengthen their instructional practice and provide equitable educational opportunities to all students, through a model of learning, practicing, and doing [CP2]. Already an leader in adapting history curriculum to the Common Core standards, the UCBHSSP plans to offer three workshops a year on global history topics, such as “Perspectives on how events of the Cold War were viewed in Latin America vs. Eastern Europe”.

In the next grant cycle, ORIAS will coordinate the Community College Online Course

Construction: this two-year project will yield two online World History courses (pre-1500 and post-1500). Three or four experienced community college teachers who have attended ORIAS summer institutes will collaborate on this project. The courses will use best-practices for online instruction and will draw on curricular guidance from past Summer Institutes. The ultimate goal is that each course be (1) accepted to the state of California's community college online course exchange (<http://ccconlineed.org/oei-course-exchange/>) and (2) to gain approval for UC system-wide articulation (either simply for transferrable credit or, ideally, IGETC articulation). The online course exchange currently includes 56 of the state's 114 community colleges. Because the course exchange approves a course/teacher combination, it makes the most sense to work directly with teachers, rather than with institutions. Each course would be built in Canvas with Creative Commons licensing, making it immediately accessible and adaptable [CP2].

#### **A.2.(b) Resources and Personnel Plan**

CLAS was founded in 1958, and over the last six decades has served as the heart of Latin America at UC Berkeley. CLAS collaborates closely with and receives support from other campus units, including the Office of the Chancellor and other NRCs, for new initiatives and course offerings. This collaboration facilitates increased teacher training opportunities and programs for students and faculty without increasing staff or administrative costs.

Berkeley provides substantial support to LAS through funding for teaching faculty, language programs, study abroad opportunities, and CLAS operations. CLAS has a strong track record in fundraising for student research travel grants and special programs that supplement the LAS curriculum. A lean team administers CLAS and is able to produce a large and effective set of programs. To support additional activities funded by NRC, CLAS will allocate a portion of existing staff members' time to crucial NRC activities, such as outreach and program planning.

Additional resources from the Department of Education will allow CLAS staff to deepen the impact in Latin American Studies at UCB. Table 1 details resources for NRC/FLAS projects:

<i>Table 1: Project Use of CLAS and UCB Resources and Personnel</i>		
<b>Project Area</b>	<b>CLAS Resources</b>	<b>Other Resources</b>
<b>Outreach</b>	<ul style="list-style-type: none"> <li>• Teacher trainings developed by Outreach Coordinator</li> <li>• Financial support and involvement with ORIAS activities</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration and resources leveraged with UCB to deliver outreach programs</li> <li>• ORIAS staff salary (fully paid by Vice Chancellor’s Office)</li> <li>• Partnership with existing UCB outreach programs (Center for Educational Partnerships, UCB History-Social Science Project); Expanded outreach delivery</li> <li>• Free use of UCB workshop space, museums, &amp; library</li> </ul>
<b>Research Support</b>	<ul style="list-style-type: none"> <li>• Staff administered research grant competitions</li> <li>• Dissemination of research using existing space and infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• LA-related courses offered by 40 departments &amp; schools</li> <li>• FLAS &amp; fellowships administered by the Graduate Division</li> <li>• Major effort led by UCB to provide opportunities for underrepresented students</li> <li>• LA library available to students &amp; funded primarily by UCB</li> </ul>
<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>• Ongoing evaluation of programs incorporated into NRC project</li> </ul>	<ul style="list-style-type: none"> <li>• Cost-sharing with NRCs for independent evaluator to develop assessment survey evaluations &amp; overall evaluation plan for CLAS proposed activities</li> <li>• Review program of CLAS by Vice Chancellor’s Office</li> </ul>
<b>Publications</b>	<ul style="list-style-type: none"> <li>• In-house design &amp; editing</li> <li>• Maximized dissemination; available on online platforms</li> </ul>	<ul style="list-style-type: none"> <li>• Production and mailing costs subsidized by UCB funding</li> </ul>
<b>Linkages</b>	<ul style="list-style-type: none"> <li>• Special programs funded by private grants</li> <li>• Staff partially funded by state funds &amp; private grants</li> </ul>	<ul style="list-style-type: none"> <li>• International alliances supported by UC system</li> <li>• Research collaboration (over 20 Chilean institutions funded entirely by CONICYT)</li> </ul>
<b>Courses</b>	<ul style="list-style-type: none"> <li>• Special seminars held at CLAS building; administered by existing staff.</li> <li>• Funds administered to support language and area studies course development</li> </ul>	<ul style="list-style-type: none"> <li>• Support from departments for hiring GSIs, course administration, &amp; cross-listing</li> <li>• Language courses primarily funded by S&amp;P Department</li> <li>• Development of Nahuatl program shared with other departments &amp; curriculum development of Nahuatl shared with LA Indigenous Language Alliance</li> </ul>
<b>Operations</b>	<ul style="list-style-type: none"> <li>• Existing staff structure covers most of NRC project</li> <li>• Portion of Outreach Coordinator’s salary supplemented</li> </ul>	<ul style="list-style-type: none"> <li>• UCB provides CLAS with building, offices, space to meet, hold events, etc., as well as buildings &amp; grounds maintenance</li> <li>• UCB provides grant oversight and financial accounting</li> <li>• UCB provides website infrastructure and IT support</li> </ul>

### A.3. Program Costs

CLAS will leverage federal funds with university support, private contributions, and foundation grants to fund staff salaries and programs. Funding sought for proposed activities, such as the Latin Americans in Residence Program, represents only a fraction of the actual activities CLAS carries out every year. This is illustrative of the Center’s success in leveraging resources to provide a robust and unique program (see Table 1, p.12). A significant portion of the

NRC project budget is for personnel. UCB lecturers (including language instructors) are unionized and receive a competitive salary compared to other universities. UCB has robust benefits options for staff and faculty, and this is reflected in the budget. The second major section of the budget goes towards the development of Latin American language and area studies courses (see Budget Narrative).

#### **A.4. Long-Term Impact of Proposed Activities**

Title VI/NRC funding will support courses and activities that have a significant and measurable impact on faculty and students at Berkeley (See Appendix III, Performance Measure Forms). Students studying Latin America at all levels take advantage of the Center's activities, particularly interactions with highly-regarded scholars and leaders. NRC funds will be used for long-term program building with long-term impact. The first major area of impact is the continued quality and number of teacher training programs related to Latin America [AP2] on campus and in the Bay Area. K-14 instructors will have access to Berkeley pedagogy and world-area studies resources, improving lesson planning and curriculum design.

Second, the NRC project will result in the continued quality and number of Latin America specialists trained at UCB and placed in government, education, business, and public sector jobs related to areas of national need [AP1]. Through the Center's NRC project, faculty, students, and the local community will be engaged with new ideas, events, and courses related to Latin America. UCB will become a regional leader in the study and teaching of Nahuatl, with increased focus on Quechua and Mam. Investments in faculty and staff development, as well as exchanges with Latin American scholars and institutions, will result in productive interactions and an exceptional, sustainable community. These activities will increase opportunities for students from UCB and the surrounding areas. Title VI funding will allow Berkeley students to

become fluent in priority Latin American languages [FLAS CPP2], delve into critical research topics, and make an impact on the region and the world.

**B. QUALITY OF STAFF RESOURCES**

**B.1.(a) Quality of Faculty and Staff**

UC Berkeley is consistently ranked among the top research universities in the world. Current faculty include 7 Nobel Laureates, 33 MacArthur Fellows, and 4 winners of the Pulitzer Prize, among many other prestigious honors. Latin Americanist scholars are central to Berkeley’s record of outstanding scholarship. UCB faculty have won the Latin American Studies Association (LASA) Bryce Wood Award for an outstanding book on Latin America in the Social Sciences and Humanities more times than the faculty of any other university. Professor of Spanish and Portuguese, Candace Slater (Appendix I, p. 23), has been awarded the Ordem de Rio Branco, the highest honor Brazil grants a non-Brazilian, for “originality and value of research.” Journalism Professor Lowell Bergman (Appendix I, p. 59) has won a Pulitzer Prize, numerous Emmys, and the Alfred I. DuPont-Columbia award. Two Nobel Laureates play an active role in CLAS activities. Saul Perlmutter (Physics, 2011) has participated in several seminars concerning long-term issues of profound importance the hemisphere and world face, and Randy Schekman (Physiology or Medicine, 2013) received a CLAS grant to collaborate with Chilean scholars and lectured for a week in that country.

*Table 2: New Latin Americanist Ladder Rank Hires Since 2014*

<b>Name</b>	<b>Department/School</b>	<b>Rank</b>
Raul Coronado	Ethnic Studies	Associate Professor
Cecile Gaubert	Economics	Assistant Professor
Justin Davidson	Spanish & Portuguese	Assistant Professor
Phouc Le	School of Public Health	Assistant Professor
Thomas McEnany	Spanish & Portuguese	Assistant Professor
Lev Michel	Linguistics	Associate Professor
Kara Nelson	Civil & Environmental Engineering	Professor and Associate Dean
Tianna Paschel	African American Studies	Assistant Professor
Daniel Rodriguez	City & Regional Planning	Professor
Lisa Trever	Art History	Assistant Professor

UCB remains committed to the highest level of teaching and research in Latin American Studies and has recruited ten top candidates for ladder-rank faculty positions since 2014, who give a sense of UCB’s direction and indicate considerable promise for the future (Table 2, p.14). Their placements span the social sciences, humanities, engineering, and professional schools.

CLAS staff members hold Master’s degrees in International Policy, Political Science, and Latin American Studies. They are fluent in Spanish, Portuguese, and/or Quechua, and have conducted significant research and worked throughout the region (Appendix I, pp. 22-8).

**B.1.(b) Professional Development for Faculty and Staff**

*Table 3: Research Support for Latin Americanist Faculty from COR and CLAS*

<b>Grant</b>	<b>Description</b>
Research Enabling Grants	Supports basic research expenses (e.g. books, library, field travel) (COR).
Faculty Research Grants	Awarded according to potential impact; the average award is \$4,000 (COR).
Research Assistantship in the Humanities Grant	Covers the cost for faculty to hire a graduate student researcher to assist in research in the humanities and social sciences; award maximum is \$4,000 (COR).
Bridge Grants	Grants to tenured faculty to explore research representing a significant departure from their career areas. Up to \$20,000 for a two-year period (COR).
Conference Travel Grants	Travel grants may cover the cost of airfare, lodging, ground transportation, registration, and meals (COR).
Intercampus Travel Grants	Grants to collaborate with colleagues or to use research resources at other UC campuses, including the Huntington and Getty Museums (COR).
LA Curriculum Development	Grants to develop new and/or enhance existing courses on LA. Grants may be used to acquire course materials such as films, documents, and slides (CLAS).
Travel to Conferences	Encourages linkages between the U.S. and LA by supporting faculty travel to professional meetings and other activities abroad (CLAS).

CLAS awards faculty research and travel grants every year and offers curriculum development grants to faculty who wish to enhance their courses with LAS content. The Committee on Research (COR), a standing committee of the Academic Senate, awards research grants in several categories (Table 3). All faculty members have access to an annual fund of \$4,000/person to pursue professional development or to attend conferences. UCB also has a fund available for faculty members to update instructional material and CLAS staff work with faculty to facilitate accessing these funds for area studies curriculum. UCB has numerous professional development opportunities for staff, administered by the Office of Employee Development.

CLAS has an annual fund for staff professional development.

### **B.1.(c) Teaching, Supervision, and Advising**

Berkeley faculty are involved both in graduate student training and mentoring undergraduates. In addition to including graduate students in ongoing research, faculty have worked with a broad range of students through CLAS working groups. More than 20 CLAS-affiliated faculty members have participated in the Undergraduate Research Apprentice Program, mentoring undergraduates and including them in their research. CLAS staff also serve as advisors to graduate and undergraduate students interested in Latin America. CLAS connects students to our network of regional contacts for employment, internship, educational, and research opportunities. The CLAS Chair, Harley Shaiken (Appendix I, p.26) teaches a major undergraduate course about Latin America and mentors undergraduate and graduate students.

### **B.2. CLAS Staffing, Oversight, and Outside Support**

CLAS is led by faculty Chair Professor Harley Shaiken and Vice Chair Julia Byrd (Appendix I, p. 27). Professor Shaiken has led CLAS for the past two decades. A search committee of senior faculty, appointed by the Vice Chancellor for Research and approved by the Chancellor, has reappointed Professor Shaiken every three to five years. His broad network – with scholars throughout Latin America and around the world, with research organizations and other universities, with political leaders and with philanthropic donors – has deepened CLAS’ impact immeasurably. Julia Byrd manages programs, operations, and staff at the Center, ensuring that CLAS achieves its goals. Three programmatic and administrative staffers coordinate public programs, produce CLAS publications and multimedia, administer grants, maintain the Center’s online presence, and provide support for students. The Outreach Coordinator, in consultation with the directors of ORIAS and the UCB History-Social Science Project (UCBHSSP), plans

outreach activities for K-14 instructors. CLAS collaborates with the the Latin American librarian to create exhibitions and disseminate information to the general public.

CLAS has an International Advisory Board, which provides oversight and helps CLAS identify important issues and resources, and a Faculty Advisory Board, which is critical to successful programming and relationships with the UC Berkeley academic community. The board meets at least once a semester to provide input on activities, and support CLAS initiatives.

**Table 4: CLAS Advisory Boards**

<b>International Advisory Board Members</b>		<b>Faculty Advisory Board Members</b>	
<b>Sebastian Bernales</b>	CEO, Praxis Biotech; Director of International Program, <i>Fundación Ciencia &amp; Vida</i> ; Director, EcoScience	<b>René Davids</b>	Professor, The College of Environmental Design
<b>David Bonior</b>	Member of the U.S. Congress, 1976-2002; Democratic Whip, 1992-2002	<b>Thad Dunning</b>	Professor and Director of Graduate Affairs, Department of Political Science
<b>Cuauhtémoc Cárdenas</b>	Governor of Michoacán, 1980-86; Mayor of Mexico City, 1997-99; Founding Director, <i>Fundación para la Democracia</i>	<b>Rosemary Joyce</b>	Professor of Archaeology, Department of Anthropology
<b>Ana Célia Castro</b>	Professor of Economics, Universidade Federal do Rio de Janeiro, Brazil	<b>Mara Loveman</b>	Professor and Chair, Department of Sociology
<b>Denise Dresser</b>	Professor of Political Science, Instituto Tecnológico Autónomo de México; Columnist, <i>Proceso &amp; Reforma</i>	<b>Tianna Paschel</b>	Assistant Professor, Department of African American Studies and African Diaspora Studies
<b>Maria Echaveste</b>	Policy and Program Development Director, Institute on Law and Social Policy, UC Berkeley School of Law	<b>Elena Schneider</b>	Assistant Professor, Department of History
<b>Christopher Edley</b>	Distinguished Professor and Faculty Director, Institute on Law and Social Policy; Dean, UC Berkeley School of Law		
<b>Felipe Grimberg</b>	Latin American & Contemporary Art Dealer		
<b>Agustín Huneeus</b>	Proprietor of Vineyards in Chile and Napa; President, Huneeus Foundation; Founding President, Chile California Council		
<b>Ricardo Lagos</b>	President of Chile, 2000-06		

CLAS is overseen by the Office of the Vice Chancellor for Research (VCRO), which has overall managerial responsibility for Berkeley’s research units. CLAS submits annual programmatic reports to the VCRO. The VCRO manages the review process that provides CLAS with an in-depth, peer-reviewed evaluation of programs and goals, and provides UCB with a means of ensuring that research being conducted is of the highest quality.

### **B.3. Nondiscriminatory Employment Practices**

UCB is an affirmative action/equal opportunity employer, and undertakes affirmative action to ensure employment equity and workforce diversity (see GEPA Statement). UCB does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This policy covers faculty and staff employment, as well as student admission, access, and treatment. CLAS has a strong commitment to developing diverse pools of candidates for job openings. Aside from traditional academic channels, CLAS posts all job announcements in Spanish-language media and professional associations with regional and national readership. For the past five years, all CLAS student assistants have been members of traditionally underrepresented groups.

## **C. IMPACT AND EVALUATION**

### **C.1.(a) Impact on the University**

The faculty, students, and researchers at Berkeley are known for path-breaking research across disciplines and professional schools. CLAS is a vital part of this community coordinating and, at times, inspiring new research and bringing these findings to the attention of scholars, policy makers, business leaders, the educational community, and the broader public. CLAS-affiliated faculty have formed new biotech start-ups; testified before legislative committees in Sacramento and Washington D.C; participated in precedent-setting human rights trials; carried out defining research in the sciences, and developed innovative approaches in the social sciences.

The Center's impact on the university is reflected in its public program, publications, and the long-term relationships it's built on campus, in the U.S., and throughout Latin America. Consider

three unique dimensions of this impact. First, special seminars with exceptional scholars and historic political leaders have resulted in new areas of inquiry for both doctoral and master's theses, and have provided unique access for those faculty and students already working in the area. President Michelle Bachelet met frequently with students and faculty when she was at Berkeley and continued these relationships afterward; Mexican historian Lorenzo Meyer did the same. Second, CLAS has created a community that includes iconic figures from Latin America and scholars whose primary focus is not Latin America; we have frequently brought people together across disciplines. For example, when CLAS brought artist Fernando Botero to campus for the opening exhibit of his Abu Ghraib paintings and drawings, the Center organized a public event in which UCB Professor Robert Haas (Pulitzer Prize and National Book Award winner and U.S. Poet Laureate) interviewed Mr. Botero about art in a time of conflict. Another example took place at the U.S.-Mexico Futures Forum in September 2017. UCB economist Emmanuel Saez made the opening presentation on economic inequality in global perspective and then presented new research relating this theme to Mexico and the United States. A report of this discussion appeared in the *Berkeley Review of Latin American Studies*.

**Table 5: University Impact Indices**

<b>Description</b>	<b>Impact</b>
1) Courses	<b>9,433</b> students enrolled in non-language LAS courses in 2016-17 <b>1,411</b> students enrolled in professional school LAS courses in 2016-17 <b>2,339</b> students enrolled in Latin American language courses in 2016-17
2) LAS graduates	<b>925</b> undergraduate students graduated with a concentration in LAS in 2017 <b>102</b> graduate students graduated with a concentration in LAS in 2017
3) CLAS Research Presentations	<b>65</b> faculty have presented LAS research at CLAS in last 4 years <b>79</b> students have presented LAS research at CLAS in last 4 years
4) CLAS Publications	<b>33</b> faculty have published LAS research through CLAS in last 4 years <b>79</b> students have published LAS research through CLAS in last 4 years
5) CLAS Working Groups	<b>14</b> groups led by leadership teams of <b>400</b> students over past 4 years <b>8</b> current groups led by leadership teams of <b>69</b> students from <b>26</b> departments over past 4 years

CLAS provides opportunities to present and publish research through the *Berkeley Review of Latin American Studies*, the blog, and working and policy papers. The Center also supports

graduate research through student working groups. Groups receive funding to convene meetings on specific topics, from “Latin American Music” to “Social Impact Bonds.” The “Peace and Justice in Wallmapu” working group hosted a conference with Dr. Ruth Vargas, a clinical psychologist and author of “*Pewmas/Sueños de justicia, Lonkos y dirigentes mapuche versus Chile en la Corte Interamericana,*” and installed photography exhibitions on “Life and Resistance in Mapuche Territory” on campus. The Chilean working group holds monthly meetings on scientific advances at Berkeley and in Chile with guest speakers.

### C.1.(b) Community and Regional Impact

The community and regional impact of CLAS activities flows through six channels: 1) the public program; 2) ORIAS educational outreach activities; 3) *The Berkeley Review of Latin American Studies* and other publications; 4) the CLAS website and blog, which disseminate videos and articles; 5) CLAS social media channels (e-newsletter, Facebook, Twitter, YouTube, Instagram); and 6) CLAS’ relationships with other institutions both on and off campus.

**Table 6: Community and Regional Impact Indices**

<b>Description</b>	<b>Impact</b> (U=University; R=Regional; N=National; I=International)
1) Public lectures, film screenings, art exhibits, conferences and their online presence (live-streams, etc.)	<b>280</b> total CLAS-sponsored public events in past 4 years <i>U,R,N,I</i> <b>20,350</b> total attendance, of which 50%-70% is students, 10%-30% are faculty, and 20%-25% is community members <i>U,R</i>
2) ORIAS Outreach (Criterion 7)	<b>613</b> teachers attended <b>80</b> events in past four years. <b>30</b> K-12 school districts and <b>30</b> community colleges impacted Around <b>80,000</b> students impacted <i>R</i> <b>1,100</b> people receive bi-weekly newsletter <b>250,000</b> website views in past 12 months
3a) Berkeley Review of Latin American Studies	<b>80,000</b> downloads per issue <i>U,R,N,I</i> <b>28,000</b> hard copy circulation among scholars, journalists, and political leaders throughout the Americas. <i>R,N,I</i>
3b) Working & Policy Papers	<b>30,000</b> total downloads. <i>U,R,N,I</i>
4) Website	Monthly average of <b>30,000</b> page views/month from 200+ countries. <i>U,R,N,I</i>
5a) Electronic Newsletter	<b>5,000</b> subscribers. <i>U,R,N,I</i>
5b) Facebook	<b>5,060</b> followers <i>U,R,N,I</i>
5c) Twitter	<b>2,276</b> followers <i>U,R,N,I</i>
5d) Online Videos	<b>2,500,000</b> views in past 4 years <i>U,R,N,I</i> <b>88</b> videos uploaded in past 4 years <i>U,R,N,I</i>

In the past four years, the UCB Office for Resources for International and Area Studies

(ORIAS) has had an important impact on area studies in the region. Participants of ORIAS workshops are very positive of their experiences. Of a survey administered after a K-12 institute, 30% of respondents were new to ORIAS events, and 100% of those new attendees said they would recommend an ORIAS event to a colleague. One teacher commented, “The whole program is amazing...I can usually incorporate some of the content, be it an idea, information, or an anecdote, from all the presentations into my seventh grade curriculum...The opportunity to learn alongside teachers concerned more with content than the newest pedagogical trend is inspiring and reassuring.”

CLAS publications demonstrate our depth and range. The *Berkeley Review of Latin American Studies* is published biannually and includes the original work of leading scholars and influential policy makers as well as faculty and students. The CLAS blog emphasizes timely research and commentary on current issues, provides students opportunities to develop professional writing skills, and underscores the Center’s commitment to a diversity of opinions. As the CLAS community is spread throughout the world, our online presence is particularly important. The CLAS electronic newsletter is critical for the Center’s local, national, and international community. CLAS has a committed group of Facebook followers. A live telecast of President Dilma Rousseff’s talk at Berkeley reached over half a million Facebook pages.

In the San Francisco Bay Area, CLAS visitors are often interviewed on KQED Forum, an influential two-hour daily talk program with Michael Krasny that attracts several hundred thousand listeners on this local NPR affiliate. The local affiliates of Univision and Telemundo as well as many other television stations frequently interview CLAS faculty and guests.

Finally, CLAS has developed strong partnerships with a broad range of institutions. One example is the Center’s MOU with the Museum of Mexican and Latin American Art in San

Francisco, whose new home in the heart of the city will make it the largest museum in the United States specializing in Latin American Art. CLAS Chair Harley Shaiken is also the Chair of the Museum's International Advisory Board, which helps facilitate the exchange of major exhibits and visitors between the UC Berkeley campus and the Mexican Museum. In addition, many students from UCB classes such as the Southern Border volunteer to work in local high schools.

### **C.1.(c) National and International Impact**

*The Review* has a significant role in the Center's national and international impact through the dissemination of leading research and diverse opinions. Recent issues have contained articles by Ambassador Celso Amorim (former Foreign Minister and Defense Minister of Brazil), Guadalupe Rivera (Diego Rivera's daughter), and Professor Emmanuel Saez (UCB Professor of Economics and recipient of the John Bates Clark medal). All articles and complete issues are available for download on the CLAS website and through Issuu, the world's fastest growing digital publishing platform.

CLAS-affiliated faculty address national and international issues frequently. They are often interviewed on the BBC, by international newspapers and media sites, and the Voice of America. The CLAS Chair regularly briefs members of the U.S. Congress, state legislators, and California Governor Jerry Brown. He accompanied Governor Brown as a top advisor on a trade and investment mission to Mexico in August 2014. He has also met with Assembly member and Chair of the Committee on Higher Education Jose Medina; Representative and senior member on the House Ways and Means Committee Sander Levin, and other members of Congress on issues related to development, economic integration, and Latin America. CLAS affiliated faculty have been asked by the U.S. Department of State to hold briefings for participants in an international leadership program about current events in Latin America [AP1].

The Center partners with non-profit, commercial, and governmental entities with an international impact. In 2016-17, CLAS supported the founding and growth of Prospera, a Mexican non-profit organization that acts as a social impact business incubator for young Latin Americans. In 2013-2018, CLAS administered a program funded by Chile's National Commission for Scientific and Technological Research (CONICYT) with the mission to link scholars and researchers between Berkeley and Chilean research institutions. With CLAS administering key elements of this agreement, the University has provided support to dozens of Berkeley faculty members from the biological and environmental sciences, engineering, and the Energy and Resources Group to facilitate collaborative research with Chilean counterparts. In the five-year program, CLAS connected Berkeley faculty and graduate students with researchers from 22 different Chilean universities and research institutions, and granted out \$475,240.

#### **C.1.(d) Equal Access and Treatment**

Over 20% of UCB freshmen are the first in their families to attend college. The Office of the Vice Chancellor for Equity and Inclusion was established in an effort to recruit, retain, and promote a diverse group of faculty, students, and staff and become the national leader for equity and inclusion in higher education. To this end, the campus has undertaken massive initiatives that seek to promote, fund, and assess diversity efforts at every level, including the university's K-12 outreach programs and inclusion of undocumented students into campus life. UCB is the first major research university to establish diversity directors in academic departments.

CLAS embraces this campus mission through its own initiatives. Special arrangements are made for courses and programs, including special seating, audio, and sign language interpretation, when requested. The CLAS building and all venues used for CLAS programs are wheelchair accessible, thanks to university funding. Through the K-14 outreach efforts CLAS

supports, teaching resources are provided to schools in the Bay Area where large numbers of students speak English as a second language. CLAS also serves as a regional resource for a large and diverse population through Spanish and Portuguese-language television and radio partners.

### **C.2.(a) Evaluation Plan**

CLAS seeks funding to address International and Foreign Language Education (IFLE) GPRA measures through a set of activities that specifically meet NRC and FLAS priorities. The evaluation plan also embraces ED's broader priorities to reflect diverse perspectives, encourage service in areas of national need, and support teacher training programs. The performance measure forms (Appendix III) lay out CLAS' plan to assess how investment in courses, faculty, outreach, and new partnerships will result in measurable outcomes.

Evaluation efforts are supported at the institutional level, which makes the data collection and analytical phase possible. UC Berkeley offers extensive resources that complement the CLAS evaluation plan. Faculty and academic staff members are reviewed at intervals not to exceed five years for continuation, merit increases, and tenure. Classes are evaluated by students anonymously through a standard process at the end of each semester. Course evaluations become part of the instructor's file for reappointment and promotion deliberations. In addition, Berkeley's Center for Teaching and Learning supports improvements in the areas of pedagogy, curriculum, and assessment by working with faculty and departments to advance best practices.

The consortium of UCB NRCs plans to hire Nancy Sato (Appendix I, p. 46) to evaluate outreach activities. Because teacher professional development in International Studies across nine centers is a complicated, multi-faceted endeavor, the evaluation will be both formative and summative in nature and will contain both quantitative and qualitative data collection methods in its design. Based on the performance measures and goals elucidated in this proposal, the

evaluation instruments will be designed to assess the quality and impact of the varied program activities: for example, tracking the level of engagement, satisfaction, and follow-up of program participants, and soliciting feedback on the quality of the resources, variety of activities, and program components and their linkages to the proposed goals.

### **C.2.(b) Recent Evaluations**

CLAS was awarded Organized Research Unit status by the University Regents in 1958 and is overseen by the Office of the Vice Chancellor for Research. That office conducts an evaluation of all organized research units every five years and requires annual reports to determine the impact of CLAS activities and programs on faculty and students. Graduate programs and admissions standards are reviewed by the Graduate Council, a committee of the Academic Senate composed of 12 faculty and three graduate students. Through the Graduate Division, the Council's administrative unit, CLAS has access to placement data and graduate student profile figures that inform CLAS on how best to support students. Through this collaboration, CLAS has outlined a plan for maintaining contact with FLAS recipients after graduation to ensure delivery and completion of the required survey.

CLAS has worked with Dr. Brad Washington, an independent evaluator, to design and administer assessment tools including survey templates to target groups. These surveys have allowed us to collect important baseline data, and set a foundation for curriculum design.

### **C.3. Generation and Dissemination of Information to the Public**

As part of a public institution, CLAS considers the dissemination of information to the general public at the core of our mission. We use social media, public programs, and publications to reach an ever-broader audience. The extensive range of CLAS-affiliated faculty allows Center

programs to connect with students across campus, including in the sciences, social sciences, humanities, and professional schools.

The vitality and value of the CLAS public program is reflected by the frequent presence of national news networks—radio and television—for many CLAS visitors. Center-affiliated faculty have been guests on the PBS Newshour and also provided input on stories related to Latin America. In addition, the President of Univision news was a senior fellow at CLAS for two years about a decade ago and remains in touch with CLAS faculty and staff.

CLAS is integral to one of the largest undergraduate Latin American courses, “The Southern Border,” which has a major and impactful role in educating students about the region. Consider this note from one student: “I wanted to reach out and thank you for being such an inspiration to me this semester through The Southern Border...Sharing a passion for Latin American policy and migration issues, it is greatly uplifting to hear [about the region]. This summer I hope to start an honors thesis on public health ] in Chile or Peru...”

Enrollments and placement data for undergraduates and graduates who are LAS concentrators demonstrate Berkeley’s contribution to training Latin America specialists with competency in critical languages from the region. In 2016-17, 925 undergraduates and 102 graduate students earned degrees with a concentration in the language and/or world area.

#### **C.4. Post-graduate Placements**

UCB has a long history of public service, with particular emphasis on government and non-profit sectors. Of the undergraduate class of 2017, over 1,000 students went to work for the government or non-profit organizations. Latin American concentrators have a strong track record at UCB. Placement data kept for all graduate programs, in addition to data kept by individual professional schools, suggests students fill vital roles in both education and government service:

**Table 7: Placements for Doctoral Graduates (programs with large numbers of Latin Americanists)**

Ph.D., Anthropology	<b>81%</b> in education <b>11%</b> in government and business	Ph.D., History	<b>88%</b> in education <b>4%</b> in government and business	Ph.D., Public Health	<b>40%</b> in education <b>23%</b> in government and business
Ph.D., Hispanic Languages & Literatures	<b>95%</b> in education <b>2%</b> in government and business	Ph.D., Linguistics	<b>68%</b> in education <b>21%</b> in government and business	Ph.D., Public Policy	<b>57%</b> in education <b>29%</b> in government and business

CLAS works with the university’s Career Center, which sponsors 15 annual career fairs where government agencies, businesses, nonprofit organizations, and educational institutions participate in recruitment activities. The Center’s staff support students in securing work at local schools or with Latin American entrepreneurs. The Peace Corps program on campus also has a strong legacy – UCB has produced more Peace Corps volunteers than any other institution in the country. The CLAS team remains committed to strengthening the role of Berkeley students in areas of national need. We will continue to support students to pursue government service, education, business, and non-profit placements through connections with people in our international network, advising, and providing research grants to a diverse pool of students from many different departments [AP1].

**D. COMMITMENT TO LATIN AMERICAN STUDIES**

The Center draws on the extraordinary intellectual engagement of Berkeley as well as on unique campus resources such as the Bancroft Library’s Latin American collections and the cutting-edge research at Lawrence Berkeley National Laboratories. While it is difficult to measure global engagement, what is quantifiable is UCB’s support of over \$35 million to Latin America-related teaching, research, library operations, student support, and CLAS in 2017-18.

**University Support for Operations, Teaching, and Library**

The University provides financial support for CLAS staff salaries. Through the Vice Chancellor for Research, the University provides accounting and computing services as well as a fellowships director and a grants administrator. UCB also provides space, maintenance, and

utilities for the 2,700 sq. ft. CLAS building, which serves as the campus hub for Latin America-related research, scholars, and activities. UCB’s largest financial commitment to Latin American Studies is the \$32,760,000 contribution for permanent teaching staff. Currently, 156 UCB faculty members work on Latin America, (of whom 134 are Academic Senate members, and 94 have tenure). In the past four years, UCB has recruited 10 top scholars (Table 2, p.15) in departments ranging from Civil and Environmental Engineering to Art History.

The University’s libraries hold over 12 million volumes in more than 600 languages. Since 2014, UCB has made major investments in Latin American imprints, including subscriptions to active serials and print monographs from the region. The University also funds the salaries of Latin Americanist librarians and support staff, who are essential to the Latin Americanist community on campus.

**Table 8: Direct University Support for Latin American Studies, 2017-18**

<b>Activity</b>	<b>Annual Cost</b>
CLAS Operations	
<ul style="list-style-type: none"> <li>• Administration: classes, conferences, seminars, staff salaries, grants administration, IT support, accounting</li> <li>• Physical space: meeting rooms, classrooms, building and grounds, and maintenance.</li> </ul>	\$950,000
Teaching Staff	
<ul style="list-style-type: none"> <li>• Salaries for 156 teaching staff who work on Latin America</li> <li>• Benefits for 156 teaching staff</li> <li>• UCB support for faculty research and curriculum development</li> </ul>	\$23,400,000 \$9,360,000 \$448,000
Library Resources	
<ul style="list-style-type: none"> <li>• Library staff to support Latin American collections</li> <li>• Library acquisitions – Latin American imprints</li> <li>• Library acquisitions – Latin American print monographs and serials</li> </ul>	\$250,000 \$290,000 \$454,067
Outreach	
<ul style="list-style-type: none"> <li>• Salaries for ORIAS Outreach staff</li> <li>• Benefits for ORIAS Outreach staff</li> </ul>	\$57,339 \$12,132
Student Support	
<ul style="list-style-type: none"> <li>• FLAS Fellowship Coordinator compensation</li> <li>• Supplemental awards to Latin American FLAS Fellows</li> </ul>	\$104,236 \$28,373
<b>Total</b>	<b>\$ 35,354,147</b>

### **University Support for Linkages with Institutions Abroad**

The University of California has numerous formal affiliations with institutions abroad. La

Universidad de Chile and the University of California have an active Memorandum of Understanding, signed in 2008 with the involvement of CLAS, to collaborate in areas such as transportation, water resource management, and education. UCB also supports direct exchange agreements with 11 other Latin American institutions including the National University of Tres de Febrero in Argentina and the Pontifical Catholic University of Rio de Janeiro in Brazil.

The University of California has myriad collaborations, exchanges, and programs with Mexico, including individual faculty efforts as well as important campus-based centers. One such partnership, UC MEXUS, has a 30+ year history of funding research and academic mobility, and a longstanding relationship with CONACYT (Mexico's NSF). It has been held up as a model of research collaboration with Mexico, emulated by other states, and provides students the opportunity to pursue Mexico-related research. The UC-Mexico Initiative has enhanced UC's relationships with academia, government, and the private sector in Mexico and created the ability for UC to respond quickly to emerging issues. The CLAS Chair, Professor Harley Shaiken, serves on the nine-person Leadership Committee of this Initiative.

### **University Support for Outreach**

K-14 outreach is carried out collaboratively by the campus' nine world area research units in concert with the Office of Resources for International and Area Studies (ORIAS) [CPP2]. UCB covers 100% of the ORIAS director's compensation, and the Vice Chancellor for Research has confirmed that this commitment will continue. In addition, campus units – including the Berkeley Art Museum, the Phoebe A. Hearst Museum of Anthropology, and the Graduate School of Journalism – have partnered with CLAS to make staff, exhibits, and programs available to teachers. CLAS has collaborated with UCB's Center for Educational Partnerships (CEP) and Educational Opportunity Program (EOP), both campus-funded programs in the Division of

Equity and Inclusion, to expand outreach efforts to community college students.

### **University Support for Students**

UCB has demonstrated strong support for Foreign Language and Area Studies (FLAS) fellows. The Graduate Division has designated a graduate fellowship coordinator, who coordinates financial and operational aspects of the FLAS fellowship for all Berkeley NRCs. In addition, Graduate Division offers supplemental funding to FLAS fellows, in the amount \$1,500 for new students, \$500 for continuing students, and \$15,102 for entering out-of-state students. In 2017-18, this support equaled \$129,218 for all UCB FLAS programs. The Graduate Division has committed to continued financial support for UCB FLAS programs.

Graduate students who focus on Latin American Studies receive funding from their department in the form of research awards and teaching fellowships. UCB ensures tuition support to virtually all admitted graduate students and has extensive support available to lower income undergraduates. There are more students from low-income families receiving Pell Grants at Berkeley (34%) than at all eight Ivy League universities combined (17%).

## **E. STRENGTH OF LIBRARY**

### **E.1. Strength of Holdings and University Support for Acquisitions and Staff**

Berkeley Latin American library materials, including the renowned Hubert Howe Bancroft Library, are among the richest collections of retrospective, contemporary, and documentary materials in the United States. The Latin American collections consist of some 600,000 bound volumes and 1,688 current serials subscriptions. The library provides access to over 1,309 electronic indexes and, since beginning collaboration with the California Digital Library, has gained access to over 85,000 full-text serial titles.

In addition to Spanish and Portuguese, the UC Berkeley library's holdings represent a diversity of publications in Latin American indigenous languages. The librarian for Latin American collections, Dr. Liladhar Pendse, states that, "one must cherish and value the linguistic diversity and differences in the print-culture of contemporary Latin America." A select list of current library holdings in indigenous languages include Aymara (128), Guaraní (63), Mapudungun (Mapuche) (83), Maya languages (including Mam) (728), Nahuatl (439), Quechua (557), and Zapotec (70).

For the period 2014-18, Doe Library invested \$1,158,323 on monographs and subscribed to an average of 75 new serial titles per year. An estimated 55% of the collection is in Spanish, 15% in Portuguese, 20% in English, and 10% in other languages. The library allocates approximately \$300,000 for Latin American acquisitions. The library also has a \$1,000,000 endowment, which generates about \$30,000 annually for the acquisition of Iberian and Latin American materials.

UCB librarian for Latin America Dr. Pendse plans to grow UCB's collection of the print materials of indigenous languages of Latin America contingent upon the funding availability. UCB maintains two librarians and support staff for Latin American collections. Librarian Dr. Liladhar Pendse oversees collection development at the Main Library and coordinates the efforts of subject and format selectors in other areas with regard to Latin American materials (Appendix I, p. 23). Dr. José Adrián Barragán-Álvarez (Appendix I, p. 23) is the Latin America curator for the Bancroft Library. Additional support in developing specialized collections is provided by Marci Hoffman (Appendix I, p. 63) at the Berkeley Law Library. Library outreach programs include personal visits to new faculty and graduate students, information literacy instruction in specialized courses, Latin America related library guides, and new acquisitions lists.

## **E.2. Access to Library's Holdings**

Most of Berkeley's libraries are open to the public. In-person visitors have access to reference assistance, databases, library catalogs, and other educational resources. Visitors also enjoy access to the many UCB library events and exhibits. Additionally, library cards are available for California residents. Of particular interest to Latin Americanist scholars are several online resources, including OskiCat, the complete Berkeley catalog, Calisphere, free public access to digital collections from California libraries, archives, and museums, and the Online Archive of California, which provides access to detailed descriptions of primary source collections of artwork, manuscripts, papers, and historic photographs, among other things.

As a part of the continuing outreach and announcement for new services, the library maintains a blog and frequently hosts public exhibitions, such as “¡Viva la Fiesta!: Mexican Traditions of Celebration” at Bancroft Library, “A Brief History of Literatura de Cordel” and “Life and Resistance in the Mapuche Territory, Chile.”

The Berkeley Language Center has an online database of lesson materials in Latin American languages, including Quechua and numerous indigenous languages. The California Language Archive, which is part of the Department of Linguistics, also hosts a collection of Quechua and Nahuatl field recordings available online.

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

### **F.1. Variety of Disciplines and Courses in Professional Schools**

Berkeley has an unusual depth of Latin Americanist faculty. CLAS has over 110 non-language Latin America specialists among its core faculty who devote 25% to 100% of their time to Latin America-related topics. UCB provides an extensive range of courses taught by internationally recognized Latin Americanist faculty. In 2016-17, Berkeley offered 301 non-language courses related to Latin America from 34 different departments and professional

schools. Of these, 214 courses had at least 50% of content directly related to the region (Appendix II). A number of other courses from a broad range of disciplines cover themes related to Latin America and/or use case studies from the region, such as Latin America in a Global Context, International Reporting, and International Human Rights Clinics. In 2016-17, 1,829 graduate students and 7,604 undergraduate students enrolled in non-language LAS courses.

Professional school students are able to register for area studies courses as well as Latin American courses within their own schools. Professional school faculty offer a total of 62 Latin America-related courses. An example is Professor Lydia Chávez (Appendix I, p. 60), the former *The New York Times* Latin America bureau chief who teaches international reporting with a focus on Mexico at the Graduate School of Journalism. In the Haas School of Business, the International Business Development Program allows graduate students to gain hands-on experience in overseas consulting projects. Over the last decade, 20% of those projects were based in Latin America and drew on the expertise of faculty such as Pablo Spiller, Paul Gertler, and Ernesto Dal Bo (Appendix I, pp. 32-3).

The School of Public Health has an exceptionally strong emphasis on Latin America. 33 faculty members conduct research in 15 countries in the region on issues including infectious diseases and malnutrition. The faculty is led by Dean Stefano Bertozzi (Appendix I, p. 70), a prominent global health scientist who spent over a decade at Mexico's National Institute of Public Health and is currently the co-chair of the Health Working Group for the UC-Mexico. Lee Riley (Appendix I, p. 74), Professor of Epidemiology and Infectious Diseases, trains public health graduate students to work in the field, researching diseases like tuberculosis that proliferate in slum conditions. As the director of the National Institute for Health-funded Global Health Equity Scholars Fellowship Program, he places students in field sites in Salvador, São

Paulo, and Rio de Janeiro, Brazil, where they join research teams of local health professionals.

## F.2. Depth of Course Coverage

*Table 9: Non-Language Courses with Latin American Content Across Departments*

Department	Courses	Department	Courses
African American Studies	10	Global Studies	13
Agriculture and Resource Economics and Anthropology	5	History	19
Art	23	History of Art	7
Chicano Studies	2	Integrative Biology	5
Comparative Literature	6	International and Area Studies	13
Development Studies	2	Latin American Studies	5
Economics	4	Linguistics	3
English	6	Music	5
Environmental Economics and Policy	3	Peace and Conflict Studies	8
Environmental Science, Policy, & Management	3	Political Economy	4
Ethnic Studies	16	Political Science	13
Geography	11	Sociology	13
	23	Theater, Dance, and Performance Studies	3

*Non-Language Courses with Latin American Content in Berkeley Professional Schools*

Department	Courses	Department	Courses
Architecture (College of Environmental Design)	3	Journalism (Graduate School of Journalism)	7
Business Administration (Haas School of Business)	2	Law (School of Law)	12
City and Regional Planning (College of Environmental Design)	13	Public Health (School of Public Health)	15
Education (Graduate School of Education)	8	Public Policy (Goldman School of Public Policy)	2
<b>TOTAL</b>		<b>301</b>	

The diversity of Berkeley’s courses across disciplines allows students to examine all Latin American countries, with strengths in Mexico, Guatemala, Nicaragua, Cuba, Brazil, Bolivia, Chile, Argentina, Peru, and Colombia. Certain disciplines are especially strong in courses offered: Anthropology (37), Geography (23), Environmental Science, Policy, and Management (16), and the Professional School of Public Health (15) (see Table 9, p. 33, and Appendix II). The breadth and depth of the curriculum are reflected in courses such as Professor Christine Hastorf’s “Andean Archaeology.” With over 24 years of research experience in the Southern Andes, Professor Hastorf (Appendix I, p. 15) is able to draw on a wealth of knowledge to prepare

her students to work on excavations near Lake Titicaca.

Students also benefit from CLAS-sponsored special seminars featuring renowned Latin American scholars, public intellectuals, and political leaders. Consider this partial list:

**Table 10: CLAS Special Seminars**

Instructor	Course
<b>Sergio Fajardo</b> , Governor of Antioquia, Colombia, 2012-15; Mayor of Medellín, 2003-07	Education as the Engine of Social Transformation
<b>Javier Couso</b> , Professor and expert on constitutional law, Universidad Diego Portales, Chile	The Clash Between Liberal and Radical Constitutionalism in Contemporary Latin America
<b>Bob King</b> , President of the United Auto Workers, 2010-14	Labor and the Global Economy
<b>Ricardo Lagos</b> , President of Chile, 2000-06	Latin American Development After the Crisis: The Emerging Middle Classes
<b>Alma Guillermoprieto</b> , Mexican journalist; Author	Reflections on Latin America: El Salvador, Mexico and Colombia
<b>Horacio Salinas</b> , Chilean guitarist; Composer	La Nueva Canción and Popular Movements in Latin America
<b>Michelle Bachelet</b> , President of Chile, 2006-10, 2014-18	Democratic Governance, Development and Global Women's Rights

These visiting faculty remain have all made multiple visits to Berkeley, and have been exceptionally welcoming to Berkeley students when they are doing research in the field.

### F.3. Pedagogical Structure and Support

The Graduate Student Instructor (GSI) Teaching and Resource Center provides extensive pedagogical support, including orientations, workshops, grants for course improvement, awards for outstanding teaching, and language proficiency training for non-native English speakers.

**Table 11: GSI Pedagogy Training Resources**

Resource	Description
Workshops	Developing teaching portfolios, feedback on teaching philosophy, syllabus & course design
Conference	Intensive teaching preparation for all new GSIs
Development Courses	Teaching and Learning in Higher Education; Mentoring in Higher Education; Academic Writing for Graduate Students; Professional Standards and Ethics in Teaching
Institute/Seminars	Summer Institute for Preparing Future Faculty
Awards	Outstanding GSI; Teaching Effectiveness; Faculty Award for Mentorship of GSIs
Grants	Course Improvement (\$300); Departmental Grants for GSI development
Other Resources	Training in conflict resolution, student diversity, ethics, health and safety, online teaching

### F.4. Interdisciplinary Courses

Interdisciplinary courses are available to undergraduates through majors such as Political Economy, Development Studies, Peace and Conflict Studies, and Global Studies. The Interdisciplinary Studies Field Major is unique in offering students a core curriculum as well as the opportunity to develop a specialized major that incorporates interdisciplinary LAS courses from the social sciences, humanities, and professional schools. UCB also makes funds available for faculty from different disciplines to team-teach interdisciplinary courses.

In 2011, UCB launched the Master of Development Practice degree in response to a core recommendation from the International Commission on Education for Sustainable Development Practice, which found a need for scholars prepared to address the complexities of sustainable development. The program combines courses in management as well as in the health, natural, and social sciences, with a focus on a world region. Students take courses such as “Environmental Economics and Policy” and “Climate Change and Energy.”

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

### **G.1. Latin American Languages Instruction and Enrollments**

Berkeley offers performance-based instruction in four levels of Spanish and three levels of Portuguese, with an emphasis on Brazilian Portuguese. In 2016-17, 65 Spanish, Portuguese, and Nahuatl courses in language and literature were offered (29 language classes and 36 cultural studies and literature classes) (Appendix II). During the academic year, the Spanish language program provides five hours of classroom time a week for students enrolled in levels 1-4. Intensive language courses that meet for a minimum of 15 hours per week are offered during the summer term. In 2016-17, enrollments in Spanish and Portuguese classes at all levels totaled 2,349 as Portuguese course enrollments continue to reach capacity.

Berkeley began offering Nahuatl courses in 2013. The Department of Ethnic Studies’

Chicano/Latino Studies program currently offers Beginning/High Beginning Nahuatl, which can be taken repeatedly. This course is available to Laney Community College students through a cross-enrollment program. In addition to this course, there is an informal Nahuatl culture and language group that meets weekly, and an intensive summer workshop held by the UCB Joseph A. Meyers Center for Research on Native American Issues. CLAS looks forward to addressing the obvious demand for Nahuatl instruction with additional courses and curriculum development.

Most upper-level cultural studies and theory courses in S&P are taught in the target languages. In 2016-17, 45 such courses were offered (Appendix II). Target languages are also incorporated into classes in other disciplines. Some departments outside of S&P also offer Spanish language courses, such as “Spanish for Lawyers” at the Berkeley School of Law. At the School of Public Health, Professor Lee Riley requires Portuguese language proficiency in order to be considered for placement in his Brazilian field sites.

## **G.2. Levels of Language Training and Courses Offered in Foreign Languages**

The four-level Spanish curriculum is designed to satisfy the needs of a diverse student population, and language courses are offered in two tracks. In Track One, students interested in Spanish as a second language take Spanish 1, 2, 3, and 4. Track Two is designed for heritage students whose experience with the language has been limited to informal settings and consists of Spanish 21 and 22, which are equivalent to 3 and 4. Heritage students and those taking Spanish as a second language come together in Spanish 25 “Reading and Analysis of Literary Texts,” which is designed to be a bridge to upper division coursework. After completing Spanish 25, students are eligible to take upper division classes.

Three levels of instruction are offered in Portuguese. At the beginning level, Portuguese 11 and 12 are part of a two-semester program for students who have little or no background in

Romance Languages. Portuguese 101 is an intensive course designed for students who already have two years of college-level Spanish; it covers a year's worth of study in one semester. Portuguese 102 "Brazilian Culture and Grammar Review" and 103 "Composition" prepare students for literature courses and are designed for concurrent enrollment, thereby enabling students to take at least one literature course before graduating.

Berkeley Professional Schools also have Spanish programs for their particular subject matter. The School of Journalism has a Spanish Language Cultural Immersion Program in Cuba. The Haas School of Business has a study abroad opportunity in Mexico, with courses on Business Operations in Mexico, Mexican Business Management, Doing Business in Mexico, International Commerce, etc. The School of Public Health has an eight-week program on Community Public Health in the Dominican Republic, which combines classroom instruction with fieldwork. Finally, the School of Social Welfare has a summer session in Mexico called Sin Fronteras, in which students work with local NGOs and take an intensive language course.

### **G.3. Language Pedagogy**

Eleven lecturers teach, supervise, and develop introductory language courses in three Latin American languages. An additional 14 faculty members teach upper division language, culture, literature, and theory courses. Spanish & Portuguese expects to hire another Brazilianist in the coming academic year. Each semester, graduate student instructors teach language classes and are trained and supervised by Miriam Hernández-Rodríguez (Appendix I, p. 90), the Director of Spanish Language Instruction, who has over 30 years' experience in academic language and curricula development. Clélia Donovan (Appendix I, p. 88), a lecturer with 25 years' experience, supervises Portuguese language instruction.

Miriam Hernández-Rodríguez, an ACTFL-trained (American Council on the Teaching of

Foreign Languages) certified oral proficiency interviewer and writing proficiency test rater, attends and presents at annual language and pedagogy conferences. Together, Donovan and Hernández-Rodríguez have developed performance-based pedagogies advocated by the National Standards in Foreign Language Education Project for Spanish and Portuguese. This pedagogy focuses on language systems, communication and learning strategies, cultural content, critical thinking skills, and technology.

A three-day language-training workshop is compulsory for all new graduate student instructors. The workshop focuses on practical issues of language teaching methodology, performance-based classroom techniques, and use of computer-assisted methods and audio-visuals as well as the use of texts, testing, and self-assessment tools. For Spanish, a methodology course, “Teaching Spanish in College,” is required for teaching assistants their first semester. All instructors must also enroll in Spanish 375, a practicum to discuss challenges emerging from classroom experiences. Mini-trainings emphasizing diverse topics such as ethics, grading by rubric, and common rules are offered regularly to instructors.

The Berkeley Language Center (BLC) is a major resource for all UCB language instructors. Directed by Professor Richard Kern (Appendix I, p. 22), the BLC keeps instructors informed of new developments in the fields of language pedagogy, second language acquisition, and applied linguistics through its lecture series, workshops, online resources, and library. The BLC also promotes the use of new language-learning technologies through workshops and individual consultations and offers fellowships to lecturers and graduate students for research in language acquisition and pedagogy. Fellows both present and publish the results of their research.

The BLC is home to the East Bay World Language Project, a program that provides pedagogy training for high school language teachers from four local counties. The programs is

designed to accommodate the varied experiences of teachers of world languages, English language learners, and heritage language learners. Additionally, language departments and the Graduate School of Education offer courses on pedagogical training for language instructors.

#### **G.4.(a) Quality of the Language Program**

The Spanish and Portuguese language program focuses on literacy, and language instructors emphasize academic reading and writing competency. Instruction is tailored to individual strengths and weaknesses with the goal of elevating the students' ability to communicate at an academic level. Students transitioning out of beginning-level courses must complete an oral exam to enroll in courses at the next level. Those taking more advanced courses complete a research project and present their findings in an oral presentation in the target language. Instructors follow ACTFL guidelines in measuring a student's competency and eligibility to advance to the next level. Upper-division language courses require that students give an oral presentation about a research project they undertake to prepare for rigorous academic oral, reading, and writing skills in a foreign language.

The Berkeley Language Center is the repository for a wide array of language resources. The BLC provides print materials on language teaching methodology and instructional media (both video and audio) in more than 90 languages. A newer resource, the Library of Foreign Language Film Clips, is also available to language instructors. A recording studio, travel grants, and fellowships are available to faculty and graduate student to improve language instruction.

The department has objective data to ascertain the quality of student learning in Spanish and Portuguese, including competency-based written and oral testing with a focus on obtaining full professional proficiency as outlined by the Interagency Language Roundtable Standards. Certified Oral Proficiency Interviewers supervise evaluations based on oral proficiency

interviews, a writing portfolio, reading ability, grammar knowledge, and aural comprehension.

## **H. QUALITY OF CURRICULUM DESIGN**

### **H.1. Undergraduate Degree Programs**

UCB offers many degree programs for the study of Latin America. Students who want to study Latin America choose to major in Global Studies, with a regional specialization in Latin America. They also select a track (Global Development, Global Peace and Conflict, or Global Societies and Cultures) and must demonstrate proficiency and two years of language study. However, many undergraduates who decide to focus on Latin America without declaring the Global Studies major become “concentrators,” completing 15 or more LAS-related semester units. Latin American concentrators pursue a broad range of majors, largely in the social sciences and humanities. In 2016-17, 925 undergraduates earned degrees with a concentration in the language and/or world area, while 102 graduate students did so in this same time frame.

One program that attracts many LAS concentrators is the Global Poverty and Practice minor offered through the Blum Center for Developing Economies. Launched in 2007, the program trains students in the analysis of global poverty and inequality and the ethics of global citizenship. The program has attracted students from the biological sciences, natural resources, and engineering programs to the study of Latin America. Since 2014, 53 students have completed their mandatory practice experiences in Latin America. The Haas School of Business offers undergraduate students the opportunity to pursue an internationally oriented career with its Global Management concentration. The concentration has four components, which include studying abroad for at least one semester, completing a third-year level of a foreign language, and taking four international business courses and three upper-division Latin America-focused courses.

The Department of Spanish and Portuguese (S&P) offers both a major and a minor. Within the

major, students select to focus on the Spanish-speaking world, the Portuguese-speaking world, Latin America, or Hispanic languages and bilingualism. S&P also offers minor programs. Students are encouraged to participate in study abroad programs in Latin America and are required to take relevant area studies courses outside the department.

## **H.2. Graduate Degree Programs**

UC Berkeley ranked third globally in the 2016 Shanghai Jiao Tong “World University Rankings.” Among the 40,894 students at Berkeley, 28% are pursuing doctoral and master’s degrees in more than 100 disciplines. The fall 2017 graduate class of 3,998 students was selected from among 41,500 applicants. The top five academic institutions that hire Berkeley Ph.D.’s are: the UC system, Stanford, the University of Michigan, MIT, and Harvard.

In 2017, UCB awarded graduate degrees to 102 students specializing in Latin America from 20 different disciplines and eight professional schools. Berkeley offers a Master’s degree in Global Studies, which is an interdisciplinary program designed to provide students with the fundamentals of contemporary international issues, as well as detailed knowledge about particular world regions. Students have wide flexibility in crafting an individual program within a defined framework to help them pursue specific career goals.

There are two Ph.D. programs for Spanish and Portuguese: the Ph.D. in Romance Languages and Literatures (RLL) with an emphasis on Spanish that includes study of French, Italian, and Portuguese; and the Hispanic Languages and Literatures (HLL) program. In either program, students can follow a Literature or Linguistics track.

## **H.3. Academic and Career Advising, Study Abroad, and Access to Other Institutions**

All Latin Americanist faculty serve as supervisors and advisors to undergraduate and/or graduate students focusing on the region in their respective departments. In addition, the

Division of Undergraduate Education and the College of Letters and Science provide extensive advising services to help undergraduates plan their studies and choose a major and concentration. Following the selection of a major, students work with the departmental undergraduate adviser and are also assigned a faculty adviser. Global Studies students have four advisors in the department, as well as their faculty advisor.

Graduate students work with a department graduate adviser and a faculty member who specialize in the same geographical area or sub-discipline. In addition, Career and Graduate School Services provides advising, career planning, help with graduate school applications, and job placement. CLAS partners with professional schools, which each have their own career centers, to encourage students to use their world area and language expertise in government service. For example, the Berkeley Law School holds an annual Public Interest/Public Sector Career Fair, which annually draws over 200 students and over 80 local Bay Area organizations.

Study Abroad programs are an important part of Latin American studies on campus. Between 2014 and 2018, 635 UCB students studied abroad in Latin America. The majority of these students participated in a UC-wide education abroad program, which maintains affiliated campuses in six Latin American countries: Argentina, Brazil, Chile, Costa Rica, the Dominican Republic, and Mexico. UCB was a Gilman Top Producing Institutions for the 2016-17 academic year. This federally-funded program supports underrepresented students who study abroad. Since 2014, 66 UCB students received Gilman Scholarships to study in Latin America.

In addition to these, myriad other international opportunities are available. UCB has an Independent Study Abroad Guide that outlines hundreds of study, internship, volunteer, and teaching abroad opportunities administered by other universities. Students are guided to ensure that they select appropriate programs and are informed about financial aid opportunities and

department approval requirements. Students can petition to study in other countries, including Ecuador, Cuba, Nicaragua, and Peru. Students interested in studying in Latin America can also participate in UCB Summer Abroad and Global Internship programs, or the UC Field Research program in Mexico City (where students design research projects and work with Mexican professors). For students who want to study less-commonly taught languages, the UC Berkeley Center for Latin American Studies has formed a network of universities that provide instruction in LCTLs not currently offered at UCB. These languages include Miskito, Shipibo, Aymara, Haitian-Creole, Guaraní, Mayan languages, Quechua, and Nahuatl [FLAS CPP2].

## **I. OUTREACH ACTIVITIES**

CLAS promotes a deeper understanding of Latin American peoples, cultures, and societies through its outreach activities. The core of these efforts is a vibrant public program that informs K-14 teacher training. One dimension of that program explores critical public policy issues such as climate change, inequality, security, immigration, and U.S.-Latin America relations. Another dimension engages cultural themes, and has brought to Berkeley writers, art exhibits, musicians, and films. Often both these dimensions are intertwined, as when academy award-nominated actor Demián Bichir discussed immigration with students in the context of the film “A Better Life,” for which he received an Oscar nomination.

### **I.1. Outreach to Elementary and Secondary Schools**

Given California’s cultural and economic links with Latin America and its demographic characteristics, CLAS’ outreach efforts provide relevant resources for elementary and secondary school teachers. Historically, the Center has provided training to K-12 teachers through four channels: the Center’s public program; workshops organized by CLAS and focused specifically on Latin America; ORIAS; and the UCBHSSP [AP2].

**1) CLAS Public Program:** Many of CLAS’ public programs are of great interest to the local K-12 community. The programmatic focus on the arts, migration, and current political situations are relevant to the lives of local students and their families. While all CLAS events are free of charge and open to the public, CLAS publicizes certain events and special events to the broader public with a combination of print media, social media, community event calendars, and list serves. The Cine Latino event series (free screenings of Latin American films) is particularly popular with people outside of U.C. Berkeley.

CLAS has developed relationships with a number of local schools. The Center regularly invites school groups to events, such as the film *Ixcanul*, which was attended by 36 local high school students. When CLAS hosted *MONTARlaBestia*, an art exhibit co-sponsored by the Mexican Museum that depicted the experiences of migrants on the *Bestia* train across Mexico, 32 teachers attended and discussed how they could incorporate art and the migrant experience into their curricula. A final example of CLAS’ outreach to local schools is the relationship with Oakland International High School, a public school whose students are largely refugees and immigrants, many from Latin America. Oakland International High School teachers are invited to public events, and the school principal gives annual talks at UC Berkeley to hundreds of undergraduate students. When President Bachelet came to Berkeley, CLAS brought her to the Oakland International High School where she spoke with students about their mutual experiences as refugees. Teachers worked with CLAS to prepare the students for the discussion, and CLAS provided materials that gave context for the visit both before and after it took place.

**2) CLAS K-14 Workshops:** CLAS has a long history of facilitating summer teacher-training workshops for local educators. Previously, CLAS has offered workshops on topics such “Remembering the Mexican-American War” and “Futuro Perfecto: A Spanish-Language

Workshop for Spanish and ELD Teachers.” Over 113 individuals from 21 public school districts, seven community college districts, and two California state colleges have participated in these workshops in a four year cycle. CLAS proposes to continue these workshops with NRC funding.

**3) ORIAS K-14 Outreach:** The third prong of CLAS’ K-14 outreach efforts is the Office of Resources for International and Area Studies (ORIAS). Funded by a consortium of National Resource Centers (NRC) and the Vice Chancellor for Research (VCRO) on the UC Berkeley campus, ORIAS provides professional development and international subject-area content to K-12 teachers in the Bay Area. ORIAS hosts diverse activities for teachers [AP2].

*Table 12: ORIAS Outreach Activities 2014-2018*

Event Series	Details
<b>Teachers’ World History Reading Groups</b>	<ul style="list-style-type: none"> <li>• Read/discuss one book/month with a global studies theme</li> <li>• <i>Paradise in Ashes</i> ( Beatriz Manz); <i>Chinese Cubans: A Transnational History</i> (Kathleen Lopez); <i>BANANAS: How the United Fruit Company Shaped the World</i> (Peter Chapman)</li> </ul>
<b>Speakers Bureau</b>	<ul style="list-style-type: none"> <li>• Speakers present to local classrooms (K-14)</li> <li>• 2016-18 – Speakers presented to 1000+ students in 20+ classrooms</li> <li>• Topics include history, anthropology and archaeology, journalism, literature, linguistics, international development, and more.</li> </ul>
<b>Teacher Training Workshops</b>	<ul style="list-style-type: none"> <li>• Collaboration with team 7<sup>th</sup> grade teachers, archaeology graduate students, and staff at Jacobs Institute for Design Innovation in the College of Engineering</li> <li>• Development of inquiry-based lessons on Aztec, Maya, &amp; Inca society</li> <li>• Lessons included experimentation with VR images of archaeological sites and 3-D printing of objects from museum collections</li> </ul>
<b>Summer Institutes</b>	<ul style="list-style-type: none"> <li>• Multi-day trainings for teachers from many disciplines</li> <li>• Sessions include included a scholar lecture, a model lesson developed in collaboration between a classroom teacher and graduate student, and lesson plan workshop time</li> </ul>

**4) Partnership with the UCB History-Social Science Project:** CLAS and the Berkeley NRCs collaborate with the Berkeley History-Social Science Project (UCBHSSP), which is administered by the California Department of Education; the State Board of Education; the University of California, Office of the President; and California State University. UCBHSSP seeks to bridge the academy and K-12 communities to help teachers strengthen their instructional practice and provide equitable educational opportunities to all students, through a model of learning, practicing, and doing. Located in the UC Berkeley History Department, UCBHSSP is a

member site of the California Subject Matter Projects. CLAS opted to work with the UCBHSSP rather than a school of education because California's system of teacher credentialing offers few avenues for our input. The Project brings together teachers and university faculty to create workshops that combine content knowledge with instruction in pedagogical techniques [AP2].

## **I. 2. Postsecondary institutions**

In addition to ORIAS outreach, CLAS sponsors a variety of initiatives to reach out to postsecondary institutions. The Bay Area Latin America (BALA) Forum is an ongoing series of lectures highlighting the research of Bay Area faculty from a variety of institutions. Articles based on the speakers' research are frequently published in *The Berkeley Review of Latin American Studies*, lectures are videotaped and featured on the CLAS website, and some appear on the national Univision/Fusion website or television network. CLAS contacts in post-secondary schools are invited to attend. The CLAS Outreach Coordinator will create and share resources to support community college teachers to integrate BALA content into their curricula.

CLAS has formal relationships with many cross-institutional associations. We have provided funding to the UC-Cuba Academic Initiative since 1986. Scholars engaged in this initiative are committed to establishing and enhancing links between UC and centers for advanced study in Cuba. Currently, eight UC campuses participate in the Initiative as do research collaborators from nearby institutions such as Stanford University. CLAS supports the UC-Mexico Initiative, which brings together all the UC campuses to provide strategic direction and coordinate current activities in Mexico. In addition, the Initiative provides a mechanism to develop new programs and partnerships, involving academia, government, corporations and foundations on both sides of the border. A key goal is to leverage existing funding to stimulate additional investment. CLAS Chair Harley Shaiken is on the leadership council of the Initiative.

### **I.3. Business, Media, and the General Public**

CLAS has a vibrant program of outreach to the private sector, civil society, and media outlets. We have strong relationships with many media outlets, including the PBS Newshour, Univision, Democracy Now, the San Francisco Chronicle, BBC, and KQED. We routinely link faculty experts on Latin America with the media, and their comments regularly appear in *The New York Times*, *The Washington Post*, *The Los Angeles Times*, *The San Francisco Chronicle*, NPR, PBS Newshour, and CBS. In 2013, CLAS partnered with Spanish-language media giant Univision and its newly-launched cable news venture, Fusion, to bring campus experts, research news and events to the channel's targeted audience of young, English-speaking Latinos.

CLAS has built new relationships with the business and nonprofit sectors through its International Advisory Board, which counts four entrepreneurs among its members, and its involvement in the Chile-California Council. The Council supports joint endeavors between Chile and California by promoting education, cultural exchange, and human capital and technology development. The CLAS Chair serves on the council along with business leaders, government and state officials, diplomats, and scholars.

The Latin American and Hispanic Business Association (LAHBA) is a CLAS-supported student organization at the UCB Haas School of Business. As one of the largest student organizations within the school, LAHBA strives to create a community of students with personal and professional interests in the region and provide opportunities for students to connect with Latin American business professionals in Silicon Valley as well as U.S. companies with business interests in Latin America. The group's activities throughout the year culminate in an annual conference that draws business leaders from the energy, technology, and financial sectors.

### **J. FLAS AWARDEE SELECTION PROCEDURES**

CLAS has awarded 22 academic year FLAS fellowships and 32 summer FLAS fellowships since 2014. Of those awards, 29 (53.7%) were given for the study of Portuguese, two (4%) were given for the study of Quechua, and four (5%) were given for the study of other languages, including Miskito and Shipibo. These numbers show the popularity of Portuguese, and the room for growth for other LCTLs. We plan to build on this strong foundation for future FLAS competitions and award fellowships according to ED priorities, and CLAS commits to awarding 85% of FLAS fellowships to students who study LCTLs by 2021 [FLAS CPP2].

#### **J.(a) FLAS Process and Timeline**

CLAS will promote FLAS award information through the Fellowship Office, faculty, graduate advisors, the CLAS list serve, social media, and “flyering” around campus. The CLAS and the UCB FLAS Fellowship Coordinator Gina Blanco Farales (Appendix I, p. 103) will hold informational meetings about the FLAS application process. FLAS Publicity will clearly address the need for students to submit their Free Application for Federal Assistance (FAFSA) if they wish to receive consideration on the basis of financial need [FLAS CPP1].

Prospective students may apply for the FLAS concurrently with their UCB application. Graduate advisors also recommend strong candidates to the Fellowship Office. All continuing students are encouraged to apply to the FLAS competition via Graduate Division e-mails, departmental Graduate Student Affairs Officers, and CLAS communications. Applicants must submit a statement of purpose, two letters of recommendation, and transcripts. The Fellowship Office compiles the pool of applicants, which is reviewed by the CLAS FLAS review committee.

CLAS recommends the FLAS Committee to the Graduate Dean. The committee is made up of two core LAS faculty members from the social sciences, humanities, and professional schools. The CLAS Vice Chair prepares information on U.S. Department of Education regulations and

CLAS priorities. The committee evaluates applications based on these priorities. They look favorably upon applicants with strong academic records and demonstrated commitment to foreign language study, those considering careers in the public sector or professional fields, and students pursuing LCTLs and priority languages. Academic Year and Summer applicants are considered separately. Award recommendations are made to the Graduate Dean, who is charged with notification, fund distribution, accounting, and reporting.

**Table 13: FLAS Competition, Proposed Timeline for 2019-2022**

Dec. 1 to Jan. 15	Application deadline for entering graduate students' academic year fellowships
Mid-Jan.	Deadline for continuing students to apply for academic year and summer fellowships
Early Feb	Deadline for new and continuing FLAS applicants to submit FAFSA
Mid Feb. to early Mar.	Faculty committee reviews academic year and summer applications
Early March	All FLAS rankings due to Graduate Division Fellowships Office
Mid-March	Summer FLAS fellows notified
TBD	Academic year FLAS fellows notified

**FLAS and National Priorities**

CLAS has a long history of prioritizing FLAS recipients who demonstrate financial need and a desire to study foreign languages other than Spanish. This is in line with FLAS Competitive Priorities. In the application process, particular attention is paid to applicants who demonstrate financial need. The Fellowships Office receives data from the Financial Aid Office, allowing the faculty review committee to access financial information during the review period. Financial need is considered once the faculty committee has ranked applications on merit [FLAS CPP1].

CLAS gives priority to FLAS applicants who propose to study Latin American languages other than Spanish [FLAS CPP2]. The strength of Berkeley's Portuguese language program results in many qualified applicants seeking to use FLAS to advance their language competency in this priority language. CLAS targeted outreach to students interested in indigenous languages and proposed emphasis on Nahuatl, Quechua, and Mam will increase the number of students applying to study LCTLs. CLAS is proud to support to support this area of national need.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

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

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View Optional Other Attachment

# FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

## Type of Application (check all that apply)

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

## Federal Funds Requested

### NRC Request

Year 1: \$280,187 Year 2: \$273,983 Year 3: \$271,417 Year 4: \$267,164

### FLAS Request

Year 1: \$243,000 Year 2: \$243,000 Year 3: \$243,000 Year 4: \$243,000

## Type of Applicant

- Single institution: UC Berkeley Center for Latin American Studies
- Consortium of institutions
  - Lead \_\_\_\_\_
  - Partner 1 \_\_\_\_\_
  - Partner 2 \_\_\_\_\_
  - Partner 3 \_\_\_\_\_

## NRC (Center, Institute, Program) Focus

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

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

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

Spanish, Portuguese, Nahuatl

**International and Foreign Language Education  
U.S. Department of Education**

**Grant Application  
for the  
Fiscal Year 2018-2021**

**National Resource Centers Program  
CFDA No. 84.015A**

**and**

**Foreign Language and Area Studies Fellowships Program  
CFDA No. 84.015B**

**Center for Latin American Studies | University of California, Berkeley**

## LIST OF ACRONYMS

AP	Absolute Priority
ACTFL	American Council on the Teaching of Foreign Languages
AY	Academic Year
BALA	Bay Area Latin America Forum (CLAS Program)
BLC	Berkeley Language Center (UC Berkeley)
BRLAS	Berkeley Review of Latin American Studies
CEP	Center for Educational Partnerships (UC system)
CLAS	Center for Latin American Studies (UC Berkeley)
CONACYT	National Commission for Scientific and Technological Research (Mexico)
CONICYT	National Commission for Scientific and Technological Research (Chile)
COR	Committee on Research (UC Berkeley)
CPP	Competitive Preference Priority
ED	Department of Education
EAP	Education Abroad Program
EOP	Educational Opportunity Program (UC Berkeley)
ETS	Educational Testing Service
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
GPRA	Government Performance and Results Act
GSI	Graduate Student Instructor (UC Berkeley)
HLL	Hispanic Languages and Literature program (UC Berkeley)
IAS	International and Area Studies (UC Berkeley)
IFLE	International and Foreign Language Education
IGETC	Intersegmental General Education Transfer Curriculum
LAHBA	Latin American and Hispanic Business Association
LAS	Latin American Studies
LASA	Latin American Studies Association
LCTL	Less Commonly Taught Languages
RLL	Romance Languages and Literatures program (UC Berkeley)
MOU	Memorandum of Understanding
NRC	National Resource Center
NSF	National Science Foundation
OPI	Oral Proficiency Interview
ORIAS	Office of Resources in International and Area Studies (UC Berkeley)
S&P	Department of Spanish and Portuguese (UC Berkeley)
UC	The University of California system
UCB	University of California, Berkeley
UCBHSSP	UC Berkeley History Social Science Project
VCRO	Vice Chancellor for Research (UC Berkeley)

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

### *(1) Statement on Diverse Perspectives*

At the Center for Latin American Studies (CLAS), we believe diversity of perspectives is the hallmark of strong and open academic inquiry. The Center has consistently provided a wide range of political, cultural, and geographic views on timely issues. Title VI funding will enable us to continue engaging people with unique perspectives and from diverse backgrounds.

The Center's existing programs on Chile and Brazil demonstrate our commitment to this approach. For example, CLAS recently hosted President Dilma Rousseff at UC Berkeley. President Rousseff's visit and public lecture generated a large amount of controversy on campus, which CLAS supported by establishing a protected protest zone outside of the lecture hall, eliciting questions from our online community for the Q&A after the lecture, and publishing scholarly blog entries with varied responses to her talk. Additionally, the Center's Chilean network is so extensive that in analyzing the social unrest in that country, we have been able to engage political figures at the highest levels, student leaders often at odds with those in office, economists, and scholars from every major Chilean university. The resulting discussions and debates have been rich, candid, at times controversial, but certainly reflective of a broad diversity of opinion.

We are very proud of our strong track record promoting open dialogues throughout the Americas. In the future, Title VI funding will be used to advance this work and explore complex issues with as broad a range of perspectives as possible. These goals are reflected by our funding priorities in the NRC budget as CLAS plans to expand our core program with scholars, policy makers, entrepreneurs, and public intellectuals from the U.S. and Latin America. With NRC funding, we plan to host conferences, workshops, and events to bring together different thought leaders and provide opportunities for dialogue and debate. Beyond our own programming, we will also focus on expanding the Latin American language and area studies courses available at UC Berkeley. Courses on campus always have a component that supports critical thinking and debate. Additionally, CLAS-funded educational opportunities will increase the number of students who are informed about Latin America, and able to participate in global discussions about international affairs. The K-14 educational community, who actively participate in our events and teacher education programs, will also shape CLAS programming and output as Title VI funding is available to provide increased support. Their experience working with elementary, high school, and community college students provides invaluable perspective on the theories developed in academia.

CLAS provides a unique and productive space to explore differences and to seek better understanding of relevant issues facing the U.S. and Latin America. This ability to present rigorous research, diverse points of view, and strong opinions, and to do so in a collegial manner within a constructive framework, is at the heart of UC Berkeley's Center for Latin American Studies.

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

### *(2) Statement on Areas of National Need*

The Center for Latin American Studies (CLAS) maintains a strong record of sponsoring courses and programs that encourage service in areas of national need, as well as in the education, business, and nonprofit sectors. CLAS plays a major role at UC Berkeley in preparing students to work in these sectors throughout Latin America, in the U.S. with Latin Americans, and in global affairs.

The university's Career Center sponsors fifteen annual career fairs, including the Public Interest Career Fair. CLAS participates in many of them, and connects students to future employers and careers. CLAS partners with professional schools that each host their own career fairs to encourage students to use their world area and language expertise in government service. For example, the Berkeley Law School holds an annual Public Interest/Public Sector Career Fair where students are given the opportunity to connect with over 75 organizations.

The university exemplifies a strong tradition of public service with prominent Berkeley faculty serving in key government positions. Berkeley students who focus on Latin America are encouraged to pursue careers in government service through many channels. Over thirty city, county, state, and federal agencies participate in recruitment activities including national laboratories, the Department of State and the USDA. UC Berkeley has produced more Peace Corps volunteers than any other institution. CLAS also encourages students to explore government service through the UC Washington Center Program (UCDC), a UC-wide initiative that provides students and faculty with opportunities to study, research, work, and live in Washington D.C., while interning with Congress, the White House, Cabinet agencies, and scientific laboratories. CLAS-affiliated faculty Professor Nancy Scheper-Hughes and Professor Stanley Brandes both teach courses in Washington D.C. that allow students to fulfill the academic components of this competitive program.

Students interested in education, business, and the nonprofit sectors find extensive research support at the Center. The CLAS chair is a professor at the Graduate School of Education, a connection that facilitates many linkages between graduate students in education and the Center. Additionally, CLAS provides travel grants for graduate students to conduct summer fieldwork throughout Latin America. In the past three years, over 25% of grant recipients come from Berkeley professional schools, including the Graduate School of Education, City and Regional Planning, and the School of Public Health. CLAS has seen a rise in demand for FLAS Fellowships from students in the School of Public Health, the UC Berkeley-UC San Francisco Joint Medical Program, and Haas Business School. CLAS is serving a growing demand for students looking to become more proficient in Spanish, Portuguese, and Latin American indigenous languages to serve the growing Latino population in the United States, and to better understand that population's home countries.

By engaging academics and thought leaders from both the public and private sector, the Center is dedicated to developing thought, discourse, and action in areas of national need.

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## Faculty and Staff Curriculum Vitae Key and Format

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### Department or Organization

**Name:** Last name, First  
**name Title:** Job title/description  
**Tenure Status:** Tenured/Tenure Eligible/Not tenure eligible/Not applicable (non-faculty)

**Education:** Degree, Year of conferral,  
Institution **Overseas Experience:** Significant  
foreign experience **Language Proficiency:**

Language and skill level

Skill levels: 5 – Native or near-native  
4 – Fluent  
3 – Proficient  
2 – Conversational (some reading, some  
writing) 1 – Beginning

**Teaching Devoted to Area:** 100/75/50/25% or n/a (non-teaching staff)

**Theses Supervised in Last Five Years:** Total number of theses with significant Latin American focus

**Language Pedagogy Training:** Training, coursework, and resources in classroom teaching

**Number of Area Courses Taught:** Total number of courses taught with significant Latin American focus and/or content in last five years

**Research and Teaching Specialization:** Topics and areas of work

**Distinctions:** Honors, awards, and memberships

**Number of Recent Publications:** Total number of works produced and disseminated with significant Latin American focus and/or content in last five years

## African American Studies

---

**Name:** Laguerre, Michel S.

**Title:** Professor

**Tenure Status:** Tenured

**Education:** B.A., 1971, Université de Quebec  
M.A., 1973, Roosevelt University  
Ph.D., 1976, University of Illinois

**Overseas Experience:** Haiti, Dominican Republic, Brazil, Puerto Rico

**Language Proficiency:** Spanish, 2; French, 5; Haitian Creole, 5

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 1

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 7

**Research and Teaching Specialization:** Information technology and the American Metropolis; IT and globalization; globalization and diasporic communities; multiculturalism; urban neighborhoods in US, France, Berlin and London; and global governance.

**Distinctions:** Regents' Junior Faculty Fellowship Recipient, Fellow of the American Anthropological Association

**Number of Recent Publications:** 4

**Instructor:** Nimako, Kwame

**Title:** Visiting Professor

**Tenure Status:** n/a

**Education:** B.A., 1982, University of Amsterdam  
Ph.D., 1987, University of Amsterdam  
Ph.D., 1991, University of Amsterdam

**Overseas Experience:** Portugal, Netherlands, Ghana

**Language Proficiency:** Dutch, 5; Portuguese, 3

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 1

**Research and Teaching Specialization:** International political economy, race and development, and Atlantic slavery and its legacy.

**Distinctions:**

**Number of Recent Publications:** 5

**Name:** Nwokeji, G. Ugo  
**Title:** Associate Professor & Director of the Center for African Studies  
**Tenure Status:** Tenured  
**Education:** B.A., University of Port Harcourt, Obafemi Awolowo University  
M.A., Memorial University of Newfoundland  
Ph.D., University of Toronto  
**Overseas Experience:** Cuba  
**Language Proficiency:** Spanish, 3  
**Teaching Devoted to Area:** 25 % **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 4  
**Research and Teaching Specialization:** Atlantic slave trade, historical demography, African history and political economy, oil and gas policy.  
**Distinctions:**  
**Number of Recent Publications:** 1

**Name:** Paschel, Tianna  
**Title:** Assistant Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 2002, University of California, Los Angeles  
M.A., 2005, University of California, Los Angeles  
M.A., 2007, University of California, Berkeley  
Ph.D., 2011, University of California, Berkeley  
**Overseas Experience:** Colombia, Brazil  
**Language Proficiency:** Spanish, 5; Portuguese, 4  
**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 1  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Racial ideology, politics, and globalization in Latin America.  
**Distinctions:** U.S. Fulbright Award to Colombia Recipient; Ford Pre-doctoral Diversity Fellows; Andrew W. Mellon Program in Latin American Sociology Summer Fellow; University of California, Berkeley Chancellor's Fellowship Recipient  
**Number of Recent Publications:** 6

**Name:** Small, Stephen A.  
**Title:** Professor and Chair  
**Tenure Status:** Tenured  
**Education:** B.A., 1979, University of Kent at Canterbury  
M.Sc., 1983, University of Bristol  
Ph.D., 1989, University of California, Berkeley  
**Overseas Experience:** Brazil, France, Jamaica, Trinidad, Barbados, Dominican Republic, U.K.  
**Language Proficiency:** Portuguese, 3; Spanish, 3  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 4  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** Historical sociology of Africans, Diaspora studies with particular focus on the United States, the Caribbean, and England.  
**Distinctions:**  
**Number of Recent Publications:** 1

### **Agricultural and Resource Economics**

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**Name:** De Janvry, Alain  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1962, Institut National Agronomique, Paris  
M.S., 1963, University of California, Berkeley  
M.A., 1965, University of California, Berkeley  
Ph.D., 1966, University of California, Berkeley  
**Overseas Experience:** Dominican Republic, Mexico, Ecuador, Argentina, China, Guatemala  
**Language Proficiency:** French, 5; Spanish, 3  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 6  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 5  
**Research and Training Specialization:** International economic development, with expertise in Latin America, Sub-Saharan Africa, the Middle East, and the Indian subcontinent. Poverty analysis, rural development, quantitative analysis of development policies, impact analysis of social programs, technological innovations in agriculture, and the management of common property resources.  
**Distinctions:** The John Kenneth Galbraith (JKG) Forum and Award recipient  
**Number of Recent Publications:** 6

**Name:** Sadoulet, Elisabeth  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1966, Licence en Mathematiques, Lyon  
M.S., 1968, Diplome D'etudes, Lyon  
Ph.D., 1982, Doctorat en Sciences Economiques, Geneva  
**Overseas Experience:** Chile, Dominican Republic, Uruguay, Mexico, Colombia, Brazil, France  
**Language Proficiency:** French, 5; Spanish, 3  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 10  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 14  
**Research and Teaching Specialization:** Agricultural technologies, microcredit, conservation, conditional cash transfers, and property rights.  
**Distinctions:** LATSIS Outstanding Dissertation Award  
**Number of Recent Publications:** 6

**Name:** Stevens, Andrew  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., 2012, University of Chicago  
M.S., 2013, University of California, Berkeley  
Ph.D., 2017, University of California, Berkeley  
**Overseas Experience:** Peru  
**Language Proficiency:** Spanish 5  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** Pedagogy course; training/resources from Graduate Division  
**Number of Area Courses Taught:** 1  
**Research and Teaching Specialization:** agricultural economics and environmental & natural resource economics. I also specialize in applied econometrics and public economics. Colonial Latin American art with a focus on the visual and material culture of the Viceroyalty of Peru in the eighteenth century.  
**Distinctions:** AAEA Graduate Student Teaching Award  
**Number of Recent Publications:** 4

## Anthropology

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**Name:** Brandes, Stanley H.

**Title:** Professor

**Tenure Status:** Tenured

**Education:** B.A., 1964, University of Chicago  
M.A., 1969, University of California, Berkeley  
Ph.D., 1971, University of California, Berkeley

**Overseas Experience:** Mexico, Spain, Guatemala

**Language Proficiency:** Spanish, 5; Catalan, 4; French, 3; Portuguese, 3;

Italian, 2 **Teaching Devoted to Area:** 50% **Theses Supervised in**

**Last Five Years:** 1 **Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** Intro to Social/Cultural Anthropology; Peoples of Mexico and Central America; Analysis of Field Data; Catholicism as a Cultural System

**Research and Teaching Specialization:** Cultural anthropology, psychological anthropology, and ritual.

**Distinctions:** Guggenheim Foundation Fellowship (2008), Senior Fellow Fulbright Commission (2002)

**Number of Recent Publications:** 2

**Name:** Briggs, Charles L.

**Title:** Professor

**Tenure Status:** Tenured

**Education:** B.A., 1974, Colorado College  
M.A., 1978, University of Chicago  
Ph.D., 1981, University of Chicago

**Overseas Experience:** Brazil, Cuba, Ecuador, Mexico, Venezuela

**Language Proficiency:** Spanish, 5; Warao, 3; French, 2; Portuguese, 2;

German, 1 **Teaching Devoted to Area:** 50% **Theses Supervised in**

**Last Five Years:** 19 **Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 13

**Research and Teaching Specialization:** Linguistic and medical anthropology, folklore, social theory, modernity, citizenship and the state, race, media, and violence.

**Distinctions:** Senior Fellow Fulbright Commission (1998)

**Number of Recent Publications:** 3

**Name:** Creagh, Anna B.  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., 2007, University North Carolina at Asheville  
M.A., 2009, University of California, Berkeley  
Ph.D., 2015, University of California, Los Angeles

**Overseas Experience:**

**Language Proficiency:**

French, 3

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 1

**Research and Teaching Specialization:** intersections of folklore and film in popular discourse about race, class, gender, and sexuality.

**Distinctions:**

**Number of Recent Publications:**

**Name:** Graburn, Nelson  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** B.A., University of Cambridge  
M.A., McGill University  
Ph.D., University of Chicago

**Overseas Experience:** Brazil

**Language Proficiency:** Portuguese, 3

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Art history, tourism, and identity expression.

**Distinctions:**

**Number of Recent Publications:** 1

**Name:** Hanks, William F.  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1975, Georgetown University  
M.A., 1979, University of Chicago  
Ph.D., 1983, University of Chicago

**Overseas Experience:** Mexico, Guatemala, Spain, France, Denmark

**Language Proficiency:** French, 5; Spanish, 4; Yucatec Maya, 4; Colonial Yucatec

Maya, 4 **Teaching Devoted to Area:** 50% **Theses Supervised in Last Five**

**Years:** 10 **Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 7

**Research and Teaching Specialization:** History and ethnography of Yucatan Mexico, Yucatec Maya language and culture Maya culture, cognition and communication, shamanism, logic of anthropological inquiry, anthropology of literature

**Distinctions:** Guggenheim Fellow (1996-1997)

**Number of Recent Publications:** 6

**Name:** Hastorf, Christine  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1972, Stanford University  
M.A., 1977, University of California, Los Angeles  
Ph.D., 1983, University of California, Los Angeles

**Overseas Experience:** Argentina, Bolivia, Peru

**Language Proficiency:** Spanish, 4

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 2

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 6

**Research and Teaching Specialization:** Andean Archaeology and ethnography.

**Distinctions:** MacArthur Fellow, 1997-1999

**Number of Recent Publications:** 21

**Name:** Hayden, Corinne P.  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1992, University of Virginia  
M.A., 1994, University of California, Santa Cruz  
Ph.D., 2000, University of California, Santa Cruz  
**Overseas Experience:** Mexico, United Kingdom, Brazil, Spain, Germany, Costa Rica  
**Language Proficiency:** Spanish, 4; Portuguese, 3  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 8  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Anthropology of science in the Americas; globalization, nature and development; pharmaceutical  
**Distinctions:** Fellow, UCSD U.S.-Mexican Studies Research 2001  
**Number of Recent Publications:**

**Name:** Holston, James  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1972, Yale University  
M.A., 1976, New School for Social Research  
M.Phil., 1977, Yale University  
Ph.D., 1986, Yale University  
**Overseas Experience:** Brazil, France  
**Language Proficiency:** French, 4; Portuguese, 5; Spanish, 2  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 6  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 10  
**Research and Teaching Specialization:** Cities and citizenship; political theory, democracy, and law; planning and urban architecture, urban ethnography; Brazil, and the Americas.  
**Distinctions:** Fulbright Fellow, 1988-89  
**Number of Recent Publications:** 4

**Name:** Joyce, Rosemary  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** A.B., 1978, Cornell University  
Ph.D., 1985, University of Illinois  
**Overseas Experience:** Honduras, Costa Rica, Nicaragua, Mexico  
**Language Proficiency:** Spanish, 4; German, 2  
**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 8  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 11  
**Research and Teaching Specialization:** Settlement patterns; ceramics; gender; Central America  
**Distinctions:**  
**Number of Recent Publications:** 9

**Name:** Nader, Laura  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1952, Wells College  
Ph.D., 1961, Radcliffe College  
**Overseas Experience:** Lebanon, Mexico  
**Language Proficiency:** Lebanese Arabic, 5; Spanish, 4  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 7  
**Research and Teaching Specialization:** Cultural anthropology; Middle East anthropology; Lebanon  
**Distinctions:**  
**Number of Recent Publications:** 7

**Name:** Scheper-Hughes, Nancy  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** B.A., 1970, University of California, Berkeley  
Ph.D., 1976, University of California, Berkeley  
**Overseas Experience:** Brazil, Argentina, Ireland, Cuba, South Africa, Israel, Turkey  
**Language Proficiency:** Spanish, 3; Portuguese, 4  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 7  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** Violence and social suffering; critical theory applied to medicine, psychiatry, and Anthropology; anthropology and human rights; globalization and human trafficking; public anthropology  
**Distinctions:** Sloane Coffin Award for moral leadership, 2007; Margaret Mead Prize; AAA Anthropology in Public Policy Award, American Anthropological Association  
**Number of Recent Publications:** 9

**Name:** Wilkie, Laurie  
**A. Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1998, Syracuse University  
M.A., 1990, University of California, Los Angeles  
Ph.D., 1994, University of California, Los Angeles  
**Overseas Experience:** Honduras, Bahamas, Windward Islands, the Caribbean  
**Language Proficiency:**  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 9  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** 19th- and 20th-century life in the United States and Caribbean and how expressions of social difference: gender, race, ethnicity, religion, sex, socioeconomics and politics can be understood through the materiality everyday life; and how a sense of material heritage has shaped human life in the recent past, and continues to do so today.  
**Distinctions:** Fellow of the Society of Antiquaries of London (2009), 2016 Distinguished Teacher Award, University of California, Berkeley, 2011 James Deetz Book Prize  
**Number of Recent Publications:** 4

## Architecture

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**Name:** Davids, René C.

**Title:** Professor

**Tenure Status:** Tenured

**Education:** B.A., 1972, Universidad de Chile  
M.A., 1978, Royal College of Art, London

**Overseas Experience:** Chile, Japan, Ecuador, U.K., Argentina, Mexico, Canada, Venezuela,

**Language Proficiency:** Spanish, 5; German, 5; French, 3

**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 12

**Research and Teaching Specialization:** Chile; bungalow courts of Southern California; architecture and immigration

**Distinctions:** Fellow--American Institute of Architecture 2008; John Simon Guggenheim Memorial Foundation Fellowship

**Number of Recent Publications:** 1

**Name:** Gutierrez, Maria Paz

**Title:** Associate Professor

**Tenure Status:** Tenured

**Education:** Arch. Dipl. Universidad de Finis Terrae, Chile  
Post-Graduate Study, Universidade de São Paulo, Brazil  
M. Arch., University of Pennsylvania

**Overseas Experience:** Chile. Brazil

**Language Proficiency:** Spanish, 5; Portuguese, 5

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 5

**Research and Teaching Specialization:** Material systems and ecologies; interdisciplinary data visualization.

**Distinctions:** Interior Design Magazine Award, 2006; 2010 National Science Foundation EFRI-SEED Award; 2010 ACSA

**Number of Recent Publications:**

## Art Practice

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**Name:** Bruguera, Tania

**Title:** Visiting Professor

**Tenure Status:** n/a

**Education:** B.A., Instituto Superior de Arte, Havana.  
M.F.A., The School of the Art Institute of Chicago

**Overseas Experience:** Cuba

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 1

**Research and Teaching Specialization:** Arte útil, activism, and social change in works that examine the social effects of political and economic power.

**Distinctions:** Meadows Prize, Prince Clause Award

**Number of Recent Publications:** 3

**Instructor:** DeSouza, Allan

**Title:** Associate Professor, Chair of Art Practice

**Tenure Status:** Tenure eligible

**Education:** B.F.A. Bath Academy of Arts  
M.F.A. University of California, Los Angeles

**Overseas Experience:** Mexico, Kenya, Japan, Sweden

**Language Proficiency:**

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 1

**Research and Teaching**

**Specialization:**

**Distinctions:** American Cultures Teaching Award Finalist (2018)

**Number of Recent Publications:** 2

## Berkeley Language Center

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**Instructor:** Doehla, Donald

**Title:** Staff: Co-Director

**Tenure Status:** n/a

**Education:** B.A., University of California, Berkeley  
M.A., University of California, Santa Cruz

**Overseas Experience:** France, Canada, Senegal

**Language Proficiency:** French, 5

**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Project Based Language Learning, language pedagogy

**Number of Area Courses Taught:** n/a

**Research and Teaching Specialization:** Language pedagogy, using technology and software to teach languages, Russian literature

**Distinctions:**

**Number of Recent Publications:**

**Instructor:** Kaiser, Mark

**Title:** Staff: Associate Director

**Tenure Status:** n/a

**Education:** B.A., 1976, University of Wisconsin  
M.A., 1983, University of Michigan  
Ph.D., 1989, University of Michigan

**Overseas Experience:** Russia

**Language Proficiency:** Russian, 5

**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Language pedagogy, using technology and software to teach languages, Russian literature

**Number of Area Courses Taught:** n/a

**Research and Teaching Specialization:** Language pedagogy, using technology and software to teach languages, Russian literature

**Distinctions:** UC Consortium for Language Learning & Teaching

**Number of Recent Publications:**

**Instructor:** Kern, Richard  
**Title:** Staff: Director  
**Tenure Status:** Tenured  
**Education:** B.A., 1979, University of California, Santa Cruz  
M.A., 1983, University of California, Berkeley  
Ph.D., 1988, University of California, Berkeley

**Overseas Experience:** France

**Language Proficiency:** French, 5

**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** 3

**Language Pedagogy Training:** French language and linguistics, applied linguistics, second language acquisition, foreign language pedagogy, psycholinguistics, reading, writing, and linkages between technology and literacy.

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** French language and linguistics, applied linguistics, second language acquisition, foreign

**Distinctions:** DOE grant, East Bay Language Project, 2008-2009

**Number of Recent Publications:** 4

**Instructor:** Salsig, Nancy  
**Title:** Staff: Co-Director  
**Tenure Status:** n/a  
**Education:** B.A., 1973, University of California, Santa Barbara  
SSTC 1974, University of California, Berkeley

**Overseas Experience:** France

**Language Proficiency:** French, 5

**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** California world language standards, pedagogy, beginning French pedagogy

**Number of Area Courses Taught:** n/a

**Research and Teaching Specialization:**

**Distinctions:**

**Number of Recent Publications:**

**Instructor:** Barragán-Álvarez, José Adrián  
**Title:** Staff: Curator of Latin Americana  
**Tenure Status:** n/a  
**Education:** B.A., 1977, University of New Mexico, Albuquerque  
M.A., 1980, University of New Mexico, Albuquerque  
M.L.S. 1984, Columbia University  
**Overseas Experience:** Mexico, Canada  
**Language Proficiency:** Spanish, 5; Portuguese, 3  
**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** n/a  
**Research and Teaching Specialization:** Latin American collections, New Mexican folk art, and local San Francisco history  
**Distinctions:** Helena Rubenstein Fellow  
**Number of Recent Publications:**

**Instructor:** Pendse, Liladhar R.  
**Title:** Staff: Librarian for Latin American Studies  
**Tenure Status:** n/a  
**Education:** M.D. 1990, Minsk State Medical Institute, Belarus  
B.A., 2004, University of California Los Angeles  
M.A., 2006, University of California, Los Angeles  
Ph.D., 2013, University of California, Los Angeles  
**Overseas Experience:** Mexico, Brazil  
**Language Proficiency:** Portuguese, 4; Spanish, 4  
**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** n/a  
**Research and Teaching Specialization:** Caribbean and Latin American collections, Brazilian literature, Slavic and Eastern European and Eurasian studies, humanities information resources, social sciences information resources, and information organization and access.  
**Distinctions:**  
**Number of Recent Publications:**

**Instructor:** Salazar, Theresa  
**Title:** Staff: Curator of Western Americana  
**Tenure Status:** n/a  
**Education:** B.A., 1972, University of New Mexico, Albuquerque  
M.A., 1980, University of New Mexico, Albuquerque  
M.L.S. 1984, Columbia University  
**Overseas Experience:** Mexico, Canada  
**Language Proficiency:** Spanish, 5; Portuguese, 3  
**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** Latin American collections, New Mexican folk art, local San Francisco history  
**Number of Area Courses Taught:** n/a  
**Research and Teaching Specialization:** Latin American collections, New Mexican folk art, and local San Francisco history  
**Distinctions:** Helena Rubenstein Fellow  
**Number of Recent Publications:**

### Business (Haas School of Business)

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**Instructor:** Dal Bo, Ernesto  
**Title:** Professor and Director of the Berkeley Center for Political Economy  
**Tenure Status:** Tenured  
**Education:** Lic., 1994, Universidad de Buenos Aires  
M.A., 1995, Universidad de Buenos Aires  
M.Phil., 1998, University of Oxford  
D.Phil. 2003, University of Oxford  
**Overseas Experience:** Argentina, U.K., Italy, Costa Rica, Mexico, France, Colombia  
**Language Proficiency:** Spanish, 5; Italian, 5  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 2  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Political economy, democratic institutions and collective decision-making, influence and corruption, coercion, conflict  
**Distinctions:** Excellence in Refereeing Award 2011  
**Number of Recent Publications:** 3

**Instructor:** Gertler, Paul  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., Economics, 1978, University of Wisconsin  
Ph.D., Economics, 1985, University of Wisconsin  
**Overseas Experience:** Mexico, Argentina, Chile, Colombia, Ecuador, the Philippines,  
Indonesia, Jamaica  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** Health, education, and labor economics  
**Distinctions:** Juan Jose Bobadilla Medal for Global Health, 2013; Research Medal, Global  
Development Network, 2002  
**Number of Recent Publications:** 14

**Instructor:** Spiller, Pablo T  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1974, Hebrew University of Jerusalem  
M.A., 1977, University of Chicago  
Ph.D., 1980, University of Chicago  
**Overseas Experience:** Uruguay, Chile, Argentina, Jamaica, Costa Rica, Dominica, Bolivia,  
Colombia, Brazil, New Zealand, Norway, UK  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 0  
**Research and Teaching Specialization:** Industrial organization, political economy, economy  
of regulation and anti-trust and regulatory issues in developing countries  
**Distinctions:** National Bureau of Economic Research.  
**Number of Recent Publications:** 3

## Center for Latin American Studies

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**Instructor:** Shaiken, Harley S.

**Title:** Professor and Chair, Center for Latin American Studies

**Tenure Status:** Tenured

**Education:** B.A., 1977, Wayne State University, Detroit,

Michigan **Overseas Experience:** Mexico, Chile, Guatemala, Brazil,

Argentina **Language Proficiency:** Spanish, 3; Portuguese, 2

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 1

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 7

**Research and Teaching Specialization:** Latin American economic relations, U.S.-Mexican trade, NAFTA and trade negotiations, labor and labor rights, Latin American education

**Distinctions:** Emmy Award; Outstanding Teaching Award, University of San Diego; Class of 1930 Chair of the Center for Latin American Studies, University of California, Berkeley

**Number of Recent Publications:** 4

### Selected Publications

“U.S.-Mexico Futures Forum: 15 Years of Engagement.” *Berkeley Review of Latin American Studies*. Fall 2017.

“In Whose Interest? Inclusive Trade vs. Corporate Protectionism.” *Berkeley Review of Latin American Studies*. Spring 2016.

*President Obama and relations between the United States and Latin America: Toward a new partnership. (El Presidente Obama y las relaciones del gobierno de Estados Unidos con América Latina: hacia una nueva asociación).* (Santiago, Chile: Ediciones Universidad Diego Portales, 2009).

“Commitment is a Two-Way Street: Toyota, California and NUMMI.” *Working Paper Series*. UC Berkeley: Institute for Research on Labor and Employment, 2010.

“Labor Markets, Income Inequality, and Globalization,” *Georgetown Journal on Poverty Law & Policy*, Volume XV, 2008.

“Issue Brief: Unions are Good for the Economy and Democracy.” *The Center for American Progress*. December 9, 2008.

**Instructor: Byrd, Julia**

**Title:** Staff: Vice Chair

**Tenure Status:** n/a

**Education:** B.A., 2007, Wesleyan University  
M.A., 2016, Stanford University

**Overseas Experience:** Argentina, Bolivia, Brazil, Chile, Nicaragua, Panamá Paraguay

**Language Proficiency:** Spanish 5, Portuguese, 3, French 2

**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** n/a

**Research and Teaching Specialization:** Public Management

**Distinctions:** FLAS Fellowship, Stanford Latin American Studies Certificate of Excellence Award

**Number of Recent Publications:**

**Instructor: Louden, Gregory**

**Title:** Staff: Technology and Visual Design

**Tenure Status:** n/a

**Education:** B.A., 1990, Stanford University  
M.A., 1990, Stanford University  
M.A., 1995, University of California, Berkeley

**Overseas Experience:** France, Germany, Australia, Japan, Mexico,

Ireland **Language Proficiency:** French 3, Japanese 2, Russian 2

**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** International Relations

**Research and Teaching Specialization:**

**Distinctions:** U.C. Berkeley Outstanding GSI, Staff SPOT Award for Excellence

**Number of Recent Publications:**

**Instructor:** Nogueira, Isabel  
**Title:** Staff: Program Manager  
**Tenure Status:** n/a  
**Education:** B.A., 2013, Hampshire College  
**Overseas Experience:** Chile, Brazil, Ecuador  
**Language Proficiency:** Portuguese, 5; Spanish, 4; Swedish 2  
**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** n/a  
**Research and Teaching**  
**Specialization:**  
**Distinctions:** Princeton in Latin America Fellowship; Global Migrations Award  
**Number of Recent Publications:**

**Instructor:** Thompson, Emily  
**Title:** Staff: Special Projects  
**Tenure Status:** n/a  
**Education:** B.A., 2009, Vassar College  
M.A., 2013, New York University  
**Overseas Experience:** Peru, Argentina, Mexico, Ecuador, Chile, Bolivia, Cuba, Guatemala, France  
**Language Proficiency:** Spanish 5, Quechua 3, French 2  
**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** TESOL/TESL/TEFL Certification  
**Number of Area Courses Taught:** n/a  
**Research and Teaching Specialization:** Linguistics and Language Revitalization, Immigration, Human Rights, Cultural Anthropology  
**Distinctions:** Foreign Language and Area Studies (FLAS) Fellowship Academic Year 2011-2012, 2012- 13; Cornelisen Fellowship; Burnam Fellowship  
**Number of Recent Publications:** 3

## City and Regional Planning

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**Name:** Caldeira, Teresa

**Title:** Professor and Chair

**Tenure Status:** Tenured

**Education:** B.A., 1976, University of São Paulo  
M.A., 1982, University of São Paulo  
M.A., 1987, University of California, Berkeley  
Ph.D., 1992, University of California, Berkeley

**Overseas Experience:** Brazil

**Language Proficiency:** Portuguese, 5; Spanish, 4; French, 3, Italian, 2

**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 13

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 6

**Research and Teaching Specialization:** Comparative urban studies, social theory, ethnography and qualitative methodology

**Distinctions:** Guggenheim Fellow 2012

**Number of Recent Publications:**

**Name:** Chapple, Karen

**Title:** Professor

**Tenure Status:** Tenured

**Education:** B.A., 1989 Urban Studies, Columbia University  
M.S.C.R.P., 1994 Pratt Institute  
Ph.D., 2000 City & Regional Planning, University of California, Berkeley

**Overseas Experience:** Colombia, Peru, Brazil

**Language Proficiency:** Spanish 4; Portuguese 3

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 3

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 7

**Research and Teaching Specialization:** Latin American Development, Sustainable Development, U.S. Cities, Urban Displacement, Data Analysis

**Distinctions:** Bacon Public Lectureship and White Paper Award, University of California Sacramento Center, 2015-16.

**Number of Recent Publications:** 7

**Name:** Dear, Michael  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** B.A., 1966, University of Birmingham, England  
M.Phil., 1969, University of London  
M.A., 1972, University of Pennsylvania  
Ph.D., 1974, University of Pennsylvania  
**Overseas Experience:** Mexico, U.K., South Korea, Canada, Australia, China, Italy, Germany, Norway, France  
**Language Proficiency:** Spanish 4, Italian, 2  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 1  
**Research and Teaching Specialization:** U.S.-Mexico borderlands, urban theory, social theory, comparative urbanism, disability studies  
**Distinctions:** Guggenheim Fellow, 1988-89; 2013 Association of American Geographers Globe Book Award for Public  
**Number of Recent Publications:** 3

**Name:** Rodriguez, Daniel A.  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.S., 1994, Fordham University  
M.A., 1996, Massachusetts Institute of Technology  
Ph.D., 2000, University of Michigan  
**Overseas Experience:** Ecuador, Colombia  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 6  
**Research and Teaching Specialization:** transportation, land development, and the health and environmental impacts; urban transportation policy; impact of transit policy on land markets  
**Distinctions:** Consultant, Inter-American Development Bank; 2015 Best paper of the year, awarded by *Risk Analysis*.  
**Number of Recent Publications:** 15

## Civil and Environmental Engineering

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**Name:** Nelson, Kara

**Title:** Professor and Chair

**Tenure Status:** Tenured

**Education:** Ph.D., University of California at Davis, 2001  
M.S.E. University of Washington, 1996  
B.A., University of California, Berkeley, 1992

**Overseas Experience:** India, Bangladesh, Kenya, Panama, Mexico, and Colombia

**Language Proficiency:** Spanish, 4

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 0

**Research and Teaching Specialization:** Environmental engineering, Water Systems of the Future, Ecological Engineering for Water Quality Improvement, Control of Water-related Pathogens

**Distinctions:** Fulbright Fellowship, Award of Merit, Water Environment Foundation, Presidential Early Career Award for Scientists and Engineers

**Number of Recent Publications:**

## Comparative Literature

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**Name:** Masiello, Francine

**R. Title:** Professor

**Tenure Status:** Tenured

**Education:** B.A., 1968, City College of New York  
M.A., 1970, University of Michigan  
Ph.D. 1975, University of Michigan

**Overseas Experience:** Cuba, Costa Rica, Nicaragua, Argentina, Mexico

**Language Proficiency:** Spanish, 5; Portuguese, 2; Italian, 5; French, 2

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five**

**Years:** 9 **Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 14

**Research and Teaching Specialization:** Southern cone, 19th and 20th centuries; culture & democracy, literature and the state; cultural studies, gender studies

**Distinctions:** UCB Humanities Research Fellowship 2009

**Number of Recent Publications:** 2

**Name:** Palau, Karina Ruth  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., University of Cambridge  
M.A., McGill University  
Ph.D., University of Chicago

**Overseas Experience:**

**Language Proficiency:** Spanish, 5; Portuguese 5

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Pedagogy course; training/resources from Graduate  
Division **Number of Area Courses Taught:** 1

**Research and Teaching Specialization:** travel literature, an American Cultures course on (re)making American history in the post-Civil-Rights-Era U.S., and a course that examines depictions of four distinctive cities on the American continent: New York, Buenos Aires, Los Angeles, and Mexico City.

**Distinctions:**

**Number of Recent Publications:**

**Economics**

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**Name:** Finan, Frederico, S.  
**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., 1997, University of Arizona  
M.S., 2001, University of California, Berkeley  
Ph.D., 2006, University of California, Berkeley

**Overseas Experience:** Brazil, Mexico

**Language Proficiency:** Portuguese, 5

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 11

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 7

**Research and Teaching Specialization:** Applied Microeconomics, Development Economics, Political Economy

**Distinctions:**

**Number of Recent Publications:** 3

**Name:** Gaubert, Cecile  
**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.Sc. 2000, École Polytechnique, France  
M.Sc., 2002, Corps des Télécoms, France  
Ph.D., 2014, Princeton University

**Overseas Experience:** France

**Language Proficiency:** Spanish, 5; Portuguese 5; French, 5

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** International trade and economic geography

**Distinctions:** Harry G. A. Seggerman '49 Prize in International Economics

**Number of Recent Publications:** 4

**Name:** Rodriguez-Clare, Andres  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.S., 1988, Universidad de Costa Rica  
M.A., 1989, Ohio State University  
Ph.D., 1993, Stanford University

**Overseas Experience:** Costa Rica, Uruguay, Brazil

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 5

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 11

**Research and Teaching Specialization:** Gains from trade; economic growth; multinational production and technology diffusion; industrial policy

**Distinctions:**

**Number of Recent Publications:** 1

## **Education (Graduate School of Education)**

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**Name:** Baquedano-Lopez, Patricia  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1989, American University of Puerto Rico  
M.A., 1992, Arizona State University  
Ph.D., 1998, University of California, Los Angeles  
**Overseas Experience:** Mexico, Canada, Cuba, Italy  
**Language Proficiency:** Spanish, 5; French, 1; Quechua, 1  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 11  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 10  
**Research and Teaching Specialization:** Education and Linguistics, Religious Instruction  
**Distinctions:** UCB Distinguished Faculty Mentor Award 2004  
**Number of Recent Publications:** 1

**Name:** Garcia-Bedolla, Lisa  
**Title:** Professor and Director of the Institute of Governmental Studies  
**Tenure Status:** Tenured  
**Education:** Ph.D., Yale University  
B.A., University of California, Berkeley  
**Overseas Experience:**  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 5  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 1  
**Research and Teaching Specialization:** Political and economic inequality, bilingual education, education equity, immigrant issues, politics of school structure and governance, public engagement, gender equity; and critical studies of race, class, and gender.  
**Distinctions:** UC Berkeley American Cultures Teaching Innovation Award; Signatures Innovation Fellow, University of California, Berkeley; American Political Science Association Ralph J. Bunche Award for Mobilizing Inclusion  
**Number of Recent Publications:** 6

**Name:** Murphy-Graham, Erin  
**Title:** Associate Adjunct  
**Professor Tenure Status:** Lecturer  
**Education:** B.A., Tufts University  
M. Sc., Oxford University  
Ed.D., Harvard University, Graduate School of Education  
**Overseas Experience:** Honduras  
**Language Proficiency:** Spanish, 5; Portuguese, 4  
**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 24  
**Research and Teaching Specialization:** Education and social change; gender equity, secondary education in Latin America  
**Distinctions:** Research support grant, UC Berkeley CLAS, 2007  
**Number of Recent Publications:** 4

## **English**

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**Name:** Gonzalez, R. Marcial  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., Humboldt State University  
M.F.A., University of Utah  
Ph.D., Stanford University  
**Overseas Experience:**  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 3  
**Language Pedagogy Training:** n/  
**Number of Area Courses Taught:** 4  
**Research and Teaching Specialization:** 20<sup>th</sup> and 21<sup>st</sup> Century American, Chicana/o and/ or Latina/o, Critical Theory, Cultural Studies, Narrative & the Novel  
**Distinctions:**  
**Number of Recent Publications:** 5

**Name:** Padilla, Genaro  
**Title:** Professor and Chair  
**Tenure Status:** Tenured  
**Education:** Ph.D., 1981, University of Washington  
**Overseas Experience:** Mexico, France  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 3  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** 20<sup>th</sup>-Century American Literature. Literary and Cultural History of the American Southwest. California multicultural literatures. American autobiography.  
**Distinctions:**  
**Number of Recent Publications:** 5

### Environmental Science, Policy, and Management

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**Name:** Altieri, Miguel A  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.S. 1974, University of Chile  
M.S., 1976, National University of Colombia  
Ph.D., 1979, University of Florida  
**Overseas Experience:** Argentina, Bolivia, Chile, Panama, Peru, Cuba, Venezuela  
**Language Proficiency:** Spanish 5; Portuguese, 3  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 3  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 4  
**Research and Teaching Specialization:** Agricultural ecology, sustainable development in Latin America  
**Distinctions:**  
**Number of Recent Publications:** 8

**Name:** Amundson, Ronald  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.S., South Dakota State University  
M.S., University of California, Riverside  
Ph.D., University of California, Riverside

**Overseas Experience:** Chile

**Language Proficiency:** Spanish 2

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 1

**Research and Teaching Specialization:** Pedology isotope biogeochemistry, impact of climate and life on earth processes, soils in biogeochemical cycles, human impacts on soils and ecosystems

**Distinctions:**

**Number of Recent Publications:** 5

**Name:** Carr, Claudia J  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1963, University of Oklahoma  
M.A., 1966, University of Oklahoma  
Ph.D., 1972, University of Chicago

**Overseas Experience:** Ethiopia, Eritrea, western Latin America

**Language Proficiency:**

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 2

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 5

**Research and Teaching Specialization:** International and rural resource development

**Distinctions:**

**Number of Recent Publications:**

**Name:** Chapela, Ignacio H.  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1984, Universidad Autónoma de Mexico  
Ph.D., 1987, University of Wales  
**Overseas Experience:** Costa Rica, Mexico, Uruguay, Ecuador, Norway, Great Britain  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 2  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 11  
**Research and Teaching Specialization:** Biodiversity, microbial ecology  
**Distinctions:** Altman Prize: Commitment to Scientific Integrity  
**Number of Recent Publications:** 1

**Name:** Frankie, Gordon W  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.S. 1963, University of California, Berkeley  
Ph.D., 1968, University of California, Berkeley  
**Overseas Experience:** Costa Rica  
**Language Proficiency:** Spanish, 3  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 1  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 7  
**Research and Teaching Specialization:** behavioral ecology and community organization of solitary bee species in selected environments in California and Costa Rica  
**Distinctions:**  
**Number of Recent Publications:** 2

**Name:** Milton, Katharine  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A.1962, Sweet Briar College  
M.A., 1973, New York University  
Ph.D., 1977, New York University  
**Overseas Experience:** Panama, Brazil  
**Language Proficiency:** Spanish, 4; Portuguese, 4  
**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 3  
**Research and Teaching Specialization:** Human ecology, dietary anthropology and tropical ecosystems  
**Distinctions:** National Science Foundation grant, 1991-1993, 2002  
**Number of Recent Publications:** 3

**Name:** Nicholls, Clara Inés  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** B.S. 1990, Universidad Nacional de Colombia  
M.S., 1994, Colegio de Posgraduados de Chapingo, Mexico  
Ph.D., 1998, University of California, Davis  
**Overseas Experience:** Colombia, Brazil, Nicaragua, Argentina, Spain and Italy  
**Language Proficiency:** Spanish 5  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 7  
**Research and Teaching Specialization:** Agricultural ecology, sustainable development in Latin America  
**Distinctions:**  
**Number of Recent Publications:** 3

## Ethnic Studies

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**Name:** Barraza, Jesus  
**Title:** Visiting Professor  
**Tenure Status:** n/a  
**Education:** B.A., San Francisco State University  
M.F.A., California College of the Arts

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 1

**Research and Teaching Specialization:** Chicana/o Movement; Chicana/o & Latina/o Politics; Chicana/o Art History, Theory, and Culture; Decolonial Theory; Contemporary Art and Social Practice; Printmaking.

**Distinctions:** Oakland Leaf ARTivist Award (2017), The Piri Thomas & Suzie Dod Thomas Cultural Activist Award (2016), State of California Assembly Recognition, Dignidad Rebelde (2016), Creative Work Fund Grant - 2016 (2016), Barclay Simpson Award (2015), NACCS Community Recognition Award (2015)

**Number of Recent Publications:** 2

**Name:** Biolsi, Thomas  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1975, Hofstra University  
Ph.D., 1987, Columbia University

**Overseas Experience:**

**Language Proficiency:**

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 5

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Native Americans, American Indians, governmentality; and history of federal law and policy, and on relations between American Indian and non-Indian people.

**Distinctions:** Visiting Fellow, Research Institute for the Comparative Study of Race and Ethnicity at Stanford University.

**Number of Recent Publications:**

**Name:** Coronado, Raul  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1994, University of Texas  
M.A., 2001, Stanford University  
Ph.D., 2004, Stanford University  
**Overseas Experience:** Mexico  
**Language Proficiency:** Spanish, 5; French, 3  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 6  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 7  
**Research and Teaching Specialization:** comparative history of writing in the colonial Americas, Latina/o intellectual & literary history  
**Distinctions:** Full-year Research Leave, Social Sciences Division, University of California, Berkeley, 2014-2015  
**Number of Recent Publications:** 1

**Name:** Dávila-Sánchez, Arturo  
**Title:** Visiting Associate Professor  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., 1979, Universidad Iberoamericana, Mexico City  
M.A., 1982, University of California, Berkeley  
Ph.D., 1990, University of California, Berkeley  
**Overseas Experience:** Mexico  
**Language Proficiency:** Spanish, 5; French, 4; German, 3; Italian, 3; Catalan, 3; Nahuatl, 3 **Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** n/a **Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** Colonial and Postcolonial Latin American Literature; Contemporary Mexican Poetry; Cultural Studies; Postcolonial Theory; Translation Theory; Aztec (Nahuatl) Language and Studies; Chicana/o Literature and Culture; Migration and Diaspora studies  
**Distinctions:**  
**Number of Recent Publications:** 8

**Name:** Gonzalez, Pablo  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., 1992, University of California, Berkeley  
M.A., 2003, University of Texas  
Ph.D., 2011, University of Texas

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 6

**Research and Teaching Specialization:** Social movements, Urban Anthropology, Borderlands Anthropology, Decolonial Thought and Praxis, Criminality and Illegality, Chicana/o Studies, Critical Race Theory/Praxis, and the study of Commons/Enclosures.

**Distinctions:**

**Number of Recent Publications:** 6

**Name:** Grosfoguel, Ramon  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1979, University of Puerto Rico  
M.A., 1986, Temple University  
Ph.D., 1992, Temple University

**Overseas Experience:** Guatemala, Chile, Mexico

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 3

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 11

**Research and Teaching Specialization:** Chicano film, Latino film, comparative ethnic studies

**Distinctions:**

**Number of Recent Publications:** 4

**Name:** Huhndorf, Shari M.  
**Title:** Professor and Chair, Department of Ethnic Studies  
**Tenure Status:** Tenured  
**Education:** B.A., University of Redlands  
M.A., New York University Ph.D.,  
New York University

**Overseas Experience:**

**Language Proficiency:**

**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 1

**Research and Teaching Specialization:** Interdisciplinary Native American studies, contemporary literary and visual culture, cultural studies, gender studies, and American studies.

**Distinctions:** Distinguished Faculty Mentor Award, University of California, Berkeley

**Number of Recent Publications:** 3

**Name:** Manz, Beatriz  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** B.A., 1972, State University of New York, Potsdam  
M.A., 1974, State University of New York, Buffalo  
Ph.D., 1977, State University of New York, Buffalo

**Overseas Experience:** Guatemala, Chile, Mexico

**Language Proficiency:** Spanish, 5, Portuguese, 3

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 0

**Research and Teaching Specialization:** Latin America, human rights, peasantry, migrations, social movements, political conflict, Mayan communities in Guatemala, issues of memory, grief

**Distinctions:** MacArthur Fellow 1999-2000

**Number of Recent Publications:** 8

**Name:** Montejano, David  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** B.A., 1970, University of Texas  
M.A., 1973, Yale University  
M. Phil., 1975, Yale University  
Ph.D., 1982, Yale University

**Overseas Experience:**

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area: 50% Theses Supervised in Last Five Years: 0**

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 1

**Research and Teaching Specialization:** Social change, historical sociology, political sociology, community studies, and race & ethnic relations

**Distinctions:**

**Number of Recent Publications:**

**Name:** Perez, Laura E.  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1983, University of Chicago  
M.A., 1983, University of Chicago  
Ph.D., 1990, Harvard University

**Overseas Experience:** Nicaragua, Mexico, Spain

**Language Proficiency:** Spanish, 5; Portuguese, 3

**Teaching Devoted to Area: 25% Theses Supervised in Last Five Years: 4**

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 7

**Research and Teaching Specialization:** Latina and Latin American women's writing, Contemporary Latin American literature, visual and performing arts. Ethnic minority, postcolonial, post-structural, and cultural studies theory

**Distinctions:** Committee on Research Faculty Grant, 2008-2009

**Number of Recent Publications:** 5

**Name:** Saragoza, Alex M.  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** B.A., 1969, Fresno State College  
M.A., 1971, Harvard University  
Ph.D., 1979, UC, San Diego

**Overseas Experience:** Mexico, Cuba

**Language Proficiency:** Spanish, 5; Portuguese, 3; French, 2

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 11

**Research and Teaching Specialization:** Mexican history, Mexican migration, Latino history, Race and ethnicity in Latin America

**Distinctions:**

**Number of Recent Publications:**

**Name:** Telles, Raymond  
**Title:** Adjunct Associate Professor  
**Tenure Status:** Lecturer  
**Education:** B.A., 1970, California State University, Fullerton  
M.F.A., 1980, University of California, Los Angeles

**Overseas Experience:** Mexico, Cuba

**Language Proficiency:** Spanish, 4

**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 12

**Research and Teaching Specialization:** Contemporary Latino Film

**Distinctions:** 3 Emmy Awards; George Foster Peabody Award, 2014; American Latino Media Lifetime Achievement Award, 2011;

**Number of Recent Publications:** 1

## Evaluation of Outreach Efforts

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**Name:** Nancy Sato  
**Title:** Community College Program Evaluator  
**Tenure Status:** n/a  
**Education:** B.A., 1975, Harvard University  
MEd, M.A., 1991, Stanford University  
Ph.D., 1991, Stanford University

**Overseas Experience:**

**Language Proficiency:**

**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** n/a

**Research and Teaching**

**Specialization:**

**Distinctions:** Chancellor's Postdoctoral Fellow, University of California, Berkeley; Fulbright Scholar

**Number of Recent Publications:**

## Gender and Women's Studies

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**Name:** Salzinger, Leslie  
**Lane Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1981, Harvard/Radcliffe College  
Ph.D., 1988, University of California, Berkeley

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish: 4

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 6

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 5

**Research and Teaching Specialization:** Gender, economic sociology, globalization, and feminist theory

**Distinctions:** LASA Bryce Wood Book Award, honorable mention. Genders in Production. October 2004.

**Number of Recent Publications:**

## Geography

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**Name:** Byrne, Anthony  
**Roger Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** B.A., 1962, University of London  
M.A., 1964, University of Calgary  
Ph.D., 1972, University of Wisconsin  
**Overseas Experience:** Mexico, Canada  
**Language Proficiency:** Spanish, 3  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** Prehistoric Agriculture; Biogeography; Topics in Biogeography  
**Research and Teaching Specialization:** 0  
**Distinctions:**  
**Number of Recent Publications:**

**Name:** Chambers, Jeffrey  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.S. 1992, California Polytechnic State University  
Ph.D., 1998, University of California, Santa Barbara  
**Overseas Experience:** Brazil, Costa Rica  
**Language Proficiency:** Spanish 3, Portuguese 2  
**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:**  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** The ecology of the Amazon and its response to climate change  
**Distinctions:**  
**Number of Recent Publications:** 34

**Name:** Johns, Michael  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** Ph.D., Johns Hopkins University  
**Overseas Experience:** Nicaragua, Mexico  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 0  
**Research and Teaching Specialization:** Cities, culture, history, the Americas  
**Distinctions:**  
**Number of Recent Publications:** 3

**Name:** Sayre, Nathan F.  
**Title:** Professor and Department Chair  
**Tenure Status:** Tenured  
**Education:** A.A. 1989, Deep Springs College  
B.A., 1992, Yale University  
M.A., 1995, University of Chicago  
Ph.D., 1999, University of Chicago  
**Overseas Experience:** Mexico, South Africa, Argentina, Tanzania,  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 5  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 18  
**Research and Teaching Specialization:** Ranching and pastoralism; rangeland ecology and management; history of range science; endangered species; scale in ecology and geography; the state; Western environmental history; urbanization/land use change  
**Distinctions:** Fellow, Mellon Faculty Institute 2006  
**Number of Recent Publications:** 5

**Name:** Vasile, Elizabeth  
**Title:** Executive Director of the Center on the Economics and Demography of Aging  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., Texas Christian University  
M.S., Pennsylvania State University  
Ph. D., 1995, University of California, Berkeley  
**Overseas Experience:**  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 1  
**Research and Teaching Specialization:** Geographies of mobility, migration, tourism, and diasporas.  
**Distinctions:**  
**Number of Recent Publications:** 5

**Name:** Watts, Michael  
**Title:** Professor Emeritus  
**Tenure Status:** Emeritus  
**Education:** B.A., University College London  
Ph.D., University of Michigan  
**Overseas Experience:** Nigeria  
**Language Proficiency:**  
**Teaching Devoted to Area:** % **Theses Supervised in Last Five Years:** 13  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Political economy and political ecology; energy and the environment; Africa; famine; risk and vulnerability; violence and dispossession  
**Distinctions:** Berlin Prize Fellowship, Awarded the Victoria Medal of the Royal Geographical Society; Guggenheim fellow for his research on oil politics in Nigeria.  
**Number of Recent Publications:** 3

## Global Studies

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**Name:** Beecher, David

**Title:** Lecturer

**Tenure Status:** Not tenure eligible

**Education:** B.A., 2000, Harvard University  
M.A., 2007, University of California, Berkeley  
Ph.D., 2014, University of California, Berkeley

**Overseas Experience:** France, Germany

**Language Proficiency:** Estonian 2, French 3, German 3, Russian 2

**Teaching Devoted to Area: 25% Theses Supervised in Last Five Years: 0**

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 4

**Research and Teaching Specialization:** Political economy, Russian and European history, colonialism, and global studies.

**Distinctions:**

**Number of Recent Publications:**

**Name:** Bhangoo Randhawa, Karenjot

**Title:** Lecturer

**Tenure Status:** Not tenure eligible

**Education:** B.A., University of Victoria  
M.A., George Mason University  
Ph.D., George Mason University

**Overseas Experience:** India

**Language Proficiency:** Punjabi, 5

**Teaching Devoted to Area: 25% Theses Supervised in Last Five**

**Years: Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 9

**Research and Teaching Specialization:** Conflict analysis and resolution, human security, cross-cultural and conflict resolution training, and conflict transformation and resilience.

**Distinctions:** International Peace Research Association Grant Awardee

**Number of Recent Publications:**

**Name:** Zook, Darren C.  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** Ph.D., 2000, University of California, Berkeley  
**Overseas Experience:**  
**Language Proficiency:**  
**Teaching Devoted to Area:**      **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 11  
**Research and Teaching Specialization:** Human rights, comparative Asian politics, international law, and the proliferation of weapons of mass destruction.  
**Distinctions:**  
**Number of Recent Publications:** 4

## History

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**Name:** Ballenger, Stephanie  
**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Education:** Ph.D., University of California, Berkeley  
**Overseas Experience:**  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 75%      **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 10  
**Research and Teaching Specialization:** Latin American history, medicine and religion in eighteenth and nineteenth centuries  
**Distinctions:**  
**Number of Recent Publications:** 1

**Name:** Chowning, Margaret  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1974, Duke University  
Ph.D., 1985, Stanford University  
**Overseas Experience:** Mexico  
**Language Proficiency:** Spanish, 5; Portuguese, 3  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 11  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 16  
**Research and Teaching Specialization:** Colonial Latin America, modern Mexico, and Latin America in film  
**Distinctions:** Fulbright Fellow, Mexico, 1980-1981.  
**Number of Recent Publications:** 2

**Name:** Cikota, Javier  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., 2007, University of Texas, Austin  
M.A., 2009, University of California, Berkeley  
Ph.D., 2018, University of California, Berkeley  
**Overseas Experience:** Argentina  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** Pedagogy course; training/resources from Graduate Division  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Argentina, state formation, borderlands, legal culture, and nationalism.  
**Distinctions:** Outstanding GSI Award, History Department Dissertation Write-up Fellowship  
**Number of Recent Publications:** 1

**Name:** DeLay, Brian  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1994, University of Colorado, Boulder  
M.A., 1998, Harvard University  
Ph.D., 2004, Harvard University  
**Overseas Experience:** Mexico, Cuba, Dominican Republic  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 4  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 4  
**Research and Teaching Specialization:** American Indians and the U.S.-Mexico War  
**Distinctions:** Guggenheim Foundation Fellowship 2013-2014; Bryce Wood Book Award for the outstanding book on Latin America  
**Number of Recent Publications:** 6

**Name:** Herman, Rebecca  
**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., Duke University  
M.A., University of California, Berkeley  
Ph.D., University of California, Berkeley  
**Overseas Experience:** Argentina, Chile, Bolivia, Brazil  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 1  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 6  
**Research and Teaching Specialization:** Modern Latin America, Latin American-U.S. relations, Latin America in the world  
**Distinctions:** Manuscript Mini-Conference Grant, UC Berkeley 2017  
**Number of Recent Publications:** 2

**Name:** Schneider, Elena  
**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., 1999, Harvard University  
M.A., 2006, Princeton University  
Ph.D., 2011, Princeton University  
**Overseas Experience:** Cuba  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 7  
**Research and Teaching Specialization:** Latin America and the Atlantic  
**Distinctions:** Naomi Wolf Prize, European Early American Studies Association 2013; Center for New World Comparative  
**Number of Recent Publications:**

**Name:** Selvidge, Sarah  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** Ph.D., 2015, University of California, Berkeley  
**Overseas Experience:** Mexico  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 4  
**Research and Teaching Specialization:** Latin America, urban services and infrastructure (especially housing and garbage), public space, architecture and the built environment, avant-garde culture, and film  
**Distinctions:**  
**Number of Recent Publications:** 1

**Name:** Tamayo, David  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., 2004, University of California, Berkeley  
M.A., 2008, University of Arizona  
Ph.D., 2004, UC Berkeley 2004  
**Overseas Experience:** Mexico  
**Language Proficiency:** Spanish, 5; Portuguese, 4  
**Teaching Devoted to Area: 100% Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** Pedagogy course; training/resources from Graduate  
Division **Number of Area Courses Taught:** 3  
**Research and Teaching Specialization:** Spanish language, Mexican political parties, and Mexican  
social movements.  
**Distinctions:** Tinker Grant recipient, Allan Sharlin Memorial Fellowship, UC Berkeley  
Chancellor's Fellowship Award  
**Number of Recent Publications:** 2

## **History of Art**

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**Name:** Bryan-Wilson, Julia  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1995, Swarthmore College  
M.A., 1999, UC Berkeley  
Ph.D., 2004, UC Berkeley  
**Overseas Experience:**  
**Language Proficiency:**  
**Teaching Devoted to Area: 25% Theses Supervised in Last Five Years:** 4  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** Theories of artistic labor, feminist and queer theory,  
performance, production/fabrication, craft histories, photography, video, visual culture of the  
nuclear age, and collaborative practices.  
**Distinctions:**  
**Number of Recent Publications:**

**Name:** Muñoz-Nájjar, Verónica  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., Universidad Autónoma de Madrid  
M.A., New York University  
**Overseas Experience:** Peru  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** Pedagogy course; training/resources from Graduate Division  
**Number of Area Courses Taught:** 1  
**Research and Teaching Specialization:** colonial Latin American art with a focus on the visual and material culture of the Viceroyalty of Peru in the eighteenth century.  
**Number of Recent Publications:**

**Name:** Trever, Lisa  
**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., 2000, Yale University  
M.A., 2005, University of Maryland  
A.M. 2007, Harvard University  
Ph.D., 2013, Harvard University  
**Overseas Experience:** Peru  
**Language Proficiency:** Spanish 4  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 1  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 4  
**Research and Teaching Specialization:** Interpretation, contextualization, and circulation of art and imagery in South America since antiquity.  
**Distinctions:** 2014 Avery Book Award of the Association for Latin American Art  
**Number of Recent Publications:** 21

## History Social Science Project

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**Name:** Rachel Reinhardt  
**Title:** Director, UC Berkeley History Social Science Project  
**Tenure Status:** n/a  
**Education:** B.A., Barnard College  
Ph.D., 2004, University of California, Berkeley

**Language Proficiency:**

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 4

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Nonprofit Organizations, Policy Analysis, Instructional Design, Recruiting, and Public Speaking

**Distinctions:**

**Number of Recent Publications:**

## Integrative Biology

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**Name:** Caldwell, Roy L  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1965, University of Iowa  
Ph.D., 1969, University of Iowa

**Overseas Experience:** St. Lucia, Mexico, Fiji, Thailand, Belize, Indonesia, Australia, Panama, French Polynesia

**Language Proficiency:** Spanish, 3; French, 2

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 4

**Research and Teaching Specialization:** Tropical marine fauna, invertebrate behavior and ecology, animal diversity

**Distinctions:** National Science Foundation Grant, 2009-2012

**Number of Recent Publications:** 4

**Name:** Fine, Paul  
**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.S. 1995, University of California, Berkeley  
Ph.D., 2004, University of Utah  
**Overseas Experience:** Peru, Guyana, French Guiana,  
Brazil  
**Language Proficiency:** Spanish, 4; Portuguese,  
3; French, 2  
**Teaching Devoted to Area:** 50%      **Theses Supervised in Last Five Years:** 4  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** The origin and maintenance of Amazonian rain forest  
tree diversity  
**Distinctions:**  
**Number of Recent Publications:** 20

**Name:** Wake, David  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1958, Pacific Lutheran College  
M.S., 1960, University of Southern California  
Ph.D., 1964, University of Southern California  
**Overseas Experience:** Switzerland, Germany, Panama, France, Japan, Costa Rica, Taiwan,  
Mexico, South Korea, Italy, the Netherlands, Canada, Austria, Spain  
**Language Proficiency:** German, 3; Spanish, 2; French, 2  
**Teaching Devoted to Area:** 25%      **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 1  
**Research and Teaching Specialization:** Herpetology, Vertebrate zoology, evolutionary biology  
**Distinctions:** Member, National Academy of Sciences  
**Number of Recent Publications:** 6

## **International & Area Studies**

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**Name:** Karras, Alan L.  
**Title:** Associate Director  
**Tenure Status:** Tenured  
**Education:** B.A., M.A., Johns Hopkins University  
M.A., University of Pennsylvania  
Ph.D., University of Pennsylvania

**Overseas Experience:** Jamaica, Bahamas, Guadeloupe, Great Britain, France, Suriname, Trinidad

**Language Proficiency:** Spanish, 3; French, 4

**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 8

**Research and Teaching Specialization:** Social history Caribbean islands; colonial history; economic history; slavery; smuggling, world history

**Distinctions:** Fulbright Fellow, Bahamas, 1992; Distinguished Service Award, Berkeley's division of Social Sciences, 2017

**Number of Recent Publications:** 2

## **Journalism (Graduate School of Journalism)**

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**Name:** Bergman, Lowell  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1966, University of Wisconsin-Madison

**Overseas Experience:** Mexico, Nigeria, China

**Language Proficiency:** Spanish, 3

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 6

**Research and Teaching Specialization:** Investigative Journalism

**Distinctions:** Alfred I. duPont-Columbia Award, 2014; Pulitzer Prize for Public Service, 2004, 5 Emmys

**Number of Recent Publications:**

**Name:** Chavez, Lydia  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1974, University of California, Berkeley  
M.A., 1977, Columbia University  
**Overseas Experience:** El Salvador, Argentina, Mexico, Cuba, Chile  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** Cuba, Central America, Mexico and the U.S.-Mexico border  
**Distinctions:** South American Bureau Chief for the New York Times  
**Number of Recent Publications:**

**Name:** Gorney, Cynthia  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** B.A., 1975, University of California, Berkeley  
**Overseas Experience:** Mexico, U.K., France, Switzerland, Guatemala, Cuba  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 0  
**Research and Teaching Specialization:** South American bureau chief for The Washington Post  
**Distinctions:** American Society of Newspaper Editor writing award  
**Number of Recent Publications:** 5

## Law (Berkeley Law School)

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**Name:** Alholz, Roxanna Marie  
**Title:** Assistant Clinical Professor; Associate Director, International Human Rights Clinic  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., 1995, Brown University  
J.D., 1999, University of California, Berkeley  
**Overseas Experience:** Colombia, Guatemala, Canada, Dominican Republic, Costa Rica, Kosovo, El Salvador, Ecuador, Mexico  
**Language Proficiency:** Spanish, 5; French, 2  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 1  
**Research and Teaching Specialization:** International human rights  
**Distinctions:** Foundation for Change, 2013 Thomas Yamashita Prize  
**Number of Recent Publications:** 2

**Name:** Echaveste, Maria  
**Title:** Lecturer and Senior Scholar at the Center for Latin American Studies  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., 1976, Stanford University  
J.D., 1980. University of California, Berkeley  
**Overseas Experience:** Mexico, Bolivia  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 4  
**Research and Teaching Specialization:** Civil rights, immigration, education, and Latin America  
**Distinctions:** State Department: Special Representative to Bolivia  
**Number of Recent Publications:**

**Name:** Fletcher, Laurel E.  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1986, Brandeis University  
J.D., 1990, Harvard Law School  
**Overseas Experience:** Argentina, Mexico, Venezuela  
**Language Proficiency:** German, 3; Spanish, 3  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 10  
**Research and Teaching Specialization:** Transitional justice and humanitarian law, as well as globalization, migration and human trafficking  
**Distinctions:** Fulbright Senior Specialist Candidate (2002)  
**Number of Recent Publications:** 10

**Name:** Gulasekaram, Pratheepan  
**Title:** Visiting Professor  
**Tenure Status:** n/a  
**Education:** B.A., 1996, Brown University  
M.A., 2001, Stanford University  
**Overseas Experience:**  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 1  
**Research and Teaching Specialization:** Constitutional law and immigration law.  
**Distinctions:**  
**Number of Recent Publications:** 5

**Name:** Hoffman, Marci  
**Title:** Staff: Lecturer in Residence/Associate Director, Berkeley Law Library  
**Tenure Status:** n/a  
**Education:** M.L.I.S., 1989, University of California, Berkeley  
**Overseas Experience:**  
**Language Proficiency:** German, 3  
**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** International and foreign legal research  
**Distinctions:** Distinguished Librarian Award, University of California, Berkeley  
**Number of Recent Publications:** 2

**Name:** Martínez-Olguín, Araceli  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** A.B., Princeton University  
J.D., 2004, University of California, Berkeley  
**Overseas Experience:**  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Immigrants' rights, civil rights, migration, and social justice.  
**Distinctions:** Hon. Thelton E. Henderson Social Justice Prize  
**Number of Recent Publications:** 1

**Name:** Volpp, Letitia  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., Princeton University  
M.P.H., Harvard University  
M.S.C., University of  
Edinburgh J.D., Columbia  
University

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 1

**Research and Teaching Specialization:** Citizenship, migration, culture and identity, colonial Mexico, rhetorical analysis, and critical theory.

**Distinctions:**

**Number of Recent Publications:** 5

## Linguistics

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**Name:** Michael, Lev D.  
**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., Reed College, 1992  
Ph.D., 2008, University of Texas

**Overseas Experience:** Ecuador, Peru, Colombia, Brazil

**Language Proficiency:** Spanish, 5; Awa, Andao, Iquito, Kashibo-Kakataibo, Má'ihik, Matsigenka, Muniche, Nanti, Omagua, Sáparo

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 8

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Anthropological Linguistics, Amazonian documentary

**Distinctions:** UC Berkeley Distinguished Teaching Award (2014-2015)

**Number of Recent Publications:**

**Name:** Rouvier, Ruth

**Title:** Graduate Student Instructor

**Tenure Status:** n/a

**Education:** B.A., 2002, University of California,  
Berkeley M.A., 2008, University of  
California, Berkeley  
Doctoral candidate, University of California, Berkeley

**Overseas Experience:** Nicaragua, Honduras

**Language Proficiency:** Spanish, 4; Miskitu, 3; Karuk, 2

**Teaching Devoted to Area:** 50%      **Theses Supervised in Last Five Years:**

**Language Pedagogy Training:** Pedagogy course; training/resources from Graduate Division

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Historical linguistics, typology, morphology, language contact, areal linguistics; research and documentation of endangered languages.

**Distinctions:** NSF Research Grant for examining impacts of Endangered Language Documentation, Smithsonian Grand Challenges

**Number of Recent Publications:** 3

## Music

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**Name:** Guilbault, Jocelyne

**M. Title:** Professor

**Tenure Status:** Tenured

**Education:** B.A. 1976, Université de Montréal  
M.A., 1980, Université de Montréal  
Ph.D., 1984, University of Michigan

**Overseas Experience:** St. Lucia, Martinique, Guadeloupe, Dominica, Trinidad, Barbados, Antigua

**Language Proficiency:** French, 5; English, 4; Creole, 4; Spanish, 2

**Teaching Devoted to Area:** 25%      **Theses Supervised in Last Five Years:** 7

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 6

**Research and Teaching Specialization:** Ethnomusicology of the Caribbean, popular and traditional music, creolization, power, cultural politics, nationalism, Diaspora

**Distinctions:** Board of Governors UCI Humanities Research Inst.

**Number of Recent Publications:**

## Office of Resources for International and Area Studies

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**Name:** Shane Carter  
**Title:** Staff: Education Specialist, Coordinating K-12 Outreach for International and Area Studies (ORIAS)  
**Tenure Status:** n/a  
**Education:** B.A., Georgetown University  
M.Ed., Fairfield University  
**Overseas Experience:** Mexico  
**Language Proficiency:** Spanish, 2  
**Teaching Devoted to Area:** n/a   **Theses Supervised in Last Five Years** n/a  
**Language Pedagogy Training:** K-14 outreach in internationalizing curriculum content  
**Number of Area Courses Taught:** n/a  
**Research and Teaching Specialization:** K-14 outreach in internationalizing curriculum content  
**Distinctions:**  
**Number of Recent Publications:**

## Physics

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**Name:** Bustamante, Carlos  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., Universidad Peruana Cayetano Heredia  
M.S., Universidad Nacional Mayor de San Marcos  
Ph.D., University of California, Berkeley  
**Overseas Experience:** Peru  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:**   **Theses Supervised in Last Five Years:**  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:**  
**Research and Teaching Specialization:** single-molecule visualization  
**Distinctions:** Alfred P. Sloan Fellow; Fullbright Commission and Institute of International Education Fellow, Elected member, National Academy of Sciences; Richtmyer Memorial Award, Vilcek Prize in Biomedical Science  
**Number of Recent Publications:**

## Political Science

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**Name:** Aggarwal, Vinod K.

**Title:** Professor

**Tenure Status:** Tenured

**Education:** B.A., 1975, University of Michigan  
M.A., 1977, Stanford University  
Ph.D., 1981, Stanford University

**Overseas Experience:** South Korea, Switzerland, France, U.K., Italy, Mexico

**Language Proficiency:** Italian, 4; Spanish, 4, Hindi, 5; French, 2

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 3

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 6

**Research and Teaching Specialization:** International finance, international trade, international relations, and international organizations

**Distinctions:**

**Number of Recent Publications:** 5

**Name:** Berins Collier, Ruth

**Title:** Professor Emeritus

**Tenure Status:** Tenured

**Education:** Ph.D., University of Chicago

**Overseas Experience:** Mexico, Argentina

**Language Proficiency:** Spanish, 4

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 3

**Research and Teaching Specialization:** forms of popular participation, political regime and regime change, and labor politics.

**Distinctions:**

**Number of Recent Publications:** 4

**Name:** Collier, David  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** B.A., Harvard University  
M.A., University of Chicago  
Ph.D., University of Chicago

**Overseas Experience:**

**Language Proficiency:** Spanish, 4

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 6

**Research and Teaching Specialization:** research methods, comparative politics, and Latin America.

**Distinctions:** Frank J. Goodnow Award for Distinguished Service to Political Science and the American Political Science Association: 2014; Johan Skytte Prize in Political Science: 2014; Elected to the American Academy of Arts and Sciences: 2003.

**Number of Recent Publications:** 5

**Name:** Dunning, Thad  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** Ph.D., University of California, Berkeley  
M.A., University of California, Berkeley  
M.A., Stanford University, Latin American Studies  
B.A., Brown University

**Overseas Experience:** Brazil, Colombia, Peru, Venezuela, Argentina, India, Mali, Albania, South Africa

**Language Proficiency:** Spanish, 5; Portuguese 4; French, 4, Mandarin, 2

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 4 **Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 4

**Research and Teaching Specialization:** Political economy, ethnic politics, and comparative clientelism in developing countries; research design, causal inference, statistical methods, and multi-method research.

**Distinctions:** Best Book Award, Experimental Research Section, American Political Science Association, 2013

**Number of Recent Publications:** 7

**Name:** Matanock, Aila  
**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Education:** Ph.D., Stanford University, 2012  
B.A., Harvard University, 2005

**Overseas Experience:** Colombia, Mexico,  
Germany **Language Proficiency:** Spanish 4

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 1

**Language Pedagogy Training:**

**Number of Area Courses**

**Taught:** 4

**Research and Teaching Specialization:** International engagement during and after civil conflict, Post- conflict peace-building, state-building, and development

**Distinctions:** 9

**Name:** Post, Alison  
**Elizabeth Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., 1997, Stanford University  
M.Sc., 1999. London School of Economics  
Ph.D., 2009, Harvard University

**Overseas Experience:** Argentina, Chile, United Kingdom, Brazil

**Language Proficiency:** Spanish, 4; German, 3

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 4

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 7

**Research and Teaching Specialization:** Infrastructure and utilities in Latin America, urban centers, provincial and state politics

**Distinctions:** Carol D. Soc Distinguished Graduate Student Mentoring Award for Junior Faculty, U.C. Berkeley, 2015

**Number of Recent Publications:** 10

## Public Health (School of Public Health)

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**Name:** Balmes, John

**Title:** Professor

**Tenure Status:** Tenured

**Education:** B.A., 1972, University of Illinois  
M.D., 1976, Mount Sinai School of Medicine

**Overseas Experience:** Guatemala, Chile, Bangladesh, New Zealand

**Language Proficiency:** Spanish, 3

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 4

**Research and Teaching Specialization:** Interventions to reduce exposure to biomass smoke from domestic cooking in developing countries.

**Distinctions:** 2012 Zweig Memorial Clean Air Hero Award

**Number of Recent Publications:**

**Name:** Bertozzi, Stefano

**Title:** Professor

**Tenure Status:** Tenured

**Education:** B.S., Massachusetts Institute of Technology  
M.D., University of California, San Diego  
Ph.D., Massachusetts Institute of Technology

**Overseas Experience:** Mexico

**Language Proficiency:** French, 4; Spanish, 5; Italian, 4

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** Dean's Colloquium

**Research and Teaching Specialization:** Health economics, HIV vaccine development, intervention strategies

**Distinctions:** Fellow at Bill & Melinda Gates Foundation

**Number of Recent Publications:** 7

**Name:** Colford, John M.

**Title:** Professor

**Tenure Status:** Tenured

**Education:** M.D., John Hopkins University  
Ph.D., University of California, Berkeley

**Overseas Experience:** Bolivia, Guatemala, Mexico, Bangladesh, Kenya, India

**Language Proficiency:** Spanish, 3

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 0

**Research and Teaching Specialization:** Waterborne infectious diseases in developing countries, Clinical trial design at the individual and community-level

**Distinctions:**

**Number of Recent Publications:** 2

**Name:** Dow, William H.

**Title:** Professor

**Tenure Status:** Tenured

**Education:** B.A., Cornell University  
Ph.D., Yale University

**Overseas Experience:** Mexico, Costa Rica, China, Russia, Tanzania

**Language Proficiency:** Spanish, 3

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 0

**Research and Teaching Specialization:** Health economics, international health, economic demography

**Distinctions:** Kenneth J. Arrow Award, health economics, 1999; John D. Thompson Prize for Young Investigators, 2001; Henry

**Number of Recent Publications:**

**Name:** Fernald, Lia Haskin  
**Title:** Professor and Director of Public Health Nutrition  
**Tenure Status:** Tenured  
**Education:** B.A., Swarthmore College  
M.B.A., University of California, Berkeley  
Ph.D., University of London  
**Overseas Experience:** Jamaica, Mexico  
**Language Proficiency:** Spanish, 3  
**Teaching Devoted to Area: 25% Theses Supervised in Last Five Years: 2**  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught: 10**  
**Research and Teaching Specialization:** Inequalities in socio-economic position contribute to growth and developmental outcomes in mothers, infants and children, and on how interventions can address socio-economic and health disparities.  
**Distinctions:** Fulbright Scholar: Jamaica  
**Number of Recent Publications: 13**

**Name:** Guendelman, Sylvia  
**R. Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1972, California State University, Hayward  
M.S.W., 1974, University of California, Berkeley  
Ph.D., 1979, University of California, Berkeley  
**Overseas Experience:** Chile, Mexico  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area: 50% Theses Supervised in Last Five Years: 1**  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught: 4**  
**Research and Teaching Specialization:** Health of women workers along the U.S.-Mexico border, Latino immigrant birth outcomes, working poor access to healthcare  
**Distinctions:** Berkeley Futures Grant (2008-2009)  
**Number of Recent Publications:**

**Name:** Harris, Eva  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1987, Harvard University  
M.A., 1987, Harvard University  
Ph.D., 1993, University of California, Berkeley  
**Overseas Experience:** France, Switzerland, Nicaragua, Cuba, Ecuador, Guatemala, Bolivia  
**Language Proficiency:** Spanish, 5; French, 5  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 6  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 20  
**Research and Teaching Specialization:** Molecular virology, pathogenesis, and epidemiology of dengue, scientific capacity building in developing countries  
**Distinctions:** President, Sustainable Sciences Institute, MacArthur Fellow 1997  
**Number of Recent Publications:** 2

**Name:** Holmes, Seth M.  
**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.S., University of Washington  
M.D., University of California, San Francisco  
Ph.D., University of California, Berkeley / University of California, San Francisco  
**Overseas Experience:** Mexico, Ecuador  
**Language Proficiency:** Spanish, 5; Triqui, 2  
**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Social hierarchies, health disparities, and the ways in which perceptions of social difference naturalize and normalize these inequities  
**Distinctions:** Best Prize, Society for the Anthropology of Work, 2013  
**Number of Recent Publications:** 10

**Name:** Le, Phuoc  
**Title:** Assistant Clinical Professor  
**Tenure Status:** Non-tenure track  
**Education:** B.A., 2000, Dartmouth College  
M.P.H., 2004, University of California, Berkeley  
M.D., 2006, Stanford University  
**Overseas Experience:** Rwanda, Lesotho, Malawi, Haiti, Tibet, China, Switzerland, Mexico  
**Language Proficiency:** Spanish, 2  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Global Health, Medical Education, Public Health, Health Disparities, Ethics, Social Justice  
**Distinctions:** Top Hospitalist, American College of Physicians  
**Number of Recent Publications:** 11

**Name:** Riley, Lee  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., Stanford University  
M.D., University of California, San Francisco  
**Overseas Experience:** Brazil, India, Japan, Thailand, Czech Republic  
**Language Proficiency:** Portuguese, 4  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 8  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Field epidemiology and international health, focused on slum health  
**Distinctions:** Harold Amos Medical Faculty Development Program Fellow  
**Number of Recent Publications:** 30

**Name:** Smith, Allan  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.Sc., 1964, Victoria University of Wellington, New Zealand B.Med.Sc., 1969, University of Otago, New Zealand  
M.B., Ch.B., (equivalent of M.D.), 1970, University of Otago, New Zealand  
Ph.D., University of Otago, New Zealand, 1975

**Overseas Experience:** Chile, Argentina, India, Bangladesh

**Language Proficiency:** Spanish, 2

**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 0

**Research and Teaching Specialization:** International health effects of arsenic in drinking water, International health studies

**Distinctions:** 2009 John Goldsmith Award from the International Society for Environmental Epidemiology

**Number of Recent Publications:** 5

**Name:** Smith, Kirk  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1968, University of California, Berkeley  
M.P.H., 1972, University of California, Berkeley  
Ph.D., 1977, University of California, Berkeley

**Overseas Experience:** Mexico, Guatemala, India, China, Nepal

**Language Proficiency:** Spanish, 3

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 6

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Environmental and Health Issues in Developing Countries

**Distinctions:** Tyler Prize for Environmental Achievement, 2012; Heinz Award in Environment, 2009; Nobel Peace Prize

**Number of Recent Publications:** 5

**Name:** Sokal-Gutierrez, Karen  
**Title:** Clinical Professor  
**Tenure Status:** Lecturer  
**Education:** B.S. Yale University  
M.P.H., University of California, Berkeley  
M.D., University of California, San Francisco

**Overseas Experience:** El Salvador, Ecuador, Nepal, Vietnam

**Language Proficiency:** Spanish, 4

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Children's health in child care, Health education for low-literacy populations, early childhood oral health and nutrition in developing countries

**Distinctions:** Chancellor's Award for Public Service 2011

**Number of Recent Publications:** 10

### **Public Policy (Goldman School of Public Policy)**

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**Name:** Kammen, Daniel  
**M. Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1984, Cornell University  
M.A., 1986, Harvard University  
Ph.D., 1988, Harvard University

**Overseas Experience:** Chile, Taiwan, Uganda, Kenya, Japan, Mexico, Denmark, South Africa, Canada, Portugal, Nicaragua

**Language Proficiency:** Spanish, 3; Kiswahili, 3

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 17

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Renewable energy; energy and development

**Distinctions:** Nobel Laureate, (Peace Prize) 2007 (as part of the Intergovernmental Panel on Climate Change)

**Number of Recent Publications:** 3

## Rhetoric

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**Name:** Grijalva, Richard  
**Title:** Graduate Student Instructor  
**Tenure Status:** N/A  
**Education:** B.A., Boston College  
M.A., University of California, Berkeley  
Ph. D., University of California, Berkeley

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Pedagogy course; training/resources from Graduate  
Division **Number of Area Courses Taught:** 1

**Research and Teaching Specialization:** Colonial Mexico, rhetorical analysis, and critical theory.

**Distinctions:**

**Number of Recent Publications:** 4

## Social Welfare (School of Social Welfare)

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**Name:** Organista, Kurt C.  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1977, University of Southern California  
M.A.1983, Arizona State University  
Ph.D., 1989, Arizona State University

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 1

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 4

**Research and Teaching Specialization:** Sociocultural factors in depression, family therapy in  
low income and minority population, ethnic identity

**Distinctions:**

**Number of Recent Publications:**

## Sociology

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**Name:** Bloemraad, Irene  
**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., 1995, McGill University  
M.A., 1996, McGill University  
Ph.D., 2003, Harvard University

**Overseas Experience:** Canada, Mexico

**Language Proficiency:** Spanish, 4; French, 4

**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 5

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 7

**Research and Teaching Specialization:** Immigration, political sociology, race & ethnicity, social movements, nationalism, research methods, Canada

**Distinctions:** American Cultures Innovation Teaching Prize 2013

**Number of Recent Publications:**

**Name:** Enriquez, Laura J.  
**Title:** Associate Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1977, University of California, Santa Barbara  
M.A., 1979, University of California, Santa Cruz  
Ph.D., 1985, University of California, Santa Cruz

**Overseas Experience:** Cuba, Nicaragua

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 4

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 4

**Research and Teaching Specialization:** Development in Latin America, rural sociology, political sociology, social movements

**Distinctions:** Faculty Research Grant, UCB (2010-2011)

**Number of Recent Publications:** 3

**Name:** Evans, Peter  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** B.A., 1996, Harvard College  
M.A., 1968, Harvard University  
Ph.D., 1971, Harvard University  
M.A., 2005, Oxford University

**Overseas Experience:** Brazil, Tanzania

**Language Proficiency:** Portuguese 4

**Teaching Devoted to Area:** Theses Supervised in Last Five Years: 0

**Language Pedagogy Training:**

**Number of Area Courses**

**Taught:** 0

**Research and Teaching Specialization:** Globalization, Labor Movements, States, Development

**Distinctions:** Winner of 1996 Award for Distinguished Scholarship Award from The Political Economy of the World System Section of the American Sociological Association and 1997 Distinguished Contribution to Scholarship Award from The Political Sociology Section of the American Sociological Association

**Number of Recent Publications:** 3

**Name:** Loveman, Mara  
**Title:** Professor and Chair  
**Tenure Status:** Tenured  
**Education:** B.A., 1994, University of California, Berkeley  
M.A., 1997, University of California, Los Angeles  
Ph.D., 2001, University of California, Los Angeles

**Overseas Experience:** Brazil, Chile, Uruguay, Argentina

**Language Proficiency:** Spanish, 5; Portuguese 4

**Teaching Devoted to Area:** 100% Theses Supervised in Last Five Years: 3

**Language Pedagogy Training:** n/a

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Comparative and historical sociology, political sociology, ethnoracial politics, development, demography, Latin America

**Distinctions:**

**Number of Recent Publications:** 4

**Name:** Mora, Cristina  
**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., 2003, University of California, Berkeley  
M.A., 2006, Princeton University  
Ph.D., 2009, Princeton University  
**Overseas Experience:** Cuba  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 4  
**Research and Teaching Specialization:** Racial and Ethnic Categorization, Organization, and Immigration  
**Distinctions:** 2010 Distinguished Dissertation Award, American Sociological Association  
**Number of Recent Publications:**

**Name:** Nathan, Laura  
**Title:** Visiting Professor/Lecturer  
**Tenure Status:** Non-tenure track  
**Education:** B.A., 1973, University of California, Santa Barbara  
M.A., 1975, University of California, Los Angeles  
Ph.D., 1981, University of California, Los Angeles  
**Overseas Experience:**  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 1  
**Research and Teaching Specialization:** Global Health and poverty; social justice; public health  
**Distinctions:** Professor Emerita of Sociology, Mills College; Director, California Division of the American Cancer Society  
**Number of Recent Publications:**

**Name:** Page, Tiffany L.  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., 1998, University of California, Berkeley  
M.A., 2004, University of California, Berkeley  
Ph.D., 2011, University of California Berkeley  
**Overseas Experience:** Venezuela, Cuba  
**Language Proficiency:** Spanish, 4  
**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 16  
**Research and Teaching Specialization:** Rural Development and Politics in Latin America, Labor, Political Economy of Food  
**Distinctions:** Mellon Fellowship in Latin American Sociology  
**Number of Recent Publications:** 2

**Name:** Sanchez-Jankowski, Martin  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1968, Western Michigan University  
M.A., 1972, Dalhousie University  
Ph.D., 1979, Massachusetts Institute of Technology  
**Overseas Experience:** Brazil, France, Fiji  
**Language Proficiency:** Spanish, 5; French, 3  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 1  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 4  
**Research and Teaching Specialization:** Urban sociology, political sociology; poverty; race and ethnicity; youth culture; survey research  
**Distinctions:** MacArthur Foundation Fellow (1990-1991)  
**Number of Recent Publications:**

## Spanish and Portuguese

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**Name:** Arevalo Viveros, Diego  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** Doctoral Student, University of California, Berkeley  
**Overseas Experience:** Brazil, Colombia, Ecuador  
**Language Proficiency:** Spanish, 5; Portuguese, 5  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center  
**Number of Area Courses Taught:** 3  
**Research and Teaching Specialization:** Spanish language; Amazon forest.  
**Distinctions:** Pre-Dissertation Research Grant  
**Number of Recent Publications:** 2

**Name:** Azevedo, Milton M  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** M.A., 1971, Cornell University  
Ph.D., 1973, Cornell University  
**Overseas Experience:** Brazil, Spain, Portugal, Mexico  
**Language Proficiency:** Spanish, 5; Portuguese, 5; Catalan, 4  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 4  
**Research and Teaching Specialization:** Ibero-Romance (Catalan, Portuguese, and Spanish) linguistics, literary linguistics, translation studies  
**Distinctions:** Fellow of Academia Norteamericana Lengua Española  
**Number of Recent Publications:**

**Name:** Barili, Amelia R.  
**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Education:** B.A., 1972, Instituto Domingo Fausto Sarmiento, Mar de Plata, Argentina  
M.A., 1989, University of California, Berkeley  
Ph.D., 1998, University of California, Berkeley  
**Overseas Experience:** Argentina  
**Language Proficiency:** Spanish, 5; French, 5; Italian, 5; Portuguese, 4; German, 3; Latin, 2;  
Hebrew, 2  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language  
Center  
**Number of Area Courses Taught:** 17  
**Research and Teaching Specialization:** Spanish language instruction, Borges.  
**Distinctions:** Fulbright Fellow, U.S.  
**Number of Recent Publications:**

**Name:** Bergmann, Emilie L.  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1970, Oberlin College  
M.A., 1971, Johns Hopkins University  
Ph.D., 1974, Johns Hopkins University  
**Overseas Experience:** Spain, Mexico  
**Language Proficiency:** Spanish, 5; Portuguese 2  
**Teaching Devoted to Area:** 50% **Theses Supervised in Last Five Years:** 1  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language  
Center  
**Number of Area Courses Taught:** 18  
**Research and Teaching Specialization:** Spanish Golden Age literature, Castilian and Catalan  
women writers of the 20th Century, feminist theory, Spanish American prose and poetry  
**Distinctions:**  
**Number of Recent Publications:** 6

**Name:** Borowitz, Molly  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., Princeton University  
M.Phil., Cambridge University  
Doctoral Student, University of California, Berkeley

**Overseas Experience:** Dominican Republic

**Language Proficiency:** Spanish, 4; Italian, 3; Portuguese, 2

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 4

**Research and Teaching Specialization:** Hispanic languages and literatures with designated emphases in critical theory and renaissance and early modern studies.

**Distinctions:**

**Number of Recent Publications:** 1

**Name:** Briggs Magnant, Megan  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., Wellesley College  
M.A., University of California  
Doctoral Student, University of California, Berkeley

**Overseas Experience:** Nicaragua, Costa Rica, Mexico, Spain

**Language Proficiency:** Spanish, 4

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 3

**Research and Teaching Specialization:** Spanish Literature

**Distinctions:**

**Number of Recent Publications:** 1

**Instructor:** Brizuela, Natalia  
**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., 1995, Princeton University  
Ph.D., 2003, New York University  
**Overseas Experience:** Argentina, Brazil  
**Language Proficiency:** Spanish, 5; English, 5; Portuguese, 4; French, 2  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 6  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 24  
**Research and Teaching Specialization:** 19th and 20th century Latin America, specifically Argentine and Brazilian literature and culture; film; photography; critical theory  
**Distinctions:** Berkeley Humanities Research Prize (Spring 2006)  
**Number of Recent Publications:** 8

**Name:** Callahan, Laura  
**Title:** Visiting Professor  
**Tenure Status:** n/a  
**Education:** B.A., San José State University  
M.A., San José State University  
Ph.D., University of California, Berkeley  
**Overseas Experience:** Mexico  
**Language Proficiency:** Spanish 5  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** Codeswitching and other contact phenomena; language, race, and identity; intercultural communication; heritage language maintenance; and linguistic landscapes.  
**Distinctions:**  
**Number of Recent Publications:** 5

**Name:** Davidson, Justin  
**Title:** Assistant Professor  
**Tenure Status:** Lecturer  
**Education:** B.A., 2008 University of Illinois at Urbana-Champaign  
M.A. 2010, University of Illinois at Urbana-Champaign  
Ph.D. 2015, University of Illinois at Urbana-Champaign  
**Overseas Experience:** Spain, Japan, France, Peru  
**Language Proficiency:** Spanish, 5; Catalan-Spanish, 4  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center **Number of Area Courses Taught:** 20  
**Research and Teaching Specialization:** Sociolinguistics, language contact, Romance linguistics, bilingualism, foreign language pedagogy, language variation and change, Romance linguistics, quantitative methods, sociohistorical linguistics, sociophonetics, bilingualism, Catalan, Spanish, dialectal diversification, and foreign language pedagogy.  
**Distinctions:** Darlene F. Wolf Fellowship for Outstanding Academic Achievement and Teaching Excellence, Illinois Distinguished Fellowship  
**Number of Recent Publications:** 4

**Name:** De Morais Gama, Catarina  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., 2006, Universidade de Lisboa  
M.A., 2009, Universidade Nova de Lisboa  
Ph.D., 2011, Universidade Nova de Lisboa  
**Overseas Experience:** Portugal, Brazil, Mozambique  
**Language Proficiency:** Portuguese, 5; Spanish, 4  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Language pedagogy, Portuguese, Brazilian culture, Portuguese culture  
**Distinctions:**  
**Number of Recent Publications:** 2

**Name:** Del Valle, Ivonne  
**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., 1998, Universidad de Guadalajara  
M.A., 2000, University of California, Berkeley  
Ph.D., 2004, University of California, Berkeley  
**Overseas Experience:** Mexico, Peru, Argentina  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area: 100% Theses Supervised in Last Five Years:** 11  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 24  
**Research and Teaching Specialization:** Colonialism in Sixteenth Century Mexico  
**Distinctions:**  
**Number of Recent Publications:** 13

**Name:** Dominguez, Daylet  
**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., University of Houston and University of Havana  
M.A., 2009, Princeton University  
M.A., University of Houston  
Ph.D., 2013, Princeton University  
**Overseas Experience:** Cuba  
**Language Proficiency:** 5  
**Teaching Devoted to Area: 100% Theses Supervised in Last Five Years:** 2  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 13  
**Research and Teaching Specialization:** Latin American and Caribbean Cultures and Literatures 19<sup>th</sup>- 21<sup>st</sup> centuries  
**Distinctions:** Dissertation Research Grant by Cuban Heritage Collection, University of Miami, Miami,  
**Number of Recent Publications:** 4

**Name:** Donovan, Clelia F.  
**Title:** Lecturer  
**Tenure Status:** n/a  
**Education:** B.A., 1988, University of California, Santa Cruz  
M.A., 1994, San Francisco State University  
Doctoral candidate, University of Virginia  
**Overseas Experience:** Brazil, Cuba, Argentina, Ecuador, Mozambique, Portugal, Spain, France, Italy  
**Language Proficiency:** French, 5; Portuguese, 5; Spanish, 4; Italian, 3  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 18  
**Research and Teaching Specialization:** Portuguese instruction, literature in translation.  
**Distinctions:** Division of Arts and Humanities Distinguished Teaching Award  
**Number of Recent Publications:**

**Name:** Dougherty, Dru  
**Title:** Professor Emeritus  
**Tenure Status:** Tenured  
**Education:** A.B. Hamilton College  
M.A., University of Illinois  
Ph.D., 1972, Harvard University  
**Overseas Experience:** Spain  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 25% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 1  
**Research and Teaching Specialization:** poetry, stage history, Valle-Inclan, Spanish poetics, war and literature  
**Distinctions:** UCB Distinguished Faculty Mentoring Award 2008  
**Number of Recent Publications:** 5

**Name:** Fierro, Alfonso  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., 2012, Universidad Nacional Autónoma de México  
M.A., 2017, University of California, Berkeley,  
Doctoral Student, University of California, Berkeley

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish, 5; French, 3; Latin, 2

**Teaching Devoted to Area: 100% Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 6

**Research and Teaching Specialization:** Spanish language; urban utopias in post-revolutionary Mexico; science fiction in Latin America; modern Latin American literature and architecture.

**Distinctions:**

**Number of Recent Publications:** 7

**Name:** Gimenes Hernandez, Monica  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., 2013, Florida Atlantic University  
M.A., 2015, Florida Atlantic University  
Doctoral Student, University of California, Berkeley

**Overseas Experience:** Brazil, Guatemala

**Language Proficiency:** Portuguese, 5; Spanish, 4

**Teaching Devoted to Area: 100% Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** South American narrative and film, crime fiction, gender, race, and authoritarianism.

**Distinctions:** Research and Language Studies Award (2018), Summer Research Grant (2018), Tinker Summer Research Grant (2017), Summer Research Grant (2017), Research and Language Studies Award (2016), Department Fellowship (2015-2017).

**Number of Recent Publications:**

**Name:** Hernandez-Ramirez, Azucena  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., Universidad Autónoma de Ciudad Juárez  
M.A., University of Texas at El Paso  
Doctoral Student, University of California, Berkeley

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 3

**Research and Teaching Specialization:** Spanish language, Mexican and Latin American literatures and cultures; technology, science, capitalism, postcolonialism.

**Distinctions:** Co-editor of *Tiresias. Revista literaria*

**Number of Recent Publications:** 4

**Name:** Hernandez-Rodriguez, Miriam  
**Title:** Lecturer and Director of the  
Spanish Language Program  
**Tenure Status:** Lecturer  
**Education:** B.A., 1992, Public university in Mexico City, Mexico  
M.A., 2001, University of Illinois at Chicago  
Ph.D., 2011, University of California, Davis B.A.,

**Overseas Experience:** Mexico,

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center

**Number of Area Courses Taught:** 19

**Research and Teaching Specialization:** Spanish Language

**Distinctions:** 2009 Teaching Assistant Fellowship

**Number of Recent Publications:**

**Name:** Iarocci, Michael  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** Ph.D., 1972, University of Pennsylvania  
**Overseas Experience:** Spain  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 50%     **Theses Supervised in Last Five Years:** 3  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 16  
**Research and Teaching Specialization:** 18th and 19th-century Spanish literary and cultural studies  
**Distinctions:**  
**Number of Recent Publications:**

**Name:** Macedo, Sebastião Edson  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** Doctoral Student, University of California, Berkeley  
**Overseas Experience:** Brazil  
**Language Proficiency:** Portuguese, 5; Spanish, 5  
**Teaching Devoted to Area:** 100%     **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center  
**Number of Area Courses Taught:** 3  
**Research and Teaching Specialization:** Brazilian Literature  
**Distinctions:**  
**Number of Recent Publications:** 2

**Name:** Manriquez, Hugo Garcia

**Title:** Graduate Student Instructor

**Tenure Status:** n/a

**Education:**

**Overseas Experience:** Brazil, Guatemala

**Language Proficiency:** Portuguese, 5; Spanish, 4

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Spanish Language; poetry

**Distinctions:**

**Number of Recent Publications:**

**Name:** McEnaney, Thomas

**Title:** Assistant Professor

**Tenure Status:** Tenure Eligible

**Education:** B.A., University of California Los Angeles  
M.A., University of California, Berkeley  
Ph.D., University of California, Berkeley

**Overseas Experience:** Argentina, Cuba

**Language Proficiency:** Spanish, 5;

**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center

**Number of Area Courses Taught:** 4

**Research and Teaching Specialization:** Latin American literature of the 19th and 20th centuries, media studies, radio, 20th century American literature, architecture, linguistic anthropology, digital humanities

**Number of Recent Publications:** 11

**Name:** Navarrete, Ignacio  
**E. Title:** Professor  
**Tenure Status:** Tenured  
**Education:** Ph.D., 1985, Indiana University  
**Overseas Experience:** Spain, Canada, South Korea  
**Language Proficiency:** Spanish, 5; Portuguese, 3  
**Teaching Devoted to Area: 25% Theses Supervised in Last Five Years: 1**  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught: 22**  
**Research and Teaching Specialization:** The Middle Ages, literary criticism, lyric poetry, drama, narrative, literary criticism.  
**Distinctions:** Mellon Foundation Research Grant 2010  
**Number of Recent Publications: 2**

**Name:** Ochoa-Villicana, Maria  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., University of California, Berkeley  
M.A., University of Notre Dame  
**Overseas Experience:**  
**Language Proficiency:** Spanish 5  
**Teaching Devoted to Area: 100% Theses Supervised in Last Five Years: n/a**  
**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center  
**Number of Area Courses Taught: 7**  
**Research and Teaching Specialization:** Spanish language; Romance Languages and Literatures graduate student; colonial period, twentieth-century literature, and women's representations.  
**Distinctions:**  
**Number of Recent Publications:**

**Name:** Olsen, Elena B.  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., 1983, Universidad Externado de Colombia  
M.A., 2000, American University  
**Overseas Experience:** Colombia  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 5  
**Research and Teaching Specialization:** Spanish language instruction.  
**Distinctions:**  
**Number of Recent Publications:**

**Name:** Patino Romero, Jose  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., Pontificia Universidad Catolica del Peru  
B.A., University of California, Berkeley  
Doctoral Student, University of California, Berkeley  
**Overseas Experience:** Peru  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center  
**Number of Area Courses Taught:** 2  
**Research and Teaching Specialization:** Hispanic languages and literature.  
**Distinctions:**  
**Number of Recent Publications:**

**Name:** Pinheiro, Duarte  
**Title:** Department Coordinator and Lecturer  
**Tenure Status:** n/a  
**Education:** B.A., 2006, University of Coimbra, Coimbra  
Ph.D., 2010, University Fernando Pessoa, Porto

**Overseas Experience:**

**Language Proficiency:** Portuguese, 5; Spanish, 4

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center

**Number of Area Courses Taught:** 6

**Research and Teaching Specialization:** Portugal Brazil and other Portuguese-Speaking cultures, Luso-Brazilian literature, the Portuguese language instruction.

**Distinctions:**

**Number of Recent Publications:** 3

**Name:** Quesado Valente Meyer, Poema  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., Federal University of Bahia, Brazil  
Doctoral Student, University of California, Berkeley

**Overseas Experience:** Brazil

**Language Proficiency:** Portuguese, 5; Spanish, 4

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 3

**Research and Teaching Specialization:** Inter-American relations and the political concept of utopia during the 19th and 20th centuries.

**Distinctions:**

**Number of Recent Publications:** 5

**Name:** Redondo Campillos, Ana  
**Belen Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** Escola Oficial d'Idiomes Barcelona-Drassanes, 1996  
M.A Universitat de Barcelona, 1999  
M.A., Universitat de Barcelona- Universitat Pompeu Fabra, 2010  
**Overseas Experience:** Spain  
**Language Proficiency:** Catalan 5, Spanish 5, Arabic, 4  
**Teaching Devoted to Area:** 75% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 12  
**Research and Teaching Specialization:** Spanish and Catalan language instruction  
**Distinctions:**  
**Number of Recent Publications:**

**Name:** Robertson, Victoria Martinez  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., 1976, University of Idaho  
M.A., 1978, University of Idaho  
Ph.D., 1986, University of Washington  
**Overseas Experience:**  
**Language Proficiency:** Spanish, 5  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 18  
**Research and Teaching Specialization:** Spanish Language Instruction.  
**Distinctions:**  
**Number of Recent Publications:** 4

**Name:** Roman Maldonado, Yairamaren  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., San José State  
M.A., San José State  
Doctoral Student, University of California, Berkeley

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish, 5

**Teaching Devoted to Area: 100% Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 2

**Research and Teaching Specialization:** Codeswitching and other contact phenomena; language, race, and identity; intercultural communication; heritage language maintenance; and linguistic landscapes.

**Distinctions:**

**Number of Recent Publications:** 5

**Name:** Saum Pascual, Alexandra  
**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., University of Granada, 2005  
M.A., University of Delaware, 2009  
Ph.D., University of California, Riverside, 2012

**Overseas Experience:** Spain

**Language Proficiency:** Spanish 5

**Teaching Devoted to Area: 100% Theses Supervised in Last Five Years:** 0

**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center

**Number of Area Courses Taught:** 9

**Research and Teaching Specialization:** Spanish language instruction

**Distinctions:** Teaching Assistant Fellowship--Department of Hispanic Studies, UC Riverside 2009-2012

**Number of Recent Publications:**

**Name:** Slater, Candace  
**Title:** Professor  
**Tenure Status:** Tenured  
**Education:** B.A., 1970, Brown University  
Ph.D., 1975, Stanford University  
**Overseas Experience:** Brazil, Peru, Bolivia, Ecuador  
**Language Proficiency:** Spanish, 4; Portuguese, 5  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 5  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 20  
**Research and Teaching Specialization:** Brazilian Literature and Culture; Latin American folk and popular traditions  
**Distinctions:** Citation for Distinguished Service to the Luso-American Community, 2009;  
**Number of Recent Publications:**

**Name:** Southard, Donna  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., 1995, Universidad Autónoma de Madrid  
Ph.D., 2012, University of California, Berkeley  
**Overseas Experience:** Mexico, Spain  
**Language Proficiency:** Spanish, 5; French, 4; Catalan, 3  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a  
**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center  
**Number of Area Courses Taught:** 6  
**Research and Teaching Specialization:** Spanish language, higher education, curriculum development.  
**Distinctions:**  
**Number of Recent Publications:**

**Name:** Tarica, Estelle C.

**Title:** Associate Professor

**Tenure Status:** Tenured

**Education:** B.A., 1990, Amherst College  
M.A., 1996, Cornell University  
Ph.D., 2000, Cornell University

**Overseas Experience:** Mexico, Peru, Bolivia, Ecuador, French Caribbean

**Language Proficiency:** Spanish, 5; French, 5; Quechua, 3

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 6

**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center

**Number of Area Courses Taught:** 9

**Research and Teaching Specialization:** Indigenismo, Modern Mexican literature/culture, Modern Andean literature/culture, Francophone Caribbean literature/culture, Latin American Intellectual History, Modern Spanish-American Novel.

**Distinctions:** Mellon Research Grant 2007-2012

**Number of Recent Publications:** 1

**Name:** Tello, Ana

**Title:** Graduate Student Instructor

**Tenure Status:** n/a

**Education:** B.A., Pontificia Universidad Católica del Perú  
M.A., University of Virginia  
Ph.D., Spanish and Portuguese, University of California, Berkeley

**Overseas Experience:** Peru

**Language Proficiency:** Spanish, 5; Portuguese 3; Quechua, 2

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 3

**Research and Teaching Specialization:** Spanish language; indigenous language and culture; Quechua language and culture; collective memory; truth and reconciliation.

**Distinctions:** Tinker Grant recipient

**Number of Recent Publications:**

**Name:** Thomson, Kyle  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., University of California, Santa Cruz  
Doctoral Student, University of California, Berkeley

**Overseas Experience:** Spain

**Language Proficiency:** Spanish, 5; Portuguese, 4

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Spanish Literature, Universidad Carlos III de Madrid, Portuguese Language CL1, CIAL Language Academies; Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 3

**Research and Teaching Specialization:** Spanish language and literature.

**Distinctions:**

**Number of Recent Publications:** 1

**Name:** Treviño, Felix  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., Tecnológico de Monterrey  
M.A., Universidade de Lisboa  
Doctoral Student, University of California, Berkeley

**Overseas Experience:** Mexico, Portugal

**Language Proficiency:** Spanish, 5; Portuguese, 4; French, 4; Nahuatl, 2

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 4

**Research and Teaching Specialization:** Spanish language and literature.

**Distinctions:** Chancellor's Fellow

**Number of Recent Publications:**

**Name:** Varela, Tanya  
**Title:** Lecturer  
**Tenure Status:** Not tenure eligible  
**Education:** B.A., 1995, University of California, Davis  
M.A., 1996, New York University  
Ph.D., 2011, University of California, Berkeley

**Overseas Experience:**

**Language Proficiency:** Spanish, 5; Portuguese, 3; Italian, 2

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Workshops, trainings, and resources from Berkeley Language Center

**Number of Area Courses Taught:** 5

**Research and Teaching Specialization:** Modern Latin American narrative, Latin-American avant-garde, women writers, instructional technology

**Distinctions:**

**Number of Recent Publications:**

**Name:** Wind, Ariel  
**Title:** Graduate Student Instructor  
**Tenure Status:** n/a  
**Education:** B.A., 2013, Washington University  
M.A., 2015, University of California, Berkeley  
Doctoral Student, University of California, Berkeley

**Overseas Experience:** Mexico

**Language Proficiency:** Spanish, 5; French; 3, Portuguese; 2

**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** n/a

**Language Pedagogy Training:** Mandatory, three-day language training workshop, Teaching Spanish in College Course, Practicum in College Teaching of Spanish and Portuguese; training/resources from Berkeley Language Center

**Number of Area Courses Taught:** 6

**Research and Teaching Specialization:** Spanish language; 20th-Century Mexican literary and cultural studies; history of the avant-garde; queer narratives/theory; biopolitics; performance studies.

**Distinctions:** Sherman Eoff Prize for Excellence in Spanish; Danforth Merit Scholar

**Number of Recent Publications:** 2

## **Theater and Performance Studies**

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**Name:** Marino, Angela  
**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Education:** B.A., 1994, Evergreen State College  
M.A., 2006, University of New Mexico  
Ph.D., 2011, New York University  
**Overseas Experience:** Venezuela  
**Language Proficiency:** Spanish 4, Portuguese 3, Italian 3, French 3  
**Teaching Devoted to Area:** 100% **Theses Supervised in Last Five Years:** 0  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** 9  
**Research and Teaching Specialization:** Latin American Theatre and Performance  
**Distinctions:** NYU Summer research Grant, Department of Spanish and Portuguese  
2008  
**Number of Recent Publications:** 3

## **University of California, Berkeley Graduate Division**

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**Name:** Farales, Gina  
**Title:** Staff: FLAS Coordinator  
**Tenure Status:** n/a  
**Education:** B.A., 1991, University of California, Davis  
**Overseas Experience:** Canada, Dominican Republic, Philippines  
**Language Proficiency:** Tagalog, 2; Ilocano, 2  
**Teaching Devoted to Area:** n/a **Theses Supervised in Last Five Years :** n/a  
**Language Pedagogy Training:** n/a  
**Number of Area Courses Taught:** n/a  
**Research and Teaching Specialization:** Fellowship recruitment and administration, student services, admissions  
**Distinctions:** Graduate Division Staff Recognition Award, 2007  
**Number of Recent Publication:** n/a

## POSITION DESCRIPTIONS

### CLAS Outreach Coordinator

The CLAS Outreach Coordinator is responsible for collaborative activities with K-14 educational institutions and professional programs such as community colleges, colleges of education, post-baccalaureate teacher education programs, and teacher education programs. The Outreach Coordinator will further develop the existing outreach community at CLAS, strengthening relationships and creating new linkages. The Outreach Coordinator will create educational opportunities based on the CLAS program, such as lesson plans, access to art and film, podcasts, and educational activities. The Outreach Coordinator will maintain relationships with the local educational community by maintaining a strong presence on social media and inviting educational partners to relevant CLAS events. A major component of the Outreach Coordinator's responsibilities is to plan and facilitate 1-2 summer educational workshops for K-14 teachers to learn about Latin American area studies content and incorporate it into their curricula.

Required for this position is experience in education and community engagement, as well as a strong passion for K-14 education. The Outreach Coordinator is expected to have a teaching credential or M.A. degree in a relevant field.

2018-19 salary rate: 50% of \$55,620 full-time salary. Projected 2% increase/year.  
50% of salary funded by NRC/FLAS, supplemented with funds from CLAS.

### Nahuatl Instructor

The Nahuatl Instructor is responsible for teaching undergraduate and graduate Nahuatl courses. In addition to teaching responsibilities, general duties include holding office hours, assigning grades, advising students, preparing course materials (e.g., syllabus), and interacting with students outside of class time via email and campus web based course resources. The position is part-time, with a teaching load of one course per semester. Positions typically start at the beginning of the semester, and the appointment will last for at least four years.

Required for this position is complete fluency in Nahuatl; a M.A. degree in a related field, experience teaching and demonstrated excellence in teaching at the college level; professional training in language teaching; demonstrated knowledge of culture in the area being taught; and potential for program development and designing new courses.

Salary rate: \$28,000 for two semesters.  
50% of salary funded by NRC/FLAS, supplemented by Department of Ethnic Studies.

### Graduate Student Researcher

CLAS looks to hire two Graduate Student Researchers to support CLAS with new activities presented in the NRC/FLAS proposal. GSRs are supported to do research work that fulfills part of their degree requirements for the Master's and Ph.D. degrees.

One Graduate Student Researcher will be hired at 25% time to work with LCTL instructors and the CLAS Outreach Coordinator. Responsibilities will include curriculum and educational materials for Nahuatl and Quechua courses, and sharing educational resources related to Latin American LCTLs with the local K-14 educational community. Required for this position is experience working in education, and knowledge of Quechua and/or Nahuatl. Experience with social media content production and web and graphic design (Adobe Design Suite, WordPress) is highly preferable.

A second Graduate Student Researcher will be hired at 50% time to work with the Vice Chair to plan, publicize and coordinate the Center's NRC activities. These include Special Seminars taught by Latin Americans in Residence, the Brazilian in Residence program, the U.S.-Mexico Futures Forum and Conference, and the Annual Conference on critical issues in Latin America. Required for this position is fluency in Spanish and/or Portuguese, and experience in program coordination.

One Graduate Student Researcher will be hired at 25%, with a salary of \$10,094 (2018-19 salary rate) and partial fee remission. Projected 2% increase/year.

One Graduate Student Researcher will be hired at 50%, with a salary of \$20,187 (2018-19 salary rate) and full fee remission. Projected 2% increase/year

Course #	Course Title	Instructor	% LA Content	Term(s) Offered (2016-17 unless otherwise noted)	Units	Enrollment 2016-17 UG	Enrollment 2016-17 G	Offered 2017-18	To be offered 2018-19
<b>AREA STUDIES COURSES</b>									
<b>African American Studies</b>									
24	Freshman Seminars Content: LA cases	Stephen Small	25%	Fall/Spring	1	27		x	x
111	Race, Class & Gender Content: LA cases	Stephen Small	50%	Summer	3	97		x	x
112A	Political & Economical Development in the 3rd World Content: LA cases	Kwame Nimako	25%	Spring 2018	3			x	x
118	Slave Trade & Culture in Modern Atlantic World	G. Ugo Nwokeji	50%	Spring	3	11		x	x
123	Social & Political Thought in the Diaspora Content: LA cases	Stephen Small	75%	Fall	3	37		x	x
131	Caribbean Societies & Cultures	Michel Laguerre	100%	Spring	3	26		x	x
137	Multicultural Communities Content: LA cases	Michel Laguerre	75%	Fall	3	23		x	x
139	Selected Topics: Blacks in Latin American & the Caribbean	Tianna Paschel	100%	Fall	4	40		x	x
199	Supervised Independent Study Content: LA cases	Stephen Small	75%	Fall	3	2		x	x
201D	Theory of African Diaspora Content: LA cases	Tianna Paschel	50%	Fall	4		9	x	x
<b>Agriculture and Resource Economics and Policy</b>									
C253	International Economic Development Policy Content: LA cases	Alain Dejanvry	50%	Fall	3		24	x	x
259	Development Workshop Content: LA cases	Elisabeth Sadoulet	75%	Fall	1		9	x	x
298	Special Study Content: LA cases	Elisabeth Sadoulet	75%	Fall	4		1	x	x
299	Independent Research Content: LA cases	Alain Dejanvry; Elisabeth Sadoulet	75%	Fall/Spring/Summer	10		6	x	x
602	Independent Study, Doctorat Content: LA cases	Alain Dejanvry; Elisabeth Sadoulet	75%	Fall/Spring	8		6	x	x
<b>Anthropology</b>									
3AC	Intro to Social/Cultural Anthropology Content: LA cases	James Holston; Lawrence Cohen	25%	Fall	4	478		x	x
84	Sophomore Seminar Content: LA cases	Rosemary Joyce	75%	Fall/Spring	1	23		x	x
115	Intro to Medical Anthropology Content: LA cases	Nancy Scheper-Hughes	25%	Fall	4	54		x	x
121C	Historical Archaeology Content: LA cases	Laurie Wilkie	25%	Fall	4	20		x	x
122E	Andean Archeology	Christine Hastorf	100%	Spring	4	20	3	x	x
135	Paleoethnobotany Content: LA cases	Christine Hastorf	50%	Fall	4	15	3	x	x
140	Anthropology of Food Content: LA cases	Christine Hastorf	50%	Fall 2017	4	39		x	x
156A	Politics & Anthropology Content: LA cases	James Holston	50%	Spring	4	43		x	x
160AC	Forms of Folklore Content: LA cases	Charles Briggs	50%	Spring	4	169	4	x	x
162	Topics in Folklore Content: LA cases	Anna Creagh	25%	Spring	4	23		x	x
169C	Linguistic Anthropology Methods Content: LA cases	William Hanks	25%	Fall	4	17	4	x	x
189	Special Topics in Social/Cultural Anthropology Content: LA cases	Charles Briggs	100%	Spring	4	24	1	x	x
199	Supervised Independent Study Content: LA cases	Charles Briggs; Rosemary Joyce; Laurie Wilkie; James Holston	100%	Spring/Summer	4	4		x	x
221	Precolumbian Central America	Rosemary Joyce	100%	Spring	4		2	x	x
250V	Tourism Content: LA cases	Nelson Graburn	25%	Spring	4		1	x	x
250X	Special Topics in Social & Cultural Anthropology Content: LA cases	Laura Nader	75%	Fall	4		3	x	x
C262A	Traditionalities Content: LA cases	Charles Briggs	100%	Fall	4		8	x	x
290	Survey of Anthropological Research Content: LA cases	Rosemary Joyce	100%	Fall/Spring	1		28	x	x
296B	Supervised Research Content: LA cases	Charles Briggs	100%	Fall	4		1	x	x
298	Readings in Folklore Content: LA cases	Charles Briggs; Laurie Wilkie	75%	Fall	6		4	x	x
298	Directed Reading Content: LA cases	James Holston; Corinne Hayden; Rosemary Joyce; Nancy Scheper-Hughes; Laurie Wilkie; Seth Holmes; Charles Briggs; William Hanks; Christine Hastorf	100%	Fall/Spring/Summer	4		21	x	x

Course #	Course Title	Instructor	% LA Content	Term(s) Offered (2016-17 unless otherwise noted)	Units	Enrollment 2016-17 UG	Enrollment 2016-17 G	Offered 2017-18	To be offered 2018-19
299	Directed Research Content: LA cases	James Holston; Corinne Hayden; Rosemary Joyce; Nancy Scheper-Hughes; Laurie Wilkie; Seth Holmes; Charles Briggs; William Hanks; Christine Hastorf	100%	Fall/Spring	8	21	29	x	x
301	Professional Training: Teaching Content: LA cases	Laurie Wilkie	75%	Spring	5		2	x	x
Architecture (College of Environmental Design - Professional)									
109	Special Topics: Architectural Design Content: LA cases	Rene Davids	50%	Spring	3	17		x	x
202	Graduate Option Studio Content: LA cases	Rene Davids	75%	Spring	3		15	x	x
262	Architecture in Detail Content: LA cases	Rene Davids	75%	Fall	3		15	x	x
Art									
119	Global Perspectives in Contemporary Art Content: LA cases	Allan Desouza	25%	Summer/Spring	4	27	1	x	x
163	Escuela Arte Util Content: LA cases	Tania Bruguera	100%	Summer 2017	2			x	x
Business Administration (Haas School of Business - Professional)									
279A	Political Economy Frameworks Content: LA cases	Ernesto Dal Bo	25%	Spring 2018	3			x	x
297T	Special Topics Content: LA cases	Ernesto Dal Bo	75%	Spring	1		3	x	x
Chicano Studies									
98	Supervised Group Study Content: LA cases	Raul Coronado	25%	Fall/Spring	2	4		x	x
130	Mexican & Chicano Art History	Jesus Barraza	50%	Fall	4	35		x	x
159	Mexican Immigration	Pablo Gonzalez;	75%	Fall	4	44		x	x
161	Central American People	Pablo Gonzalez	100%	Fall 2017				x	x
163	Caribbean Migration	Ramon Grosfoguel	75%	Fall	4	30		x	x
165	Cuba, US, & Cuban Americans	Ramon Grosfoguel	75%	Fall	4	25		x	x
City and Regional Planning (College of Environmental Design - Professional)									
101	Intro to Urban Data Content: LA cases	Karen Chapple	50%	Spring	4	40	2	x	x
190	Advanced Topics in Urban Studies Content: LA cases	Daniel A Rodriguez	25%	Fall	3	59		x	x
197	Field Studies Content: LA cases	Daniel A Rodriguez	25%	Fall	3		2		
199	Independent Study Content: LA cases	Karen Chapple	100%	Summer	4	1		x	x
216	Active Transportation Content: LA cases	Daniel A Rodriguez	25%	Fall	3	14			
C217	Transportation Policy & Planning Content: LA cases	Daniel A Rodriguez	25%	Fall	3	21			
220	Urban & Regional Economies Content: LA cases	Karen Chapple	50%	Fall	3		35	x	x
280A	Research Design for PhD Content: LA cases	Teresa Caldeira	100%	Spring	3		9	x	x
295	Supervised Research Group Content: LA cases	Karen Chapple	100%	Fall	1		5	x	x
297	Supervised Field Study Content: LA cases	Karen Chapple	100%	Fall	1		1	x	x
298	Group Studies Content: LA cases	Teresa Caldeira	100%	Spring	1		11	x	x
299	Individual Study Research Content: LA cases	Teresa Caldeira	100%	Fall	10		7	x	x
602	Individual Study Phd Content: LA cases	Teresa Caldeira	100%	Spring	8		1	x	x
Comparative Literature									
1	English Composition World Literature Content: LA cases	Karina Palau	25%	Fall/Spring	4	114		x	x
602	Individual Study Content: LA cases	Francine Masiello	100%	Fall/Spring	6		3	x	x
Development Studies									
C10	Intro to Development Content: LA cases	Michael Watts	50%	Spring	4	119		x	x
150	Advanced Study Development Studies Content: LA cases	Tiffany Page	75%	Fall 2017	1			x	x
195	Honors Seminar Content: LA cases	Stephanie Ballenger	75%	Spring	4	3		x	x

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198	Directed Group Study Content: LA cases	Michael Watts	75%	Spring	2	5		x	x
Economics									
C181	International Trade Content: LA cases	Andres Rodriguez-Clare	50%	Fall/Spring/Summer	4	249		x	x
182	International Monetary Economics Content: LA cases	Michael Jansson	25%	Fall	4	135		x	x
199	Supervised Independent Study Content: LA cases	Frederico Finan; Andres Rodriguez-clare	50%	Fall/Spring	2	6	2	x	x
270B	Development Economics Content: LA cases	Edward Miguel	75%	Spring	4		17	x	x
280	International Economics Content: LA cases	Andres Rodriguez-Clare; Cecile Gaubert	50%	Spring	3		9	x	x
281	International Seminar Content: LA cases	Andres Rodriguez-Clare; Cecile Gaubert	75%	Fall/Spring	3		2	x	x
Education (Graduate School of Education - Professional)									
142	Education in a Global World Content: LA cases	Erin Murphy-Graham	50%	Spring	3	26		x	x
C148	Education & International Development Content: LA cases	Erin Murphy-Graham	50%	Fall	4	30	4	x	x
C186AC	The Southern Border	Harley Shaiken	100%	Fall	4	99		x	
190AC	Critical Studies Content: LA cases	Erin Murphy-Graham	50%	Fall/Spring	4	93	93	x	x
198	Directed Group Study Content: LA cases	Erin Murphy-Graham	75%	Fall/Spring	2	19	1	x	x
271B	Intro to Qualitative Research Methods Content: LA cases	Erin Murphy-Graham	50%	Spring	3		15	x	x
280C	Research Apprenticeship Content: LA cases	Lisa Garcia Bedolla	50%	Fall	3		12	x	x
299	Special Study Content: LA cases	Erin Murphy-Graham; Lisa Garcia Bedolla	75%	Fall/Spring	8		12	x	x
English									
24	Freshman Seminar Content: LA cases	Genaro Padilla	25%	Spring	1	9		x	x
165	Special Topics Content: LA cases	Genaro Padilla	50%	Spring	4	33		x	x
199	Supervised Independent Study Content: LA cases	R Gonzalez	50%	Spring	2	1		x	x
Environmental Economics and Policy									
C118	Intro to Econometrics Content: LA cases	Elisabeth Sadoulet	25%	Fall	4	98		x	x
C181	International Trade Content: LA cases	Andres Rodriguez-Clare	50%	Fall 2017	3			x	x
197	Field Study Content: LA cases	Elisabeth Sadoulet	75%	Fall	2	1	1	x	x
Environmental Science, Policy, and Management									
6	Environmental Biology Content: LA cases	Ignacio Chapela	25%	Fall	3	168		x	x
90	Intro to Conservation and Resource Studies Major Content: LA cases	Ignacio Chapela	25%	Fall/Spring	3	104		x	x
98	Directed Group Study Content: LA cases	Ronald Amundson; Ignacio Chapela	25%	Fall	2	27		x	x
118	Agroecology Content: LA cases	Miguel Altieri	50%	Fall	3	54	3	x	x
165	International Rural Development Policy Content: LA cases	Claudia Carr	50%	Fall	4	50		x	x
190	Seminar on Environmental Issues Content: LA cases	Ignacio Chapela	50%	Fall	3	5		x	x
194A	Senior Seminar Course Content: LA cases	Gordon Frankie	50%	Fall	2	15		x	x
195	Senior Thesis Content: LA cases	Daniel Kammen	100%	Fall	4	1		x	x
196	Honors Research Content: LA cases	Miguel Altieri; Ignacio Chapela	50%	Fall/Spring	4	5		x	x
197	Field Work Content: LA cases	Ignacio Chapela	25%	Summer	1	1		x	x
197	Field Study Content: LA cases	Ignacio Chapela	25%	Fall/Spring	3	4		x	x
198	Directed Group Study Content: LA cases	Ignacio Chapela; Claudia Carr	50%	Spring	3	18		x	x
199	Supervised Independent Study Content: LA cases	Gordon Frankie; Katharine Milton; Miguel Altieri; Claudia Carr; Ignacio Chapela	75%	Fall/Spring/Summer	3	19		x	x
290	Special Topics Content: LA cases	Claudia Carr	75%	Spring	4	11		x	x

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298	Directed Group Study Content: LA cases	Claudia Carr	75%	Spring	4	2		x	x
299	Independent Study Content: LA cases	Claudia Carr; Miguel Altieri	75%	Fall/Spring/Summer	6		4	x	x
Ethnic Studies									
21AC	Comparative Survey: Ethnic Groups Content: LA cases	Victoria Robinson	25%	Fall	4	148		x	x
24	Freshman Seminar Content: LA cases	Raul Coronado	50%	Spring	1	18		x	x
C159AC	The Southern Border	Harley Shaiken	100%	Fall	4	92		x	
173AC	Indigenous Peoples & Global Inequality Content: LA cases	Thomas Biolsi	50%	Fall 2017	4			x	x
180	Selected Topics: Study Abroad	Ramon Grosfoguel	75%	Summer	6	48	48	x	x
190	Advanced Seminar in Ethnic Studies Content: LA cases	Raul Coronado	50%	Fall	4	11		x	x
197	Field Study Content: LA cases	Alex Saragoza	75%	Spring/Summer	2	159	13	x	x
199	Supervised Independent Study Content: LA cases	Thomas Biolsi; Victoria Robinson	50%	Fall	2	33		x	x
240	Comparative Theory & Methods	Ramon Grosfoguel	75%	Spring	4		6	x	x
250	Research Seminar Content: LA cases	Raul Coronado	100%	Spring	4		1	x	x
299	Directed Reading Content: LA cases	Raul Coronado	100%	Fall/Spring/Summer	4		3	x	x
Geography									
1B	Reading & Comp Content: LA cases	Laura Perez	25%	Spring 2018	2			x	x
4	World Cultures Content: LA cases	Catherine Guimond	25%	Summer	1	17	1	x	x
20	Globalization Content: LA cases	Nathan Sayre	25%	Summer	3	7	64	x	x
C32	Intro to Development Content: LA cases	Michael Watts	25%	Spring	4	24		x	x
70AC	Urban Experience Content: LA cases	Seth Lunine	25%	Spring/Summer	3	104		x	x
80	Digital Worlds Content: LA cases	Nathan Sayre	25%	Summer 2017	2			x	x
98	Supervised Group Study Content: LA cases	Laura Perez; Michael Watts	75%	Spring	1	1		x	x
100	Field Study Of Cuba	Elizabeth Vasile	100%	Summer	6	25	1	x	x
130	Food Environment Content: LA cases	Nathan Sayre	25%	Spring	4	232		x	x
C159AC	The Southern Border	Harley Shaiken	100%	Fall	4	92		x	
182	Field Study Cities Content: LA cases	Nathan Sayre	50%	Summer	3		25	x	x
195A	Honors Course Content: LA cases	Nathan Sayre	50%	Fall/Spring	4	2		x	x
197	Field Study Content: LA cases	Laura Perez; David Montejano; Jesus Barraza	50%	Spring 2018	1			x	x
199	Supervised Indep Study Content: LA cases	David Montejano	75%	Spring	3	3		x	x
200A	Geographic Thought Content: LA cases	Nathan Sayre	50%	Fall	4		8	x	x
200B	Geographic Thought Content: LA cases	Michael Watts	25%	Spring	4		7	x	x
203	Nature And Culture Content: LA cases	Nathan Sayre	50%	Fall	4		13	x	x
295	Colloquium Content: LA cases	Nathan Sayre	50%	Fall/Spring	1		30	x	x
296	Directed Research Content: LA cases	Nathan Sayre; Michael Watts	50%	Fall/Spring/Summer	10		12	x	x
298	Directed Study Content: LA cases	Nathan Sayre	50%	Fall	3		1	x	x
299	Individual Research Content: LA cases	Nathan Sayre; Michael Watts; Jeffrey Chambers	50%	Fall/Spring/Summer	3		10	x	x
301	Professional Training Content: LA cases	Nathan Sayre	50%	Spring	3		6	x	x
602	Independent Study Doctoral Content: LA cases	Nathan Sayre; Michael Watts	50%	Spring	5		6	x	x
Global Studies									
10	Intro to Global Studies Content: LA cases	Darren Zook	25%	Fall 2017	3			x	x

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10	Approaches to Peace & Conflict Content: LA cases	Karenjot Bhangoon Randhawa	25%	Spring 2018	3			x	x
24	Freshman Seminar Content: LA cases	Erin Murphy-Graham; Darren Zook	25%	Spring	1	15		x	x
100S	Global Societies Content: LA cases	Stephanie Ballenger	50%	Spring	4	21		x	x
102	Critical Thinking Content: LA cases	Tiffany Page	50%	Fall 2017	2			x	x
110L	Latin America in a Global Context	Tiffany Page	100%	Spring	4	19		x	x
123L	Rural Development Content: LA cases	Clara Nicholls	50%	Fall 2017	3			x	x
128	Education & International Development Content: LA cases	Erin Murphy-Graham	50%	Spring 2018	3			x	x
132	Conflict Resolution Theory Content: LA cases	Karenjot Bhangoon Randhawa	25%	Fall 2017	3	28		x	x
133	International Conflict Content: LA cases	Karenjot Bhangoon Randhawa	25%	Spring 2018	3			x	x
173	International Human Rights Content: LA cases	Darren Zook	50%	Fall 2017	4	37		x	x
210	Global Master's Seminar Content: LA cases	David Beecher	50%	Fall 2017	4		10	x	x
375	Teaching In Global Studies Content: LA cases	Alan Karras	75%	Fall 2017	2		12	x	x
<b>History</b>									
1B	History Reading & Composition Content: LA cases	Margaret Chowning	25%	Fall/Spring	4	65		x	x
8A	Becoming Latin American	Margaret Chowning	100%	Fall	4	39		x	x
8B	Modern Latin America	Rebecca Herman	100%	Spring	4	75		x	x
100	Topics in Latin America	Margaret Chowning; Sarah Selvidge; Elena Schneider	100%	Summer	2	77	2	x	x
103E	Proseminar on Latin America	Elena Schneider; Javier Cikota; David Tamayo	100%	Spring	4	20	1	x	x
103U	Proseminar on Comparative History Content: LA cases	Margaret Chowning	50%	Spring	4	11		x	x
104	Craft of History Content: LA cases	Brian DeLay	25%	Spring	4	22		x	x
143	Brazil	Javier Cikota	100%	Fall 2017	3			x	x
146	Latin America: Women	Javier Cikota	100%	Spring 2018	3			x	x
168A	The Spanish and Portuguese Empires in the Golden Age: 1450-1700	Thomas Dandeleit	50%	Spring 2018	3			x	x
190	Global Soccer Content: LA cases	James Vernon	50%	Spring 2018	1			x	x
275E	Survey Latin America	Elena Schneider; Rebecca Herman	100%	Fall	4		13	x	x
280E	Advanced Studies in Latin America	Margaret Chowning; Elena Schneider	100%	Spring	4		9	x	x
285E	Research Seminar on Latin America	Margaret Chowning; Elena Schneider	100%	Spring	4		3	x	x
296	Dissertation Research Content: LA cases	Margaret Chowning	100%	Fall/Spring	12	157	157	x	x
298	Graduate Independent Study Content: LA cases	Margaret Chowning	100%	Fall/Spring	4		48	x	x
299	Directed Reading Content: LA cases	Brian DeLay	50%	Fall	4		2	x	x
601	Individual Study Content: LA cases	Margaret Chowning	100%	Fall/Spring	4		27	x	x
602	Individual Study Content: LA cases	Margaret Chowning	100%	Fall/Spring/Summer	6		71	x	x
<b>History of Art</b>									
88	Arts of Latin America	Veronica Munoz-Najar Luque	100%	Fall	4	71		x	x
101	Global Methods Content: LA cases	Anneka Lenssen	25%	Spring 2018	1			x	x
186C	Later 20th Century Art Content: LA cases	Julia Bryan-Wilson	25%	Fall 2017	3			x	x
188A	Latin American Art: Pre-Columbian	Lisa Trever	100%	Spring	4	44		x	x
195	Special Study Content: LA cases	Lisa Trever	75%	Fall	4	2		x	x
199	Supervised Independent Study Content: LA cases	Lisa Trever	75%	Fall	3	1		x	x
291	Stronach Travel Seminar Content: LA cases	Lisa Trever	75%	Spring	4		8	x	x

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<b>Integrative Biology</b>									
24	Freshman Seminars Content: LA cases	Paul Fine; Roy Caldwell	25%	Fall/Spring	1	25		x	x
199	Supervised Independent Study Content: LA cases	Paul Fine	100%	Spring	2	1		x	x
234	Herpetology Seminar Content: LA cases	David Wake	25%	Spring	1	2	11	x	x
298	Special Study Content: LA cases	Paul Fine	100%	Spring	6		1	x	x
299	Graduate Research Content: LA cases	Paul Fine	100%	Spring/Summer	4		4	x	x
<b>International and Area Studies</b>									
45	Survey World History Content: LA cases	Stephanie Ballenger; Alan Karras	25%	Spring	4	153		x	x
98	Directed Group Study Content: LA cases	Michael Watts	75%	Fall	2	9		x	x
102	Scope & Methods Content: LA cases	Stephanie Ballenger	25%	Fall	3	15		x	x
106	Intermediate Micro Theory Content: LA cases	Andrew Stevens	25%	Spring/Summer	4	118		x	
C118	Intro Econometrics	Elisabeth Sadoulet	25%	Fall	4	16		x	x
120	Selected Topics Content: LA cases	Alan Karras; Stephanie Ballenger	50%	Summer	3	4		x	x
C148	Education & International Development	Erin Murphy-Graham	50%	Fall	4	31		x	x
C150	Advanced Studies in Latin American Studies	Alan Karras	100%	Summer	4	23	1	x	x
194	Senior Seminar in Latin American Studies	Alan Karras; Stephanie Ballenger	100%	Fall/Spring	4	24		x	x
196	Special Research Content: LA cases	Alan Karras	75%	Summer	3	51		x	x
198	Directed Group Study	Michael Watts	75%	Fall	2	11		x	x
C160	The Politics of Development in Chile	Tiffany Page	100%	Summer	6	16		x	x
375	Teaching in Latin American Studies	Alan Karras	100%	Fall	2		8	x	x
<b>Journalism (Graduate School of Journalism - Professional)</b>									
134	International Reporting Content: LA cases	Richard Grijalva	25%	Summer 2017	2			x	x
200	Reporting the News Content: LA cases	Lydia Chavez	50%	Fall	2			x	x
211	News Reporting Lab Content: LA cases	Lydia Chavez	50%	Fall	3		11	x	x
255	Law & Ethics Content: LA cases	Lydia Chavez	50%	Fall 2017	3			x	x
260	Investigative Reporting Content: LA cases	Lowell Bergman	50%	Spring	4		16	x	x
294	MA Project Seminar Content: LA cases	Lowell Bergman; Lydia Chavez	50%	Spring	1		5	x	x
298	Group Study Content: LA cases	Lydia Chavez	50%	Spring	3		11	x	x
<b>Latin American Studies</b>									
C150	Advanced Studies Content: LA cases	Clara Nicholls; Stephanie Ballenger	100%	Fall	4	54	2	x	x
C160	The Politics of Development in Chile	Tiffany Page	100%	Summer	4	16		x	x
195	Honors Seminar Content: LA cases	Stephanie Ballenger	100%	Spring	4	1		x	x
292	Latin America	Stephanie Ballenger	100%	Summer	3	1	1	x	x
299	Individual Study Content: LA cases	Clara Nicholls; Estelle Tarica	100%	Fall	4		2	x	x
<b>Law (School of Law - Professional)</b>									
132AC	Immigration & Citizenship Content: LA cases	Letitia Volpp	25%	Spring	4	100		x	x
208I	International & Foreign Legal Research Content: LA cases	N/A	50%	Spring	3		10	x	x
226.7	Policy Change & Role Lawyers Content: LA cases	Maria Echaveste	25%	Spring	1		13	x	x
261.2S	International Arbitration Content: LA cases	David Caron	25%	Summer 2017	2			x	x
262.3	International Trade Content: LA cases	Richard Trachok	25%	Spring 2018	2			x	x

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262.6	UN Human Rights Practice Course Content: LA cases	Laurel Fletcher	50%	Fall	1		10	x	x
263.S	International Human Rights Content: LA cases	Saira Mohamed	25%	Summer	2		26	x	x
264.7	Comparative Law Content: LA cases	Amnon Reichman	25%	Fall 2017	3		16	x	x
283H	International Human Rights Clinic Seminar Content: LA cases	Laurel Fletcher; Roxanna Altholz	50%	Fall	2		10	x	x
283.1H	Advanced International Human Rights Clinic Seminar Content: LA cases	Laurel Fletcher; Roxanna Altholz	50%	Fall	2		2	x	x
288.1	Immigration Law Content: LA cases	Letitia Volpp	25%	Fall	4		44	x	x
295.5H	International Human Rights Clinic Content: LA cases	Laurel Fletcher	50%	Fall/Spring	4		36	x	x
Linguistics									
1B	Endangered Languages Content: LA cases	Ruth Rouvier	50%	Fall	4	38		x	x
240B	Field Methods Content: LA cases	Lev Michael	75%	Spring	4		6	x	x
299	Special Individual Study Content: LA cases	Lev Michael	100%	Spring	6		5	x	x
Music									
80	World Music Content: LA cases	Jocelyne Guilbault	25%	Spring	4	47		x	x
200C	Intro to Music Scholarship III Content: LA cases	Jocelyne Guilbault	25%	Fall	4		3	x	x
244B	Research Design Content: LA cases	Jocelyne Guilbault	25%	Spring	4		3	x	x
299	Special Study Content: LA cases	Jocelyne Guilbault	25%	Spring/Summer	6	6	8	x	x
601	Independent Master's Preparation Content: LA cases	Jocelyne Guilbault	25%	Spring	4		2	x	x
Peace and Conflict Studies									
10	Intro to Peace & Conflict Studies Content: LA cases	Darren Zook	25%	Fall	4	173		x	x
100	Peace Theories Content: LA cases	Karenjot Bhargoo Randhawa	25%	Fall	3	52		x	x
126	International Human Rights Content: LA cases	Darren Zook	25%	Fall	4	141		x	x
135	Regional Conflict Content: LA cases	Darren Zook	25%	Spring	3	99		x	x
150	Conflict Resolution Content: LA cases	Karenjot Bhargoo Randhawa	25%	Fall	3	47		x	x
151	International Conflict Content: LA cases	Karenjot Bhargoo Randhawa	25%	Spring	3	51		x	x
190	Senior Seminar Content: LA cases	Manuela Travaglianti	50%	Fall	4	20		x	x
195	Senior Thesis Content: LA cases	Manuela Travaglianti	50%	Spring	4	21		x	x
Political Economy									
24	Freshman Seminar Content: LA cases	Alan Karras	25%	Fall/Spring	1	25		x	x
100	Theory of Political Economy Content: LA cases	Alan Karras	25%	Fall	4	155		x	x
160	Political Economy in Historical Context Content: LA cases	David Beecher	25%	Fall	4	46		x	x
197	Field Study Content: LA cases	David Beecher	25%	Fall	4	1		x	x
Political Science									
125	Civil Conflict and International Intervention	Aila Matanock	25%	Fall	4	55		x	x
139D	Urban and Sub-national Politics in Developing Countries Content: LA cases	Alison Post	50%	Fall	4	55		x	x
148A	Latin American Politics	Alison Post	100%	Spring	4	59		x	x
191	Junior Seminar Content: LA cases	Aila Matanock	50%	Fall	4	12		x	x
199	Supervised Independent Study Content: LA cases	Alison Post	50%	Fall	2	1		x	x
239	Selected Topics Method Content: LA cases	Ernesto Dal Bo	75%	Spring	4		4	x	x
248A	Latin American Politics	Alison Post	100%	Spring	4	3	3	x	x
290	Dissertation Research Content: LA cases	Ruth Collier	100%	Spring	4		12	x	x

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291IR	Research Workshop in International Relations Content: LA cases	Aila Matanock	50%	Fall/Spring	2	2	17	x	x
292	Directed Advanced Study Content: LA cases	David Collier; Ruth Collier; Thad Dunning	100%	Fall/Spring	12		19	x	x
296	Directed Dissertation Research Content: LA cases	David Collier; Ruth Collier; Thad Dunning	100%	Fall/Spring	12		6	x	x
398	Professional Preparation for Graduate Student Instructor Content: LA cases	Alison Post	75%	Fall	4		1	x	x
Public Health (School of Public Health - Professional)									
15	Global Health Equity Content: LA cases	Phuoc Le	25%	Spring	3	31		x	x
118	Nutrition in Developing Countries Content: LA cases	Lia Fernald	25%	Fall/Summer	3	69	2	x	x
198	Directed Group Study Content: LA cases	John Balmes; Eva Harris; Lee Riley	75%	Fall/Spring	2	30		x	x
199	Supervised Independent Study Content: LA cases	Karen Sokal-Gutierrez; Lee Riley; Lia Fernald; Eva Harris	75%	Fall/Spring	2	12	1	x	x
203A	Theories of Health & Social Behavior Content: LA cases	Seth Holmes	75%	Fall	3		34	x	x
260	Infectious Diseases Content: LA cases	Lee Riley	50%	Fall	3		39	x	x
260E	Molecular Epidemiology of Infectious Diseases Content: LA cases	Lee Riley	50%	Fall	2		11	x	x
260F	Infectious Disease Research in Developing Countries Content: LA cases	Eva Harris	75%	Spring	2	1	19	x	x
270	Intro To Ehs Content: LA cases	John Balmes	25%	Fall	3		26	x	x
290	Health Seminars Content: LA cases	Seth Holmes; Sylvia Guendelman	75%	Fall/Spring	3	4	49	x	x
292	MPH Seminar Content: LA cases	Lia Fernald	50%	Spring	1		10	x	x
293	Doctoral Seminar Content: LA cases	John Balmes; Sylvia Guendelman	25%	Fall	2		31	x	x
296	Special Study Content: LA cases	Eva Harris; Lee Riley	75%	Spring	2		4	x	x
298	Group Study Content: LA cases	Lia Fernald; Eva Harris; Seth Holmes; John Balmes	75%	Fall/Spring	2		47	x	x
299	Independent Research Content: LA cases	Eva Harris; Lee Riley; Kirk Smith; John Balmes; Lia Fernald; Seth Holmes; Sylvia Guendelman	75%	Fall/Spring/Summer	6	3	35	x	x
Public Policy (Goldman School of Public Policy - Professional)									
292	Directed Advanced Study Content: LA cases	Daniel Kammen; Harley Shaiken	75%	Fall/Spring/Summer	4		3	x	x
299	Individual Research Content: LA cases	Daniel Kammen	75%	Fall/Spring	3		17	x	x
Social Welfare (School of Social Welfare - Professional)									
199	Supervised Independent Study Content: LA cases	Kurt Organista	25%	Spring/Summer	2	3		x	x
205	Psychosocial Problems Content: LA cases	Kurt Organista	25%	Spring	2	1	6	x	x
299	Individual Research Content: LA cases	Kurt Organista	25%	Fall	12		1	x	x
Sociology									
98BC	Directed Group Study Content: LA cases	Cristina Mora	75%	Fall	1	54		x	x
115G	Global Health Content: LA cases	Laura Nathan	25%	Fall 2017	4	116		x	x
124	Sociology of Poverty Content: LA cases	Martin Sanchez-Jankowski	25%	Fall	4	56		x	x
127	Development & Globalization Content: LA cases	Tiffany Page	25%	Fall	4	108		x	x
145L	Social Change in Latin America	Laura Enriquez	100%	Fall	4	120	1	x	x
146	Immigration in a Global Perspective Content: LA cases	Irene Bloemraad	25%	Spring	4	83		x	x
273F	Interview Methods Content: LA cases	Laura Enriquez	50%	Fall	3		13	x	x
280AA	Sociology of Poverty Content: LA cases	Martin Sanchez-Jankowski	25%	Fall	3		9	x	x
280H	Development Content: LA cases	Laura Enriquez	50%	Fall	3		7	x	x
280X	Immigration & Incorporation Content: LA cases	Irene Bloemraad	25%	Spring 2018	2			x	x
295	Independent Study Content: LA cases	Irene Bloemraad; Cristina Mora; Mara Loveman	25%	Fall	6		6	x	x
296	Directed Dissertation Research Content: LA cases	Irene Bloemraad; Laura Enriquez; Peter Evans; Martin Sanchez-Jankowski	75%	Fall	12		7	x	x

Course #	Course Title	Instructor	% LA Content	Term(s) Offered (2016-17 unless otherwise noted)	Units	Enrollment 2016-17 UG	Enrollment 2016-17 G	Offered 2017-18	To be offered 2018-19
602	Individual Study for PhD Content: LA cases	Laura Enriquez	75%	Fall	5		1	x	x
Theater, Dance, and Performance Studies									
114	Performance Workshop Content: LA cases	Angela Marino	25%	Spring	3	11		x	x
266	Special Topics Content: LA cases	Teresa Caldeira	25%	Spring	4		5	x	x
300	Supervised Teaching Content: LA cases	Angela Marino	25%	Fall	4		2	x	x
LANGUAGE COURSES									
Nahuatl									
98	Supervised Study Group	Arturo Davila	100%	Fall 2017/Spring 2018	3			x	x
198	Directed Group Study	Arturo Davila	100%	Fall 2017/Spring 2018	3			x	x
Portuguese									
24	Freshman Seminar	Candace Slater	100%	Fall/Spring	1	26		x	x
27	Intro to Portuguese Cultures	Duarte Carvalho Pinheiro	100%	Fall 2017	3			x	x
50	Intensive Portuguese	Clelia Donovan; Poema Quesado Valente Meyer; Duarte Carvalho Pinheiro; Monica Gimenes Hernandez	100%	Fall 2017	4			x	x
101	Intensive Portuguese	Clelia Donovan; Duarte Carvalho Pinheiro	100%	Spring	4	30	7	x	x
101A	Portuguese for Advanced Study	Clelia Donovan; Poema Quesado Valente Meyer	100%	Fall	3	23	5	x	x
101B	Portuguese Advanced Study Workshop	Duarte Carvalho Pinheiro	100%	Fall	2	21	3	x	x
102	Readings in Portuguese	Clelia Donovan	100%	Fall/Spring	3	23	7	x	x
103	Advanced Grammar & Composition	Clelia Donovan	100%	Fall	3	23	2	x	x
104	Intro to Brazilian Literature	Candace Slater; Sebastiao Sousa Macedo	100%	Spring	3	6		x	x
113	Brazil Civilization	Candace Slater	100%	Spring	3	10	3	x	x
128	20th Century Brazilian Literature	Candace Slater	100%	Fall	3	15	1	x	x
135	Luso-Brazilian Literature	Duarte Carvalho Pinheiro	100%	Fall/Spring	3	12	1	x	x
275	Studies Single Author	Candace Slater	100%	Fall/Spring	4	3	6	x	x
298	Special Study Graduate Students	Candace Slater	100%	Fall 2017	2			x	x
299	Special Advanced Study	Candace Slater	100%	Fall/Spring	8		2	x	x
Spanish									
1	Elementary Spanish	Diego Arevalo Viveros; Alfonso Fierro; Miriam Hernandez-Rodriguez; Elena Olsen; Jose Patino Romero; Ana Tello	100%	Fall/Spring/Summer	5	237	11	x	x
1A	Spanish Speaking World	Ignacio Navarrete; Megan Briggs Magnant; Michael Iarocci	100%	Fall	4	16		x	x
1B	Spanish Speaking World	Megan Briggs Magnant; Michael Iarocci	100%	Spring	4	19		x	x
2	Elementary Spanish	Elena Olsen; Miriam Hernandez-Rodriguez; Ana Belen Redondo Campillos; Alfonso Fierro Obregon; Diego Arevalo; Lorena Mancilla Corona; Maria Ochoa-Villicana	100%	Fall/Spring/Summer	5	258	6	x	x
3	Intermediate Spanish	Maria Ochoa-Villicana; Miriam Hernandez-Rodriguez; Ariel Wind; Victoria Robertson; Donna Southard; Ignacio Navarrete	100%	Fall/Spring/Summer	5	205	11	x	x
4	Intermediate Spanish	Miriam Hernandez-Rodriguez; Victoria Robertson; Felix Trevino; Donna Southard; Hugo Garcia Manriquez; Ana Belen Redondo Campillos; Ignacio Navarrete; Tanya Varela	100%	Fall/Spring/Summer	5	199	4	x	x
15	Intensive Beginner Spanish	Adriana Ramirez; Leila Juzam Pucheu; Miriam Hernandez-Rodriguez	100%	Summer	5	8	1	x	x
16	Cultura Contemporánea	Ignacio Navarrete; Victoria Robertson	100%	Summer	1	33		x	x
21	Elementary Spanish Bilingual	Ana Belen Redondo Campillos; Miriam Hernandez-Rodriguez	100%	Fall/Spring	3	37		x	x
22	Intermediate Spanish Bilingual	Felix Trevino; Miriam Hernandez-Rodriguez; Milton Azevedo	100%	Fall/Spring	3	37	1	x	x
24	Freshman Seminars	Natalia Brizuela; Ignacio Navarrete; Emilie Bergmann	100%	Fall/Spring	1	26		x	x
25	Reading & Analysis	Francine Masiello; Maria Gonzalez; Megan Briggs Magnant; Molly Borowitz; Daylet Dominguez; Tanya Varela	100%	Fall/Spring	3	192	1	x	x

Course #	Course Title	Instructor	% LA Content	Term(s) Offered (2016-17 unless otherwise noted)	Units	Enrollment 2016-17 UG	Enrollment 2016-17 G	Offered 2017-18	To be offered 2018-19
98	Supervised Group Study	Ivonne Del Valle	100%	Spring 2018				x	x
100	Spanish Linguistics	Justin Davidson; Miriam Hernandez-Rodriguez	100%	Fall/Spring	3	51		x	x
102A	Advanced Grammar And Composition	Estelle Tarica	100%	Fall/Spring/Summer	3	10		x	x
102A	Adv Gram And Comp	Victoria Robertson; Amelia Barili	100%	Fall	3	61	1	x	x
102C	Advanced Composition	Amelia Barili; Michael Iarocci	100%	Fall	3	7		x	x
104A	Survey of Spanish American Literature	Ivonne Del Valle	100%	Fall	3	27		x	x
104B	Survey of Spanish American Literature	Daylet Dominguez; Thomas McEnaney	100%	Spring	3	23		x	x
107A	Survey of Spanish American Literature	Emilie Bergmann; Ignacio Navarrete	100%	Fall	3	21		x	x
107B	Survey of Spanish American Literature	Michael Iarocci	100%	Spring	3	26		x	x
109	Spanish Drama in the 16 & 17th Centuries	Emilie Bergmann	100%	Spring	3	13		x	x
111B	Cervantes	Ignacio Navarrete	100%	Spring	3	17		x	x
112	Studies in Spanish Culture	Michael Iarocci	100%	Fall 2017				x	x
115	Spanish Poetry	Michael Iarocci	100%	Spring	3	14		x	x
121	Contemporary Spanish History & Culture	Ignacio Navarrete	100%	Summer	3	24		x	x
122	Spanish Civilization	Michael Iarocci	100%	Summer 2017	3			x	x
131	Spanish-American Short Story	Daylet Dominguez	100%	Fall 2017	3			x	x
135	Hispanic Literature	Natalia Brizuela; Ivonne Del Valle; Emilie Bergmann; Michael Iarocci; Estelle Tarica; Amelia Barili; Daylet Dominguez; Thomas McEnaney; Tanya Varela	100%	Fall/Spring/Summer	3	192	2	x	x
135W	Writing Intensive	Natalia Brizuel; Ignacio Navarrete; Estelle Tarica; Ivonne Del Valle	100%	Fall/Spring	3	27		x	x
161	Spanish Phonetics & Phonology	Laura Callahan	100%	Fall	3	18		x	
163	Spanish Bilingualism	Justin Davidson	100%	Spring	3	16	1	x	x
164	Spanish Dialectology	Justin Davidson	100%	Fall	3	12		x	x
179	Advanced Hispanic Linguistics	Justin Davidson	100%	Spring	3	18		x	x
195A	Spanish Honors Course	Natalia Brizuela; Justin Davidson; Ivonne Del Valle; Daylet Dominguez	100%	Fall/Spring	2	8		x	x
198	Supervised Group Study	Michael Iarocci; Estelle Tarica	100%	Spring	1	51		x	x
199	Supervised Independent Study	Miriam Hernandez-Rodriguez	100%	Spring	1	2		x	x
200A	Spanish Proseminar	Ignacio Navarrete; Michael Iarocci	100%	Fall	1		1	x	x
200C	Research Seminar II	Estelle Tarica	100%	Fall	4		6	x	x
C202	Linguistic History of Romance Languages	Justin Davidson	100%	Spring 2018	3			x	x
280	Seminar in Spanish-American Literature	Estelle Tarica; Francine Masiello; Ivonne Del Valle; Daylet Dominguez; Natalia Brizuela; Thomas McEnaney	100%	Fall	4		37	x	x
285	Seminar in Spanish Literature	Ignacio Navarrete; Michael Iarocci; Emilie Bergmann	100%	Fall	4		8	x	x
298	Special Study for Graduate Students	Ignacio Navarrete; Michael Iarocci; Estelle Tarica; Emilie Bergmann; Justin Davidson; Ivonne Del Valle; Natalia Brizuela	100%	Fall/Spring/Summer	4		15	x	x
299	Special Advanced Study	Natalia Brizuela; Francine Masiello; Emilie Bergmann; Ivonne Del Valle; Dru Dougherty; Daylet Dominguez; Justin Davidson; Michael Iarocci; Estelle Tarica	100%	Fall/Spring	10		36	x	x
302	Practicum in College Teaching of Spanish	Miriam Hernandez-Rodriguez	100%	Fall/Spring	4		46	x	x
375	Teaching Spanish in College	Miriam Hernandez-Rodriguez	100%	Fall	3		5	x	x
601	Individual Study for Masters	Ivonne Del Valle	100%	Fall/Spring	4		2	x	x
602	Individual Study for PhD	Ivonne Del Valle	100%	Fall/Spring	8		10	x	x

**Project Goal 1:  
Expand core CLAS program targeting critical national needs with scholars, policy makers, entrepreneurs, and public intellectuals from the U.S. and Latin America**

Performance Measure	Activities	Data/ Indicators	Data Source	Frequency	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Create a space for dialogue and diverse ideas about critical topics for the U.S. and Mexico through event series	1.a. Create a series of public and private events to address pressing issues for the U.S. and Mexico	1.i. Number of public and private events	event records, photographs	annual	3	4	5	5	6
	1.b. Plan and co-host an annual conference with ITAM about critical issues for the U.S. and Mexico	1.ii. Number of attendees at all events	attendance records	annual	0	100	150	200	250
	1.c. Publish research related to topics explored in the events, meetings, and their outcomes	1.iii. Number of publications to develop from event series	publication records	annual	0	2	3	3	4

2. Strengthen existing CLAS public program offerings and disseminate research on Latin America	2.a. Hold a film series "CineLatino" for the UC Berkeley and greater community	2.a.i. Number of CineLatino events	event records	annual	4	5	6	6	6
		2.a.ii. Number of attendees at all events	attendance records	annual	120	150	180	200	220
	2.b. Hold a series of talks by local Latin Americanists to discuss recent research on the region ("Bay Area Latin America," or "BALA")	2.b.i. Number of BALA events	event records	annual	4	5	6	7	8
		2.b.ii. Number of attendees at all events	attendance records	annual	60	75	90	105	120
	2.c. Publish new research about Latin American presented in the CLAS program in the <i>Berkeley Review of Latin American Studies</i> and the <i>CLAS Blog</i>	2.c.i. Number of articles published in the <i>Berkeley Review of Latin American Studies</i> and the <i>CLAS Blog</i>	publication records	annual	8	14	16	18	20

3. Facilitate conversation about an issue that is critical to Latin America through a new annual conference series hosted by CLAS	3.a. In year 1, hold a conference with the theme "Sustainable Development and Equitable Growth."	3.i. Total number of attendees at conferences	attendance records, event records	annual	0	15	20	20	25
	3.b. In year 2, hold a conference with the topic "Science, Entrepreneurship, and Society"	3.ii. Number of publications to develop from conference series	publication records	annual	0	2	3	4	4
	3.c. Hold conference in year 3 & 4.								

**Project Goal 2:  
Expand Latin American Studies courses for undergraduates, graduate, and professional school students.**

Performance Measure	Activities	Data/ Indicators	Data Source	Frequency	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Create 2 new LatAm courses/year with 30% enrollment from professional schools and participation from local K-14 teachers	1.a. Develop 1 seminar per semester taught by leading Latin American scholars to graduate and advanced undergraduate students	1.a.i. % increase of students enrolled in course from professional schools	enrollment records	annual	0	10%	20%	30%	30%

	2.a. Support Brazilian Writer in Residence program for guest lecturers to participate	2.a.i. Presence of Brazilian Writer in Residence on Campus	event records	annual	0	1	1	1	1
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2. The Brazilian Writer in Residence to Campus adds depth to Portuguese program	program for guest lecturers to participate in Portuguese language courses	2.a.ii. Number of students in contact with Writer in Residence through courses	attendance records, communication records	annual	0	40	50	60	60
	2.b. Host public events for Writer in Residence to present to UCB	2.b.i. Number of events	event records	annual	0	2	3	4	5
		2.b.ii. Number of attendees at all events	attendance records	annual	0	80	150	200	300

**Project Goal 3:**  
**Increase enrollment and proficiency in less-commonly taught languages through new courses, library acquisitions, and campus resources.**

Performance Measure	Activities	Data/ Indicators	Data Source	Frequency	Baseline and Targets				
					BL	T1	T2	T3	T4

1. Increase by 300% the number of students studying Nahuatl	1.a. Create beginning level Nahuatl course on campus	1.i. Number of students enrolled in Nahuatl courses	Attendance Records	annual	13	13	20	30	40
	1.b. Create a 2nd level Nahuatl distance learning course	1.ii. Number of students working on research related to Nahuatl language or culture	Event records, communication records, contact with faculty	annual	0	5	10	10	15
	1.c. Participate in annual Nahuatl research conference at UCLA								

2. Support 100 students in studying Quechua and Mam on campus	2.a. Create a Quechua working group	2.a.i. Number of students in Quechua working group	attendance records, photos	annual	30	35	40	45	50
		2.a.ii. Number of Quechua working group events	event records, photos	annual	1	2	4	5	5
	2.b. Participate in Annual Quechua Student Alliance Conference (with Columbia, NYU, UPenn, and others)	2.b.i. Number of UCB representatives who participate in conference	trip records	annual	0	1	2	3	4
	2.c. Create a Mam working group	2.c.i. Number of students in Mam working group	attendance records, photos	annual	0	5	10	15	20
2.c.ii. Number of Mam group events		event records, photos	annual	0	2	4	5	5	

3. Increase CLAS FLAS awardees who study LCTLs to 85%	3.a. Reach out to targeted groups (clubs, social media, academic departments) on campus to communicate about FLAS fellowship opportunities, targeting students interested in LCTLs	3.a.i. Number of communications with people in target groups	Communication record	annual	0	30	50	50	70
	3.b. Form relationship with LCTL programs in the US and in Latin America to help students identify good fits	3.b.i. Percentage of FLAS awardees who study LCTLs	FLAS records	annual	63%	70%	75%	80%	85%

**Project Goal 4:**  
**Enhance the impact of international and world area-specific Berkeley resources to expand educational opportunities for K-12 teachers**

Performance Measure	Activities	Data/ Indicators	Data Source	Frequency	Baseline and Targets				
					BL	T1	T2	T3	T4

1. Provide up to 160 K-12 teachers with access and training to use UCB campus resources and facilitate greater K-12 teacher access to ORIAS programming	1.a. Hold ORIAS small-group workshops in collaboration with the Hearst Museum, the Pacific Film Archive.	1.a.i. Number of collaborative small-group workshops offered.	event records	annual	0	4	4	4	4
		1.a.ii. Number of attendees at collaborative small group workshops each year.	attendance records	annual	0	40	40	40	40
	1.b. Collaborate with local (i.e. greater Bay Area) district offices to create 8	1.b.i. Number of district offices contacted.	contact records	annual	0	4	4	4	4

and UCB resources	international or world-area specific professional development opportunities within districts.	1.b.i. Number of workshops developed in conjunction with district/county offices.	contact records, event records, agreements (as required)	annual	0	2	2	2	2
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2. Expand the reach of ORIAS activities to at least 60 previously un-engaged K-12 teachers by engaging teachers who have no prior experience with CLAS outreach activities.	2.a. Hold annual ORIAS Summer Institute for K-12 teachers.	2.a.i. Number of K-12 educators who attend the summer institute.	attendance records	annual	0	25	25	25	25
		2.a.ii. Number of participants at each institute who are new to ORIAS activities.	attendance records, surveys	annual	0	5	5	5	5
	2.b. Hold ORIAS small-group, short (2 - 4 hours) workshops.	2.b.i. Number of small-group workshops open to k-12 educators.	event records	annual	0	12	12	12	12
		2.b.ii. Number of small-workshop participants who are new to ORIAS activities.	attendance records, surveys	annual	0	10	10	10	10
	2.c. Plan and facilitate 2 CLAS summer institute per year for local teachers	2.c.i. Number of K-12 teachers who attend summer institute	attendance records	annual	0	8	0	0	0
		2.c.ii. Percentage of participants who plan to incorporate workshop content into their curriculum	evaluation and follow up surveys	annual	0	8	8	8	8

3. At least 15 K-12 instructors use CLAS materials in lesson planning	3.a. Outreach to K-14 teachers	3.a.i. Number of K-14 educators who access educational materials	download records, communication records	annual	0	15	20	20	25
	3.b. Create educational materials for K-12 teachers	3.b.i. Number of new materials created	communication records, surveys	annual	0	5	10	15	20
		3.b.iii. Number of K-12 teachers who incorporate CLAS material into their lesson planning	surveys, communication records	annual	5	5	10	10	15

**Project Goal 5:  
Expand impact of international and world area-specific educational opportunities for community colleges and Minority-Serving Institutions**

Performance Measure	Activities	Data/ Indicators	Data Source	Frequency	Baseline and Targets				
					BL	T1	T2	T3	T4

1. Facilitate the construction of TWO online World History courses (WH pre-1500 and WH post-1500) for inclusion in the State of California's Online Exchange (the online course exchange among a consortium of 23 California community colleges).	1.a. Recruit community college instructors for participation in 4-year process.	1.a.i. Number of CC instructors recruited	communication records	annual	0	8	0	0	0
		1.a.ii. Number of CC instructors who attend meetings and produce agreed-upon work.	attendance records	annual	0	8	8	8	8
	1.b. Produce 20 online instructional units for Canvass platform.	1.b.i. Number of online instructional units created and made freely available on Canvass platform.	new units created	annual	0	10	20	0	0
1.c. Submit 2 World History courses for approval to the California Online Exchange for community college courses.	1.c.i. Number of World History courses submitted to California Online Exchange.	new courses created	annual	0	0	0	1	2	

2. Expand the reach of ORIAS activities to at least 40 previously un-engaged community college teachers by engaging teachers who have no prior experience with ORIAS activities	2.a. Hold annual ORIAS Summer Institute for Community College teachers (with focus on global studies).	2.a.i. Number of community college educators who attend the summer institute.	attendance records	annual	0	25	25	25	25
		2.a.ii. Number of participants at each institute who are new to ORIAS activities.	attendance records	annual	0	5	5	5	5
	2.b. Hold ORIAS small-group, short (2 -	2.b.i. Number of small-group workshops open to community college educators.	event records	annual	0	12	12	12	12

with ORIAS activities.	4 hours) workshops.	2.b.i. Number of small-workshop participants who are new to ORIAS activities.	attendance records	annual	0	5	5	5	5
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3. Strengthen CLAS' local impact and outreach efforts to the local community colleges by creating outreach resources used by at least 15 community college teachers annually	3.a. Communicate with at least 60 community college instructors and institutions for participation in CLAS outreach activities	3.a.i. Number of educators contacted	communication records	annual	0	50	100	150	200
		3.a.i. Number of instructors who attend CLAS events	attendance records, communication records	annual	0	10	15	15	20
		3.a.ii. Number of community college students who attend CLAS events	attendance records, communication records	annual	0	30	50	80	100
	3.b. Create educational materials for community college instructors related to special seminar and public events	3.b.i. Number of new materials created	publication records	annual	0	10	20	30	30
		3.b.iii. Number of teachers who incorporate information learned at CLAS public events and special seminar into their lesson planning	surveys	annual	0	5	10	10	15
	3.c. Hold Summer Teacher Institutes for community college instructors on critical topics in Latin American Studies	3.c.i. Number of community college teachers who attend CLAS Summer Teacher Institute	attendance records	annual	0	10	10	15	15
3.c.iii. Number of instructors who incorporate information learned at CLAS Summer Institute into their lesson planning		surveys, communication records	annual	0	5	7	10	12	



OFFICE OF THE VICE CHANCELLOR FOR RESEARCH  
119 CALIFORNIA HALL #1500

BERKELEY, CALIFORNIA 94720-1500

June 6, 2018

U.S. Department of Education  
International and Foreign Language Education Office

To Whom It May Concern:

As the Vice Chancellor for Research at the University of California, Berkeley, I write to express my strong support for the National Resource Center/Foreign Language and Area Studies grant proposal from the Center for Latin American Studies (CLAS), under the leadership of Director Harley Shaiken. The Center for Latin American Studies is one of ten Organized Research Units (ORUs) at UC Berkeley that are devoted to aspects of international and area studies. CLAS has a wide reach of constituents across the campus, not only in the College of Letters and Science, but also in the professional schools (Public Health, Law, Journalism, Haas School of Business, etc.) and even in science areas such as the Berkeley Lawrence National Laboratory. This is the virtue of ORUs: they cross divisional lines to serve the entire campus and beyond.

I believe that CLAS' proposed NRC/FLAS project will serve the Department of Education well. CLAS has an excellent track-record of success and impact on a wide variety of stakeholders. Examples include high-profile events put on by CLAS, such as lectures given by Brazilian President Dilma Rousseff and Chilean President Michelle Bachelet, as well as support to graduate research in Latin America. Furthermore, the Director of CLAS, Harley Shaiken, was selected through a rigorous appointment process to head CLAS because of his leadership record on campus. For over 18 years, Professor Shaiken has been at the heart of the Latin Americanist community on campus, serving students, faculty, and visiting researchers. Professor Shaiken has been strikingly successful in building up Latin American studies with several major philanthropic gifts. He is ideally suited to lead the Latin American National Resource Center.

The proposed NRC/FLAS project plans to strengthen course offerings in less-commonly taught languages on campus, including Portuguese, Nahuatl, Quechua, and Mam; connect undergraduate and graduate students to leading Latin American politicians, artists, entrepreneurs, and social leaders; and provide resources to K-14 teachers through outreach and teacher training workshops. CLAS has a history of connecting people from diverse backgrounds to share ideas and debate current issues. The proposed NRC/FLAS project will strengthen those activities, and is a well-justified investment of federal funds.

UC Berkeley is well positioned to carry out and support the activities of the proposed NRC/FLAS program. In addition to the ORU structure, oversight provided by my office, and the considerable infrastructure for management of federal grants, we have the faculty, students, and resources to conduct

research, teacher training, public outreach, and teaching of lesser-taught languages. Indeed the goals of the NRC program align perfectly with the “teaching, research, and public service” mission of the University of California. We are committed to serving the national need for increased numbers of specialists with expertise in foreign languages and training in diverse cultures.

I hope you will consider funding this proposal.

Sincerely,

A handwritten signature in black ink that reads "Randy Howard Katz". The signature is written in a cursive, flowing style.

Randy Howard Katz  
Vice Chancellor for Research

June 5, 2018

U.S. Department of Education  
International and Foreign Language Education Office

As a Professor of History and Latin American Studies at Tufts University, and as an external evaluator of UC Berkeley's Center for Latin American Studies, I am writing this letter to express my strong support for the National Resource Center/Foreign Language and Area Studies (NRC/FLAS) grant proposal from UC Berkeley's Center for Latin American Studies, under the leadership of Director Harley Shaiken.

Under Shaiken's inspired leadership, the Center for Latin American Studies (CLAS) has become an innovative intellectual environment that has generated new analytic insights, research ideas, and public policy proposals. CLAS programs strongly reflect its mission to promote new ideas and research by bringing together academics, artists, decision-makers and entrepreneurs from Latin America, the United States, and the wider world.

CLAS' goals for the NRC/FLAS project address issues of national importance. It proposes to utilize the stellar reputation of CLAS to attract major figures from Latin America, such as former Chilean president Ricardo Lagos and Guatemala's first female attorney-general Claudia Paz, and have them give seminars and interact with interested government, business, labor and K-14 communities. It is the kind of diverse outreach which CLAS has perfected during Shaiken's tenure as director.

I have known CLAS Director, Professor Harley Shaiken, for more than three decades. I remain impressed with his programmatic vision, fundraising acumen, and commitment to educating diverse constituencies and to bringing those diverse constituencies into dialogue with each other. He is also a skilled fund-raiser. Professor Shaiken has been able to leverage university, state, federal, and philanthropic resources to create a unique academic program that has made a difference in teaching, scholarship and public policy. For example, the ongoing "US-Mexico Futures Forum" brings together top scholars and policy-makers to discuss critical current issues that impact both countries, such as economic growth and immigration. In another key, the "Chile-UCB partnership," "Cine Latino" and the "Bay Area Latin America Forum" are examples of CLAS's diverse outreach, presenting 60-80 public programs a year, for which NRC funding is crucial.

In short, I am confident that under Harley Shaiken's leadership, Berkeley CLAS will build on its 60 years of programmatic excellence to carry out the activities of the proposed NRC/FLAS program at the highest level. Although as a Tufts professor I have nothing to gain from this proposal, I strongly support funding it, for its prospective contribution to field development, for its outreach to the important San Francisco Bay area and for its cutting edge model of Latin American Studies in the 21<sup>st</sup> century.

Sincerely,



Peter Winn  
Professor

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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## BUDGET NARRATIVE

The Center for Latin American Studies (CLAS) at the University of California, Berkeley proposes the attached budget for the FY 2018-21 NRC/FLAS competition. The budget is designed to achieve the greatest impact according to NRC priorities and effectively leverage funds by collaborating with various campus departments. Most projects will be supported by existing UC Berkeley resources, with NRC funds applied to priority projects.

### 1. PERSONNEL

The direct-cost request for salaries and benefits represents only a fraction of the personnel costs CLAS incurs to produce high quality programs and publications. Salaries and benefits facilitate the primary activities of the NRC, including teaching and outreach, and in all cases are supported with state, private donor, or university funds.

**Faculty and Staff Benefits:** UC Berkeley has a Composite Fringe Benefits Rates (CFBR) system that was negotiated with the federal government. The CFBR have been reviewed and federally approved by the Department of Health and Human Services (DHHS) on July 1, 2017 for use by all fund sources for FY18. Rates beyond June 30, 2018 are estimates and are provided for planning purposes only. Future CFBR rates are subject to review and approval by DHHS on an annual or bi-annual basis. Fringe benefits are assessed as a percentage of the respective employee's salary. For 2018-19, benefit rates are fixed at 40% for academics, and at 48% for staff, and we do not anticipate any increases in the next four years. A link to the composite benefits rates can be found at <https://spo.berkeley.edu/policy/benefits/benefits.html>.

**Graduate Students Benefits:** The University of California provides remission of tuition, fees, and graduate student health insurance to all graduate students who are employed on-campus 25% time or greater during the academic year. The rate for in-state remission is \$9,428 per semester, which is escalated annually in the budget at a rate of 2% per year. Additional information regarding the fee remission program can be found at: <http://grad.berkeley.edu/financial/fee-remissions/>.

**Year 1:** The total first-year direct-cost request for Personnel is \$82,033, while Benefits come to \$61,748, for a total of \$143,781.

Vice Chair, Julia Byrd (.20 FTE; benefits @ 48%)  
Salary \$13,826; benefits \$6,637

The Vice Chair is essential to the successful functioning of NRC/FLAS program. Support for the Vice Chair position is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center. The effort includes mounting multiple new public programs each year, coordinating teacher training efforts, administering FLAS awards, collecting required data, and reporting program outputs as required by the U.S. Department of Education.

Graduate Student Researcher (to be hired) (.25 FTE; benefits @ 48%)  
Salary \$10,094; Fee Remission \$18,858

One Graduate Student Researcher will be hired at 25% time to work with LCTL instructors and the CLAS Outreach Coordinator. Responsibilities will include curriculum and educational materials for Nahuatl and Quechua courses, and sharing educational resources related to Latin American LCTLs with the local K-14 educational community.

Funding for administrative support is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center.

Graduate Student Researcher (to be hired) (.50 FTE; benefits @ 48%)  
Salary \$20,187; Fee Remission \$18,858

A Graduate Student Researcher will be hired at 50% time to work with the Vice Chair to plan, publicize and coordinate the Center's NRC activities. These include Special Seminars taught by Latin Americans in Residence, the Brazilian in Residence program, the U.S.-Mexico Futures Forum and Conference, and the Annual Conference on critical issues in Latin America.

Funding for administrative support is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center.

Lecturer in Nahuatl (to be hired) (.33 FTE; benefits @ 40%)  
Salary \$10,116, benefits \$4,046  
One course per year in Nahuatl

The Nahuatl Instructor is responsible for teaching Nahuatl to undergraduate and graduate students. In addition to teaching responsibilities, general duties include holding office hours, assigning grades, advising students, preparing course materials (e.g., syllabus), and interacting with students outside of class time via email and campus web based course resources. The position is part-time, with a teaching load of one course per semester. Positions typically start at the beginning of the semester, and the appointment will last for at least four years.

**Year 2:** The total Y2 direct-cost request for Personnel is \$83,674, while Benefits come to \$62,983.

Vice Chair, Julia Byrd (.20 FTE; benefits @ 48%)  
Salary \$14,103; benefits \$6,769

The Vice Chair is essential to the successful functioning of NRC/FLAS program. Support for the Vice Chair position is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center. The effort includes mounting multiple new public programs each year, coordinating teacher training efforts, administering FLAS awards, collecting required data, and reporting program outputs as required by the U.S. Department of Education.

Graduate Student Researcher (to be hired) (.25 FTE; benefits @ 48%)  
Salary \$10,295; Fee Remission \$19,235

One Graduate Student Researcher will be hired at 25% time to work with LCTL instructors and the CLAS Outreach Coordinator. Responsibilities will include curriculum and educational materials for Nahuatl and Quechua courses, and sharing educational resources related to Latin American LCTLs with the local K-14 educational community.

Funding for administrative support is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center.

Graduate Student Researcher (to be hired) (.50 FTE; benefits @ 48%)  
Salary \$20,591; Fee Remission \$19,235

A Graduate Student Researcher will be hired at 50% time to work with the Vice Chair to plan, publicize and coordinate the Center's NRC activities. These include Special Seminars taught by Latin Americans in Residence, the Brazilian in Residence program, the U.S.-Mexico Futures Forum and Conference, and the Annual Conference on critical issues in Latin America.

Funding for administrative support is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center.

Lecturer in Nahuatl (to be hired) (.33 FTE; benefits @ 40%)  
Salary \$10,318; benefits \$4,127  
One course per year in Nahuatl

The Nahuatl Instructor is responsible for teaching Nahuatl to undergraduate and graduate students. In addition to teaching responsibilities, general duties include holding office hours, assigning grades, advising students, preparing course materials (e.g., syllabus), and interacting

with students outside of class time via email and campus web based course resources. The position is part-time, with a teaching load of one course per semester. Positions typically start at the beginning of the semester, and the appointment will last for at least four years.

**Year 3:** The total Y3 direct-cost request for Personnel is \$85,347, while Benefits come to \$64,242.

Vice Chair, Julia Byrd (.20 FTE; benefits @ 48%)  
Salary \$14,385; benefits \$6,905

The Vice Chair is essential to the successful functioning of NRC/FLAS program. Support for the Vice Chair position is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center. The effort includes mounting multiple new public programs each year, coordinating teacher training efforts, administering FLAS awards, collecting required data, and reporting program outputs as required by the U.S. Department of Education.

Graduate Student Researcher (to be hired) (.25 FTE; benefits @ 48%)  
Salary \$10,501; Fee Remission \$19,620

One Graduate Student Researcher will be hired at 25% time to work with LCTL instructors and the CLAS Outreach Coordinator. Responsibilities will include curriculum and educational materials for Nahuatl and Quechua courses, and sharing educational resources related to Latin American LCTLs with the local K-14 educational community.

Funding for administrative support is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center.

Graduate Student Researcher (to be hired) (.50 FTE; benefits @ 48%)  
Salary \$21,003; Fee Remission \$19,620

A Graduate Student Researcher will be hired at 50% time to work with the Vice Chair to plan, publicize and coordinate the Center's NRC activities. These include Special Seminars taught by Latin Americans in Residence, the Brazilian in Residence program, the U.S.-Mexico Futures Forum and Conference, and the Annual Conference on critical issues in Latin America.

Funding for administrative support is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for

administrative costs is essential due to the extra effort involved with administering a National Resource Center.

Lecturer in Nahuatl (to be hired) (.33 FTE; benefits @ 40%)

Salary \$10,525; benefits \$4,4210

One course per year in Nahuatl

The Nahuatl Instructor is responsible for teaching Nahuatl to undergraduate and graduate students. In addition to teaching responsibilities, general duties include holding office hours, assigning grades, advising students, preparing course materials (e.g., syllabus), and interacting with students outside of class time via email and campus web based course resources. The position is part-time, with a teaching load of one course per semester. Positions typically start at the beginning of the semester, and the appointment will last for at least four years.

**Year 4:** The total Y4 direct-cost request for Personnel is \$87,054, while Benefits (B) come to \$65,527, for a total of \$152,581.

Vice Chair, Julia Byrd (.20 FTE; benefits @ 48%)

Salary \$14,673; benefits \$7,043

The Vice Chair is essential to the successful functioning of NRC/FLAS program. Support for the Vice Chair position is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center. The effort includes mounting multiple new public programs each year, coordinating teacher training efforts, administering FLAS awards, collecting required data, and reporting program outputs as required by the U.S. Department of Education.

Graduate Student Researcher (to be hired) (.25 FTE; benefits @ 48%)

Salary \$10,711; Fee Remission \$20,012

One Graduate Student Researcher will be hired at 25% time to work with LCTL instructors and the CLAS Outreach Coordinator. Responsibilities will include curriculum and educational materials for Nahuatl and Quechua courses, and sharing educational resources related to Latin American LCTLs with the local K-14 educational community.

Funding for administrative support is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center.

Graduate Student Researcher (to be hired) (.50 FTE; benefits @ 48%)

Salary \$21,423; Fee Remission \$20,012

A Graduate Student Researcher will be hired at 50% time to work with the Vice Chair to plan, publicize and coordinate the Center's NRC activities. These include Special Seminars taught by Latin Americans in Residence, the Brazilian in Residence program, the U.S.-Mexico Futures Forum and Conference, and the Annual Conference on critical issues in Latin America.

Funding for administrative support is requested due to the following considerations: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center.

Lecturer in Nahuatl (to be hired) (.33 FTE; benefits @ 40%)

Salary \$10,735; benefits \$4,294

One course per year in Nahuatl

The Nahuatl Instructor is responsible for teaching Nahuatl to undergraduate and graduate students. In addition to teaching responsibilities, general duties include holding office hours, assigning grades, advising students, preparing course materials (e.g., syllabus), and interacting with students outside of class time via email and campus web based course resources. The position is part-time, with a teaching load of one course per semester. Positions typically start at the beginning of the semester, and the appointment will last for at least four years.

## **2. TRAVEL**

Request for travel funds will allow our faculty and staff to participate in conferences and meetings that strengthen linkages with institutions in the U.S. and abroad. New agreements that CLAS has signed with foreign government agencies and institutions throughout Latin America as a result of this travel have yielded numerous opportunities for faculty and students to conduct research abroad. Requested travel funds represent a small portion of CLAS' actual in support of these activities and faculty/staff development opportunities. This category will also support the Latin American Collections librarian for travel required to acquire new materials at international book fairs.

### **Year 1:**

We are requesting a total of \$6,530 for Foreign Travel in Y1. Of this, \$2,050 is for the Latin American Librarian to take one four-day trip to book fairs to acquire new imprints for the UC Berkeley Library (\$1,000 for airfare, \$190/day for lodging, \$96/day per diem). The remaining \$4,480 in Y1 Foreign Travel is for the CLAS affiliated faculty, Director, or Vice Chair to represent the Center in an outreach capacity at professional conferences, and strengthen linkages with foreign institutions. This amount was calculated to cover two five-day trips (\$1,000 for airfare, \$190/day for lodging, \$96/day per diem).

We are requesting a total of \$6,200 for Domestic Travel in Y1. Of this, \$3,100 is for the Chair and Vice Chair to attend the Latin American Studies Conference in Boston. This amount covers

two four-day trips (\$700 for airfare, \$190/day for lodging, \$70/day per diem). The remaining \$3,100 is for The CLAS Director or Vice Chair to attend NRC-related meetings, represent the Center in an outreach capacity at professional conferences, and strengthen linkages with other institutions. This amount was calculated to cover two four-day trips (\$700 for airfare, \$190/day for lodging, \$70/day per diem).

### **Year 2:**

We are requesting a total of \$6,530 for Foreign Travel in Y2. Of this, \$2,050 is for the Latin American Librarian to take one four-day trip to book fairs to acquire new imprints for the UC Berkeley Library (\$1,000 for airfare, \$190/day for lodging, \$96/day per diem). The remaining \$4,480 in Y2 Foreign Travel is for the CLAS affiliated faculty, Director, or Vice Chair to represent the Center in an outreach capacity at professional conferences, and strengthen linkages with foreign institutions. This amount was calculated to cover two five-day trips (\$1,000 for airfare, \$190/day for lodging, \$96/day per diem).

We are requesting a total of \$3,100 for Domestic Travel in Y2. This funding will allow CLAS affiliated faculty or staff to attend NRC-related meetings, represent the Center in an outreach capacity at professional conferences, and strengthen linkages with other institutions. This amount was calculated to cover two four-day trips (\$700 for airfare, \$190/day for lodging, \$70/day per diem).

### **Year 3:**

We are requesting a total of \$6,340 for Foreign Travel in Y3. Of this, \$1,860 is for the Latin American Librarian to take one three-day trip to book fairs to acquire new imprints for the UC Berkeley Library (\$1,000 for airfare, \$190/day for lodging, \$96/day per diem). The remaining \$4,480 in Y3 Foreign Travel is for the CLAS affiliated faculty, Director, or Vice Chair to represent the Center in an outreach capacity at professional conferences, and strengthen linkages with foreign institutions. This amount was calculated to cover two five-day trips (\$1,000 for airfare, \$190/day for lodging, \$96/day per diem).

We are requesting a total of \$3,100 for Domestic Travel in Y3. This funding will allow CLAS affiliated faculty or staff to attend NRC-related meetings, represent the Center in an outreach capacity at professional conferences, and strengthen linkages with other institutions. This amount was calculated to cover two four-day trips (\$700 for airfare, \$190/day for lodging, \$70/day per diem).

### **Year 4:**

We are requesting a total of \$3,910 for Foreign Travel in Y4. Of this, \$1,670 is for the Latin Americana Librarian to take one two-day trip to book fairs to acquire new imprints for the UC Berkeley Library (\$1,000 for airfare, \$190/day for lodging, \$96/day per diem). The remaining \$2,240 in Y4 Foreign Travel is for the CLAS affiliated faculty, Director, or Vice Chair to travel represent the Center in an outreach capacity at professional conferences, and strengthen linkages

with foreign institutions. This amount was calculated to cover one five-day trips (\$1,000 for airfare, \$190/day for lodging, \$96/day per diem).

We are requesting a total of \$3,100 for Domestic Travel in Y4. This funding will allow CLAS affiliated faculty or staff to attend NRC-related meetings, represent the Center in an outreach capacity at professional conferences, and strengthen linkages with other institutions. This amount was calculated to cover two four-day trips (\$700 for airfare, \$190/day for lodging, \$70/day per diem).

### **3. SUPPLIES**

The proposed “Supplies” category represents expenses related to library acquisition of Latin American imprints in Spanish, Portuguese, and indigenous languages. It also includes funds for supplies for CLAS’ outreach activities, which will be supplemented by CLAS’ existing resources at the Center.

**Year 1:** \$3,000 for Main Library Acquisitions and \$1,000 for outreach supplies for the CLAS K-12 Summer Institute and outreach materials for CLAS public program (printing, copies, postage, etc.)

**Year 2:** \$3,000 for Main Library Acquisitions and \$500 for outreach supplies for the CLAS K-12 Summer Institute and outreach materials for CLAS public program (printing, copies, postage, etc.)

**Year 3:** \$2,500 for Main Library Acquisitions and \$500 for outreach supplies for the CLAS K-12 Summer Institute and outreach materials for CLAS public program (printing, copies, postage, etc.)

**Year 4:** \$1,000 for Main Library Acquisitions and \$500 for outreach supplies for the CLAS K-12 Summer Institute and outreach materials for CLAS public program (printing, copies, postage, etc.)

### **4. OTHER**

**Year 1:** \$98,921 for “Other” expenses includes seed funding for a large number of teacher training and outreach activities, consistent with the NRC Absolute Priorities and the two NRC Competitive Preference Priorities.

#### Outreach

In response to NRC Competitive Priority 2, CLAS is requesting \$5,521 to support outreach activities.

Of this, \$1,639 will go to ORIAS to support Community College Summer Institutes, shared with other UCB Title VI Centers (\$500 for venue rental, \$500 for Speaker’s Fee for 1 speaker, lodging for Speaker \$200/night for 2 nights, and \$239 for workshop materials). \$1,633 will

support ORIAS In Service K-12 Teacher Workshops, shared with other UCB Title VI Centers (\$500 for venue rental, \$500 for Speaker's Fee for 1 speaker, lodging for Speaker \$200/night for 2 nights, and \$233 for workshop materials).

\$1,250 will go to the UCB History-Social Science Project (UCHSSP) to provide Latin American world area content in three global history course outlines (6<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grade) to be created by UCHSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States. This fee includes speakers' fees (\$500), lodging for speaker (\$200/night for two nights) meals and incidentals for speaker (\$100/day for three days) and workshop materials (\$50).

\$1,000 is requested to fund the CLAS K-12 Summer Workshops for local educators. Of this, \$500 will go to a guest speaker who will give a talk on a subject related to Latin America languages or area studies, \$250 will go towards educational and outreach materials, \$200 will go towards the lodging of the speaker, and \$50 will go towards the speaker's meals and incidental expenses.

### Latin American Studies and Language Courses

CLAS is requesting a total of \$47,400 to support Latin American Area Studies and Language Courses.

We are requesting \$17,000 per semester to bring a Latin American scholar to campus for a residency. They will teach a course, interact with students and faculty, and connect with CLAS' educational outreach community. This expense includes the UC Berkeley fee to affiliate a visiting scholar (\$1,500); one month lodging (\$2,500); airfare (\$2,500); venue, security, and other expenses related to giving a public talk on campus (\$2,000); and a professional services fee (\$7,500).

We are requesting \$6,000 to bring a Brazilian writer to campus for a residency. The writer will guest lecture in Portuguese courses, interact with students and faculty, give a talk to the larger Berkeley community. This expense includes one month rent (\$2,500); airfare (\$2,500); venue, security, and other expenses related to giving a public talk on campus (\$1,000).

We are requesting \$2,400 to collaborate on activities with the Latin American Indigenous Studies Alliance. This includes a total of \$500 for travel for one person to attend the annual Nahuatl research conference at UCLA (\$250 for the flight; \$150 for one night of lodging, and \$100 for meals and incidental expenses). We are also requesting \$1,000 to fund collaboration with other NRCs that support Nahuatl to create educational materials and a text book. Finally, this also includes \$900 for travel for two indigenous language instructors to travel to Stanford University to participate in an annual workshop for indigenous language pedagogy (three nights of lodging at \$150/night, for two people).

CLAS plans to continue to support less-commonly taught languages on campus. We are requesting \$5,000 to support the Quechua working group at UC Berkeley. These funds include

\$1,700 for campus events (\$350 x 2 for speakers' fees; \$500 x 2 for speakers' travel expenses) and \$3,300 for three students to attend the annual Quechua conference (flights for \$500; \$150 for lodging for 2 nights; \$100 for meals and incidentals). We are also requesting \$2,000 to support the Mam Working Group (\$500/semester for event materials; and \$500/semester for meeting materials).

### CLAS Events and Conferences

CLAS requests \$22,000 for partial support for the proposed series of conferences, lectures and other projects of importance to our world region. NRC funds will provide a significant boost to enable ambitious programs and conferences that allow for the dissemination of important research and policy discussions. CLAS supports the majority of costs of each activity and despite rising costs, the budget reflects decreasing dependence on NRC funds.

Line items for the Art and Film series (\$2000 for educational screening fees for films, at a price point of \$500/film for four films), International Conference hosted by CLAS (\$5,000 for venue rental, \$1,000 for conference materials; \$4,000 for meals), and U.S.-Mexico Futures Forum (\$5,000 for venue rental, \$1,000 for conference materials; \$4,000 for meals), are all just a portion of actual expected costs. Remaining costs will be covered by the CLAS program budget, philanthropic donations, and campus support to CLAS through endowments.

### Dissemination of Research

The value of the CLAS program is greatly enhanced by our focus on research dissemination, creating spaces for debate, and sharing innovative ideas. CLAS is asking for \$22,500 of NRC funds to cover a portion of expenses related to the research dissemination. The remaining expenses will be covered by our existing budget, which is kept low through a strong online distribution strategy.

We are requesting \$5,000 to bring speakers to campus and to plan events to share new advances in research. This partially covers the expenses for five events/year (\$700 for airfare; \$200 for one night of lodging; \$100 for event expenses).

We are requesting \$10,000 to go towards printing and mailings costs of *the Berkeley Review of Latin American Studies*, which highlights critical research and innovative ideas about Latin America.

We are also requesting \$7,500 to support Graduate Student Working Groups. This will allow us to give 10 working groups \$750 each to pay for speakers' fees, admission to exhibits and talks, and meeting materials. The amount of support requested for Graduate Student Working Groups is modest, yet it has a large impact on campus through student outreach networks and relationships with other UCB departments. Working Groups often receive funding from other units to cover additional expenses.

### Outreach Evaluation

We are requesting \$1,500 for Nancy Sato to evaluate UC Berkeley NRC Outreach efforts. This is a joint expense with other UCB NRCs.

**Year 2:** \$93,901 for “Other” expenses includes seed funding for a large number of teacher training and outreach activities, consistent with the NRC Absolute Priorities and the two NRC Competitive Preference Priorities.

### Outreach

In response to NRC Competitive Priority 2, CLAS is requesting \$5,001 to support outreach activities.

Of this, \$1,119 will go to ORIAS to support Community College Summer Institutes, shared with other UCB Title CI Centers (\$500 for venue rental, \$500 for Speaker’s Fee for 1 speaker, lodging for Speaker \$100/night; and \$19 for workshop materials). \$1,633 will support ORIAS In Service K-12 Teacher Workshops, shared with other UCB Title VI Centers (\$500 for venue rental, \$500 for Speaker’s Fee for 1 speaker, lodging for Speaker \$200/night for 2 nights, and \$233 for workshop materials).

\$1,250 will go to the UCB History-Social Science Project (UCHSSP) to provide Latin American world area content in three global history course outlines (6<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grade) to be created by UCHSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States. This fee includes speakers’ fees (\$500), lodging for speaker (\$200/night for two nights) meals and incidentals for speaker (\$100/day for three days) and workshop materials (\$50).

\$1,000 is requested to fund the CLAS K-12 Summer Workshops for local educators. Of this, \$500 will go to a guest speaker who will give a talk on a subject related to Latin America languages or area studies, \$250 will go towards educational and outreach materials, \$200 will go towards the lodging of the speaker, and \$50 will go towards the speaker’s meals and incidental expenses.

### Latin American Studies and Language Courses

CLAS is requesting a total of \$48,900 to support Latin American Area Studies and Language Courses.

We are requesting \$17,000 per semester to bring a Latin American scholar to campus for a residency. They will teach a course, interact with students and faculty, and connect with CLAS’ educational outreach community. This expense includes the UC Berkeley fee to affiliate a visiting scholar (\$1,500); one month lodging (\$2,500); airfare (\$2,500); venue, security, and other expenses related to giving a public talk on campus (\$2,000); and a professional services fee (\$7,500).

We are requesting \$5,000 to bring a Brazilian writer to campus for a residency. The writer will guest lecture in Portuguese courses, interact with students and faculty, give a talk to the larger Berkeley community. This expense includes one month rent (\$2,500); airfare (\$1,500); venue, security, and other expenses related to giving a public talk on campus (\$1,000).

We are requesting \$2,400 to collaborate on activities with the Latin American Indigenous Studies Alliance. This includes a total of \$500 for travel for one person to attend the annual Nahuatl research conference at UCLA (\$250 for the flight; \$150 for one night of lodging, and \$100 for meals and incidental expenses). We are also requesting \$1,000 to fund collaboration with other NRCs that support Nahuatl to create educational materials and a text book. Finally, this also includes \$900 for travel for two indigenous language instructors to travel to Stanford University to participate in an annual workshop for indigenous language pedagogy (three nights of lodging at \$150/night, for two people).

CLAS plans to continue to support less-commonly taught languages on campus. We are requesting \$5,000 to support the Quechua working group at UC Berkeley. These funds include \$1,700 for campus events (\$350 x 2 for speakers' fees; \$500 x 2 for speakers' travel expenses) and \$3,300 for three students to attend the annual Quechua conference (flights for \$500; \$150 for lodging for 2 nights; \$100 for meals and incidentals). We are also requesting \$2,000 to support the Mam Working Group (\$500/semester for event materials; and \$500/semester for meeting materials). Finally, CLAS plans to offer intermediate Nahuatl through course sharing, which has a minimal cost of \$2500/semester, making it a very cost-efficient method for a high-quality language program.

### CLAS Events and Conferences

CLAS requests \$20,000 for partial support for the proposed series of conferences, lectures and other projects of importance to our world region. NRC funds will provide a significant boost to enable ambitious programs and conferences that allow for the dissemination of important research and policy discussions. CLAS supports the majority of costs of each activity and despite rising costs, the budget reflects decreasing dependence on NRC funds.

Line items for the Art and Film series (\$2000 for educational screening fees for films, at a price point of \$500/film for four films), International Conference hosted by CLAS (\$5,000 for venue rental, \$1,000 for conference materials; \$3,000 for meals), and U.S.-Mexico Futures Forum (\$5,000 for venue rental, \$1,000 for conference materials; \$3,000 for meals), are all just a portion of actual expected costs. Remaining costs will be covered by the CLAS program budget and philanthropic donations, and campus support to CLAS through endowments.

### Dissemination of Research

The value of the CLAS program is greatly enhanced by our focus on research dissemination, creating spaces for debate, and sharing innovative ideas. CLAS is asking for \$18,500 of NRC funds to cover a portion of expenses related to the research dissemination. The remaining expenses will be covered by our existing budget, which is kept low through a strong online distribution strategy.

We are requesting \$3,000 to bring speakers to campus and to plan events to share new advances in research. This partially covers the expenses for three events/year (\$700 for airfare; \$200 for one night of lodging; \$100 for event expenses).

We are requesting \$8,000 to go towards printing and mailings costs of *the Berkeley Review of Latin American Studies*, which highlights critical research and innovative ideas about Latin America.

We are also requesting \$7,500 to support Graduate Student Working Groups. This will allow us to give 10 working groups \$750 each to pay for speakers' fees, admission to exhibits and talks, and meeting materials. The amount of support requested for Graduate Student Working Groups is modest, yet it has a large impact on campus through student outreach networks and relationships with other UCB departments. Working Groups often receive funding from other units to cover additional expenses.

### Outreach Evaluation

We are requesting \$1,500 for Nancy Sato to evaluate UC Berkeley NRC Outreach efforts. This is a joint expense with other UCB NRCs.

**Year 3:** \$89,283 for "Other" expenses includes seed funding for a large number of teacher training and outreach activities, consistent with the NRC Absolute Priorities and the two NRC Competitive Preference Priorities.

### Outreach

In response to NRC Competitive Priority 2, CLAS is requesting \$3,883 to support outreach activities.

Of this, \$1,633 will support ORIAS In Service K-12 Teacher Workshops, shared with other UCB Title VI Centers (\$500 for venue rental, \$500 for Speaker's Fee for 1 speaker, lodging for Speaker \$200/night for 2 nights, and \$233 for workshop materials).

\$1,250 will go to the UCB History-Social Science Project (UCHSSP) to provide Latin American world area content in three global history course outlines (6<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grade) to be created by UCHSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States. This fee includes speakers' fees (\$500), lodging for speaker (\$200/night for two nights) meals and incidentals for speaker (\$100/day for three days) and workshop materials (\$50).

\$1,000 is requested to fund the CLAS K-12 Summer Workshops for local educators. Of this, \$500 will go to a guest speaker who will give a talk on a subject related to Latin America languages or area studies, \$250 will go towards educational and outreach materials, \$200 will go

towards the lodging of the speaker, and \$50 will go towards the speaker's meals and incidental expenses.

### Latin American Studies and Language Courses

CLAS is requesting a total of \$47,900 to support Latin American Area Studies and Language Courses.

We are requesting \$17,000 per semester to bring a Latin American scholar to campus for a residency. They will teach a course, interact with students and faculty, and connect with CLAS' educational outreach community. This expense includes the UC Berkeley fee to affiliate a visiting scholar (\$1,500); one month lodging (\$2,500); airfare (\$2,500); venue, security, and other expenses related to giving a public talk on campus (\$2,000); and a professional services fee (\$7,500).

We are requesting \$4,000 to bring a Brazilian writer to campus for a residency. The writer will guest lecture in Portuguese courses, interact with students and faculty, give a talk to the larger Berkeley community. This expense includes one month rent (\$2,500); and airfare (\$1,500).

We are requesting \$2,400 to collaborate on activities with the Latin American Indigenous Studies Alliance. This includes a total of \$500 for travel for one person to attend the annual Nahuatl research conference at UCLA (\$250 for the flight; \$150 for one night of lodging, and \$100 for meals and incidental expenses). We are also requesting \$1,000 to fund collaboration with other NRCs that support Nahuatl to create educational materials and a text book. Finally, this also includes \$900 for travel for two indigenous language instructors to travel to Stanford University to participate in an annual workshop for indigenous language pedagogy (three nights of lodging at \$150/night, for two people).

CLAS plans to continue to support less-commonly taught languages on campus. We are requesting \$5,000 to support the Quechua working group at UC Berkeley. These funds include \$1,700 for campus events (\$350 x 2 for speakers' fees; \$500 x 2 for speakers' travel expenses) and \$3,300 for three students to attend the annual Quechua conference (flights for \$500; \$150 for lodging for 2 nights; \$100 for meals and incidentals). We are also requesting \$2,000 to support the Mam Working Group (\$500/semester for event materials; and \$500/semester for meeting materials). Finally, CLAS plans to offer intermediate Nahuatl through course sharing, which has a minimal cost of \$2500/semester, making it a very cost-efficient method for a high-quality language program.

### CLAS Events and Conferences

CLAS requests \$18,000 for partial support for the proposed series of conferences, lectures and other projects of importance to our world region. NRC funds will provide a significant boost to enable ambitious programs and conferences that allow for the dissemination of important research and policy discussions. CLAS supports the majority of costs of each activity and despite rising costs, the budget reflects decreasing dependence on NRC funds.

Line items for the Art and Film series (\$2000 for educational screening fees for films, at a price point of \$500/film for four films), International Conference hosted by CLAS (\$4,000 for venue rental, \$1,000 for conference materials; \$3,000 for meals), and U.S.-Mexico Futures Forum (\$4,000 for venue rental, \$1,000 for conference materials; \$3,000 for meals), are all just a portion of actual expected costs. Remaining costs will be covered by the CLAS program budget and philanthropic donations, and campus support to CLAS through endowments.

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### Outreach Evaluation

We are requesting \$1,500 for Nancy Sato to evaluate UC Berkeley NRC Outreach efforts. This is a joint expense with other UCB NRCs.

**Year 4:** \$86,283 for "Other" expenses includes seed funding for a large number of teacher training and outreach activities, consistent with the NRC Absolute Priorities and the two NRC Competitive Preference Priorities.

### Outreach

In response to NRC Competitive Priority 2, CLAS is requesting \$3,883 to support outreach activities.

Of this, \$1,633 will support ORIAS In Service K-12 Teacher Workshops, shared with other UCB Title VI Centers (\$500 for venue rental, \$500 for Speaker's Fee for 1 speaker, lodging for Speaker \$200/night for 2 nights, and \$233 for workshop materials).

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### Outreach Evaluation

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## **5. FLAS**

The FLAS budget requests six graduate awards each academic year and six graduate or undergraduate awards each summer. This request is justified by consistently strong demand for study of Latin American languages. UC Berkeley demonstrates a strong commitment to funding students through FLAS awards by waiving non-resident tuition fees (a value of per student) and by supplementing registration fees and tuition for entering doctoral degree students. The total amount requested in this section is \$243,000/year, for Years 1-4.

### Years 1-4

Six Academic Year Awards for graduate students (Total = \$198,000)

Institutional Payment: 6 x \$18,000

Subsistence Allowance: 6 x \$15,000

Six Summer Awards for graduate or undergraduate students: (Total = \$45,000)

Institutional Payment: 6 x \$5,000

Subsistence Allowance: 6 x \$2,500

## **6. INDIRECT COSTS**

Per the sponsor's policy, indirect costs have been limited to 8% of total modified direct costs.

UC Berkeley's federally negotiated indirect cost rate agreement can be found at:

<https://spo.berkeley.edu/policy/fa2017.pdf> .

Center for Latin America Studies  
University of California, Berkeley  
2018-22 Budget Detail

	BUDE	2019-2022				TOTALS
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	
<b>1. PERSONNEL</b>						
<b>A. Administrative</b>						
1. Vice Chair (20%/100%; 2% annual increase)		\$ 13,826	\$ 14,103	\$ 14,385	\$ 14,673	\$ 56,987
2. Graduate Student Researcher Salary (25%/100%; 2% annual increase)		\$ 10,094	\$ 10,295	\$ 10,501	\$ 10,711	\$ 41,601
3. Graduate Student Researcher Salary (50%/100%; 2% annual increase)		\$ 20,187	\$ 20,591	\$ 21,003	\$ 21,423	\$ 83,203
<b>1.A. SUBTOTAL</b>		<b>\$ 44,107</b>	<b>\$ 44,989</b>	<b>\$ 45,889</b>	<b>\$ 46,807</b>	<b>\$ 181,791</b>
<b>B. Language and Other Instruction</b>						
1. Nahuatl Instructor (1 course per year)		\$ 10,116	\$ 10,318	\$ 10,525	\$ 10,735	\$ 41,694
<b>1.B. SUBTOTAL</b>		<b>\$ 10,116</b>	<b>\$ 10,318</b>	<b>\$ 10,525</b>	<b>\$ 10,735</b>	<b>\$ 41,694</b>
<b>C. Outreach</b>						
1. K-14 Outreach Coordinator (50%/100%; 2% annual increase)		\$ 27,810	\$ 28,366	\$ 28,934	\$ 29,512	\$ 114,622
<b>1.C. SUBTOTAL</b>		<b>\$ 27,810</b>	<b>\$ 28,366</b>	<b>\$ 28,934</b>	<b>\$ 29,512</b>	<b>\$ 114,622</b>
<b>PERSONNEL TOTAL</b>		<b>\$ 82,033</b>	<b>\$ 83,674</b>	<b>\$ 85,347</b>	<b>\$ 87,054</b>	<b>\$ 338,107</b>
<b>2. FRINGE BENEFITS</b>						
<b>A. Fringe Rate @ 48% for Staff</b>						
1. Vice Chair (20%/100%; 2% annual increase)		\$ 6,637	\$ 6,769	\$ 6,905	\$ 7,043	\$ 27,354
2. K-14 Outreach Coordinator (50%/100%; 2% annual increase)		\$ 13,349	\$ 13,616	\$ 13,888	\$ 14,166	\$ 55,019
3. Graduate Student Researchers Fee Remission (\$9429 per semester, per GSR, 2% annual increase)		\$ 37,716	\$ 38,470	\$ 39,240	\$ 40,025	\$ 155,451
<b>2.A. SUBTOTAL</b>		<b>\$ 57,701</b>	<b>\$ 58,856</b>	<b>\$ 60,033</b>	<b>\$ 61,233</b>	<b>\$ 237,823</b>
<b>B. Fringe Rate @ 40% for Academic Positions</b>						
1. Nahuatl Instructor (1 courses per year)		\$ 4,046	\$ 4,127	\$ 4,210	\$ 4,294	\$ 16,678
<b>2.B. SUBTOTAL</b>		<b>\$ 4,046</b>	<b>\$ 4,127</b>	<b>\$ 4,210</b>	<b>\$ 4,294</b>	<b>\$ 16,678</b>
<b>FRINGE BENEFITS TOTAL</b>		<b>\$ 61,748</b>	<b>\$ 62,983</b>	<b>\$ 64,242</b>	<b>\$ 65,527</b>	<b>\$ 254,501</b>
<b>3. TRAVEL</b>						
<b>A. Foreign Travel</b>						
1. Travel to strengthen linkages and exchanges <i>5 days; 2 trips years 1-3, 1 trip year 4 airfare = \$1000/trip; lodging = \$190/day; per diem = \$96/day</i>		\$ 4,480	\$ 4,480	\$ 4,480	\$ 2,240	\$ 15,680
2. Library Acquisitions Travel <i>1 trip/year; 4 days years 1-2; 3 days year 3, 2 days year 4 airfare = \$1000/trip; lodging = \$190/day; per diem = \$96/day</i>		\$ 2,050	\$ 2,050	\$ 1,860	\$ 1,670	\$ 7,630
<b>3.A. SUBTOTAL</b>		<b>\$ 6,530</b>	<b>\$ 6,530</b>	<b>\$ 6,340</b>	<b>\$ 3,910</b>	<b>\$ 23,310</b>
<b>B. Domestic Travel</b>						
1. Travel to strengthen linkages and exchanges <i>4 days; 2 trips year 1, 1 trip years 2-4 airfare = \$700/trip; lodging = \$190/day; per diem = \$70/day</i>		\$ 3,100	\$ 1,550	\$ 1,550	\$ 1,550	\$ 7,750
2. Professional Meetings <i>4 days; 2 trips year 1, 1 trip years 2-4 airfare = \$700/trip; lodging = \$190/day; per diem = \$70/day</i>		\$ 3,100	\$ 1,550	\$ 1,550	\$ 1,550	\$ 7,750
<b>3.B. SUBTOTAL</b>		<b>\$ 6,200</b>	<b>\$ 3,100</b>	<b>\$ 3,100</b>	<b>\$ 3,100</b>	<b>\$ 15,500</b>
<b>TRAVEL TOTAL</b>		<b>\$ 12,730</b>	<b>\$ 9,630</b>	<b>\$ 9,440</b>	<b>\$ 7,010</b>	<b>\$ 38,810</b>
<b>4. SUPPLIES</b>						
<b>A. Library acquisitions</b>		\$ 3,000	\$ 3,000	\$ 2,500	\$ 1,000	\$ 9,500

Center for Latin America Studies  
University of California, Berkeley  
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	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	TOTALS
<i>Spanish and Portuguese and Latin American Indigenous Languages</i>					
<b>B. Outreach Supplies</b>	\$ 1,000	\$ 500	\$ 500	\$ 500	\$ 2,500
<i>Postage, printing, copies, etc. for CLAS K-12 Summer Institute and outreach related to CLAS public programs</i>					
<b>SUPPLIES TOTAL</b>	<b>\$ 4,000</b>	<b>\$ 3,500</b>	<b>\$ 3,000</b>	<b>\$ 1,500</b>	<b>\$ 12,000</b>
<b>5. OTHER</b>					
<b>A. Outreach Programs</b>					
1. ORIAS Community College Programs	\$ 1,639	\$ 1,119	\$ -	\$ -	\$ 2,758
<i>Total cost is split between UCB NRCs, includes venue rental, materials, speaker fees. Salary is paid by univeristy.</i>					
2. ORIAS K-12 Programs	\$ 1,633	\$ 1,633	\$ 1,633	\$ 1,633	\$ 6,530
<i>Total cost is split between UCB NRCs, includes venue rental, materials, speaker fees. Salary is paid by univeristy.</i>					
3. UCB History Social Science Project( K-12 Curriculum)	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000
<i>Total cost is split between UCB NRCs, includes venue rental, materials, speaker fees. Salary is paid by univeristy.</i>					
4. CLAS Outreach Summer Workshops	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
<i>1 summer workshop organized by CLAS</i>					
<b>5.A. SUBTOTAL</b>	<b>\$ 5,521</b>	<b>\$ 5,001</b>	<b>\$ 3,883</b>	<b>\$ 3,883</b>	<b>\$ 18,288</b>
<b>B. Latin American Studies and Languages Courses</b>					
1. Latin Americans in residence teaching specialized courses: 2 scholars/year. For each semester:	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000	\$ 128,000
<i>UC Berkeley fee to affiliate visiting scholar: \$1500/scholar</i>					
<i>Lodging and Travel: rent = \$2500/month; flight = \$2500</i>					
<i>For public talks given by scholar to the broader community; \$2000/semester</i>					
<i>Professional Services Fee: \$7500/semester</i>					
2. Brazilian Writer in Residence	\$ 6,000	\$ 5,000	\$ 4,000	\$ 4,000	\$ 19,000
<i>Portuguese Guest Lecturer lodging and travel expenses (rent = \$2500/month; flight = \$2500; event = \$1000)</i>					
3. Collaboration with the Latin American Indigenous Studies Alliance	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 9,600
<i>Travel for 1 person to annual Nahuatl research conference held at UCLA: flight = \$250, lodging = \$150/night, per diem = \$100</i>					
<i>Development of Nahuatl textbook: \$1000</i>					
<i>Travel for 2 instructors to annual workshop for indigenous language pedagogy, held at Stanford (lodging = \$150/night, 3 nights)</i>					
4. Course Sharing with San Diego State University for Intermediate Nahuatl Course		\$ 2,500	\$ 2,500	\$ 2,500	\$ 7,500
<i>Funds for virtual course coordination, \$2500 per semester (1 course per year)</i>					
5. Quechua Working Group	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
<i>Travel for 3 people to annual Quechua conference (flight = \$500, lodging = \$150 for 2 nights; per diem = \$100) for 3 days</i>					
<i>Funding for campus events: \$1700</i>					
6. Mam Working Group	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
<i>Event materials (\$500/semester), technical meeting materials (\$500/semester) for 2 semesters</i>					
<b>5.B. SUBTOTAL</b>	<b>\$ 47,400</b>	<b>\$ 48,900</b>	<b>\$ 47,900</b>	<b>\$ 47,900</b>	<b>\$ 192,100</b>
<b>C. CLAS Events and Conferences</b>					
1. Art and Film Series	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
<i>Educational screening fees for CineLatino Program, shipping expenses for art exhibits</i>					
2. International Conference hosted by Berkeley	\$ 10,000	\$ 9,000	\$ 8,000	\$ 7,000	\$ 34,000
<i>To be supplemented by CLAS funds, NRC funds include venue rental (\$5000), conference materials (\$1000), meals (\$4000)</i>					
3. U.S.-Mexico Futures Forum Event Series	\$ 10,000	\$ 9,000	\$ 8,000	\$ 7,000	\$ 34,000
<i>To be supplemented by CLAS funds, NRC funds include venue rental (\$5000), conference materials (\$1000), meals (\$4000)</i>					
<b>5.C. SUBTOTAL</b>	<b>\$ 22,000</b>	<b>\$ 20,000</b>	<b>\$ 18,000</b>	<b>\$ 16,000</b>	<b>\$ 76,000</b>
<b>D. Dissemination of Research</b>					
1. Speakers and events at Berkeley (5x/year)	\$ 5,000	\$ 3,000	\$ 2,500	\$ 2,500	\$ 13,000
<i>Airfare to Berkeley = \$700/trip; lodging = \$200/trip; event expenses = \$100</i>					
2. Publication and Dissemination of the Berkeley Review of Latin American Studies	\$ 10,000	\$ 8,000	\$ 8,000	\$ 7,000	\$ 33,000
<i>Editing, printing, mailing expenses</i>					
3. Graduate Student Research Working Groups	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 30,000
<i>\$750/group x 10 groups</i>					
<b>5.D. SUBTOTAL</b>	<b>\$ 22,500</b>	<b>\$ 18,500</b>	<b>\$ 18,000</b>	<b>\$ 17,000</b>	<b>\$ 76,000</b>

Center for Latin America Studies  
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	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	TOTALS
<b>E. Evaluation</b>					
1. Independent Evaluator @ \$1,500/year <i>Outreach Evaluator, cost to be shared w/ UCB NRCs</i>	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000
<b>5.E. SUBTOTAL</b>	<b>\$ 1,500</b>	<b>\$ 1,500</b>	<b>\$ 1,500</b>	<b>\$ 1,500</b>	<b>\$ 6,000</b>
<b>OTHER TOTAL</b>	<b>\$ 98,921</b>	<b>\$ 93,901</b>	<b>\$ 89,283</b>	<b>\$ 86,283</b>	<b>\$ 368,388</b>
<b>TOTALS</b>					
<b>TOTAL DIRECT COSTS</b>	<b>\$ 259,432</b>	<b>\$ 253,688</b>	<b>\$ 251,312</b>	<b>\$ 247,374</b>	<b>\$ 1,011,805</b>
<b>INDIRECT COSTS @ 8 %</b>	<b>\$ 20,755</b>	<b>\$ 20,295</b>	<b>\$ 20,105</b>	<b>\$ 19,790</b>	<b>\$ 80,944</b>
<b>TOTAL NRC COSTS</b>	<b>\$ 280,187</b>	<b>\$ 273,983</b>	<b>\$ 271,417</b>	<b>\$ 267,164</b>	<b>\$ 1,092,750</b>
<b>6. TRAINING STIPENDS: FLAS BUDGET</b>					
<b>A. Academic year</b>					
1. Institutional Payment <i>\$18,000/award, 6 awards/year</i>	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 432,000
2. Subsistence Allowance <i>\$18,000/award, 6 awards/year</i>	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 360,000
<b>6.A. SUBTOTAL</b>	<b>\$ 198,000</b>	<b>\$ 198,000</b>	<b>\$ 198,000</b>	<b>\$ 198,000</b>	<b>\$ 792,000</b>
<b>B. Summer</b>					
1. Institutional Payment <i>\$5,000/award, 6 awards/year</i>	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000
2. Subsistence Allowance <i>\$2,500/award, 6 awards/year</i>	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000
<b>6.B. SUBTOTAL</b>	<b>\$ 45,000</b>	<b>\$ 45,000</b>	<b>\$ 45,000</b>	<b>\$ 45,000</b>	<b>\$ 180,000</b>
<b>TOTAL FLAS COSTS</b>	<b>\$ 243,000</b>	<b>\$ 243,000</b>	<b>\$ 243,000</b>	<b>\$ 243,000</b>	<b>\$ 972,000</b>
<b>TOTAL</b>					
<b>TOTAL NRC AND FLAS BUDGET</b>	<b>\$ 523,187</b>	<b>\$ 516,983</b>	<b>\$ 514,417</b>	<b>\$ 510,164</b>	<b>\$ 2,064,750</b>