

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 # P015A180128

Grants.gov Tracking#: GRANT12659953

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180128

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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="06/25/2018"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="The University of Georgia"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="506001998"/>	* c. Organizational DUNS: <input type="text" value="619003127"/>

d. Address:

* Street1:	<input type="text" value="310 E. Campus Rd."/>
Street2:	<input type="text" value="Tucker Hall 409"/>
* City:	<input type="text" value="Athens"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="GA: Georgia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="306021589"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
------------------------------------------	----------------------------------------

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

Prefix: <input type="text" value="Dr"/>	* First Name: <input type="text" value="Richard"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Gordon"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director"/>

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="706-583-0618"/>	Fax Number: <input type="text"/>
---------------------------------------------------------------	----------------------------------

* Email: <input type="text" value="rgordon@uga.edu"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Center/Foreign Language & Area Studies Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,979,447.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,979,447.00"/>

*** 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 University of Georgia

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	67,448.00	83,647.00	87,830.00	92,221.00	0.00	331,146.00
2. Fringe Benefits	21,305.00	28,629.00	29,373.00	30,152.00	0.00	109,459.00
3. Travel	15,997.00	17,000.00	15,000.00	17,997.00	0.00	65,994.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	7,500.00	7,500.00	7,500.00	7,500.00	0.00	30,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	116,500.00	97,000.00	84,500.00	76,000.00	0.00	374,000.00
9. Total Direct Costs (lines 1-8)	228,750.00	233,776.00	224,203.00	223,870.00	0.00	910,599.00
10. Indirect Costs*	18,300.00	18,702.00	17,936.00	17,910.00	0.00	72,848.00
11. Training Stipends	249,000.00	249,000.00	249,000.00	249,000.00	0.00	996,000.00
12. Total Costs (lines 9-11)	496,050.00	501,478.00	491,139.00	490,780.00	0.00	1,979,447.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # P015A180128

Name of Institution/Organization The University of Georgia	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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

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>Jennifer.Jones</p>	<p>TITLE</p> <p>Senior Grants Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>The University of Georgia</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</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

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

4. Name and Address of Reporting Entity:

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:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program"/> CFDA Number, if applicable: <input type="text" value="84.015A"/>
-----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="The University of Georgia"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Jennifer"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Jones"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Senior Grants Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Jennifer.Jones"/>	* DATE: <input style="width: 150px;" type="text" value="06/25/2018"/>

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:
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County:	Clarke
State:	GA: Georgia
Zip Code:	306020000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
706-583-0618	

Email Address:

rgordon@uga.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

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:

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Abstract

Summary Request: The Latin American and Caribbean Studies Institute (LACSI) of the University of Georgia (UGA) requests funding for an *Undergraduate* (UG) *NRC* and *FLAS Fellowships* for LCTLs Portuguese, Quechua, and Guaraní. *Spanish will be excluded.*

World Area: Latin America and the Caribbean. **Mission:** Georgia is home to the fastest growing Latin American and Caribbean (LAC) immigrant population in the U.S. (500% increase since 2000), and the 10th largest Brazilian population, and the region is a major trade partner for the state. The need for area and world-language studies is acute, and growing, and LACSI impels research, outreach, and service to meet this need, in Georgia, regionally, and nationally.

UGA & its Faculty: Founded in 1785, UGA has over 3,000 faculty & 36,000 students. UGA support for LAC Studies is surging (\$14 million in 2016-17). UGA operates a residential campus in Costa Rica (90 courses offered from 41 disciplines and 11 colleges). LACSI is a nexus for UGA activity related to LAC, and has over 200 affiliates from all of UGA's colleges and professional schools. 55 of LACSI's faculty are specialists in languages, LAC, or Latino Studies.

Constituencies Served: UGA undergraduate and graduate students and faculty; local, regional, national, and international communities; P-12 schools, MSIs and other institutions of higher ed.

Degree Programs: B.A. and Minor in Latin American and Caribbean Studies; Minor in Latinx Studies (new), Grad. Certificate; Dual B.A./M.A. in Non-Profit Management (new).

Faculty & Staff Resources are ample, diverse, multidisciplinary; tailored to Project Goals.

Scope of Area Studies and Language Courses: UGA's Area Studies courses cover wide-ranging disciplines at every level. Portuguese is offered at every level. Quechua is—and Guaraní will be—offered at 4 levels. UGA has the only Dept. of Defense Portuguese Flagship Program.

Library Resources: Ample, rapidly expanding library resources exist for proposed UG NRC.

Outreach: A high priority for land-grant UGA, activities impacted over 36k people 2014-18.

2014-18 Growth: • 9 area tenure-track faculty hired (4 in LACSI) • LCTL enroll. +11%. • Affiliates +33% • LACSI enroll. +50% between 2016 and 17 • UGA Support >\$14 million (26% increase) • Library support increased 54% • Area studies courses >25% increase 60%.



2018-22 Project Overview and Advancement of NRC/FLAS Purposes and Priorities:

LACSI's NRC will foster and guide faculty-driven, decentralized activities via 12 existing & 6 new multidisciplinary initiatives in 5 Focus Areas: (1) Port. Lang. & Braz. St., (2) Indigenous Lat. Am., (3) Humans & Environment, (4) LAC Culture, and (5) Diminishing Social Disparities. *Table A-1* lists Focus Areas & Initiatives. *PMFs & Budget* detail initiative activities. All NRC/FLAS Purposes & Priorities advanced; Initiatives and program design attuned to National Needs.

Goals: Using the Focus Areas, LACSI's NRC will (1) Increase P-16 capacity and impact for Port.-lang. & Braz. culture instruction in GA, nationally, and internationally; (2) Expand & enhance teaching, research, and outreach related to indigenous Lat. Am. in GA & nationally; (3) Expand & enhance P-16 instructional impact, internships, research, and career pathways focused on the relationship between humans and the environment in LAC; (4) Expand & enhance P-16 curriculum, instructional impact, research, and public outreach regarding LAC cultures; (5) Expand & enhance research, social and instructional impacts, internships, career pathways, outreach, and P-16 instruction and curriculum regarding social disparities in LAC societies.

Intended Activities, Outcomes, and Impact: 4 Impact Areas - *Education, Policy, Health, & Diverse Communities* - interweave the 5 Focus Areas. Each Impact Area brings diverse perspectives and disciplinary approaches to bear on urgent National Needs by fostering cohesion and dialogue across LACSI's NRC Initiatives and Focus Areas. This synergic design allows LACSI to channel highly diversified views and academic expertise into collaborative projects tailored to specific Areas of National Need. LACSI's NRC will apply this approach to Project Goals through: proficiency-based language education, professional development workshops, curric. dev., degree programming, and the creation of adaptive learning systems. LACSI's unique program design utilizes NRC resources to achieve concrete societal goals in defined Impact Areas. LACSI will use evaluations to conduct a longitudinal study to assess impact of NRC programming and LAC Studies on student outcomes & career choices on undergraduates.

Competitive Preference Priorities Addressed: This proposal addresses all NRC Absolute and Competitive Preference Priorities and all FLAS Competitive Preference Priorities.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

____NARRATIVE1 .pdf

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Project Narrative

OVERVIEW

Incorporated in 1785 and located in Athens, Georgia, the University of Georgia (UGA) is the nation's first state-chartered university. With an enrollment of approximately 36,000 (27,951 undergraduates as of 2017), it is the flagship institution in the University System of Georgia, and offers Baccalaureate degrees in more than 143 fields, Master's degrees in 130 fields, and Doctoral degrees in 98 areas, including professional degrees in law, pharmacy, medicine, veterinary medicine, business, and public health, and more than 170 study abroad and exchange programs. *U. S. News & World Report's* 2018 "Best Colleges" edition has ranked UGA 16th among public universities and Kiplinger Magazine ranks UGA 12th in its 2017 list of the "100 Best Values in Public Colleges." With international education and experiential learning at the heart of curriculum changes over the past few years, UGA's mission and Strategic Plan has put a global focus on all of its teaching, research, and service.

Georgia is home to the fastest-growing Latin American and Caribbean immigrant population in the U.S. (500% increase since 2000), and the 10th largest Brazilian population. These demographic shifts, and the importance of the region as a trade partner for the state, underscore the need for area and language studies in Georgia. LACSI responds to this need and acts as a catalyst for research, outreach, and service initiatives not only for Georgia but also for the U.S.

During the course of LACSI's first Title VI NRC grant (2014-2018), UGA dramatically increased its capacity in research, outreach, and education in connection to Latin America and the Caribbean. Faculty affiliates grew from 150 in 2014 to over 200 in 2018, solidifying LACSI's active network of faculty with connections to the region. Affiliates come from all of UGA's colleges and professional schools—55 of them area studies and language specialists, and the rest with research or service connections to the region. LACSI is a nexus for Latin American- and Caribbean-related activities at the campus, local, regional, national, and international levels. Since 2014, UGA hired 9 tenure-track specialists in Latin American, Caribbean, and Latino Studies (4 of them in LACSI), and only one of them hired with NRC funds.



During the same period, LACSI also renewed its Portuguese Flagship Program grant from the Department of Defense National Security Education Program. It also received a related grant to stimulate high-school Portuguese in Georgia and beyond. In addition, LACSI added a minor in Latino Studies, a dual B.A./M.A. with Social Work, over a dozen new undergraduate and graduate courses, and its enrollments increased by 50% between 2016 and 2017. Many of LACSI's key Initiatives have flourished: LACSI's P-12 Service and Outreach Initiative established a multi-organization collaboration in Costa Rica and Georgia that has helped train over 600 teachers (**AP2**); the PORTAL Latino Research and Outreach Initiative secured \$90,000 to provide outreach to local communities; and the STEM Education Initiative has won a National Science Foundation grant (NSF Award 1645325), an adaptive-learning platform that has demonstrated the capability to equalize performance in STEM fields by gender and socioeconomic status, numbers long skewed by ingrained biases. And as an outgrowth of LACSI's deep ties in Brazil, UGA's Office of International Education won the 2018 Association of International Educators Paul Simon Award for research collaborations with Minas Gerais.

LACSI's successes in area studies and foreign-language pedagogy have led to advances in other areas at UGA: proficiency-based curriculum being implemented in multiple languages in the Dept. of Romance Languages; with LACSI's help, the College of Education and the Dept. of Germanic and Slavic Languages have become finalists for a Dept. of Defense Russian Flagship Program; and LACSI has provided support and collaboration for current Title VI CIBE and African Studies NRC/FLAS application. These collaborations, done in partnership with the College of Education, are leading to the establishment of best practices in teacher training, assessment, and language pedagogy at UGA that can be—and are being—extended regionally and nationally (**AP2**).

LACSI's dedication to stimulating interdisciplinary growth underpinned the expansion and improvement of its programs. NRC Initiatives, in particular, have fostered cohesion among wide-ranging faculty and student activities dealing with Latin America and the Caribbean through the provision of intellectual, financial, and logistical support. LACSI has shaped itself around 5



Focus Areas, which represent unique, cross-disciplinary clusters of strength, and dynamic areas of growth at UGA: (1) Portuguese Language and Brazilian Culture, (2) Indigenous Latin America, (3) Humans & the Environment, (4) Culture, and (5) Diminishing Social Disparities. Each of these Focus Areas contains several faculty-led Initiatives (see *Detailed Budget* for a Focus Area & Initiatives breakdown; see *PMFs* for baseline data that shows quantifiable successes of Initiatives during 2014-18 NRC). While some budgeted capacity-building is administered centrally, such as library acquisitions and the creation of new degree programs, a large proportion of LACSI's budget and energy is dedicated to providing support for ground-up, organic growth through our interdisciplinary faculty-led Initiatives.

With a residential campus in Costa Rica, the nation's only Portuguese Flagship Program—which helps undergraduates attain highly proficient Portuguese and linguistic competence in their discipline—a strong Quechua program, expanding area-studies degree programs, and the first on-campus Latin American ethnobotanical garden, UGA is poised to continue its leadership in Areas of National Need related to the region. UGA remains committed to achieving measurable results that advance NRC and FLAS purposes and announced Priorities. (See *Detailed Budget*. See also the *Key to Budget Cross-References: NRC and FLAS Announced Priorities, Performance Measure Forms Goals, NRC Purpose, Areas of National Need*, for how our funded activities and past performance contribute to each of the *Key's* categories).

A. PROGRAM PLANNING AND BUDGET

Salient Points Capacities: • 2014-18 NRC Initiatives have flourished (e.g., PORTAL: Latino Research and Outreach, P-12 Service & Education, STEM Ed., Indigenous Languages, Portuguese), and best practices have been institutionalized. **Plans 2018-22:** • LACSI's 12 existing multidisciplinary, faculty-led Initiatives, and 6 new Initiatives, with NRC funding, will be guided by an efficient use of resources, and focus on NRC Purposes and Areas of National Need (*Bgt16-39*). • The Initiatives and activities that LACSI proposes will have broad, long-term impacts on undergraduate training in manifold areas of National Need.



A.1. Funded Activities and Advancement of NRC Purposes

While the *Performance Measure Forms* appendix shows planned activities based on their measurable objectives, the *Detailed Budget* lists planned, funded activities under the Focus Areas and Initiatives they correspond to, and identifies how they meet NRC Purposes and Priorities and respond to National Needs. Examples of ***NRC Purposes and planned activities***: **(a) teaching languages** (state-of-the-art Portuguese instruction through the Flagship Program, established Quechua program, and planned Guaraní program; implementing proficiency-based curriculum in Dept. of Romance Lang.); **(b) area studies** (creation of dual M.A. with one of UGA's professional schools; creation of B.A. in Latinx Studies; creation of new courses to support planned degree programs; range of initiative activities and regional and national collaborations); **(c) international studies for professional and other fields of study** (collaborations with Business, Social Work, Law, Engineering, in addition to several regional and national collaborative activities); and **(d) world affairs** (range of initiative activities and collaboration with proposed Georgia Tech/Georgia State Global Studies NRC).

The quality of the listed activities, all of which advance NRC purposes, derives largely from LACSI's outstanding faculty and the institute's philosophy, grounded in (1) decentralization (faculty-led activities through Initiatives) with strong central support from LACSI; (2) promotion of cohesion through an emphasis on Focus Areas; (3) reliance on collaboration in all efforts.

A.2. Development Plan and Approach to Strengthening Program

A.2.a. Proposed Activities: LACSI's coordinated emphasis on the activities listed by Focus Area and Initiative in the *Detailed Budget* mirrors the aims of the NRC and FLAS programs and ensures that LACSI will grow in strength and focus during the grant period. *Table A-1* breaks down the Focus Areas and Impact Areas, PMF Goals, Initiatives, and Special Collaborations. Details of the Initiatives and activities can be found in the *Detailed Budget*. The *Performance Measure Forms* appendix, which details how the activities will lead to a strengthened program over time, conveys the development plan.



LACSI's Title VI application builds on previous successes through 12 previously existing faculty-led Initiatives and 6 new Initiatives (these preceded with a + sign in Table A-1).

Table A-1 NRC Focus Areas, PMF Goals, and Initiatives
FOCUS AREA 1 Portuguese Language and Brazilian Culture
PMF Goal: Increase P-16 capacity & impact for Port.-lang./Braz. Cult. instruction in GA, U.S., and abroad.
IMPACT AREA: EDUCATION
* <i>Port. Lang. & Brazilian Culture Pedagogy</i>
→Special Collaboration 1: <i>Athens Technical College</i>
→Special Collaboration 2: <i>Port. Linkages Program (K-12 Portuguese programs in Georgia, Indiana, Texas)</i>
→Special Collaboration 3: <i>MSIs Morehouse, Spelman (GA), and Georgia State</i>
FOCUS AREA 2 Indigenous Latin America
PMF Goal: Expand & enhance teaching, research, & outreach re: indigenous Latin America in GA and U.S..
IMPACT AREA: DIVERSE COMMUNITIES
* <i>Latin American Indigenous Lang.</i>
→Special Collaboration: <i>Ohio State University's Center for Latin American Studies</i>
+ <i>Indigenous Latin America in Global Contexts</i>
IMPACT AREA: POLICY
+ <i>Indigenous Politics in Latin America</i>
IMPACT AREA: HEALTH
* <i>Ethnobotanical Garden</i>
FOCUS AREA 3 Humans and the Environment
PMF Goal: Expand & enhance P-16 instruct. impact, internships, research, & careers re: humans & environ.
IMPACT AREA: HEALTH
* <i>Sustainable Ag., Conservation, & Health</i>
→Special Collaboration: <i>Caribbean Peanut Innovation Project</i>
IMPACT AREA: POLICY
+ <i>Brazil Natural Resource Governance</i>
* <i>Neotropical Montology</i>
FOCUS AREA 4 Latin American Culture
PMF Goal: Expand & enhance P-16 curriculum, instructional impact, research, & public outreach re: culture.
IMPACT AREA: EDUCATION
* <i>Latin American and Caribbean Music</i>
+ <i>Art and Social Change</i>
IMPACT AREA: DIVERSE COMMUNITIES
* <i>Caribbean Studies</i>
* <i>African Diaspora in the Americas</i>
FOCUS AREA 5 Diminishing Social Disparities
PMF Goal: Expand & enhance research, social & instructional impacts, internships, career pathways, outreach & P-16 instruction & curriculum regarding societies.
IMPACT AREA: EDUCATION
* <i>P-12 Service & Education</i>
→Special Collaboration: <i>College of Education and Costa Rican Ministry of Education</i>
* <i>STEM Education</i>
IMPACT AREA: POLICY
+ <i>The Global Governance and Sustainability</i>
+ <i>Digital Studies for Policy and Social Justice</i>
IMPACT AREA: HEALTH
* <i>Caribbean Women's Health</i>
* <i>PORTAL: Latino Research & Outreach</i>

* = Existing Initiative + = New Initiative

Although some of the carryover Initiatives have evolved in response to evaluation, conscious reconceptualization, or increasing cohesion and cross-fertilization across Focus Areas, their core, results-driven mission is unaltered. Examples: Latin American Sustainable Ag. Initiative now includes conservation and health, which provide differing perspectives on the practices of



sustainable ag. and the use of GMOs (AP1-1); African Diaspora in the Americas Initiative absorbed the Afro-Brazilian Studies Group. Other previously existing Initiatives were dropped based on evaluations and a lack of tangible results.

A.2.b. Efficient Use of Resources: A substantial portion of the budget is dedicated to the existing and proposed faculty-led Initiatives, and the majority of the remaining budget funds administrative support, guidance, and evaluation of those activities. These instruction, research, and outreach Initiatives correspond to 5 Focus Areas, but Initiatives within each Focus Area cross-pollenate within targeted **Impact Areas** (*Education, Policy, Health, Diverse Communities*)—a design that brings diverse perspectives to bear on key Areas of National Need. The design ensures efficiency by distributing funds with predetermined milestones, and providing central guidance and oversight. Coordinators are required to work with LACSI NRC Associate Director to plan, implement, and collect data related to activities. Additionally, they must involve undergraduate students in all activities so that the Institute always maintains its focus on being an *Undergraduate* National Resource Center. A scaled reduction in funding for the Initiatives, and LACSI’s prerogative of reallocating funds to the most effective Initiatives—or phasing out unproductive ones—further incentivizes self-sufficiency (*Bgt16-39*).

A.3. Reasonableness of Costs

Personnel support for NRC and FLAS activities from UGA stretches NRC dollars while promoting efficiency and self-sustainability. Fulbright and Portuguese Flagship TAs, for example, help advance Title VI goals without denting the NRC budget. Of note, as well, are the cost-effective collaborations with other universities and NRCs, and with independently-funded civic and community organizations, such as the Atlanta History Center, the Georgia Council for International Visitors, etc. in K-12 outreach, co-sponsorship of guest speakers, and other areas, where LACSI provides expertise but bears a low percentage of the costs.

The proposed budget maximizes outcomes and impact of the NRC by balancing the array of activities with the support needed to carry them out efficiently. LACSI learned from prior experience that Initiatives led by faculty who have a passion to create something new—but who



lack resources and infrastructure—lead to more “bang for the buck,” and sustainability compared to centrally conceived and implemented activities. LACSI will achieve cost-effectiveness through its proven approach of centrally supporting decentralized activities, including targeted investment in administrative and evaluation personnel to guide NRC programs. (*Bgt1-4;40-41*). Thus, faculty Initiative activities benefit from efficiencies and economies of scale.

A.4. Long-Term Impact of Activities on Undergraduate Training

The *Detailed Budget* section that covers Initiative activities demonstrates that, by the end of the four-year grant cycle, the NRC will have a broad, long-term impact on undergraduate training in language and areas studies at UGA, as well as within collaborating institutions in Georgia and nationally. The proposed Initiatives will: (1) produce critical curricular and professional development for undergraduates within each of the stated Focus Areas (*Bgt16-39*); (2) develop proficiency-based language teaching best-practices for teachers and professors of Romance Languages in the state of Georgia and beyond (**AP2**) (*Bgt16-19;42*); (3) establish long-term capacity for Latin American area studies and Spanish and Portuguese instruction at Athens Tech and Morehouse, and enhance the advanced Portuguese-language and area studies offerings at Spelman College (**CPP1; AP1-2**) (*Bgt16-17;19*); (4) expand UGA’s Quechua program and create a four-semester Guaraní program (*Bgt11-12;20*); and (5) expose UGA undergraduates and the surrounding community to Latin American cultural diversity through Hispanic Heritage Month, Latin American Film and Music Festivals, and other UGA events, as well as information on Latin America and the Caribbean through public scholarship and community-engagement.

B. QUALITY OF STAFF RESOURCES

Salient Points Capacities: • LACSI faculty have doubled since 2014, with 4 new joint hires; 5 additional tenure-track hires in the area have also been made. • LACSI Core and Affiliate faculty are recipients of National Academy of Sciences, Fulbright, & other awards. **Plans 2018-22:** • Increasing NRC staff to ensure effectiveness of expanded activities through Focus Areas.

B.1 Qualifications, Opportunities, and Responsibilities

B.1.a. Qualifications of Faculty and Staff for Institute Activities and Training Programs:



Table B-1 LACSI Staffing and Oversight		
LACSI Staff, Faculty, and Graduate-Student Workers		
Dr. Richard Gordon	Director	100% LACSI
Dr. Derek Bentley	NRC Associate Director	100% LACSI
New Staff Hire	FLAS Coord. and Admin. Specialist	100% LACSI
Paul Duncan	LACSI Assoc. Dir./NRC Outreach Coord.	100% LACSI
Dr. Steve Lownes	Internal Evaluator	100% LACSI
Amanda Wolfe	External Evaluator	100% LACSI
Dr. Robert Moser	Portuguese Flagship Program Dir.	50% LACSI
Kathleen Schmaltz	Port. Flagship Program Assoc. Dir.	100% LACSI
Sandrika Walker	Office Manager	100% LACSI
Dr. Frans Weiser	Curric. Coord., Advisor & budgeted fac.	50% LACSI
Carlos Pinto	PORTAL Initiative Staff	100% LACSI
Brendan Nordgren	Lat. Amer. Ethnobot. Garden Curator	25% LACSI
Dr. Jorge Derpic	LACSI budgeted faculty	50% LACSI
Dr. Diana Graizbord	LACSI budgeted faculty	50% LACSI
Dr. Sergio Quesada	LACSI budgeted faculty	50% LACSI
Dr. Pablo Lapegna	LACSI budgeted faculty	50% LACSI
Dr. Eric Morales-Franceschini	LACSI budgeted faculty	
Dr. Cassia Roth	LACSI budgeted faculty	50% LACSI
Fernán Palomino	Spanish Language Table coordinator	10% LACSI
Dr. Andrea Villa-Ruiz	Port. Language Table coordinator	10% LACSI
Dr. Chad Howe	Quechua Language Table coord.	10% LACSI
K. Steinberg & S. Casadont	Guaraní Table Coordinators	10% LACSI
Alondra Garcia	LACSI Teaching Assistant	100% LACSI
V. Alves and T. Barbosa	Portuguese Flagship TAs	100% LACSI
LACSI Faculty Oversight		
33 UGA Faculty	LACSI Initiative Coordinators	18 disciplines, incl. prof. schools
12 faculty members	Executive Committee	10 disciplines, incl. prof. schools
18 members	Advisory Board	13 disciplines, incl. Library
7 members	Curriculum Committee	5 disciplines
200+ members	LACSI Faculty Affiliates	All colleges
Core Administrative Support and Oversight		
Assoc. Provost Fallows	Office of International Education	
Assoc. Dean Kagel	Franklin College of Arts & Sciences	

LACSI faculty and staff are highly qualified to carry out planned activities and ensure impact. *Table B-1* lists the human resources available to LACSI to implement and oversee all planned activities. LACSI’s 5 Focus Areas are organized around interdisciplinary clusters of strength among the faculty, and all of our budgeted and no-cost activities will be realized through the faculty-led Initiatives within the Focus Areas. NRC Staff will provide guidance, oversight, logistical support, and monitoring & evaluation of activities. Our approach is to provide an administrative infrastructure for activities led by faculty Initiative Coordinators. Rather than building capacity from the top-down, we have identified and recruited a broadly representative coterie of faculty who make it possible for our Institute to achieve high-impact results that



respond to NRC Purposes and Priorities. Based on prior experience, and the expanded reach of our Focus Areas, LACSI has augmented its staff to include a no-cost Outreach Coordinator and a FLAS Coordinator (*Bgt2;4*).

Examples of faculty excellence include (see *CVs* for other accolades): a number of Fulbright Scholars (e.g., Fusillo, Gordon, Morris, Mote, Portes, Rhodes, Rivero); a UNESCO Artist for Peace (Masciadri); National Academy of Sciences, Kavli Fellows (Nelson); American Association for the Advancement of Science Fellows (e.g., Fragazy, Parrott, Paterson, Pringle); and faculty with teaching and outreach awards (Acosta-Alzuru, Berle, Brown, Carroll, Díaz-Pérez, Emerson, Feracho, Harris, Kavoori, Keen, Morales-Franceschini, Morris, Moser, Navarro, Porter, Rhodes, Richards, Weiser).

B.1.b. Opportunities for Faculty and Staff: Funds and other resources are available at UGA for faculty travel and training. Since 2014, each year LACSI's NRC has budgeted for faculty travel to Latin America to attend conferences, conduct research, and build collaborations with overseas partners—support that will continue with renewed NRC funding (*Bgt13*). LACSI also funds curricular development and training opportunities for faculty, staff, and graduate students. In this vein, the NRC has worked in close collaboration with LACSI's Portuguese Flagship program, which has funded faculty and staff travel to Brazil and pedagogy training seminars, including Oral Proficiency Interview training for Rodrigues. Dr. Steven Lownes has also provided training for overseas partners and for Portuguese graduate students in the area of teaching towards proficiency (*Bgt16;40*) (**AP2; CPP2**).

B.1.c. Responsibility in Teaching, Supervision, and Advising: UGA's 55 Core Faculty, who are housed in multiple colleges, are directly involved in teaching, training, supervising, and advising undergraduate and graduate students. 10 of these faculty are housed in LACSI, and an in-house Curriculum Coordinator and an Advisor provide guidance and support to students enrolled in the Institute's degree programs. Nearly all of UGA's upper-division courses listed in *Table F-1* are taught by faculty, and even the most accomplished researchers are involved in student training, as evidenced by teaching awards that LACSI faculty receive (see Section B.1.a).



B.2. Adequacy of Staffing and Oversight

B.2.a. Breadth of Faculty and Staff Involvement: As *Table B-1* shows, LACSI's core staff is strong, and several large and highly diverse clusters provide active oversight. 48 of LACSI's 200+ Core and Affiliate Faculty—representing every UGA college—volunteer on these committees. LACSI's Advisory Board is widely representative of UGA and the regional community, with members from the Library, Law School, Public Policy and International Affairs, Fanning Institute for Leadership Development, the Office of Research, Vet. Medicine, Education, Romance Lang., Religion, UGA-Costa Rica, and several community members (**AP1-1**). The Executive Committee, the main decision-making body, includes members from Sociology, Anthropology, Comp. Lit., Romance Lang., Education, Psychology, Medicine, Social Work, Public Health, and Theatre and Film (**AP1-1**). Our Initiatives also depend on faculty involvement from many disciplines and several colleges (see *Detailed Budget*).

B.2.b. Institute Administration and Outreach: Since 2012, LACSI has had a full-time Director, Gordon, who oversees the efforts of the many people in *Table B-1*. Continuing NRC administration will be led, with Gordon, by NRC Assoc. Dir. Bentley. In the 2018-22 NRC cycle, LACSI will strengthen its administrative capacity by hiring the FLAS Coordinator, who will also provide support for NRC activities. Additionally, we will bring Lownes on board as Internal Evaluator and Wolfe as External Evaluator (*Bgt1-4;40-42*). Continuous dialogue between Lownes and Wolfe will generate feedback that responds to NRC purposes, National Needs, and UGA's mission and objectives. The governance of LACSI, guided by its Bylaws, ensures broad faculty engagement in decision-making (see Section B.2.a). LACSI also benefits from the oversight of administrators Fallows and Kagel, with whom LACSI works closely.

Outreach: LACSI Assoc. Dir. Duncan, who is Public Service Faculty, a special track at UGA to advance LACSI's outreach programs, will serve as NRC Outreach Coord. (see Section I). He and other affiliates devoted to outreach (e.g., Irwin, Matthews, Mellom, Soto-Keen, Tolosa) expanded UGA's capacity during LACSI's first four-year award and amplified NRC resources with external funds.



B.3. Nondiscriminatory Employment Practices

The Core Faculty at UGA represents varied ethnic and cultural backgrounds and is 45% female. LACSI Affiliates hail from 11 different countries. This demographic diversity is complemented by an array of disciplinary and political perspectives and sets the tone of openness and inclusion to which LACSI is committed (**AP1-1**). UGA seeks staff and faculty from groups that have been underrepresented historically, and encourages applications from the widest possible pool. It is committed to a policy of nondiscrimination and equal employment opportunity in conjunction with an affirmative action program, assuring that information about position vacancies is disseminated to a broadly representative cross-section of qualified potential applicants within the geographical recruiting area for the affected job group. All faculty job ads are thoroughly vetted by the Equal Opportunity Office, which approves print and online publications used to promote job openings. All staff job openings must be posted in an online database open to the public in order to give equal access to all potential applicants. LACSI embraces UGA's policies and practices of nondiscriminatory hiring. Once hired, UGA policies and infrastructure ensure fair and equal treatment for all employees.

C. IMPACT AND EVALUATION

Salient Points Capacities: • LACSI's evaluation team builds on the expertise and experience gained from running Title VI projects and providing evaluations for domestic and international programs (**AP2; CPP2**). • LACSI is committed to, and has a proven track record of, promoting diverse placements for graduates in government service, P-12 teaching, and post-graduate and professional programs (**AP1-2**) • Brazil is currently UGA's largest research and international education partner, a direct result of LACSI's university-wide impact. **Plans 2018-22:** • Given the vital role of monitoring and evaluation in realizing cost-effective, high-impact activities, a proportionate amount of the budget is dedicated to internal and external evaluators.

C.1. Impact of Activities

C.1.a. Enrollments, Placement Data, Participation in Events, Usage of Resources: Since receiving the NRC in 2014 LACSI has greatly expanded, and deepened, its already substantial



impact on the university, community, region, and the nation. Table H-3 lists UGA’s strong international education enrollments—more than 2,000 UGA students have studied in 20 Latin American and Caribbean countries since 2014. And Table G-1 shows that during 2016-17 UGA enrolled more than 9,000 students in Latin American language courses alone. LACSI’s impact on P-12 education, post-secondary institutions, and on the public, has far exceeded expectations (See Table I.1), with activities reaching more than 36,000 people from 2014-18, a dramatic increase over the pre-2014 period. Table C-1 summarizes placement data for Latin American Studies majors and illustrates LACSI’s success placing graduates in government service, other public service (including non-profits), P-12 and World Language education, and post-graduate and professional programs (AP1-2). With NRC support, LACSI will bolster numbers in

Table C-1 Career Placements for LACS Grads		
Career Type	#students	%total
Employment in Lat. Am.	8	8%
Government (LAC)	9	9%
Graduate Studies (LACS)	24	24%
Higher Education	5	5%
Intl. Language Education	9	9%
International Organization	3	3%
Legal Prof. or Law School	4	4%
Medical Profession	1	1%
Ministry/Mission Work	2	2%
Non-profit	10	10%
P-12 Education	5	5%
Peace Corps	3	3%
Private Sector (LAC)	5	5%
Social Work	7	7%
Teach for America	2	2%
Translation/Interpreting	4	4%
TOTAL	101	100%

those categories even further by expanding integrated, multi-disciplinary curricula and programs of study that enhance UGA’s long-term capacity and leadership in bringing language and international expertise to bear on the most pressing Areas of National Need. As described in Section C.4, robust evaluation has underpinned the growing impact of LACSI’s activities and, with Dr.

Lownes’ counseling, will guide program modifications over the course of the grant.

C.1.b. Matriculation of Students into Post-Baccalaureate Programs: LACSI’s undergraduate major has been highly successful in placing undergraduate degree holders into advanced language and international studies graduate programs corresponding to Areas of National Need, as shown in Table C-1 (AP1-2). Students have recently matriculated, for example, into law school as well as M.B.A. programs, advanced area studies, language, and world language education programs. Many went on to careers in government service, non-profit work, int. bus., or education. LACSI has developed innovative ways to prepare students for post-



graduate study and global careers through the Portuguese Flagship Program. The semester-long internship during the students' Capstone year (see Sections 2.A.3 and 2.B.1) is key in this effort. This content-based, real-world experience increases linguistic capacity and cultural competency and prepares students for advanced study (**AP1-2**). For example, one student from the 2017 Flagship cohort enrolled in UGA's M.A. Program in Journalism, another at George Washington U.'s M.A. program in Int. Affairs, and one received a full-time job at Delta Airlines.

C.2. Addressing National Needs and Generating Information for Public

A plethora of national reports and policies assert the need to boost American capacity in area and foreign language studies for purposes of both national security and international trade (e.g. "International and Foreign Language Education," Office of Postsecondary Education, 2018). The three focal languages addressed by LACSI—Portuguese, Quechua, and Guaraní—are federally-designated priority languages for Title VI projects (**FLAS-CPP2**). The Portuguese Flagship Program is a response to the growing need for U.S. speakers of Portuguese in the professions, as indicated by Department of Commerce's high ranking for Portuguese (**AP1-2**). FLAS Fellows have come from a wide variety of disciplines beyond Romance Languages, with the expectation that they will bring proficiency in Portuguese and Quechua to bear on a range of commercial, professional, and public endeavors (**AP1-2**). LACSI's **Focus Area 3**, on human-environment interaction and sustainability, responds directly to the Department of Agriculture's Latin America priority. LACSI is also partnering with UGA's Terry College of Business in the award-winning ExportGA program, providing linguistic and area studies expertise to help Georgia's agricultural and small- and medium-businesses compete in Latin America. The U.S. Departments of Commerce and Transportation and the Georgia Department of Economic Development all include Brazil—UGA's single largest research and international education partner and Georgia's 6th largest export market—as a high-priority country. UGA's deep ties to diverse public and private stakeholders in Brazil have led to innovative education-abroad programs, academic exchanges, and research partnerships (see Section D.1.d). Additionally, recommendations



emerging from the National Research Council's *International Education and Foreign Languages* highlight the need for augmented P-12 language offerings and teacher-training.

LACSI has responded to those national needs by partnering with P-12 education in Georgia and through close collaborations with teacher educators at Spelman, Savannah State U, and UGA's College of Education (**AP1-2; AP2; CPP1; CPP2**). Additionally, Graizbord's new Initiative, Digital Studies for Policy and Social Justice, will develop digital projects that tell, and widely disseminate to the public, stories in order to inform policy. With NRC support, LACSI will also expand the extraordinarily successful P-12 Service & Education Initiative, in part by leveraging UGA's Costa Rica campus for teacher-training workshops in the cutting-edge Instructional Conversations pedagogy (See Section I) and work closely with the proposed Global Studies NRC led by GA Tech & GA State in various international education and language pedagogy projects (**AP1-2; AP2; CPP2**). Both of these programs facilitate broad public access.

Disseminating information about LACSI activities to professional constituencies and the public are important project outcomes. LACSI enjoys strong linkages with stakeholder groups, including the Latin American and Brazilian-American Chambers of Commerce, the Georgia Departments of Education and Economic Development (**see Support Letters**), the Costa Rican, Peruvian, Brazilian, and Guatemalan Consulates, and the Latin American Association, which also provide cost-sharing and logistical support. In addition, media and community organizations such as Global Atlanta, WUGA-NPR, the Atlanta History Center, and newspapers in the Athens and Atlanta areas actively publicize LACSI's workshops and events, achievements, and opportunities (e.g. Portuguese instruction at technical and/or community colleges [**CPP1**]).

C.3. Provisions for Equal Access for and Non-Discrimination of Participants

As discussed in Section B.3, LACSI is proactive in mitigating barriers to participation based on gender, race, national origin, ethnicity, disability, or age. For example, males, African Americans, nontraditional undergraduate students, and persons with disabilities are underrepresented among education abroad participants, and that disparity may hold true for romance language study as well. The availability of FLAS summer funding makes education



abroad more feasible for members of these under-represented groups. Moreover, partnerships with HBCUs Spelman and Morehouse ensure that FLAS funding and other program initiatives are marketed toward persons of color (CPP1). LACSI's partnership with Athens Tech will increase representation among non-traditional students, including older postsecondary students and those from working-class backgrounds (CPP1). Further, the UGA Office of International Education actively promotes diversity among students studying abroad, including students with disabilities. For example, the Weldon H. Johnson Access Abroad Scholarship is reserved for students receiving disability services. For all on-campus classes, UGA's Disabilities Resource Center provides accommodations such as note-taking, mobility assistance, and accommodations in scheduling and test-taking. Likewise, the Regents Center for Learning Disabilities offers students specific guidance and support geared toward reducing barriers to international education and language learning for students who process information differently. One LACSI Initiative helps to lead UGA efforts to increase diversity in the STEM disciplines. After launching the Adaptive Learning System for Interdisciplinary Collaborative Environments (ALICE), using NRC seed money from LACSI, Gutiérrez's team developed a multilingual web-based pilot to address achievement gaps typical of STEM fields. The result was a dramatic reduction of achievement imbalances across racial, ethnocultural, linguistic, and gender lines. This proof of concept led to Gutiérrez securing an NSF grant to expand the platform (NSF Award 1645325).

C.4. Implementation of Evaluation Plans

C.4.a. Comprehensive, Objective, Outcome-Measure-Oriented Evaluation Plan: Robust and innovative program evaluation is a cornerstone of the proposed activities. For LACSI, evaluation is not merely an afterthought, but a thread systematically woven into all program planning. Evaluation in this project is both a means of generating new insights about international education and a feedback mechanism to guide midcourse adjustments in program implementation. The LACSI evaluation plan conforms to the dictates of the Joint Committee on Standards for Educational Evaluations, especially with respect to negotiating evaluation purposes among stakeholders (Standard U3) and communicating evaluation findings (Standard A8).



Specifically, LACSI builds upon recent trends in *Student Learning Outcomes* assessment for international education. LACSI will closely track the impact of its activities on undergraduate academic outcomes (e.g., progress toward college completion), as well as outcomes more closely identified with international and area studies education (e.g., proficiency in world languages and cultural competency). The program evaluation team will be led by Dr. Steven Lownes, who holds degrees in Spanish, Portuguese, and Public Administration, has training in the Oral Proficiency Interview (OPI), and was Assistant Director of LACSI's Title VI programs. External Evaluator, Amanda Wolfe, provides further support. Wolfe is an international education expert and the Director of Global Programs at the U of Arizona's College of Law. She has 20 years of experience running Title VI programs (e.g., at the U of New Mexico). Wolfe will conduct visits at the beginning and end of the project, and will review evaluation practices and results annually.

Evaluation will be integrated into every NRC activity and Initiative through initial evaluation workshops and ongoing consultation with the internal and external evaluators. The evaluation plan reflects practices associated with program evaluation logic models. It considers each objective in light of four types of data. (1) *Process* measures describe how the objective was implemented in terms of the activities undertaken. In many cases process measures are observational and qualitative. (2) *Output* measures describe the "reach" of each activity. Outputs are usually counts of discrete units such as the number of classes taught or the number of participants enrolled. (3) *Outcomes*, in contrast, focus on meaningful change resulting in the short-term from program activities. These might include increments in students' intercultural competence or faculty peer evaluations of new course curricula. (4) *Impacts* are long-term and sustainable effects of program activities. They might include student career choice or institutionalization of an area studies curriculum. The evaluation plan captures a wide variety of program *outputs*. Prominent among those outputs are data essential to the performance measures mandated by the Secretary for NRC and FLAS programs. These include items such as (a) increase in the number of courses teaching priority languages and LCTLs (**FLAS-CPP2**), (b) increase in number of relevant certificate, minor, or major academic programs, (c) participation



of students, faculty, and community members in Initiatives, and (d) increase in language proficiency levels for FLAS fellows. Examples of other output measures are represented in the *Performance Measure Forms* appendix. In addition to evaluating the programming outputs, the evaluation team will also put in a longitudinal study to assess the outcomes and impacts that the NRC and FLAS grants have on UGA's students. Beginning in year one, a random sampling of freshmen enrolled in mandatory First-year Odyssey Courses, thematic one-hour courses, will take a pre-test assessment on attitudes, knowledge, and behaviors associated with the LACS major learning outcomes. The evaluation plan is distinctive in its attention to three kinds of undergraduate *student learning outcomes*. (1) World language learning outcomes will be measured by pre-and post-testing on a language performance proficiency tasks and (2) Cultural competency outcomes will be measured via pre- and post-testing using the Global Perspective Inventory and Wiggins and McTighe's *Six Facets of Understanding*. A number of institutions (including UGA) have adopted the Inventory as a tool for assessing internationalization and the *Six Facets of Understanding* has been incorporated in service-learning courses and curriculum developed under the last NRC at UGA. Both instruments capture ideas related to attitudes and knowledge gained from area studies and international education. A comparison group of peer students identified in non-LACS related First-Year Odyssey courses will also be tested. (3) Academic success outcomes include: (a) year-to-year retention for student participants, (b) final-semester GPA, and (c) career preparation and choice. The evaluation plan encompasses data collection for all NRC and FLAS program performance measures and annual entry into the International Resource Information System. These measures include: (a) pre- and post- test instructor-administered FLAS language assessments, (b) FLAS fellows' proficiency interview results, (c) bi-annual surveys of participants' postgraduate employment, education, or training, (d) numbers of students engaged in each of the NRC and FLAS activities, together with (e) associated *Detailed Budget* figures.

C.4.b. Program Improvements Through Evaluations: LACSI went through a UGA-mandated Program Review in 2016-17. Four structural improvements, in particular, were made



in response: (1) a redesign of the major and minor programs was put in to place to allow more students to add the LACS major while better taking advantage of the affiliate faculty's courses; (2) the university allocated additional space for LACSI's programs and staff by giving the unit office space in the Holmes-Hunter building, in the heart of campus; (3) LACSI Assoc. Dir. and public service faculty Paul Duncan was appointed to oversee and coordinate all NRC outreach programs; (4) finally, the review led to a greater emphasis on the Caribbean, further advancing LACSI's mission by spurring the creation of an undergraduate exploratory course on the Caribbean and three standard courses on the Caribbean (Caribbean Studies, Caribbean Women's Health, and African Diaspora in the Americas). As an NRC, LACSI's evaluations of K-12 workshops, initiative programming, and language proficiency gains among FLAS fellows substantially enhanced LACSI's impact and offerings. In response to evaluations of K-12 workshops, LACSI added new modules and guest lectures responding to the needs and interests of participants (e.g. the joint Brazilian Culture K-16 workshops with Tulane and Vanderbilt showed an increase in participant satisfaction every year, most importantly among repeat participants). Surveys given to student attendees and event-organizers provided critical insights that led to improved initiative programming, marketing, student interest and learning outcomes, and the inclusion of more diverse perspectives in the programming. LACSI will remain focused on evaluation-driven program enhancement: results from student performance assessments will "feed forward" into continuous improvements in course design and instruction.

C.5. Record of Placing Students

Inexpensive, sustainable methods for placement include contacts in international businesses (AP1-2). Sections C.1.a., C.1.b., and C.4., and *Table C-1* show how LACSI has placed students in graduate and professional programs, and in careers in Areas of National Need, both with regard to language (Portuguese and Spanish) and area studies. LACSI will draw on placement success via the Portuguese Flagship Program and refine methods to sustainably augment the pipeline of students who serve Areas of National Need (e.g., through internships with *Global*



Atlanta that give students professional experience and real-life language training in fields such as diplomacy and international relations, business, education, law, and journalism (AP1-2).

C.6. FLAS Fellowships and Improved Supply of Specialists

LACSI recognizes the need to track post-graduate employment and to create pathways for university students to apply their language skills and area studies knowledge in meaningful professional contexts in both the public and private sector (AP1-2). The guiding principle of its Flagship program—“Creating Global Professionals”—will also guide the FLAS Fellowship program through the consistent assessment of student proficiency gains, the development of internship opportunities, and the tracking of post-graduation education and employment, particularly in Areas of National Need. Internships or service-learning projects will be available either during the summer program (in Brazil, for example) or domestically during the academic year (e.g., at the Brazilian Consulate in Atlanta and *Global Atlanta*, which embeds interns with media, business, or government entities engaged with Latin America) (AP1-2).

As discussed in Sections C.1.a and C.1.b, and as reported in part through *Table C-1*, UGA has a strong record of enriching the supply of specialists from among the many undergrads enrolled in Spanish, Portuguese, and area studies. LACSI graduates pursue a variety of graduate and professional programs and careers in Areas of National Need (AP1-2). Since Flagship launched in 2011, over 120 students have participated, and nearly 60 have completed a full capstone year, with internship, in Brazil. Perhaps more important than these initial numbers are the lessons learned of effective ways to train students to become global citizens, people highly trained in the languages of Latin America and in area studies. At the core of LACSI’s approach is performance-based instruction, through diverse approaches to Languages Across the Curriculum (see Section 4.B), which efficiently produces substantial numbers of specialists (AP1-2).

C.7. FLAS Fellowships and Areas of National Needs

LACSI’s proposed breakdown Fellowships (6 undergraduate and 3 graduate for AY; 8 total for summer, with no pre-determined Grad.-UG split) for study in Quechua, Guaraní, and Portuguese, reflects National Needs in these areas. FLAS fellows will be selected to optimize



their contributions to national need. The fellowships will be distributed among several majors, including education, business, and int. affairs (API-2). Some will be reserved for potential use by HBCUs (Spelman and Morehouse) (NRC CPP1). Some will be reserved for students who demonstrate financial need through eligibility for Gilman scholarship and other need-based awards, and in general such students will be prioritized in the competition (FLAS CPP1).

D. COMMITMENT TO SUBJECT AREA

Salient Points Capacities: • UGA support for Latin American Studies in 2016-17 = \$14 million (26% increase since 2012). • 2016-17 LAC-related support for undergrad/grad = \$2,776,848. Plans 2018-22: • UGA to provide 50% of 2 NRC admin. salaries.

D.1. Institutional Support

Table D-1 Institutional Support	
Salaries and Fringe Benefits	2016-17
Language Instruction	\$2,689,612.25
Non-Language Instruction	\$6,138,324.27
Administrative Staff	\$419,016.90
Library Staff	\$81,685.71
Student Support	\$1,469,450.00
Study Abroad Personnel	\$59,391.04
Other Expenditures	
Operating Budget	\$20,000.00
Student grants (HOPE & Zell)	\$1,113,408.00
International Education & Research Partnerships (LAC)	\$582,500.00
Library Acquisitions	\$84,744.00
Faculty Conf. & Research Travel	\$854,404.57
Student Conf. & Research Travel	\$193,990.00
Staff/Bibliographer/Director Travel	\$41,137.20
UGA Costa Rica Campus	\$461,000.00
Ethnobotanical Garden	\$9,327.32
TOTAL 2016-17	\$14,217,991.26
TOTAL 2012-13	\$11,284,716.00
GROWTH	26%

D.1.a. Operation of the Institute:

Financial Support: Error!

Reference source not found.

summarizes UGA’s financial support to Latin American Studies. In the past four years, UGA increased its commitment to Latin American Studies by: (1) Hiring 4 new tenure-track faculty jointly appointed in LACSI, and another 5 area studies faculty in other units; (2) Providing graduate stipends to LACSI in

support of its teaching and outreach missions; (3) Allocating matching support for each of LACSI’s external grants, projects, and programs. (4) If awarded the NRC, UGA will provide 50% salary for the NRC Assoc. Dir. and FLAS Coordinator/Asst. Dir.

D.1.b. Teaching Staff—Fundamental Support for Teaching Staff: UGA provides strong support for Latin American Studies teaching staff (see Error! Reference source not found.).



Additional financial and training support to increase capacity for teaching and research in subject area: UGA offers ample opportunities to enhance teaching and research capacity. The Office of Research supports work in the sciences and social sciences, while the Willson Center supports the arts and humanities (AP2; CPP2). The Office of Online Learning supports online course creation. The Center for Teaching and Learning provides Learning Technology grants and runs a faculty Institute, training for TAs, and advanced training in pedagogy for faculty through the Lilly Fellows program (participants include Weiser and Morales-Franceschini in LACSI, Rodrigues in Romance Languages and Samples from Legal Studies) (AP2; CPP2).

Table D-2 Comparative Library Support, 2012-13 vs. 2016-17			
Category	2012-13	2016-17	GROWTH
Acquisitions	\$39,068.00	\$84,744.00	117%
Personnel	\$72,422.00	\$87,053.77	20%
Staff Travel	\$746.00	\$1,008.79	35%
TOTAL	\$112,236.00	\$172,806.56	54%



D.1.c. Library Resources: Ample library resources exist for the proposed Undergraduate NRC. summarizes UGA’s yearly financial support for library resources in Latin American Studies, which increased by more than 50% during the 2014-18 NRC cycle. See Section E.

D.1.d. Linkages with Institutions Abroad: Table D-3 synthesizes the extensive linkages that UGA enjoys in Latin America and the Caribbean, which reflect both research collaborations and educational relationships through student exchanges and study abroad (see Figure D-1 & Table H-3). Brazil is currently UGA’s largest research and international education partner, a direct result of LACSI’s university-wide impact. LACSI also maintains strong collaborative relationships with the Brazilian, Costa Rican, and Peruvian consulates in Atlanta, which have worked tirelessly in recent years to expand Georgia’s economic, cultural, and educational ties with their respective countries (AP1-2). The fruits of these collaborations are increasingly evident. In 2018, the Georgia Dept. of Economic Development opened its first Peruvian Office in Lima (see Letter of Support). Also in 2018, UGA received the Association of International Educators’ (formerly NAFSA) Spotlight Award for its pioneering multidisciplinary collaboration



with FAPEMIG in Brazil. UGA’s Law School is also deeply invested in international cooperation and training through its linkages with Latin America (AP1-2).

Table D-3 Partners Abroad		
Country	Partners 2016-17	Accumulated Years
Argentina	2	22.5
Bolivia	1	1.3
Brazil	21	167.3
Chile	2	10.7
Costa Rica	2	44.6
Cuba	1	5.0
Ecuador	3	18.9
Honduras	1	14.1
Jamaica	1	17.7
Peru	1	7.4
Uruguay	2	41.8
TOTAL	37	351.2

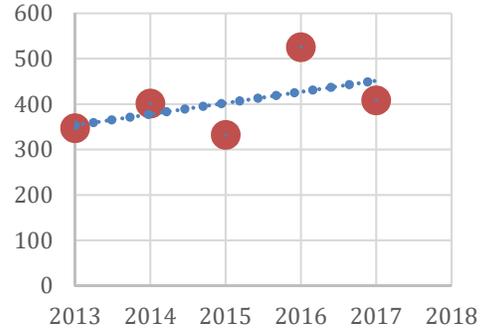


Figure D-1 Study Abroad Growth 2014-18

D.1.e. Outreach Activities: Central UGA funding greatly amplified the NRC’s impact. For example, the PORTAL Initiative secured a \$90,000 President’s Interdisciplinary Seed Grant to work with the immigrant population of the region and the College of Education invested over \$20,000 in the P-12 Service and Edu. Initiative in 2017-18. See Section I for details on Outreach.

D.1.f. Qualified Students: UGA undergrad enhancement programs fund students studying in Latin America. 2016-17 levels: Center for Undergraduate Research Opportunities (\$13,000), Honors Program (\$71,500), and Foundation Fellows (\$79,140). Undergrads also have access to an array of scholarships to study in Latin America. **Statewide scholarships:** A nationally exceptional resource is available to nearly all GA-resident UGA undergrads, including those who study in Latin America: the HOPE and Zell scholarships pay 80% and 100% of tuition (applicable to tuition while abroad), respectively. Total awarded in 2016-17 was \$162,098,714.

External grants: UGA regularly provides matching funds for external grants, which subsidize students studying abroad (e.g., for the Tinker Foundation grant for preliminary grad field research in Latin America (over 20 years: 314 students sent from 22 disciplines to 19 countries).

D.1.g. Support to Students in Fields Related to Teaching Program: UGA Financial Support: 2016-17 university support for undergraduate and graduate students to conduct research, present at professional conferences, study in Latin America, and for tuition waivers and



assistantships totaled \$2,776,848 (see Table D-1), excluding FLAS, Flagship, and Tinker funds.

College and LACSI Support: For example, in the last six years Flagship at UGA has awarded \$940,380 in scholarship support for UGA undergraduates to study Portuguese abroad. By expanding access to UGA’s thriving Portuguese program across disciplines and nurturing young Quechua and Guaraní programs, the FLAS has solidified and enhanced UGA’s capacity for teaching these critical languages, a trend that will continue in 2018-22.

E. STRENGTH OF LIBRARY

Salient Points Capacities: • UGA’s Latin American collections total more than 122,000 volumes and are supported by annual expenditures of roughly \$173,000 • The Special Collections Library houses the nationally renowned Peabody Awards Collection with a strong collection of programs focused on Latin America. **Plans 2018-22**• NRC and UGA funds will continue to expand our collections in support of undergraduate education.

E.1 Library Holdings and University Support

Table E-1 Latin American Collections, 2016-17	
Types of Materials	Titles
In Spanish	53,735
In Portuguese	5,710
In English/Other	48,970
Law Library	2,908
Current serials	95
Maps/Lansat Images	10,200
Films/Videos	798
Databases	4

E.1.a. Strength of Library Holdings: UGA’s library holdings represent an outstanding resource for the proposed Undergraduate NRC, and a foundation for UGA’s plans to expand graduate education in Latin American and Caribbean Studies. UGA collectively holds over 4.6 million volumes and provides access to

over 400,000 full-text e-books; over 7,000 current print serials subscriptions and 48,000 electronic full-text journals; 1 million state, federal, and international documents; more than 6.6 million microforms; over 650,000 maps; and Geographic Information Systems spatial/mapping data, which includes data collected from projects in Costa Rica and Brazil. The UGA collections of maps and government documents are both considered among the top 10 in the nation. Students at UGA have world-class access to materials related to Latin America through UGA collections and the many resource-sharing consortia to which UGA belongs. Latin American collections total 122,420 volumes, which UGA supports with staff and materials expenditures of \$172,806, a



54% increase since receiving the NRC in 2014. Of special interest is UGA's Peabody Awards archive of radio and television broadcast journalism, which contains over 1,200 programs focused on Latin America, housed in the Special Collections Library. It also possesses ample state-of-the-art classroom and event space, and a climate controlled, high-density vault for optimal preservation of archival collections. The Lamar Dodd School of Art also holds a rare collection of slides that include photographs and images of Pre-Columbian and Colonial Latin American art and architecture from Mexico. Specialized sources exist also in UGA's Law Library, including a subscription database of foreign legislation (vLex) containing 2,165 Latin American titles, and the NatLaw World Database with approx. 63,000 LAC-related documents.

E.1.b. Institutional Support: See *Table D-1* and Section D.1.c for an accounting of UGA library support in relation to Latin America. UGA provides increasing support for staff and acquisitions related to Latin America. NRC has helped to expand collections related to LACSI's five Focus Areas, with a special emphasis on Latin American indigenous cultures and languages (*Bgt20-23*). During the 2016-17 Academic Year, UGA matched NRC contributions to LACS collections at a ratio of more than 10-1. Laura D. Shedenhelm—the Bibliographer for Latin America and Iberia, active LACSI affiliate, and Advisory Board member—works directly with the Walter J. Brown newsfilm collection in the university's special collections.

E.2 Reciprocal Access to Collections

E.2.a. Availability to Students of Resources at Other Institutions: *UGA Libraries* forms part of many cooperative agreements, which ensures that undergraduate and graduate students have access to research materials surpassing most major universities in the country. In 2016-17, through Interlibrary Loan, UGA requested 13,771 titles from institutions around the country. UGA's universal catalog also provides access to the library materials of all 34 campuses in the University System of Georgia as well as the State Department of Archives and History. *UGA Libraries* subscribes to a wide range of commercial databases and free online sources that provide additional access to information specific to Latin America. UGA's collections are augmented by membership in the Center for Research Libraries, which has extensive



international collections as well as programs to collect and archive non-commercial web resources created abroad. *UGA Libraries* is a member of the Latin America Southeast Region Libraries, a consortium of the 10 major regional libraries and the University of Puerto Rico. UGA libraries are accessible to the public and key participants in the Reciprocal Borrowing Program, a cooperative venture to allow unrestricted borrowing among UGA, Emory University, Georgia Institute of Technology, and Georgia State University. (This Georgia-wide higher education collaboration will be reinforced through planned collaborations with the proposed Georgia Tech/Georgia State Global Studies NRC; see Section A).

E.2.b. External Access to UGA Resources: Open public access to System Libraries is a strong feature of the University System of Georgia. The sharing consortia described in Sub-Section E.2.a. are reciprocal. Through them, nearly all Georgia institutions of higher ed. have access to UGA holdings. Through Interlibrary Loan, UGA is a net lender. During 2016-17, *UGA Libraries* lent nearly 50,000 items to other universities. LACSI faculty also make LAC-related resources available to the public-at-large online (e.g., the Instructional Conversations platform [See section I.1.a], the Consortium of Latin American Studies Programs).

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

Salient Points Capacities: • UGA has 55 Latin Americanists, Caribbeanists, and specialists in U.S. Latino Studies. • UGA offers one of the few comparative Ibero-American Comparative Studies undergrad. B.A.s in the nation. • UGA's course offerings span LACSI's 5 Focus Areas – 20 in #1 (Portuguese/Brazil), 21 in #2 (Indigenous), 19 in #3 (Humans and the Environment), 64 in #4 (Culture), 16 in #5 (Social Disparities). **Plans 2018-22:** • UGA will create and implement a 4-semester Guaraní language program, a Latinx undergraduate major, and a dual-degree program with one of UGA's professional schools, possibly Social Work or Business.

F.1. Breadth and Depth of Course Offerings

F.1.a. Course Offerings in a Variety of Disciplines: Extent: In 2016-17 UGA offered 156 courses with 25% or more Latin American content through 27 disciplines within 9 colleges (*Table F-1*). This is reinforced by the diversity of course offerings at UGA's campus in Costa



Rica (see Section H.4.a), and through UGA’s study abroad and exchange programs in Latin America (Table H-3). LACSI acts as a nexus for Latin America-related coursework at UGA through its interdisciplinary degree programs.

Table F-1 LAC Courses 2016-17		
College or School	% LAC Content	
	> 50%	25-50%
Arts & Sciences	73	54
Ag. & Envmt. Scs.	2	4
Ecology		5
Education	1	2
Fam. & Cons. Scs.	1	
Forestry. & Nat. Rsr.	2	
Journalism/Mass Comm	1	1
Public & Int. Affairs	1	2
Social Work		7
TOTAL 2016-17	81	75
Total 2012-13	67	47
GROWTH	21%	60%

Quality Instruction: Nearly 80 faculty from 25 disciplines within 11 colleges or schools dedicate 25% or more of their teaching or research to Latin America. See Section B.1.a for discussion of LACSI’s outstanding faculty. **Resources to Ensure Quality:** The Center for Teaching and Learning has many support programs that LACSI faculty utilize. One program promotes international content in curricular

development, “Crossing the Boundaries, Internationalizing Courses,” a Maymester Institute. The Languages Across the Curriculum program has led to increasing quality (e.g., an Anthro./LACSI course, Mexican Civilization, with a Spanish-language component). Additionally, the Lilly Teaching Fellow Program provides long-term mentoring for enhanced pedagogical excellence. A number of LACSI faculty have gained access to this competitive program.

F.1.b. Courses in the Professional Schools: Faculty in professional schools are deeply involved in LACSI and dedicated to undergraduate and graduate teaching and research related to Latin America. For example, the Advisory Board has members from four UGA professional schools. Board member Laura Tate Kagel, from the Law School, runs the Global Internship Program, discussed in Section H.4.a. Roth, from History, will oversee the Languages Across the Curriculum for the Portuguese Flagship Program. In Pharmacy, former faculty member, Dr. Buck, created a course, with support from the Office of International Education, focused on Haiti. The School of Journalism offers a course on international communication. The College of Business runs a “Business in South America” study abroad program for undergraduates as well as a “Business in Panama” study abroad (AP1-1), and international business majors regularly participate in LACSI’s Portuguese Flagship Program and take Portuguese-language business



courses in Brazil during the Capstone Year. We plan to expand LACSI's curricular integration with Business through that college's proposed CIBE grant program. With the School of Social Work LACSI recently co-created a B.A/M.A. joint "Double-Dawgs" program. LACSI has begun discussions with Social Work regarding the creation of a joint M.A. program.

F.2. Interdisciplinary Course Coverage

LACSI fosters interdisciplinary teaching, research, and outreach through its multidisciplinary Initiatives and the opportunities that they provide for undergraduates to get involved. UGA undergraduates are encouraged to do interdisciplinary study with a focus on Latin America, such as through the Interdisciplinary major within the College of Arts and Sciences or the Interdisciplinary Studies major through the Honor's program (**AP1-1**). LACSI has deepened connections to Honor's through a new Honor's version of Intro. to Latin American Studies.

The Spanish and Portuguese Languages Across the Curriculum courses in diverse areas are fundamentally interdisciplinary. The Certificate in International Agriculture requires 8 credits of foreign language, an internship abroad, and coursework in various areas. Many LACSI core courses and cross-listed courses are interdisciplinary, such as the gateway courses, "Intro. to Latin America and the Caribbean," and 4 new, second-year, multidisciplinary courses on "Mexican Studies," "Brazilian Studies," "Caribbean Studies," and "Latinx Studies." Additional examples of UGA courses include: "Understanding and Communicating with the Latino Community in Horticulture," "Coffee (El Grano de Oro): From Bean to Cup," "Supernatural Latin America: Readings on Witchcraft, Shamanism, and Popular Religion," "Women in the Caribbean," and "Ethnobiology and Traditional Medicine."

Through Initiatives in the Focus Areas, new interdisciplinary courses will be created, particularly for K-12. LACSI's cross-disciplinary Conversations lecture series—where faculty and grad students present research to general audiences—reinforce interdisciplinary studies at UGA. LACSI Conversations were piloted in 2016 with a semester-long, multi-disciplinary series on immigration organized through the PORTAL initiative. Bi-weekly Conversations will be implemented across all Focus Areas going forward.



F.3. Faculty Coverage and Instructor Training

F.3.a. Teaching Faculty to Carry Out Mission: LACSI has over 200 affiliates from every college and professional school who either teach, carry out research, and/or are involved in a direct administrative or collaborative role with Latin America, and the perspectives they bring to bear through their activities are wide-ranging (**API-1**). 55 of them are specialists in Latin American, Caribbean, and Latino Studies, and the remainder, our Affiliates, have varied connections to the region and provided support not only for our teaching mission, but also for outreach and multi-disciplinary research partnerships with colleagues abroad. As a whole, this faculty network enables the Institute to carry out every aspect of its mission and realize the PMF Goals of each of LACSI's Focus Areas, through direct or indirect involvement. Even among those who are not explicitly focused on the region, there are faculty whose teaching overlaps with it. Nearly 80 faculty from 25 disciplines within 11 colleges or schools dedicate 25% or more of their teaching or research to Latin America (**API-1**).

Recent expansion of Non-Language teaching capacity: UGA's support for area studies has intensified in recent years, as seen through this sampling of Non-Language tenure-track and Instructor hires within each of LACSI's 5 Focus Areas: **Focus Area 1 (Portuguese/Brazil):** Rodrigues (Romance Languages), Weiser (LACSI/Comparative Literature), and Roth (History). **Focus Area 2 (Indigenous):** Derpic (Sociology), through NRC support. **Focus Area 3 (Humans & the Environment):** Lapegna (Sociology) and Thaler (International Relations). **Focus Area 4 (Culture):** Morales-Francechini (English/LACSI), Navitski (Theatre and Film Studies). **Focus Area 5 (Social Disparities):** McPherson (Social Work), Cornelius (Social Work), Matthews (Social Work), Graizbord (Sociology/LACSI).

F.3.b. Instructor Pedagogy Training: UGA is dedicated to the highest quality instruction and provides ample opportunities for faculty to increase their pedagogical capabilities (see Sections F.1.a. and D.1.b. for information about opportunities available to faculty). Through LACSI, pedagogical training is also provided and funded (e.g., Lownes OPI and proficiency-based curriculum training). Regarding graduate students, all new TAs at UGA must take a pedagogy



training course before teaching. The Graduate School administers one, and departments offer others. Centrally, UGA provides ample ongoing training for TAs in all disciplines through the Center for Teaching and Learning. Quick is in charge of many of these training programs. He teaches graduate courses on pedagogy, leads the Future Faculty Program, and observes and consults with graduate TAs across campus (AP2; CPP2).

F.4. Depth of Specialized Course Coverage in Multiple Disciplines

LACSI has both disciplinary and multidisciplinary curricular depth. *Table F-1* tracks course coverage by discipline and shows a growth in course offerings of 21% in >50% LAC-content courses and 60% in 25-50% LAC-content courses since 2014. LACSI also pursues multidisciplinary, topically cohesive, depth through the 5 Focus Areas: ***Focus Area 1 (Portuguese/Brazil)***: UGA offers 20 courses related to this Focus Area. UGA offers B.A., M.A., and Ph.D. degrees in Portuguese in the Dept. of Romance Lang., and offers a focus on Brazil, for example, in Anthropology, History, Marine Sciences, Psychology, Geography, and Agribusiness. Depth is enhanced by study abroad linkages with Brazil, especially through the Flagship program (see *Table D-3*). ***Focus Area 2 (Indigenous)***: UGA offers 21 courses from various disciplines related to the indigenous peoples of Latin America. LACSI has partnered with the Institute for Native American Studies to create a specialization on Latin America within their Certificate and B.A. programs. ***Focus Area 3 (Humans and the Environment)***: UGA offers 19 courses in several disciplines related to this Focus Area. LACSI faculty are key to the Integrative Conservation Ph.D. program (Brosius, Carroll, Gottdenker, Hernández, Kavoori, Mote, Pringle, Sarmiento, Trapnell, and Velásquez Runk). Many of the courses offered at UGA's campus in Costa Rica reinforce this area. Other areas of disciplinary depth in the social sciences— Anthropology, Geography, Political Science, and Sociology—also contribute to this and other Focus Areas. ***Focus Area 4 (Latin American Culture)***: UGA offers 64 related courses in 13 disciplines, with special teaching strengths in Film (Navitski), Television (Acosta-Alzuru), and Latin American Literature (many affiliates), and History (Román, Chamosa). Several faculty members in History and Anthropology bridge Focus Areas 2 and 4. Of particular note is the



Department of Romance Language's specialization in Ibero-American Comparative Studies major (see, e.g., Gordon, Feracho, Moser, Anderson). **Focus Area 5 (Social Disparities):** 16 courses at UGA include a concentrated focus on diminishing social disparities. A burgeoning institutional strength, the Focus Area links faculty from such varied disciplinary perspectives as Agricultural Development (Navarro), Social Work and Public Health (McPherson, Baldwin), International Business (Samples); STEM (Gutiérrez); Education (Mellom, Tolosa); Sociology (Graizbord), and Anthropology (Velásquez-Runk) in wide-ranging efforts to resolve problems of urgent national and international importance.

G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

Salient Points Capacities: • UGA houses the only Portuguese Flagship Program, a proficiency-based undergrad training, including internships abroad and a strong career placement record. • LACSI has helped develop proficiency targets and outcomes through implementing standardized and in-house assessments and proficiency-based pedagogical workshops for Portuguese, Spanish, and French at UGA. • LACSI has piloted distance-education courses for Quechua. **Plans 2018-22:** • Complete implementation of Proficiency-Based Language Learning program for Romance Languages. • Creation of 4-semester Guaraní language program.

G.1. Language Instruction and Enrollments

G.1.a. Spanish, Portuguese, Quechua, and Guaraní Instruction: Spanish and Portuguese are offered at all undergrad and grad levels and enrollments are strong (see Table G-1). UGA offers 4 semesters of Quechua (enrollments growing), and Guaraní will follow suit in 2019-20. **Focus Area 1 (Portuguese Language and Brazilian Studies):** UGA is currently one of only two universities (along with Vanderbilt) in the Southeast region offering both the M.A. and the Ph.D. in Portuguese. The grad program elevates undergrad programs through the deep involvement of graduate students with the training of undergraduates, both in and out of the classroom, including through the weekly conversation tables. Building on UGA's strength in Brazilian Studies and its well-established Portuguese language program, LACSI created the nation's first and only Portuguese Flagship Program. The Flagship program has a dual purpose: (1) To prepare



undergraduate students from all disciplines to achieve professional-level proficiency (Interagency Language Roundtable [ILR] 3) in the target language. Students who reach ILR level 2 (working proficiency) can access federal scholarships to do a Capstone year in Brazil, taking courses in their area for one semester and participating in internships for a second semester there.

(2) To develop innovative curricular materials and methodologies for enhancing the teaching of Portuguese in the U.S., helping put in place language-learning pipelines from Pre-K through the professions (**AP2; CPP2**). An essential part of LACSI’s approach to language training is telecollaborative learning, where UGA is a pioneer, as exemplified by its *teletandem*, in which students at UGA meet weekly, via Skype, with partners in Brazil (collab. with UGA’s College of Ed. and Unesp [Brazil]) (see results in the Hasko, Moser, Et. al publication “Maximizing Oral Proficiency Development via Tellecolaborative Partnerships”). More than 120 students have participated in the Flagship and nearly 60 have completed the capstone year in Brazil.

Focus Area 2 (Indigenous Latin

America): LACSI’s Quechua program has been running since 2013 and was put in place with strong support from the UGA administration, the Institute for Native American Studies, the Linguistics Program, and the Dept. of Romance Languages. The integration of the program into UGA’s curriculum at various levels—the four-course sequence fulfills the undergraduate language requirement—helps ensure its endurance. LACSI’s Latin American Indigenous Languages Initiative has guided the growth of our Quechua program. Starting in Summer 2018, LACSI will begin building our Guaraní curriculum, and during AY 2018-19, there will be

Table G-1 Lang. Courses and Enrollments, 2016-17		
Language	Sections	Enrolled
Spanish		
Beginning	107	2,864
Intermediate	117	2,940
Advanced	188	1,233
Professional	13	221
Literature/Culture	71	1,166
Linguistics	34	323
Spanish Totals	530	8,747
Pedagogy		
SPAN-PORT-ROML	28	220
Portuguese		
Beginning	8	151
Intermediate	6	71
Intensive Language	4	46
Literature/Culture	13	169
Portuguese Totals	31	437
Quechua (*2016-18)		
Enrolled	8	42
Audited		6
Quechua Totals	8	48
TOTAL		9,452
GROWTH		11%



a Guaraní Culture table, offered by two Romance Languages faculty members trained in Guaraní, for the university and surrounding community to build interest in the Guaraní language sequence to be offered in AY 2019-20. The Dean of the College of Arts and Sciences, where LACSI is housed, has agreed to hire an instructor to give permanence to our indigenous language course offerings once enrollments have stabilized.

G.1.b. Enrollments in Spanish, Portuguese, and Quechua: UGA has among the largest Spanish and Portuguese language programs in the country, with almost 9,000 enrollments in Spanish and more than 400 in Portuguese in 2016-17 (see *Table G-1*). Total per-semester enrollment in Portuguese courses over the past decade has averaged close to 300 students, making UGA’s program one of the largest in the U.S., and the largest among Southeastern states. Most Portuguese Flagship Program students spend a summer in Brazil studying Portuguese intensively before their Capstone year. **Quechua:** Even before Quechua was approved for the language requirement and the core curriculum (now the case), LACSI successfully enrolled and taught the first two levels of the course. **Language learning through Study Abroad:** UGA provides numerous opportunities for students to study Latin American languages abroad. *Table H-4* summarizes education abroad enrollments by country (UGA programs and those of other providers), which exceeded 2,000 students for Latin America and the Caribbean since 2014.

G.2. Language Levels and Languages Across the Curriculum

G.2.a. Language Levels: Spanish and Portuguese language instruction at UGA is offered at all levels in the undergraduate program: Beginning, Intermediate, and Advanced. Four semesters of Quechua language—beginning and intermediate—are now approved and will be offered. Moreover, undergraduate lower- and upper-division “content” classes (e.g., literature, culture, linguistics, service-learning) are conducted in the target language. Such courses build students’ proficiency. Service-learning in the Spanish and Portuguese programs, and internships in Brazil in LACSI’s Portuguese Flagship Program, are also conceived and run as efficient, real-world language-learning opportunities for students in all disciplines, including business, public policy and relations, education, and diverse STEM fields (AP1-2).



G.2.b. Languages Across the Curriculum: LACSI led efforts at UGA to initiate a Languages Across the Curriculum program for the entire university in any language. Through Flagship, LACSI will have a coordinator for Languages Across the Curriculum from the History Department (Roth). Students enrolled in these innovative courses do at least 25% of their written, reading, and oral work in the target language. Courses in Anthropology, Forestry, Psychology, Geography, and Latin American Studies, with a Portuguese module, have been offered. Other forms of instruction that constitute language learning across the curriculum and reflect UGA's deep commitment to innovative approaches to increasing proficiency include: (1) the Flagship Program Capstone Internships; (2) service-learning courses that involve work with the Spanish-speaking community in Georgia (see Section F.2 for examples) and enable students to increase their proficiency through real-world interactions and in connection with diverse disciplines (AP1-1); (3) discipline-specific study abroad programs in Latin America that provide language-learning and cultural immersion opportunities (AP1-2).

G.3. Sufficiency of Language Faculty and Language-Pedagogy Training

G.3.a. Language Faculty: UGA has ample faculty to cover language instruction. The number of Spanish and Portuguese Tenure-Track, Academic Professionals, Lecturers, and Instructors totals 95, in addition to 14 TAs. **Recent expansion of teaching capacity:** UGA's support for language instruction, as in area studies, has increased over the past several years. For example, Villa Ruiz (Portuguese-language pedagogy and Latin-American culture), Chamorro (Spanish and Portuguese Linguistics), Maillo-Pozzo (Latinx Studies and Caribbean cultures). With Chamorro's hire, UGA has three linguists dedicated to Portuguese instruction, one of the largest concentrations in the country. Several LACSI Affiliates from the College of Education also contribute to Spanish- and Portuguese-language pedagogy (Cahnmann, Harman, Tolosa). LACSI has demonstrated creative solutions to increasing capacity for teaching Portuguese through Moser's leadership of the Portuguese Flagship Program (e.g., Fulbright TAs from Brazil, Flagship-funded TAs who run weekly small-group tutoring and the telecollaborative learning program). Also, through LACSI's Flagship-related *Linkages* grant, the institute worked with high



schools in Georgia to create a pipeline of Portuguese language learning (**AP2, NRC CPP2**). This work, along with previous and ongoing efforts at the high-school and earlier levels, has positioned LACSI as a national leader in K-12 Portuguese education.

G.3.b. Performance-Based Instruction Training: Both faculty and instruction assistants at UGA are thoroughly trained in cutting-edge performance-based language teaching, and faculty in the College of Education’s Language and Literacy Education program are key partners (**AP2; CPP2**). The Dept. of Romance Languages trains all Spanish and Portuguese TAs through its semester-long pedagogy course. LACSI’s Portuguese Flagship Program has helped to create and implement innovative methods to teach Portuguese to prepare university students to become global professionals, and to increase national capacity in Portuguese education at the P-16 levels. Even before Flagship, UGA made national contributions to Portuguese instruction—*Ponto de Encontro*, the standard text in the U.S., is co-authored by Emerita Faculty, Hutchinson. Since launching Flagship, LACSI has trained faculty and TAs in the latest language pedagogy methods, and has advanced knowledge in this area through: (1) Telecollaborative Learning; (2) ACTFL Oral Proficiency Interview training: Rodrigues, two Ph.D. students, and one staff member have trained in this technique for determining language proficiency levels, and have trained TAs, and faculty in Flagship’s overseas location (UFSJ [Brazil]), in these methods.

G.4. Quality of the Language Program

G.4.a. Performance-Based Instruction Implementation: UGA departments are required to utilize performance-based instruction. Every instructional unit—including Romance Languages, which teaches Spanish and Portuguese—files a Student Assessment Plan and an annual assessment report on student learning outcomes. UGA’s language programs have taken the lead in implementing performance-based instruction. Focus Area 1 (Portuguese/Brazil): LACSI’s Portuguese Flagship Program is on the cutting-edge of performance-based instruction. UGA has one of the few Portuguese programs in the U.S. that systematically utilizes—through Flagship—a standardized oral proficiency exam to determine students’ proficiency levels at different stages. This includes testing Flagship students pre- and post-Capstone. Flagship added standardized tests



in Reading and Listening, developed by American Councils for International Education with significant UGA input and guidance. The attention given to actual student proficiency enables LACSI to document progress of Flagship students, and then refine pedagogical approaches.

During 2018-22, Internal and External Evaluators will track the effectiveness of implemented proficiency-based instruction. Based on evaluations, LACSI will revise tactics to achieve enhanced outcomes (see the *Performance Measure Forms* appendix). LACSI has applied its experience with performance-based instruction through Flagship to all FLAS-funded language instruction in Quechua and Portuguese, and soon Guaraní, an innovative synergy that will continue through the next FLAS cycle (**FLAS CPP2**). In line with Flagship's mission to pilot new approaches *and* to find ways to implement them nationally, LACSI is pioneering ways to utilize these forms of assessment (OPIs, Simulated OPIs, and computer-mediated tests) for *all* Portuguese students at and beyond UGA, including FLAS fellowship recipients, and for other Latin American and Caribbean languages taught at UGA (e.g., Spanish and French).

G.4.b. Adequacy of Resources: Resources for language teaching and practice at UGA are ample and account for the university's high-quality language programs. Beyond the training resources described in Section G.3.b and those offered through the Center for Teaching and Learning, all language instruction at UGA benefits from the strong print and online resources available through the library system (see *Table E-1*). LACSI provides additional resources for students, faculty, and community members through free weekly Quechua, Portuguese, and Spanish Conversation hours held in the *Casa Amarilla*, and is adding Guaraní, another Latin American Indigenous language, in Fall of 2018. **Additional resources related:** Besides the Language Tables, *all* PORT 2002 and PORT 3010 students have *teletandem* Skype partners (Brazilian students); weekly tutoring for Flagship students; and many free, public cultural events.

G.4.c. Language Proficiency Requirements: UGA has high proficiency standards for all Latin American languages taught. As described above, the Dept. of Romance Languages conducts a Student Assessment Plan and an annual Outcomes Assessment Report for both Portuguese and Spanish. All undergraduates taking Spanish, Portuguese, or Quechua must attain



a high intermediate level to satisfy the College of Arts & Sciences foreign language requirement, and an advanced level for the LACSI major. Moreover, Portuguese Flagship Program students must acquire Interagency Language Roundtable level 2 (Working Proficiency) to do the Capstone year in Brazil, and level 3 (Professional Proficiency) for final Flagship certification.

H. QUALITY OF CURRICULUM DESIGN

Salient Points Capacities: • More than 2,000 UGA students have studied abroad in 20 LAC countries since 2013. • UGA ranked 13th nationally in the number of students studying abroad in 2017. • UGA-Costa Rica offers 90 courses in 41 disciplines. **Plans 2018-22:** • With NRC funds, LACSI will develop distant learning indigenous language courses with online content (Quechua and Guaraní), for UGA students and Georgia Board of Regents institutions.

H.1. Areas Studies Curriculum and Degree Programs

H.1.a. LACSI Undergraduate Degree Programs: *Table H-1* shows that undergraduates completing a major or minor in Latin American Studies are exposed to a wide range of language and area studies coursework (taught within LACSI and throughout UGA). Undergraduate student training starts broad, but gains depth through specialization in macro-disciplines: **Social Sciences:** Anthropology, Geography, International Studies, Journalism, Sociology, Women's Studies; **Humanities:** Span., Port., French, English, History, Language and Literacy Ed., Linguistics; **Environmental Sciences:** Agricultural Economics, Ethnobotany, Crop and Soil Sciences, Environmental Ethics, Environmental Health Science, Forestry and Natural Resources, and Historic Preservation. Ecology Students in other programs, such as Honors Interdisciplinary Studies or International Agriculture, may also specialize in Latin America. Enhanced career-training opportunities are now available to undergraduates through a new B.A./M.A. in Latin American Studies and Non-Profit Management.

H.1.b. Appropriateness of Undergraduate Training Program Requirements: LACSI programs provide a broad foundation in both language (Spanish, Portuguese, Quechua) and area studies, and require students to deepen their knowledge in one of three areas: social sciences, humanities, or environmental sciences (see *Table H-1*). The LACSI degrees map onto clusters of



faculty strength (see list of disciplines covered by non-language courses in Section H.1.a.).

LACS majors must take courses in two languages, choosing from Spanish, Portuguese, French, Quechua, and soon Guaraní (these languages also satisfy the college language requirement).

Advanced Language Training: Study Abroad and Service Learning: LACS majors are strongly encouraged to participate in study abroad and/or community service. *Table H-4* aggregates total UGA Latin America study abroad and exchange participation since 2013.

Table H-1 Undergraduate Latin American and Caribbean Studies Degree Program Requirements	
Program	Requirements
B.A./B.Sc. with a LACS Minor	• 1 Intro. crs. • 1 Latin Amer. History crs. • SPAN, FREN, or PORT 3010 • 3 upper div. LACS crss. in 2 or more of the three tracks of Latin Amer. & Carib. Studies, which include: (1) Social Sciences; (2) Humanities, Art, & Music; (3) Environmental Science, Policy, & Historical Preservation
B.A./B.Sc. with a LACS Major	• 1 Intro. crs. • 1 Latin Amer. History crs. • 4 Intro. crss. that may include SPAN, FREN, PORT, or Quechua language, as well as ANTH, GEOG, INTL, ROML, or WMST • 3 upper div. crss. in SPAN, PORT, or FREN • 1 upper div. Latin Amer. Critical Concepts crs. • 1 Latin Amer. & Carib. Studies Senior Capstone crs. • 8 upper div. LACS crss. in 2 different tracks: (1), (2), & (3) above

Service-learning courses enable students to utilize their acquired language skills (e.g., an Ag. and Environmental Sciences/LACSI course, “Understanding and Communicating with the Latino Community in the Green Industry” and a Spanish/LACSI course “Spanish Practicum for Service Learning”). **Languages Across the Curriculum:** See Section G.2.b.

H.2. Academic and Career Advising

LACSI offers personalized academic and career advising for students at all levels of involvement (major, minor, graduate certificate) by a tenure-track faculty member, Dr. Frans Weiser (LACSI and Comparative Literature). Students who focus on Latin America in other departments also have direct advising resources available (AP1-2). Portuguese Flagship Program advising provides in-depth guidance for students to transition from their undergraduate degrees to their professional life in the customized internship program during their Capstone Year in Brazil, and recently strengthened relationships with Engineering and Air Force ROTC, establish career pathways for students in Areas of National Need (AP1-2). **University services and opportunities:** The UGA Career Center has dedicated staff for each major, including Latin American Studies, and majors with Latin American content. Career Fairs are held each semester.



Services include Dawglink (opportunities for UGA students and alumni), a Career Center iPhone and iPad app with job openings, and the Intern-for-a-Day program. Students receive weekly update emails from the Career Center with internships, part-time jobs, and full-time employment opportunities nation-wide (AP1-2). LACSI’s job placement success can be found in *Table C-1*.

H.3. Training of Students from Diverse Disciplines and Professional Fields

LACSI is fundamentally multi-disciplinary and is heavily connected to professional schools through faculty, curriculum, and collaborations (AP1-1; AP1-2 – entire section). Language instruction in Portuguese, Quechua (and soon, Guaraní), and area studies at all levels, provides high-quality, high-efficiency training for an array of academic and career aspirations for both undergraduates or graduate students.

LACSI undergrads reflect this multi-disciplinary approach by usually double- or triple-majoring. 64% double major, 15% triple major, and 21% single major, which means that for 79% of LACSI students, the program serves undergrads in diverse disciplines. LACSI’s strength in Humans and the Environment, for example, provides students in a host of disciplines with a deep understanding of Latin America from a unique angle, and thus addresses an Area of National Need identified by the U.S. Dept. of Agriculture.

Table H-2 Portuguese Flagship Program Requirements	
1	Students of any discipline are required to pursue excellence in the study of Portuguese with the goal of reaching Advanced proficiency (ILR 2) in the language before year in Brazil and Superior (ILR 3) after year in Brazil.
2	Reach the 4000 level prior to study abroad, and complete at least one content course (taught in Portuguese) at UGA during the program (e.g., ANTH4560i).
3	Participation in weekly tutorial sessions with a native or near-native speaker of Portuguese.
4	Part of the training technique piloted and developed through Flagship involves participation in teletandem collaborative learning (weekly videoconferences with students in Brazil), developed with experts at UGA and in Brazil on education and foreign language acquisition.
5	Attendance at Flagship-sponsored lectures, film screenings, workshops, and other cultural activities.

Portuguese Flagship Student Disciplines & Program Requirements: Flagship is a unique, high-impact option for students in any discipline, and its students have come from 9 colleges and professional schools. Majors have included: Advertising, Biology, Bio. Engin., Business, Chemistry, Chinese, Econ. & Bus, Inter. Affairs, Journalism, LACS, Linguistics, Marketing, Music, Public Relations, and Romance Lang. Flagship trains students to reach Superior



proficiency (ILR 3), and attain a sophisticated grasp of Portuguese as it relates to the academic and professional interests (AP1-2). Table H-2 lists Flagship requirements.

H.4. Arrangements for and Use of Student Research and Study Abroad Opportunities

Table H-3 Study and Research Abroad Enrollments Since 2013-17	
Country	Students
Argentina	326
Barbados	2
Bermuda	19
Bolivia	2
Bonaire, Saint Eustatius and Saba	1
Brazil	138
Chile	145
Colombia	3
Costa Rica	1,022
Cuba	48
Dominican Republic	2
Ecuador	47
Haiti	1
Honduras	11
Mexico	7
Nicaragua	3
Panama	4
Peru	158
Turks and Caicos	1
Uruguay	68
Virgin Islands	5
TOTAL	2,013

H.4.a. Formal Study-Abroad Arrangements:

UGA’s Office of International Education has mechanisms in place that have helped LACSI and other units to build and maintain extensive arrangements for students, especially undergraduates, to study in Latin America. UGA ranked 13th nationally in the Institute for International Education’s 2017 Open Doors study abroad report. UGA has 37 International Collaborative Agreements (ICAs) with institutions across 11 Latin American countries for study abroad, reciprocal exchange, research, and internship programs, and UGA departments administer Education Abroad

programs in 12 additional countries in which UGA does not have ICAs. (Table H-3 summarizes enrollments by country; see also Figure D-1 for growth of enrollments over time). Beyond UGA’s array of agreements with other institutions, UGA in Costa Rica’s residential campus in Costa Rica offers 90 courses from 41 disciplines and 11 of UGA schools and colleges.

Law School: One example of professional-school opportunities abroad is the Global Internship Program, which sends law students to work/study/research abroad during the summer recess. The UGA Law School has sent dozens of students to work in Latin America in recent years.

H.4.b. Undergraduate Research: UGA strongly supports undergraduate research, in part



through the Assistantship Program of the Center for Undergraduate Research Opportunities. Many of the students listed in *Table H-3* were conducting research in Latin America.

H.4.c. Student Access to Other Study-Abroad and Summer Language Programs: Student access to opportunities are abundant: UGA’s Office of International Education has a portal on their website devoted to helping students identify and enroll in study abroad programs run by other institutions. *Table H-3* includes UGA students participating in other institutions’ Latin American study abroad programs. One example: Portuguese Flagship Program students, prior to their Capstone year, enroll in a FLAS-approved summer immersion program in Florianópolis, Brazil, sponsored by International Studies Abroad, for which they receive support.

I. OUTREACH ACTIVITIES

Salient Points Capacities: • LACSI sponsored outreach events and programs impact more than 9,000 individuals annually. • P-12 Service & Ed. Initiative project, *Instructional Conversations* (IC), has skyrocketed, involving more than 600 Georgia teachers in 26 school districts & their Costa Rican counterparts. **Plans 2018-22:** • LACSI will expand its K-12 Portuguese Pipeline to states beyond Georgia • Replicate the IC Model in other U.S. and Latin American locales, including teacher-training workshops at UGA’s Costa Rica campus • Help Tulane create a Latin American Ethnobotanical Garden at the Audubon Zoo in New Orleans

I.1. Elementary & Secondary Schools: Regional and Nation Impact & Faculty Involvement

Largely because of the widespread faculty involvement with the Institute (see *Table B-1* and Sections B.1. & B.2.), LACSI has had a formative impact on regional P-12 education, as suggested by *Table I-1*. Though P-12 outreach is broad, three signature projects with national impact should be emphasized: ***Pipeline for the Study of Portuguese: from P-16 to the Professions*** (AP2; CPP2): Through the Portuguese Flagship Program (**Focus Area 1**), and a corollary 2015-16 grant that focused on high school (*Linkages*), as well as NRC support, LACSI has advanced Portuguese instruction at all levels through pilot programs in the state of Georgia, with the aim of propagating the strategies nationwide. The College of Education has partnered in this effort. NRC support allowed LACSI to begin putting flesh on the skeletal structure of the P-



16 Portuguese Pipeline in Georgia and beyond. Collaborators have included: *Elementary*: Hall, Union Counties; *High School* Cobb County, U. of North Georgia (*Federal Service Language Academy*), Vanderbilt and Tulane NRCs (Summer Institutes for high school teachers); U of Utah and Florida International U’s NRCs, as well as the Miami-Dade public school system. The nexus of the capacity-building work is the Georgia Department of Education (see **Letter of Support**). Moving forward, one of the aims of **Focus Area 1** will be to further solidify the Portuguese Pipeline and implement best practices in other states (*Bgt16-19*).

Instructional Conversations
(IC) (AP2; CPP2): With NRC funds, LACSI financed a teacher-exchange pilot project bringing Costa Rican educators to work with 40 Middle- and High-School

Table I-1 UGA Latin American Outreach Activities, 2014-18		
Activity	Events	Attendance
P-12 Teacher/Student Training	6	707
P-12 School-Based Programs	6	23,898
Post-secondary on-campus events	66	1,670
Community Events & Non-UGA Community Outreach	22	9,870
Media	126	Unknown
Post-secondary Outreach Teacher/Student Training	7	559
TOTALS	233	36,679

teachers in Georgia to kick start a pedagogical model integrating Latin American Studies and Georgia content standards in subjects from business, economics, and currency to culture, language, geography, tourism, and travel. A research-based, collaborative, and conversation-centered pedagogy shown to increase academic achievement in all learners, the IC Model interweaves world language education, area studies, and professional/technical training, where native speakers provide instruction in discipline-specific and real-world contexts. Leveraging financial and logistical support from LACSI, the College of Education, and UGA-Costa Rica, coordinators of the P-12 Service & Education Initiative (Mellom et. al.) pioneered novel best practices that bring Costa Rican and Georgian educators into constant dialogue, underpinning a continuous process of professional development through which Costa Rican participants help teachers in Georgia to better understand and teach about Latin America, and vice-versa. Since the project’s inception, participation in IC has skyrocketed, involving more than 600 Georgia teachers in 26 school districts (including Barrow, Clarke, Habersham, and Gwinnett Counties), their Costa Rican counterparts, the U.S. Peace Corps, the U.S. Embassy in Costa Rica, the Costa



Rican Ministry of Education, and the Costa Rican Investment Promotion Agency (CINDE), the world's foremost investment promotion organization according to a 2017 report by the International Trade Center. Through the project's online platform hundreds of teachers in GA and Costa Rica have incorporated twenty IC curricular modules into their classrooms, reaching thousands of Middle- and High-School students in both countries. In August 2018, a new cohort of teachers will be trained in the IC model at an intensive Professional Development workshop held at the UGA-Costa Rica campus in San Luis de Monteverde, Costa Rica. LACSI will impel the expansion and refinement of IC pedagogy by organizing and hosting multi-institutional teacher-training workshops at UGA's Costa Rica campus in Years 2 and 4 of the grant (see Section I.2 below). ***Latin American Ethnobotanical Garden:*** One of the only such resources in the U.S., LACSI's Garden contains over 200 Latin American plant species used for various purposes by indigenous communities from Mexico to *Tierra del Fuego*, providing a way for P-12 students to engage with Latin America's human and natural environments through all of their senses. The Garden supports two main kinds of outreach at the P-12 level: (1) Assoc. Dir. Duncan, who holds an M.S. in Forestry, works with elementary schools in Georgia to create ethnobotanical gardens and related curriculum, and (2) he hosts a summer institute for P-12 educators across the U.S. (*Bgt2,24,34; Table A-1*). The Garden was recently selected by the United States Office of Botanic Gardens International to pilot their bi-lingual mobile app, which provides interpretive tours of the Garden's contents using audio and images—an innovation that will further enhance the sensory appeal of this exceptional resource. The app also provides written information about the habitat, cultivation, ecology, and uses of each plant. ***Other P-12 Highlights:*** The adaptive learning platform ALICE (Adaptive Learning for Interdisciplinary Collaborative Environments), developed at UGA with seed support from the NRC 2014-18, and later supported by the National Science Foundation (Award 1645325), has been used to develop an online course in English and Spanish intended to attract students to STEM fields. In the NRC cycle 2018-2022, the course will be translated to Portuguese and Quechua. Also, a workshop and open source online course will train teachers to deliver this course independently.



I.2. Post-Secondary Institutions: Regional and National Impact & Faculty Involvement

LACSI has a strong record of helping other regional institutions build area-studies and language instruction capacity (e.g., Savannah State, Spelman, Athens Tech), and the Institute actively seeks opportunities to partner with other universities on activities that amplify the Institute’s impact—an approach that LACSI will maintain in 2018-22.

In addition to the activities mentioned in Section I.2 and summarized in *Table I-1*, some of which also benefit post-secondary institutions in the region, salient examples include:

Ethnobotanical Garden: LACSI helped Vanderbilt University establish a Latin American Ethnobotanical Garden and has formalized plans with Tulane to create a third Garden at the Audubon Zoo in New Orleans. ***Global Studies Consortium Collaboration:*** With the NRC support, LACSI will deepen synergies with universities across the region, placing special emphasis on working with other NRCs and Title VI grant-holders and MSI’s. Over the 4-year grant cycle, LACSI will organize and co-sponsor the World Lusophone Forum and the Atlanta World Studies Symposium in conjunction with the GA Tech/GA State Global Studies Consortium (also involving Spelman and Emory), combining distinctive institutional strengths to address soaring demand for language and area studies in Georgia and the Southeast region (**AP2; CPP1**) (see also Section K.1.a.). ***Social Entrepreneurship:*** LACSI will also work closely with UGA’s Terry Business College and Savannah State University in the execution and co-sponsorship of Global Social Entrepreneurship programs in Georgia, contributing much-needed political, cultural, and linguistic expertise to academic programs training students how to navigate unfamiliar societal and business conditions as they seek access to Latin American markets and Latin America-based businesses operating in Georgia. Dr. Tim Samples (Terry College of Business) will lead efforts to tighten the concentric links between LACSI’s and Terry’s academic and outreach programs, and will ensure that joint projects address the language and international education needs of students and faculty, in part through LACSI’s Global Governance and Sustainability Initiative, which he leads (**AP1-2**). ***Instructional Conversations UGA-Costa Rica Workshop:*** As indicated in section I.1. above, Mellom’s P-12 Service &



Education Initiative has made extraordinary progress developing and expanding access to cutting-edge language and area studies pedagogy. In the 2018-22 grant cycle LACSI will launch, in conjunction with the College of Education and UGA-Costa Rica, an effort to refine the IC Model and establish it as a national and international standard for integrated World Language, area studies, and professional/technical education. Central to this agenda will be 2 intensive teacher-training and curriculum development workshops utilizing the UGA-Costa Rica campus and involving faculty from UGA, Emory, GA Tech, GA State, Spelman, Tulane, Vanderbilt, and the University of North Georgia (AP2; NRC CPP1).

I.3. Business, Media, Public: Regional and National Impact & Faculty Involvement

As a public land-grant institution, UGA is deeply committed to outreach and service with the general public, in building ties with business, and in propagating the knowledge produced here through the media. Two WUGA public radio programs—*Caribbean Voices* (to begin Fall 2018 with LACSI NRC support) and *African Perspectives* (20 years on the air, includes African Diaspora in the Americas)—both created and run by UGA faculty members, and both with connections to LACSI Initiatives, vastly expand our outreach to the public through media. There exists also joint public programming with independently funded community organizations (e.g., Atlanta History Center, GA Center for International Visitors). LACSI also regularly partners with our local non-profit cinema, *Ciné* to publically screen Latin American films.

Table I-1 synthesizes outreach and impact on, business, media, and the public. Also, many of the academic and cultural events discussed in Section I.2 and some of those from I.1 are also applicable in this section, such as the Spanish, Portuguese, and Quechua conversation tables open to the public. Of note, as well: public cultural events organized through the Portuguese Flagship program; co-sponsored events, including a Cuban print artwork show; and visits by a Costa Rican dancer and a Guadeloupean choreographer; former faculty member, Susan Thomas's Athens Music Project, involving Latin American/Latino and African American musical traditions; and LACSI's involvement with *Global Atlanta*, an online magazine that focuses on business, international affairs and diplomacy, and education sectors.



Section C.2 discusses the media multiplier effect that we achieve through our many external organizational partners, and their dissemination of activities organized through LACSI.

J. FLAS AWARDEE SELECTION PROCESS

Salient Points Capacities: Plans 2018-22: • FLAS applicants must complete a Free Application for Federal Student Aid (FAFSA) form, and financial need will be a selection factor (**FLAS CPP1**). • LACSI will reserve at least 1 summer FLAS Fellowship annually for potential use by our chief MSI partners in Georgia, or Athens Tech (**NRC CPP1**).

Summary of Request: LACSI requests funding for 6 undergraduate AY FLAS Fellowships, 3 AY fellowships at the graduate level (actual undergrad FLAS awards will be higher at no additional costs due to state scholarships [see below], and 8 summer fellowships with no pre-determined undergrad.-to-grad. ratio (*Bgt43*). Fellowships will be awarded primarily in Portuguese, Quechua, and Guaraní (and none in Spanish **FLAS CPP2**). UGA has the capacity teach Portuguese at all levels, but only offers Quechua and Guaraní (starting AY 2019-20) at beginning and intermediate levels, making the FLAS summer program essential for students striving for advanced proficiency in those. Many UGA undergraduate FLAS recipients already receive Georgia's HOPE or Zell Scholarship, which cover 80% and 100% of tuition costs, respectively. Thus, FLAS funding normally allocated to undergraduate institutional payments may be used to award additional undergraduate Fellowships. Moreover, UGA waives tuition for all graduate students with assistantships, and this anomaly allows LACSI to stretch the FLAS Fellowships to more graduate students in cases where the student already has an assistantship.

J.1 Advertisement, Application, Selection Process, Timeline, and Promotion of Priorities

J.1.a. How Awards will be Advertised: LACSI will vigorously promote the FLAS Fellowship program—making clear the prioritization of financial need (**FLAS CPP1**) and the availability of Fellowships only for LCTLs (**FLAS CPP2**), as well as plans to use language and area studies learning in their careers (**NRC AP1-2**)—through the following coordinated strategies: a) fliers posted in all relevant UGA units; b) electronic advertisement sent to the entire UGA community (close to 45,000 people); c) a FLAS information session every Fall semester; d) an advertisement



in the *Red & Black* student newspaper; e) postings on LACSI's website, listserv, weekly newsletter (*LACSI Link*) and social media pages, which reach over 700 stakeholders. LACSI will also promote its FLAS program, using similar means, at state and regional partner institutions (MSIs Spelman C., Morehouse, Georgia State; Community College Athens Tech; and Emory and Georgia Tech), as part of the broad capacity-building strategy for Portuguese in Georgia and the Southeast region (**FLAS CPP2; NRC CPP1**).

J.1.b. Steps in Selection Process: Applications for academic year and summer awards will be due, and submitted online, in early February and must include official student transcripts, a FAFSA report, a statement of purpose, a résumé, and two letters of reference (one for language proficiency and one for academic performance). Members of the Selection Committee will rate each complete application with a rubric and meet in late February to make award decisions. Fellowship recipients will be notified in early March.

J.1.c. Correspondence of Awards to Priorities: LACSI plans to devote all of its FLAS Fellowships to languages other than Spanish, French, and German (**FLAS CPP2**). The majority of these awards will be for the study of Portuguese, Quechua, and Guaraní, as they are LCTLs taught at UGA, but summer Fellowships will occasionally be awarded to students planning to study other indigenous languages abroad. Preference will be given to students who can demonstrate financial need (**FLAS CPP1**) and a compelling career-motivation for this study (**NRC AP1-2**), in addition to academic merit, (as described in Section K.2). LACSI will reserve at least 1 summer FLAS Fellowship annually for potential use by our chief MSI partners in Georgia, or Athens Tech (**NRC CPP1**), institutions that will benefit from LACSI's capacity-building efforts (**NRC CPP1**). In collaboration with units like Anthropology and Native American Studies, LACSI intends to bolster both undergraduate and graduate participation in the new Guaraní program (with special emphasis on undergraduates).

J.1.d. Measuring and Documenting Proficiency Gains: LACSI proposes to draw on Flagship's language-proficiency instruction and assessment strategies to ensure that FLAS students attain the highest possible language proficiency levels. LACSI will utilize Simulated



Oral Proficiency Interviews and other assessment tools (in reading and listening) to determine pre- and post-FLAS Fellowship proficiency levels, as it does regularly with its Flagship Program. The implementation of such standardized assessment measures, and the data gained from them, will significantly enrich FLAS student performance reports, and address the Dept. of Ed.'s priority to reliably assess student progress with regards to language competency.

J.1.e. How Students Apply for Awards: Several informational sessions will be given to Portuguese, Quechua, and Guaraní students at designated times during the Fall and early Spring semesters. Students will submit their applications online via UGA's Office of International Education GoAbroad portal, which uses the recently implemented Terra Dotta system. Visually impaired students can receive assistance from UGA's Disability Resource Center. Students will submit an application consisting of official student transcripts, a FAFSA report to demonstrate financial need, a statement of purpose, a résumé, and two letters of reference (one for language proficiency and one for academic performance) and a proposed budget. The statement of purpose will require students to discuss their previous language training and the relationship of the proposed language study of a LCTL to their academic and career goals (**NRC AP1-2**). Applications will be due in February and decisions will be announced in March.

J.1.f. Who Selects the Fellows: A committee of 3 LACSI affiliates will be chosen by the Director and chaired by the FLAS Coordinator (LACSI Associate Dir. and NRC Associate Dir. *ex-officio* committee members). The committee will represent several disciplines and regional specialties and will include at least one language specialist from either Portuguese, Quechua, or Guaraní, and one representative from the professional schools. The committee will rank FLAS applications (see Section J.1.g) and make final award decisions. Committee members will be required to disclose any relationship to the applicants that may represent a conflict of interest.

J.1.g. Selection Criteria: FLAS Fellowships will be awarded on the basis of academic merit, financial need (**FLAS CPP1**), professional potential and career goals (**NRC AP1-2**), and the potential to achieve proposed language proficiency gains in a LCTL (**FLAS CPP2**). Merit-based qualifications will be measured using a standard point-system with the following categories: (1)



Overall GPA; (2) GPA in the target language class; (3) focus and quality of Statement of Purpose; (4) letters of recommendation. The selection committee will evaluate candidates based on averages of the committee's academic merit scores and demonstrated connections of the FLAS to career goals and financial need. Whenever possible, the committee will seek a diverse mix of recipients from the humanities, social sciences, natural sciences, and professional schools (AP1-1; AP1-2). Undergraduate and graduate applications will be considered separately.

K. COMPETITIVE PRIORITIES

Salient Points Capacities: • LACSI's 200+ affiliated faculty reflect diverse political perspectives and this carries over to research and instruction. • LACSI and Portuguese Flagship have a strong record of placing students in a variety of jobs in Areas of National Need (*Table C-1*), and has helped train future teachers. • LACSI has a record of capacity building among MSIs. **Plans 2018-22:** • Our planned NRC- and FLAS- funded are built around meeting each of the announced Absolute and Competitive Priorities.

K.1. NRC Priorities

K.1.a. NRC Competitive Preference Priority 1—Collaboration with MSIs and Community Colleges: Collaboration with MSIs: LACSI has an established record of working with MSIs in Georgia and beyond to expand their area studies and Portuguese-language capacities. LACSI helped fund an areas studies hire at Savannah State (a collaborator with UGA's proposed CIBE) and a Portuguese instructor at Athens Tech, helped Spelman to enhance its Portuguese program, and collaborated on a yearly Portuguese/Brazil-focused P-12 Summer Teacher Training Institute with Tuskegee U. in Alabama, in conjunction with Tulane U. and Vanderbilt U. Recently, LACSI also: (1) helped UGA partner with regional MSIs to secure an NSF *INCLUDES* grant to increase participation of under-represented groups in STEM disciplines, and (2) activated its multi-disciplinary network of 200+ faculty to build a 900-researcher database, 18% of which work at U.S. MSIs, as part of a USAID Research Technical Assistance contract application.

LACSI will build on existing relationships to improve capacities in area studies and Portuguese-language instruction at regional MSIs. There will be a special focus on Afro-



Brazilian and Lusophone studies, and UGA partners will include African Studies and African American Studies Institutes. Activities will include shared visitors to Georgia, cultural events, public and P-12 outreach, and a symposium. Efforts will be focused through the planned Global Studies NRC being proposed by a consortium led by Georgia Tech and MSI Georgia State, which includes MSIs Spelman and Morehouse (Bgt16;19). PMFs and Detailed Budget summarize these activities (Bgt16;17;19;32).

Table K-1 Planned Activities Responding to Announced Priorities
ABSOLUTE PRIORITIES
Absolute Priority 1 – (1) reflect diverse perspectives and generate debate and (2) encourage government service and education, business, and non-profit sectors in areas of national need.
LACSI’s faculty represent a wide range of views; our cross-disciplinary Conversations provide a forum for lively, public debate. LACSI will continue record of undergrad placement in careers in Areas of National Need.
Absolute Priority 2 – provide for teacher training activities on the languages, area studies of Center
LACSI collaborates closely with several departments in the College of Education, and plans to help expand the number of teachers certified to teach P-12 Portuguese in the state of Georgia.
NRC PROGRAM COMPETITIVE PRIORITIES
NRC Program Competitive Preference Priority 1 – Collaboration with MSIs and Community Colleges
LACSI will help expand Athens Tech’s Portuguese language program; will work with MSI Morehouse and proposed Georgia Tech/Georgia State (MSI) NRC consortium (including Emory and MSI Spelman) to increase long-term Portuguese, Lusophone Culture, and Latin American Studies capacities.
NRC Program Competitive Preference Priority 2 – Collab. with Teacher Education Program, Arts & Sciences
LACSI collaborates with UGA’s College of Ed. to: (1) increase the number, and improve the preparation, of certified P-12 Portuguese teachers in Georgia, and (2) integrate Latin American content into teacher ed. at UGA.
FLAS PROGRAM COMPETITIVE PREFERENCE PRIORITIES
FLAS Competitive Preference Priority 1 – FLAS Fellowships for Students who Demonstrate Financial Need
One of the selection criteria for undergraduate and graduate students is demonstrated financial need.
FLAS Competitive Preference Priority 2 – AY FLAS Fellowships in the Less Commonly Taught Languages
All FLAS awards will be for LCTLs, typically Quechua, Guarani, and Portuguese; none will be for Spanish.

Collaboration with Community Colleges: LACSI will also build on its relationship with Athens Technical College, an MSI Title III/V eligible institution and Level I Associate Degree granting community college, which was identified in 2010 by Community College Week as the 8th fastest growing community college in the U.S. LACSI will help expand the college’s first foreign-language component by adding Spanish and LAC area studies, strategic additions that will feed into our existing collaboration in Portuguese and boost Portuguese enrollments (Bgt17).

K.1.b. NRC Competitive Preference Priority 2—Collaborations with Colleges of Education, Schools of Liberal Arts and Sciences, Teacher Education Programs: UGA’s College of Ed.’s Secondary Teacher Education programs, which includes World Language Education, was ranked 4th among America’s Best Graduate Schools (2019 U.S. News and World Report). Of particular



relevance for collaborations, the Language and Literacy Education Department offers undergraduate and graduate programs leading to P-12 teacher certification in World Language Education, as well as in-service Endorsement Programs for P-12 teachers in GA. It is also highly committed to the certification of teachers qualified to teach LCTLs, including Portuguese. LACSI works closely with them on this and other efforts through both Flagship and the NRC (12 of its faculty are LACSI affiliates). Recently, it developed the capacity to certify Portuguese teachers in GA via its M.A. in Teaching program, and via its program for undergrads.

Regarding the new, planned activities through this grant: (1) Expansion of Instructional Conversations model through teacher-training Workshops at UGA-Costa Rica; (2) collaborating to overcome hurdles in student-teacher placement and relative lack of certified Portuguese teachers who can supervise these UGA students. The collaboration will offer solutions to the aforementioned obstacles, increase the number of P-12 Portuguese teachers certified in GA, and thereby address the existing and expected needs in the state and the nation (*Bgt16;18;33-34*).

K.2. FLAS Priorities

K.2.a FLAS Competitive Preference Priority 1—FLAS Fellowships for Students Who Demonstrate Financial Need: LACSI will award FLAS fellowships to both undergrads and grads, primarily for Portuguese, Quechua, and Guaraní (and none for Spanish). Preference will be given to those students who demonstrate financial need, coupled with a strong academic track record, a commitment to the intensive study of their chosen LCTL, and compelling argument for the relevance of their FLAS to careers in Areas of National Need (see Section J).

K.2.b. FLAS Competitive Preference Priority 2—Academic Year FLAS Fellowships in Languages Other than French, German, and Spanish: From 2014-18 we only awarded FLAS Fellowships for LCTLs, and we intend to do so during the upcoming cycle. Awards will not be given for non-LCTLs (e.g., Spanish, French), and most awards will be for Portuguese, Quechua, and Guaraní (except for Summer FLASs to study other LCTLs abroad).

Other Attachment File(s)

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Position Descriptions

University of Georgia FLAS Coordinator

As noted in the narrative, the Latin American and Caribbean Studies Institute (LACSI) at the University of Georgia (UGA) employs Dr. Derek Bentley as Associate Director of the National Resource Center. Beginning fall semester 2018, LACSI proposes the hire of an administrative specialist to provide support to the UGA National Resource Center/FLAS program. Specifically, the individual will serve as FLAS Coordinator, fully managing the UGA Foreign Language & Area Studies summer and academic year fellowship program, with Associate Director Bentley's oversight, and will provide administrative support for NRC activities. The FLAS Coordinator will work closely with undergraduate and graduate students, administer fellowship competitions and serve as the point person for all FLAS-related programming and reporting. The FLAS Coordinator will work to expand student competency in less-commonly-taught languages and area/international studies expertise at UGA and nationally. The FLAS Coordinator will manage LACSI's Brazilian Portuguese and Quechua programs for both the academic year and summer.

University of Georgia Quechua Instructor

The Latin American and Caribbean Studies Institute (LACSI) at the University of Georgia (UGA) already employs an outstanding graduate research assistant (doctoral level), Bethany Bateman, to provide academic year Quechua instruction on the UGA campus at the beginning and intermediate levels. Bethany possesses advanced competence in Quechua, having successfully completed 4 semesters of formal Quechua language training and a summer immersion program in Ecuador in addition to several repeat visits to continue improving her competency and gather curricular materials. Although Bethany is a current staff member, she is also an advanced PhD student. LACSI has included her position here in the likely event that we have to find a replacement prior to the end of the 2018-22 grant cycle. The Institute is already working with the Peruvian Consulate in Atlanta to compile a list of qualified candidates for this position.

FYI: For both of these above:

Page 103 of the NRC/FLAS application package instructions advises that the project description should provide sufficient detail to demonstrate that the position(s) is/are necessary and the proposed costs are reasonable.

Curriculum Vitae for Project Personnel

LACSI STAFF			8
Gordon, Richard A.	LACSI Director	100%	8
Bentley, Derek	Academic Professional Associate	100%	8
Duncan, Paul	Associate Director	100%	9
Lownes, Steven	Internal Evaluator	100%	9
Moser, Robert	Associate Professor & Portuguese Flagship Director	100%	10
Quesada, Sergio	Senior Academic Professional	100%	10
Schmaltz, Kathleen	Program Coordinator	100%	11
Walker, Sandrika	Office Manager	100%	11
Weiser, Frans	Associate Professor	100%	12
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Crop and Soil Sciences	14
Parrot, Wayne Professor of Crop and Soil Sciences 10%	14
Rhoads, Jamie Research Scientist 10%	15
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Affolter, James Director of Research 50%	15
Berle, David Associate Professor of Horticulture 10%	16
Díaz-Pérez, Juan Carlos Professor of Horticulture 10%	16
COLLEGE OF EDUCATION	17
Center for Latino Achievement and Success in Education(CLASE)	17
Mellom, Paula CLASE 100%	17
Counseling and Human Development Services	17
Portes, Pedro Professor of Educational Psychology 50%	17
Delgado-Romero, Edward Professor/LACSI Executive Committee 50%	18
Language and Literacy Education	18
Cahnmann-Taylor, Melisa Professor 75%	18
Harman, Ruth Associate Professor, TESOL 50%	19
Tolosa-Casadont, Lou Clinical Associate Professor and World Language Coordinator 50%	19
COLLEGE OF ENGINEERING	20
Jambeck, Jenna Associate Professor 50%	20
COLLEGE OF ENVIRONMENT AND DESIGN	20
Rivero, Rosanna Assistant Professor of Environment and Design 10%	20
COLLEGE OF FAMILY AND CONSUMER SCIENCES	21
Foods and Nutrition	21
Giraudó, Silvia Associate Professor 50%	21
Human Development and Family Science	21
Bermudez, J. Maria Associate Professor 75%	21
COLLEGE OF PUBLIC HEALTH	22
Epidemiology and Biostatistics	22
Cordero, José F. Head/Department 50%	22
Health Policy and Management	22
Emerson, Kerstin Gerst Clinical Assistant Professor 50%	22
Health Promotion and Behavior	23
Orpinas, Pamela Professor 50%	23

FRANKLIN COLLEGE OF ARTS AND SCIENCES 23

Anthropology	23
Brosius, Peter Distinguished Research Professor 10%	23
Kowalewski, Stephen Professor 50%	24
Nelson, Don Professor 50%	24
Tanner, Susan Associate Professor 50%	25
Velásquez Runk, Julie Associate Professor 75%	25
Cellular Biology	26
Docampo, Roberto Professor 40%	26
Communication Studies	26
Harris, Tina Professor of Speech and Communication 25%	26
Dance	27
Fusillo, Lisa Department Head & Professor of Dance 17.5%	27
English	27
Lowe, John Professor 50%	27
Morales-Franceschini, Eric Assistant Professor 50%	28
Genetics	28
Paterson, Andrew Regents Professor of Genetics 10%	28
Geography	29
Mote, Thomas Professor and Head of Geography 5%	29
Ross, Amy Associate Professor 50%	29
Sarmiento, Fausto Professor 62.5%	30
Geology	30
Patiño-Douce, Marta Lecturer 50%	30
History	31
Chamosa, Oscar Associate Professor 100%	31
Palmer, Jennifer Assistant Professor 50%	31
Román, Reinaldo Associate Professor 100%	32
Rood, Daniel Assistant Professor 50%	32
Roth, Cassia Assistant Professor 100%	33
Whigham, Thomas Professor 100%	33
Marine Sciences	34
Yager, Patricia Professor 50%	34
Mathematics	34
Gutierrez, Juan B. Associate Professor 50%	34

Music		35
Masciadri, Milton	Professor of Double Bass 50%	35
Plant Biology		35
Trapnell, Dorset	Assistant Professor of Biology 17.5%	35
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Romance Languages		36
Anderson, Mark	Associate Professor 100%	36
Arribas, Alicia	Academic Professional 50%	37
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Correa-Diaz, Luis	Professor 100%	38
Feracho, Lesley	Professor 75%	38
Gadhoun, Khédija	Senior Academic Professional 50%	39
Howe, Lewis C.	Associate Professor of Linguistics 50%	39
Villate Isaza, Alberto	Assistant Professor 100%	40
Kaplan, Betina	Associate Professor of Spanish 100%	40
Lucero, Nicolás	Associate Professor 100%	41
Pérez-Gamboa, Teresa	Academic Professional 100%	41
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Rodrigues, Cecilia	Assistant Professor of Portuguese 50%	43
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Journalism	49
Rhodes, Leara Associate Professor 50%	49
ODUM SCHOOL OF ECOLOGY	49
Capps, Krista Assistant Professor 50%	49
Carroll, Ronald Professor Emeritus Odum School of Ecology 12.5%	50
Porter, James Josiah Meigs Distinguished Professor 25%	50
Pringle, Catherine Research Professor of Ecology 12.5%	51
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Thaler, Gregory Assistant Professor 50%	52
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Gottdenker, Nicole Associate Professor of Veterinary Pathology 17.5%	54
McPherson, Jane Assistant Professor 100%	54
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LACSI STAFF**Gordon, Richard A. LACSI Director 100%**

Since arriving at the University of Georgia in 2012, the Latin American and Caribbean Studies Institute has secured over \$5 million in federal grants from the Department of Education and the Department of Defense. We have grown the academic mission of the institute by hiring five additional tenure-track faculty and restructuring and expanding our curriculum. We have increased our affiliated faculty from 75 to 200 and now have representation from every college and school at the University—this diverse network enables the institute to help UGA enhance international relationships, pursue extramural funding, and create effective, cross-disciplinary collaborations. Within the institute, we have launched a number of faculty-led projects that span disciplines, including PORTAL, our Latino Research and Outreach Initiative, and the Caribbean Women’s Health Initiative, which is working with partners in Grenada to prevent cervical cancer.

Tenure status: tenure**Education:** Ph.D., Brown University**Department and academic experience:** Latin American and Caribbean Studies Institute, Department of Romance Languages. Previous appointments at Ohio State University and Southern Methodist University**Overseas experience in Latin America and the Caribbean:** Brazil, Mexico, Argentina, Peru, Colombia, Chile, Costa Rica, Grenada, Puerto Rico**Region:** Brazil, Mexico, Caribbean**Languages and proficiency level (5=Native or near native, 1=Beginner):** Portuguese (5), Spanish (5)**Percent devoted to area/international teaching:** 100%**Percent devoted to area/international research, domestic outreach, administration:** 100%

Area/international studies courses taught: At University of Georgia: Cinema and Social Identity in Brazil and Lusophone Africa; At Ohio State University: Slavery and Discourses of Identity in Cuba and Brazil; Anthropophagy in Brazil and Spanish America; Representing the African Diaspora of Colonial Spanish American and Brazil; Brazilian Cinema; Latin American Historical Film and Nationalism; Introduction to Brazilian Cultural Studies; Latin American Film; Brazilian Culture; Modern Spanish American Literature; Brazilian Culture and Society
Research and teaching specialization: Brazilian and Spanish American culture and literature; film studies

Number of recent publications (2013-18): 5**Sample publications:**

- Newcomb, Robert Patrick and Richard A. Gordon, eds. *Beyond Tordesillas: Essays on Comparative Luso-Hispanic Studies*. Columbus: Ohio State University Press, 2017. 262 pp.;
- Gordon, Richard A. *Cinema, Slavery, and Brazilian Nationalism*. Austin: U of Texas P, 2015. 272 pp.

Distinctions: Fulbright Scholar Grant. To carry out research for one semester while in residence at the Universidade Federal do Rio Grande do Norte. \$14,000. January-June, 2010. Fulbright Scholar Grant. To carry out research for three months while in residence at the Universidade de Lisboa. \$12,000. June-August, 2017. Principal Investigator. U.S. Department of Education Title VI National Resource Center and Foreign Language and Area Studies Fellowship grant (as Director of the Latin American and Caribbean Studies Institute, UGA). \$1,900,000. 2014-2018.

Bentley, Derek Academic Professional Associate 100%**Tenure status:** non-tenure**Education:** B.A., Armstrong Atlantic State University (AASU), 2004; M.A., AASU, 2007; Ph.D., University of Georgia, 2017**Department and academic experience:** History, Latin American Studies**Overseas experience in Latin America and the Caribbean:** Mexico, Brazil, Argentina, Peru, Ecuador, Dominican Republic**Region:** Mexico**Language and proficiency level (5=Native or near native, 1=Beginner):** Spanish (5), Portuguese (3)**Percent devoted to area/international teaching:** 25%**Percent devoted to area/international research, domestic outreach, administration:** 75%**Area/international studies courses taught:** LACS 1000 (Spring 2018)**Research and teaching specialization:** Modern Mexico and Latin America; Capitalism; Political and Economic History; Gender; Religion

Distinctions: Foreign Language and Area Studies Fellowship (2015-16); Fulbright-García Robles Research Fellowship (2013-14); Harvard Studies in Capitalism Dissertation Research Grant, Harvard Institute for Global Law and Policy (2013); Alfred D. Chandler, Jr. Fellowship in Business History, Harvard Business School (2013); Harvard History Project Fellowship, Joint Center for History and Economics: Institute for New Economic Thinking (2012).

Duncan, Paul **Associate Director** **100%**
Tenure status: non-tenure
Education: B.S., University of Iowa, 1985; M.S., University of Florida, 1994
Department and academic experience: Latin American and Caribbean Studies; Associate Director/Public Service Faculty; Supervises UGA Latin American Ethnobotanical Garden (LAEG) and Co-Coordinator of LAEG initiative. Coordinates UGA Peace Corps Prep Certificate Program.
Overseas experience in Latin America and the Caribbean: Guatemala, Honduras, Mexico, Dominican Republic: Natural resource conservation project management/training.
Region: Caribbean/Central America/Mexico
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Haitian Creole (2)
Percent devoted to area/international teaching: 100%
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: AESC 2990S Understanding and Communicating with the Latino Community in the Green Industry (Service Learning). Typically teaches one course per year. Carries out K-12 teacher workshops for social studies/STEM with Latin American Ethnobotanical Garden.

Lownes, Steven **Internal Evaluator** **100%**
Tenure status: NA
Education: B.A., University of South Carolina, 2005; M.A., University of South Carolina, 2007; M.A., Ohio State University, 2013; Ph.D., Ohio State University, 2018
Department and academic experience: Previous Appointments Latin American and Caribbean Studies Institute at University of Georgia; Spanish faculty University of South Carolina Upstate
Pedagogy training for language instructors: M.A. in Spanish; Ph.D. in Spanish and Portuguese
Overseas experience in Latin America and the Caribbean: Argentina, Brazil, Chile, Uruguay
Region: Southern Cone and Brazil
Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (5), Spanish (5)
Percent devoted to area/international teaching: NA
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: NA
Research and teaching specialization: Program Evaluation for service-learning and international programs; Oral Proficiency; Service-Learning and Language for the Professions; Portuguese and Lusophone Literatures and Cultures; Spanish Language, Literatures, and Cultures; International Education and Study Abroad
Number of recent publications (2013-18): NA

Moser, Robert **Associate Professor & Portuguese Flagship Director** **100%**
Tenure status: tenure
Education: B.A., University of California, Berkeley; M.A., Brown University, 1996; Ph.D., Brown University, 2002
Department and academic experience: Romance Languages, Director of Portuguese Flagship Program
Pedagogy training for language instructors: M.A. in English as a Second Language and Cross-Cultural Studies
Overseas experience in Latin America and the Caribbean: Brazil
Region: Brazil
Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (5), Spanish (3)
Percent devoted to area/international teaching: 100%
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: PORT 3010 Intro to Language, Literature, & Culture of the Portuguese Speaking World; PORT 4050/6050 Prose of Portuguese Speaking World; PORT 4060 Portuguese Speaking Poets; PORT 4070 Portuguese Speaking Theater
Research and teaching specialization: Brazilian Literature; Portuguese and Lusophone African Literatures; Immigrant Studies and Literature; Brazilian Theater; Education in the Lusophone World; Portuguese Literature and Society; Literature of the Lusophone World; Latin American Literature
Number of recent publications (2013-18): 4
Sample publications:

- Moser, R. and A. J. Racy. "The Homeland in the Literature and Music of Syrian-Lebanese Immigrants and their Descendants in Brazil" *Diaspora: A Journal of Transnational Studies*. Vol. 19, No. 2-3, Summer/Winter 2010 (published Spring 2017)
- Moser, R., V. Hasko, F. Guida, M.E Hayes, and V. Klen Alves. "Maximizing Oral Proficiency Development via Telecollaborative Partnerships in the Portuguese Flagship Program," in volume *Exploring the US Language Flagship Program*, eds. Dianna Murphy and Karen Evans-Romaine, Bristol, UK: Multilingual Matters, 2016.
- Moser, R. and L. de Andrade Tosta. *Luso-American Literature: Writings by Portuguese-Speaking Authors in North America*. New Brunswick, NJ: Rutgers University Press, 2011.

Number of dissertations or theses supervised in past five years: 2

Quesada, Sergio **Senior Academic Professional** **100%**
Tenure status: non-tenure
Education: B.A., Universidad Iberoamericana, 1977; M.A., Michigan State University, 1985; Ph.D., Michigan State University, 1989
Department and academic experience: Anthropology
Overseas experience in Latin America and the Caribbean: Mexico, Dominican Republic
Region: Mexico
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)
Percent devoted to area/international teaching: 100%
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: LACS 1000 Introduction to Latin American & Caribbean Studies; 2002 Latin American & Caribbean Studies Proseminar; ANTH(LACS) 4225/6225 Mexican Civilization; ANTH 4900 Capstone Seminar in Anthropology; ANTH 3900 Junior Seminar
Research and teaching specialization: Cultural ecology, the political ecology of water, the impact of migration and the cultural, economic and political analyses of populations
Number of recent publications (2013-18): NA
Sample publications:
 Quesada, S. "Diversidad Cultural en la Identidad Cultural". *Coloquios Internacionales sobre Otopames*, Universidad Autónoma del Estado de México. Toluca 2009: 243-251.
Number of dissertations or theses supervised in past five years: 5

Schmaltz, Kathleen **Program Coordinator** **100%**
Tenure status: non-tenure
Education: B.S., James Madison University, 1977; M.Ed., James Madison University, 1995
Department and academic experience: Latin American & Caribbean Studies, Associate Director of LACSI Portuguese Flagship Program
Overseas experience in Latin America and the Caribbean: Mexico, Brazil
Region: Brazil
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (2). Portuguese (1)
Percent devoted to area/international teaching: 0
Percent devoted to area/international research, domestic outreach, administration: 100%

Walker, Sandrika **Office Manager** **100%**
Tenure status: non-tenure
Education: B.A. University of Georgia, 2001; M.S. Troy University, 2008
Department and academic experience: B.A. University of Georgia, 2001; M.S. Troy University, 2008
Overseas experience in Latin America and the Caribbean: NA
Region: NA
Percent devoted to area/international teaching: 0
Percent devoted to area/international research, domestic outreach, administration: 100%

Weiser, Frans **Associate Professor** **100%**

Tenure status: tenure track

Education: Ph.D., Comparative Literature, University of Massachusetts Amherst

Department and academic experience: Comparative Literature and Latin American Studies (2014), Visiting Assistant Professor of Comparative Literature (2012-2014)

Overseas experience in Latin America and the Caribbean: Brazil, Argentina, Mexico

Region: Brazil/Mexico/Southern Cone

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4), Portuguese (5)

Percent devoted to area/international teaching: 75%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: Dr. Weiser is a budgeted joint hire between LACSI and Comparative Literature. He is scheduled to teach three courses per year (of a four-course load) with Latin American content.

Research and teaching specialization: Hemispheric American and Latin American Studies, Historical Fiction, Adaptation Studies

Number of recent publications (2013-18): 13

Sample publications:

- Weiser, F. "Contextualizing History-as-Adaption: An Interdisciplinary Comparison of Historical Revisionism" *Adaptation* 10: 2 (2017).
- Weiser, F. "Lidia Jorge and the Limits of Historical Fiction." *Portuguese Cultural Studies* 8 (forthcoming 2017).
- Weiser, F. "The Literary Text as Historical Artifact: John Updike's *Memories of the Ford Administration*." *Clio* 44: 3 (2015): 341-362. Weiser, F. "The Conventions of Unconventionality: Reconsidering the Cinematic Historian in *Even the Rain*." *Rethinking History: Special Issue on New Historical Genres* 19: 2 (2015): 268-284.

Distinctions: Sarah Moss International Fellowship, Lilly Teaching Fellowship (2017), Online Learning Fellowship (2016), Willson Center Research Fellowship (2015-16), Center for Teaching and Learning Writing Fellowship (2015), Latino Americans History Grant, National Endowment for the Humanities and American Library Association (2015-16)

Wolfe, Amanda **External Evaluator** **100%**

Tenure Status: NA

Education: B.A., Baylor University, Foreign Service, 1991; M.A., University of Florida, Political Science, 1994; ABD, University of Florida, Political Science

Academic Experience: 2018-present, University of Arizona, Director of Global Programs, James E. Rogers College of Law; 2009-2018, University of New Mexico, Associate Director for Program Development, Latin American and Iberian Institute; 2007-2009, University of New Mexico, Academic Program Manager, Latin American and Iberian Institute; 2005-2007, University of New Mexico, Coordinator of Program Advisement, Latin American and Iberian Institute; 2000-2005, University of Florida, Associate Director, Center for Latin American Studies; 1998-2000, University of Florida, Assistant Director, Center for Latin American Studies; 1998, University of Florida, Coordinator of Outreach and Special Events, Center for Latin American Studies

Overseas Experience: Brazil; Costa Rica, Cuba, Dominican Republic, El Salvador, Guatemala, Mexico

Language and proficiency level: Spanish (3)

Percent devoted to area/international teaching: NA

Percent devoted to area/international research, domestic outreach, administration: 100%. Currently serve as Director, Global Programs, James E. Rogers College of Law, University of Arizona

Area/international studies courses taught: NA

Distinctions: President, Consortium of Latin American Studies Programs (CLASP); Vice-President/President-Elect, CLASP; Executive Committee member, CLASP; Grant Evaluator, US Department of Education UISFL; Placement Exam Evaluator, AP Comparative Politics, University of New Mexico; Grant Evaluator, Fulbright Hayes Seminars Abroad, US Department of Education; Outreach Committee Chair, CLASP; Recipient, Tinker Field Research Grant

Research and teaching specialization:

Number of recent publications (2013-18): NA

LACSI INITIATIVE COORDINATORS

J. Affolter, P. Duncan	Latin American Ethnobotanical Garden (CVs under Horticulture and LACSI Staff)
Jorge Derpic	Indigenous Latin America in Global Context (CV under Sociology)
Lesley Feracho	African Diaspora in the Americas/Caribbean Studies (CV under Romance Languages)
D. Graizbord, E. McGinn	Digital Studies (CVs under Sociology and UGA Libraries)
Juan Gutierrez	Latin American STEM (CV under Mathematics)
Chad Howe	Latin American Indigenous Languages (CV under Romance Languages)
P. LaPegna, S. Tanner	Sustainable Ag/Conservation and Health (CVs under Sociology and Anthropology)
Milton Masciadri	Latin American and Caribbean Music (CV under Music)
Rebecca Matthew	PORTAL (CV found under School of Social Work)
J. McPhearson, A. Baldwin	Caribbean Women's Health (CVs under School of Social Work and UGA Medical Partnership)
Paula Mellom	P-12 Service and Education (CV under College of Education)
R. Moser, G. Contini	Art and Social Change (CVs under LACSI Staff and Theatre & Film Studies)
Don Nelson	Brazil Natural Resource Governance (CV under Anthropology)
L. Rhodes, E. Sahakian	Caribbean Studies (CVs under College of Journalism and Theatre & Film Studies)
Cecilia Rodrigues, R. Moser	Port. Lang. & Brazilian Culture Pedagogy (CV under Romance Languages)
Amy Ross	Indigenous Politics in Latin America (CV under Geography)
Tim Samples	Global Governance and Sustainability (CV under College of Business)
Fausto Sarmiento	Neotropical Montology (CV under Geography)

COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES*Agricultural Leadership, Education & Communication***Navarro, Maria** **UGA Honors Program** **75%****Tenure status:** tenure**Education:** B.S., Polytechnical University of Catalonia, Barcelona, Spain, 1988; M.S.-equivalent, Polytechnical University of Catalonia, Lleida, Spain, 1992; Ph.D., Texas A&M University, 2004**Department and academic experience:** Agricultural Leadership, Education, and Communication**Overseas experience in Latin America and the Caribbean:** Costa Rica, Argentina, Mexico, Peru**Region:** Andean/Central America/Mexico**Language and proficiency level (5=Native or near native, 1=Beginner):** Spanish (5), French (4)**Percent devoted to area/international teaching:** 75%**Percent devoted to area/international research, domestic outreach, administration:** 75%**Area/international studies courses taught:** ALDR(AFST)(LACS) 3820 and 3820H Reflections on Fighting Hunger; ALDR(AFST)(LACS) 4710/6710 International Agricultural Development; AESC 3150 Topics in International Agriculture**Research and teaching specialization:** International cooperation and agricultural development: Education, communication, extension issues affecting agricultural and human development in different areas of the world, and curriculum development and change in higher education**Number of recent publications (2013-18):** 15**Sample publications:**

- Urban, E., Navarro, M., & Borron, A. (2017). Long-term impacts of a faculty development program for the internationalization of curriculum in higher education. *Journal of Agricultural Education*, 58(3), 219-238. <https://doi.org/10.5032/jae.2017.03219>
- Navarro, M., Foutz, T. L., Patrick Singer, K., & Thompson, S. (2016). Development of a pedagogical model to help engineering faculty design interdisciplinary curricula. *International Journal of Teaching and Learning in Higher Education*, 28(2), 372-384.

Distinctions: D.W. Brooks Faculty Award for Excellence in Teaching, 2017; Lothar Tresp Outstanding Honors Professor, 2017; UGA Richard B. Russell Award for Excellence in Undergraduate Teaching, 2014*Crop and Soil Sciences***Parrot, Wayne** **Professor of Crop and Soil Sciences** **10%****Tenure status:** tenure**Education:** B.S., University of Kentucky, 1981; M.S., University of Wisconsin-Madison, 1983; Ph.D., University of Wisconsin-Madison, 1985**Department and academic experience:** Crop and Soil Sciences; Co-Coordinator of LACSI's Sustainable Agriculture Initiative**Overseas experience in Latin America and the Caribbean:** Peru, Colombia, Paraguay, Argentina, Nicaragua, Uruguay, Honduras, Costa Rica, Chile, Guatemala**Region:** Andean/Central America/Southern Cone**Language and proficiency level (5=Native or near native, 1=Beginner):** Spanish (5), Portuguese (3)**Percent devoted to area/international teaching:** 10%**Percent devoted to area/international research, domestic outreach, administration:** 10%**Area/international studies courses taught:** CRSS 4930 Tropical Agriculture & Ecology; CRSS 6931 Tropical Agroecology; CRSS 4931 Tropical Agroecology Field Trip**Research and teaching specialization:** Development of tissue culture and gene transfer systems, and the use of gene transfer systems to introduce value-added traits into these crops**Number of recent publications (2013-18):** 35**Sample publications:**

- Kandoth PK, S Liu, E Prenger, A Ludwig, N. Lakhssassi, R Heinz, Z Zhou, A Howland, J Gunther, S Eidson, A Dhroso, P LaFayette, D Tucker, SE Johnson, J Anderson, A Alswad, S Cianzio, WA Parrott, D Korin, K Mekjsem, and MG Mitchum. 2017. Systematic mutagenesis of serine hydroxymethyltransferase reveals essential role in nematode resistance. *Plant Physiology*. Online first.
- Sánchez MA and WA Parrott. 2017. Characterization of scientific studies usually cited as evidence of adverse effects of GM food/feed. *Plant Biotechnology Journal*. 15(10):1227-1234

Number of dissertations or theses supervised in past five years: 7

Rhoads, Jamie **Research Scientist** **10%**
Tenure status: non-tenure
Education: Anthropology, Appalachian St. University, 2003, M.S. Natural Resources, Cornell University, 2008
 Anthropology, Appalachian St. University, 2003, M.S. Natural Resources, Cornell University, 2008
Overseas experience in Latin America and the Caribbean: Haiti
Region: Caribbean
Percent devoted to area/international teaching: NA
Percent devoted to area/international research, domestic outreach, administration: 100% international, 10% LAC (Haiti projects)
Area/international studies courses taught: NA
Research and teaching specialization: Agriculture/Natural Resources and Development (peanut value chain and aflatoxin)
Number of recent publications (2013-18): 3

Horticulture

Affolter, James **Director of Research** **50%**
Tenure status: tenure
Education: B.S. Williams College, 1973; M.S. U. of Michigan, 1978; Ph.D. University of Michigan, 1983
Department and academic experience: Horticulture, directs State Botanical Garden research program; Co-coordinator of LACSI's Latin American Ethnobotanical Garden
Overseas experience in Latin America and the Caribbean: Argentina, Costa Rica
Region: Southern Cone
Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (3)
Percent devoted to area/international teaching: 50%
Percent devoted to area/international research, domestic outreach, administration: 50%
Area/international studies courses taught: HORT 3440 Herbs, Spices, and Medicinal Plants
Research and teaching specialization: Plant conservation, native plant horticulture, medicinal and aromatic plants
Number of recent publications (2013-18): 3
Sample publications:

- Poythress, J. C., and J. M. Affolter. "Gardening for wildlife: Are native plant cultivars as effective as native plants propagated from local, wild populations for promoting native insect diversity?" *Acta Horticulturae* 1085: (2015) 487-492.
- Caspary, M., and J. M. Affolter. "Effects of removing invasive species from the ecotones of two granite rock outcrops in the southeastern Piedmont of the United States." *Management of Biological Invasions*. 4(3): (2013) 235-247.
- Caspary, M., and J. Affolter. "Using prescribed burning to restore granite rock outcrop ecotones in the Piedmont of the southeastern United States." *Ecological Restoration* 30(3): (2012) 228-236.

Number of dissertations or theses supervised in past five years: 2
Distinctions: President, Board of Directors, Botanic Gardens Conservation International – US.

Berle, David **Associate Professor of Horticulture** **10%**

Tenure status: tenure

Education: B.S., North Carolina State University, 1980; M.S., North Carolina State University, 1986; M. L. A., University of Georgia 2000

Department and academic experience: Horticulture

Overseas experience in Latin America and the Caribbean: Costa Rica, Ecuador

Region: Central America

Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (2)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: AESC (LACS) 2990S Understanding and Communicating with the Latino Community in Horticulture (Service Learning)

Research and teaching specialization: Sustainable food production/local food systems, student community engagement, Organization, Peri-urban farming practices

Number of recent publications (2013-18): 2

Sample publications:

- Wilder S.O., D. Berle, D. Knauff, and S. Brackmann. 2013. Long-term effects of service-learning on students' civic engagement after college. *Journal of Community Engagement and Scholarship*. Winter 2013, Vol. 6 Issue 1, p125

Number of dissertations or theses supervised in past five years: 4

Distinctions: Gulf-South Service Learning Practitioner of the Year- 2017, Thomas Ehrlich Civically Engaged Faculty- Finalist

Díaz-Pérez, Juan Carlos **Professor of Horticulture** **10%**

Tenure status: tenure

Education: B.S., University of Guadalajara, Mexico, 1983; M.S., University of California, Davis, 1989; Ph.D., University of California, Davis, 1994

Department and academic experience: Horticulture

Overseas experience in Latin America and the Caribbean: Costa Rica, Dominican Republic, Grenada, Haiti, Honduras, Mexico, and Nicaragua.

Region: Mexico/Central America/Caribbean

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), French (2)

Percent devoted to area/international teaching: NA

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Cultural practices of vegetable crops, special emphasis on sustainable/organic production of vegetables, plasticulture, and crop-environmental interactions.

Number of recent publications (2013-18): 9

Sample publications:

- Díaz-Pérez, J.C., and J.E. Hook. 2017. Plastic-mulched bell pepper (*Capsicum annum* L.) plant growth and fruit yield and quality as influenced by irrigation rate and calcium fertilization. *HortScience* 52:774-781.
- Díaz-Pérez, J.C., K. Jenkins, and D. Pitchay. 2017. Detrimental effects of blood meal and feather meal in tomato (*Solanum lycopersicon* L.) seed germination. *HortScience* 52:138-141.
- Díaz-Pérez, J.C., M. Bautista, A. Bateman, G. Gunawati, and C. Riner. 2016. Sweet onion (*Allium cepa* L.) plant growth and bulb yield and quality as affected by potassium and sulfur fertilization rates. *HortScience* 51:1592-95

COLLEGE OF EDUCATION*Center for Latino Achievement and Success in Education (CLASE)***Mellom, Paula** **CLASE** **100%****Tenure status:** tenure**Education:** B.A. in English and Spanish, Occidental College; Ph.D. in Linguistics (second language acquisition), University of Georgia**Department and academic experience:** Center for Latino Achievement and Success in Education (CLASE); Faculty at UGA's campus in Costa Rica; LACSI's Curriculum Committee**Overseas experience in Latin America and the Caribbean:** Costa Rica, Nicaragua**Language and proficiency level (5=Native or near native, 1=Beginner):** Spanish (5)**Pedagogy training for language instructors:** Ph.D. in Linguistics (second language acquisition)**Percent devoted to area/international research, domestic outreach, administration:** 100%**Research and teaching specialization:** Second Language Acquisition, Language and Culture, Language and Education**Number of recent publications (2013-18):** 7**Sample publications:**

- Straubhaar, R., Mellom, P. & Portes, P. (2016). Professional development and funded interventions as means to improve latino/a student achievement: A research and development perspective. In *U.S. latinization: Education in the new latino south* (S. Salas & P. Portes ed.). New York, NY: SUNY Press.
- Mellom, P.J., Straubhaar, R., & P.R. Portes. (under review). "I am a natural born American born to undocumented parents": constructing a counter dialogue to societal expectations in the college application essays of latino students in the "new south." *Journal of Language Identity and Education*.
- Mellom, P.J., Straubhaar, R., Balderas, C., Ariail, M., & Portes, P.R. (under review). "They come with nothing": perceived effects of professional development of a culturally responsive pedagogy on teacher attitudes towards English language learners. *Journal of Language, Identity and Education*.
- Portes, P.R., Salas, S., Baquedano, P. & Mellom, P.J. Eds. (2014). *U.S. Latinos and education policy: Research-based directions for change*. New York, NY: Routledge/Taylor Francis Group.

*Counseling and Human Development Services***Portes, Pedro** **Professor of Educational Psychology** **50%****Tenure status:** tenure**Education:** B.S., University of Iowa, 1972; M.A., Nova University, 1977; Ph.D., Florida State University, 1982**Department and academic experience:** The Goizueta Foundation Distinguished Chair for Latino Teacher Education, Professor in the Department of Counseling and Human Development Services, and the Executive Director of CLASE, Principal Investigator for a major randomized trial from the Institute of Educational Sciences for improving teaching and learning.**Overseas experience in Latin America and the Caribbean:** Peru, Cuba**Region:** Andean/Caribbean**Language and proficiency level (5=Native or near native, 1=Beginner):** Spanish (5)**Percent devoted to area/international teaching:** NA**Percent devoted to area/international research, domestic outreach, administration:** 50%**Research and teaching specialization:** Linking primary prevention practices to human development within a cultural-context perspective; the development of culturally valid methods; improving teacher and counselor education; and equity in educational policy**Number of recent publications (2013-18):** 13**Sample publications:**

- Portes, P.R., Salas, S., Baquedano, P. & Mellom, P. J. (Eds.) (2014). *U.S. Latinos in Schools: Research-based policy directions for change*. NY: Routledge/Taylor & Francis Group
- Portes, P. R., & González-Rey, F. (2013). Identity development from a cultural-historical perspective. *Estudios de Psicología, 2013, 34(1)*, 19-26

Distinctions: Fulbright scholar (Peru, Colombia). American Educational Research Association's 2005 Research Award in Human Development

Harman, Ruth Associate Professor, TESOL 50%

Tenure status: tenure

Education: M.A., French Literature, 1992; E.D., Curriculum and Instruction, University of Massachusetts, 2008;

Department and academic experience: Department of Language and Literacy Education (TESOL and World Language Program)

Overseas experience in Latin America and the Caribbean: Argentina, Brazil, Costa Rica, Mexico, Panama, Puerto Rico, Peru, Uruguay, Venezuela

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (3)

Percent devoted to area/international teaching:50%

Percent devoted to area/international research, domestic outreach, administration:50%

Area/international studies courses taught: LLED 4620/6620, 5630/7630, 5040/7040, 5730/7730

Research and teaching specialization: Second Language Identities, Performance and Performativity; SFL-oriented Genre Writing Instruction

Number of recent publications (2013-18): 15

Sample publications:

- Harman, R. & Khote, N. (forthcoming). Critical SFL Praxis *with* Immigrant Youth: Multilingual Meaning Making Practices. *Critical Inquiry in Language Studies*
- Harman, R., Ahn, S., & Bogue, B. (2016). Reflective Language Teacher Education: Fostering Discourse Awareness through a Critical Performance Process. *Teacher and Teaching Education*, 59,228-238.
- Harman, R. & Zhang, X. (2015) Performance, performativity and second language identities. *Linguistics and Education*, 32(A), 68-81.DOI::10.1016/j.linged.2015.03.008

Tolosa-Casadont, Lou Clinical Associate Professor and World Language Coordinator 50%

Tenure status: non-tenure clinical faculty

Education: B.A., Spanish Education, Concordia College, 1997; M.S., Curriculum and Instruction, Minnesota State University, 2000; M.A., Spanish Linguistics, University of Georgia, 2008; Ph.D., Teaching Additional languages, University of Georgia, 2011.

Department and academic experience: Department of Language and Literacy Education

Overseas experience in Latin America and the Caribbean: Argentina, Brazil, Costa Rica, Mexico, Panama, Puerto Rico, Peru, Uruguay, Venezuela

Region: Panamerican

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (2), French (1)

Percent devoted to area/international teaching:50%

Percent devoted to area/international research, domestic outreach, administration:50%

Area/international studies courses taught: LLED 4620/6620, 5630/7630, 5040/7040, 5730/7730

Research and teaching specialization: Intersectionality of Language and Culture in language learning and teaching, Reading and Writing in Spanish as a second language, Teacher Preparation

Distinctions: Advisor Award – Recognition for Student-Career Success Development given to UGA Graduate Student Advisors, 2013-2017

COLLEGE OF ENGINEERING

Jambeck, Jenna Associate Professor 50%

Tenure status: tenure

Education: B.S., Environmental Engineering Sciences (honors), U. of Florida, 1996; M.E., Environmental Engineering Sciences, U. of Florida, 1998; Ph.D., Environmental Engineering Sciences, University of Florida, 2004

Department and academic experience: Environmental Engineering

Overseas experience in Latin America and the Caribbean: State Dept. Public Environmental Diplomacy work in Chile, supervised PhD student doing research in Colombia and one student visiting Costa Rica and Guatemala.

Region: Southern Cone

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: ENVE 4530/6530 – Environmental Policy (international content)

Research and teaching specialization: Solid and Hazardous Waste, Marine Debris

Number of recent publications (2013-18): 22

Sample publications:

- Geyer, R., Jambeck, J.R., Lavender Law, K. (2017). Production, use, and fate of all plastics ever made, *Science Advances* 19 Jul 2017, Vol. 3, no. 7, DOI:10.1126/sciadv.1700782
- Mozo-Reyes, E., Jambeck, J.R., Reeves, P., Johnsen, K. (2016). Will They Recycle? Design and Implementation of Eco-feedback Technology to Promote On-the-go Recycling in a University Environment, *Resources Conservation and Recycling*, 10.1016/j.resconrec.2016.06.024.
- Browne, M., Chapman, M., Thompson, R., Amaral-Zettler, L., Jambeck, J., Mallos, N. (2015). Spatial and temporal patterns of stranded intertidal marine debris: is there a picture of global change? *Environmental Science and Technology*, 10.1021/es5060572.
- Jambeck, J.R., Johnsen, K. (2015). Marine Debris Tracker: Citizen-based Litter and Marine Debris Data Collection and Mapping, *Computing in Science and Engineering*, 10.1109/MCSE.2015.67.

Number of dissertations or theses supervised in past five years: 6

Distinctions: UGA Creative Research Medal (2016), College of Engineering Research Award (2016), College of Engineering Teaching Award (2015)

COLLEGE OF ENVIRONMENT AND DESIGN

Rivero, Rosanna Assistant Professor of Environment and Design 10%

Tenure status: tenure track

Education: B.S., Universidad Simon Bolivar, 1984; M.S., University of Florida, 2000; Ph.D., University of Florida, 2006

Department and academic experience: College of Environment and Design, Research and projects in Venezuela (1984-1998) in various areas, including Orinoco-Apure basin (sustainable tourism, urban planning, regional planning), environmental impact studies for mining (Las Cristinas), oil, transportation and other projects

Overseas experience in Latin America and the Caribbean: Venezuela

Region: Caribbean South America

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: NA

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: Environmental & Natural Resource Planning; Geographic Information System (GIS) and geospatial technologies; international education in geospatial technologies

Number of dissertations or theses supervised in past five years: 15

Distinctions: UGA College LF Environment Teacher of the Year (2017), UGA Public Service and Outreach Fellow (2014)

COLLEGE OF FAMILY AND CONSUMER SCIENCES*Foods and Nutrition***Giraudó, Silvia** Associate Professor 50%**Tenure status:** tenure**Education:** B.S., Universidad Nacional de Córdoba-Argentina, 1980; M.S., University of Georgia, 1984; Ph.D., University of Georgia, 1991**Department and academic experience:** Associate professor, Foods and Nutrition; Program Director for the College of Family and Consumer Sciences (FACS) Study Abroad Xalapa-Mexico (May 2005-2009); Program Director for the College of Family and Consumer Sciences (FACS) Study Abroad Costa Rica (2016-present). Chair of the Latin American Affairs Section of The Obesity Society (2006-2011).**Overseas experience in Latin America and the Caribbean:** Argentina, Mexico, Costa Rica, Bolivia**Region:** Andean/Mexico/Southern Cone**Language and proficiency level (5=Native or near native, 1=Beginner):** Spanish (5)**Percent devoted to area/international teaching:** N/A**Percent devoted to area/international research, domestic outreach, administration:** 10%**Research and teaching specialization:** Brain regulation of food intake and energy metabolism, how food intake is regulated and what signals are involved in hunger or satiety**Number of recent publications (2013-18):** 3**Sample publications:**

- Current Dietary Lipids Recommendations: Pros and Cons Giraudó S, Montero JC, Kaufmann P and Grossman B, *Journal of Nutrition and Health Sciences* Volume 3 | Issue 4 ISSN: 2393-9060. 2016
- Bone quality and strength are greater in growing male rats fed fructose compared with glucose, Bass EF, Baile CA, Lewis RD, Giraudó SQ, *NUTRITION RESEARCH* 33(12):1063-1071 Dec 2013
- Maternal high fat feeding and gestational dietary restriction Effects on offspring body weight, food intake and hypothalamic gene expression over three generations in mice, Giraudó SQ, Della-Fera MA, Proctor L, Wickwire K, Ambati S, Baile CA, *PHARMACOLOGY BIOCHEMISTRY AND BEHAVIOR* 97(1):121-129 Nov 2010

Number of dissertations or theses supervised in past five years: 7*Human Development and Family Science***Bermudez, J. Maria** Associate Professor 75%**Tenure status:** tenure**Education:** B.A., U. of Houston, 1991; M.S., Purdue U., 1997; Ph.D., Virginia Polytechnic Inst., 2002**Department and academic experience:** Human Development and Family Science**Overseas experience in Latin America and the Caribbean:** Honduras**Region:** Central America**Languages and proficiency level (5=Native or near native, 1=Beginner):** Spanish (4)**Percent devoted to area/international teaching:** 25%**Percent devoted to area/international research, domestic outreach, administration:** 100%**Area/international studies courses taught:** CHFD 3010 Research with Latino Couples and Families**Research and teaching specialization:** Latino Family Resilience**Number of recent publications (2013-18):** 18**Sample publications:**

- Bermudez, J. M., Muruthi, B., & Jordan, L. (2016). Decolonizing Research Methods for Family Science: Creating space at the center. *Journal of Family Theory & Review*, 8, 192–206. doi:10.1111/jftr.12139
- Abrams, B. A., Bermúdez, J. M., Bush, K., McCoy, M., & Stinson, M. A. (2016). Afro-Caribbean mothers in the US: An exploratory study from a transnational feminist perspective. *Women & Therapy*, 39(3-4), 413-431. doi: 10.1080/02703149.2016.1116872
- Bermudez, J. M., & Mancini, J. Familias fuertes: Resilience among Latino families. In D. Becvar (Ed.) *Handbook of Family Resilience* (pp. 215-227). New York: Springer, 2013.
- Bermúdez, J. M., Sharp, E. A., & Taniguchi, N. "Tapping into the complexity: Ambivalent sexism, dating, and familial beliefs among Hispanic young adults." *Journal of Family Issues*, 2013.

Number of dissertations or theses supervised in past five years: 6

COLLEGE OF PUBLIC HEALTH*Epidemiology and Biostatistics*

Cordero, José F. **Head/Department** **50%**
Tenure status: tenure
Education: BS, Biology, University of Puerto Rico, MD, University of Puerto Rico, MPH, Harvard University
Department and academic experience: Department Head, Epidemiology and Biostatistics, College of Public Health, UGA (08/2015 to present), Dean, Graduate School of Public Health, U. of Puerto Rico, 08/2006–01/2015
Overseas experience in Latin America and the Caribbean: WHO Consultant, Human Reproduction Program, Guatemala, 1990, 1991, 1992. PAHO, Consultant, Expanded Programme in Immunization, Honduras, 1999, Brazil, 2000, Human Nutrition, Honduras, 2008. Advisor, Americas Dengue Prevention Board, 2010 to 2016. Advisor, Global Dengue & *Aedes*-Transmitted Diseases Consortium (GDAC).
Region: Brazil/Central America
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish= 5, Portuguese = 2
Percent devoted to area/international research, domestic outreach, administration: 50%
Area/international studies courses taught: Field Epidemiology
Research and teaching specialization: Epidemiology, Infectious Diseases, Maternal and Child Health
Number of recent publications (2013-18): 17
Sample publications:

- Aker, Amira M., et al. "Phenols and parabens in relation to reproductive and thyroid hormones in pregnant women." *Environmental research* 151 (2016): 30-37.
- Quinn, Julie-Anne, et al. "Preterm birth: case definition & guidelines for data collection, analysis, and presentation of immunisation safety data." *Vaccine* 34.49 (2016): 6047-6056.
- Soto, Roxana, et al. "Association between maternal diet factors and hemoglobin levels, glucose tolerance, blood pressure and gestational age in a Hispanic population." *Archivos latinoamericanos de nutricion* 65.2 (2015): 86.

Number of dissertations or theses supervised in past five years: 4
Distinctions: Warkany Lecturer, Teratology Society, June 2017 "Preventing Congenital Zika Syndrome: Lessons Learned from Rubella Elimination"

Health Policy and Management

Emerson, Kerstin Gerst **Clinical Assistant Professor** **50%**
Tenure status: non-tenure
Education: B.A., University of Michigan, 2000; M.G. S., Miami University, 2002; M.S., University of Massachusetts, 2006; Ph.D., University of Massachusetts, 2008
Department and academic experience: Institute of Gerontology, Health Policy and Management
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1) German (5)
Percent devoted to area/international teaching: 0%
Percent devoted to area/international research, domestic outreach, administration: 100%
Research and teaching specialization: Minorities, Aging and Health; Demography of aging; Social connectedness and older adults
Recent publications:

- Emerson, K.G. & Gay, J.L. (2016). Physical activity and cardiovascular disease among older adults: the case of race/ethnicity. *Journal of Aging and Physical Activity*
- Emerson, K., Wong, R., Michaels-Obregon, A. & Palloni, A. (2015). Cross-National Differences in Disability Among Elders: Transitions in Disability in Mexico and the United States. *Journals of Gerontology, Series B: Social Sciences*, 70(5), 759-768
- Emerson, K., Shovali, T.E*. & Markides, K.S. (2013). Loneliness among very old Mexican Americans: Findings from the Hispanic established populations epidemiologic studies of the elderly. *Archives of Gerontology and Geriatrics*, 59 (1), 145–149

Distinctions: Online Learning Fellow, University of Georgia, 2016, 2017, Lilly Teaching Fellow, University of Georgia, 2012-2014

Health Promotion and Behavior

Orpinas, Pamela Professor 50%

Tenure status: tenure

Education: Psychologist, Catholic University of Chile, 1978; M.P.H., UCLAQ, 1990; Ph.D., UTH, 1993

Department and academic experience: Consultant for the PAHO, Recertification for the “Familias Fuertes Program.” Presentation: “Implementation and adaptation of Familias Fuertes in the United States.” Bogotá, Colombia, February 19-21, 2014. Works with LACSI PORTAL Initiative.

Overseas experience in Latin America and the Caribbean: Peru, Chile, Colombia

Region: Andean/Southern Cone

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: HPRB 3750 Analysis and Prevention of Injury and Violence; HPRB 8430 Intervention and Evaluation Health Promotion/Disease Prevention

Research and teaching specialization: Prevention of violence (schools, family); Prevention of injuries; International health (particularly, Latin America), Program evaluation, Risk and protective factors for adolescent health and optimum development

Number of recent publications (2013-18): 30

Sample publications:

- Orpinas, P. (2016). Una escuela donde todos pertenecen: Prevención del matonaje escolar. *Líderes Educativos, Boletín* 2, 16-17.
- Martinez, L. & Orpinas, P. (2016) ¿Confías en mí? The impact of Latino parent characteristics on discussions with their adolescent about sexual health and pregnancy prevention. SAGE Open. doi: 10.1177/2158244015622245 <http://sgo.sagepub.com/content/6/1/2158244015622245>

Distinctions: Diversity and Inclusion Certificate from UGA Office of Institutional Diversity (2015), Safe Space Certificate from UGA LGBT Resource Center (2015), Inducted into Delta Omega National Honorary Society in Public Health, Beta Chi Chapter (2015).

Number of dissertations or theses supervised in past five years: 8

FRANKLIN COLLEGE OF ARTS AND SCIENCES

Anthropology

Brosius, Peter Distinguished Research Professor 10%

Tenure status: tenure

Education: B.A., California Lutheran University, 1976; M.A., University of Hawaii; Ph.D., University of Michigan, 1992

Department and academic experience: Anthropology. UGA in Costa Rica Advisory Board member.

Overseas experience in Latin America and the Caribbean: Costa Rica, Peru, Ecuador

Region: Central America/Andean

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 10%

Area/international studies courses taught: ANTH 4275/6275 Community Conservation and Development in Costa Rica, ANTH 4242 Culture and Tourism in Bali

Research and teaching specialization: Environmental Anthropology

Number of recent publications (2013-18): 11

Sample publications:

- Hitchner, Sarah, John Schelhas, and J. Peter Brosius. “‘Even Our Dairy Queen Shut Down’: Risk and Resilience in Bioenergy Development in Forest-dependent Communities in the U.S. South.” *Economic Anthropology* 4(2) (2017): 186-199.
- Hitchner, Sarah, John Schelhas, and J. Peter Brosius. “Snake Oil, Silver Buckshot, and People Who Hate Us: Metaphors and Conventional Discourses of Wood-Based Bioenergy in the Rural Southeastern U.S.” *Human Organization* 75(3) (2016): 204-217.

Number of dissertations or theses supervised in past five years: 15

Distinctions: Lourdes Aripze Award in Anthropology and Environment, American Anthropological Association, 2005

Kowalewski, Stephen **Professor** **50%**
Tenure status: tenure
Education: B.A., Depauw University, 1969; Ph.D., University of Arizona, 1976
Department and academic experience: Anthropology
Overseas experience in Latin America and the Caribbean: Mexico
Region: Mexico
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4)
Percent devoted to area/international teaching: 50%
Percent devoted to area/international research, domestic outreach, administration: 50%
Area/international studies courses taught: ANTH 4460 The Aztec and Maya
Research and teaching specialization: Regional analysis, political economy, and human ecology of prehistoric and historic social systems; Mesoamerica, Southeastern North America, Southwestern North America
Number of recent publications (2013-18): 6
Sample publications:

- Kowalewski, S.A., In press: A Human Context for the CoixtlahuacaLienzos. In The Lienzo Seler II of Coixtlahuaca: A Painted Microcosm from a Chocho-Mixtec State in Mesoamerica. Staatliche Museenzu Berlin and Stiftung PreußischerKulturbesitz, Berlin.
- Kowalewski, S.A., Antes de Antequera. In La ciudad de Oaxaca; pasado, presente y futuro. 2 vols. Coordinadopor Carlos Sánchez Silva. Grupo Milenio-UABJO-Gobierno del Estado de Oaxaca, Oaxaca, México.

Number of dissertations or theses supervised in past five years: 3

Nelson, Don **Professor** **50%**
Tenure status: tenure
Education: B.A., University of Nebraska, 1995; M.A., University of Arizona, 2000; Ph.D., University of Arizona, 2005
Department and academic experience: Anthropology
Overseas experience in Latin America and the Caribbean: Brazil, Chile
Region: Brazil/Southern Cone
Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (5)
Percent devoted to area/international teaching: 50%
Percent devoted to area/international research, domestic outreach, administration: 50%
Area/international studies courses taught: ANTH 4560 Anthropology of Development; ANTH 4560i Anthropology of Development (Language Across the Curriculum); ANTH 4070 Cultural Ecology; ANTH 3150 Waterworlds
Research and teaching specialization: Livelihood analysis, vulnerability and adaptation studies; food security, global climate and environmental change; development; land use and land cover change; water resources management; policy analysis; remote sensing; GIS; participatory methods
Number of recent publications (2013-18): 15
Sample publications

- Nelson, D.R., M.C. Lemos, H. Eakin, Y.J. Lo. 2016. The limits of poverty reduction in support of climate change adaptation. *Environmental Research Letters*. 11:094001.
- Barbosa, R., D.R. Nelson. 2016. The use of support vector machine to analyze food security in a northeastern region of Brazil. *Applied Artificial Intelligence*. 30(4):318-330.
- Lemos, M.C., Y.J. Lo, D.R. Nelson, H. Eakin. 2016. Leveraging generic and specific capacities to reduce vulnerability to drought in NE Brazil. *Global Environmental Change*. 39:170-179.
- Nelson, D. R., and T. J. Finan. 2014. Participação e Impotência: a Busca pela Esperança na periferia de Fortaleza, Brasil. *Iluminuras* 15(36): 152–170.

Number of dissertations or theses supervised in past five years: 4
Distinctions: National Academy of Sciences, Kavli Fellow, 2009

Tanner, Susan **Associate Professor** **50%**

Tenure status: tenure

Education: B.A. U. of Nebraska, 1998; M.A., U. of Michigan, 2001; Ph.D., U. of Michigan, 2005

Department and academic experience: Anthropology

Overseas experience in Latin America and the Caribbean: Bolivia, Panama

Region: Andean/Central America

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (3)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: ANTH 4790/6790 Human Adaptation

Research and teaching specialization: Biological, medical, and nutritional anthropology, Bolivia, U.S.

Number of recent publications (2013-18):

Sample publications:

- Tanner S., and A. Rosinger. 2015. Health in perspective: A 10-year profile of Tsimane' health and nutrition. Ch 9 in *Cambio Global, Cambio Local: Radiografía del proceso de cambio en la sociedad Tsimane', Amazonia Boliviana*. Editors V. Reyes-García and T. Huanca. Capellades, Barcelona: Icaria, Institut Catala d'Antropologia.
- Rosinger, A., Tanner, S. 2015. Water from fruit or the river? Examining hydration strategies and gastrointestinal illness among Tsimane' adults in the Bolivian Amazon. *Public Health Nutrition*.
- Leonard W, Reyes-García V, Tanner S, Rosinger A, Schultz A, Vadez V, Zhang B, TAPS, Bolivia Study Team, Godoy R. 2015. The Tsimane' Amazonian Panel Study (TAPS): Nine years (2002-2010) of annual data available to the public. *Economics and Human Biology*. 19: 51-61.

Number of dissertations or theses supervised in past five years: 2 PhD, 1 MA

Velásquez Runk, Julie **Associate Professor** **75%**

Tenure status: tenure track

Education: B.A., Grinnell College, 1990; M.S., Duke University, 1995; Ph.D., Yale U., 2005

Department and academic experience: Anthropology; ecology

Overseas experience in LAC: Costa Rica, Ecuador, Mexico, Panama, Honduras, Brazil

Region: Andean/Brazil/Central America/Mexico

Language and proficiency level: Spanish (5), Portuguese (2), Wounmeu (1)

Percent devoted to area/international teaching: 50%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: ANTH 3541 Anthropology of Eating, ANTH 3400 Ethnobotany

Research and teaching specialization: Cultural Anthropology, Environmental Studies

Number of recent publications (2013-18): 5

Sample publications:

- Velásquez Runk, Julie. *Crafting Wounaan Landscapes: Identity, Art, and Environmental Governance in Panama's Darién*. University of Arizona Press, 2017.
- Velásquez Runk, J. and C. Carpio Opuá. "The collaborative process in a Wounaan meu language documentation project." In Shannon Bischoof and Carmen Jany, eds. Pp. 202-216. *Perspectives on Language and Linguistics: Community-Based Research*. Berlin: Mouton de Gruyter, (In press).
- Dyer, J. L., S. Tanner, J. Velasquez Runk, C. Mertzluft, N. Gottdenker. "Deforestation, dogs, and zoonotic disease." *Anthropology News*, (2016)
- Velásquez Runk, J. "Creating wild Darién: Centuries of Darién's imaginative geography and its lasting effects". *Journal of Latin American Geography* (2015):127-156.

Number of dissertations or theses supervised in past five years: 3

Distinctions: Selected for inaugural cohort of authors for NEH-funded Digital Author Institute 2017, UGA Learning Technologies Grant 2017, Wenner-Gren Foundation Post Ph.D. Grant 2015, UGA Michael Award 2015, UGA-CDC Collaborative Research Grant 2015, Conference of Latin Americanist Geographers Board Member, 2013-2016

Morales-Franceschini, Eric **Assistant Professor** **50%**
Tenure status: tenure-track
Education: B.A. University of South Florida, 2001; M.A. Duke University, 2005; Ph.D. University of California, Berkeley, 2015
Department and academic experience: English; Latin American and Caribbean Studies
Overseas experience in Latin America and the Caribbean: Cuba, Puerto Rico, Ecuador
Region: Andean/Caribbean
Language and proficiency level (5=Native or near native, 1=Beginner): 5
Percent devoted to area/international teaching: 50%
Percent devoted to area/international research, domestic outreach, administration: 50%
Area/international studies courses taught: LACS 1000 Introduction to Latin America and the Caribbean; ENGL 2400 Multicultural American Literature
Research and teaching specialization: Cuban Studies; Latino Studies; Latin American and Caribbean Critical Thought; Decolonial Theory; Postcolonial Literature
Number of recent publications (2013-18): 2
Sample publications:

- "Latin American Liberation Theology." *Global South Studies: A Collective Publication with the Global South*. March 2018
- "Tropics of abjection: Figures of violence and the Afro-Caribbean semiotic." *Journal of Postcolonial Writing*. (forthcoming).

Number of dissertations or theses supervised in past five years: 0
Distinctions: Ford Foundation Fellow, 2013, Ford Foundation Postdoctoral Fellow, 2018

Genetics

Paterson, Andrew **Regents Professor of Genetics** **10%**
Tenure status: tenure
Education: B.S., University of Delaware, 1982; M.S., Cornell University, 1985; Ph.D., Cornell University, 1988
Department and academic experience: Regents Professor of Genetics, Genome Mapping Laboratory
Overseas experience in Latin America and the Caribbean: Numerous research collaborations
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1), French (1)
Percent devoted to area/international teaching: 10%
Percent devoted to area/international research, domestic outreach, administration: 10%
Area/international studies courses taught: PBIO (GENE) 4510 Genome Evolution Across the Tree of Life
Research and teaching specialization: Dimensions of plant biology relevant toward a more bio-based economy; balancing increased food security with expanded bioenergy supplies while mitigating the challenges of a looming worldwide water crisis
Number of recent publications (2013-18): 50
Sample publications:

- Jinesh D Patel, Robert J. Wright, Rahul Chandnani, Valorie H. Goff, *Jennifer Ingles*, and Andrew H. Paterson. 2016. Association of trichome variation with fiber qualities in EMS-mutated cotton populations. *Euphytica*, in press,

History

Chamosa, Oscar Associate Professor 100%

Tenure status: tenure

Education: B.A., Licenciado, Universidad Nacional de Luján, 1995; M.A., University of North Carolina at Chapel Hill, 1999; Ph.D., University of North Carolina at Chapel Hill, 2003

Department and academic experience: History

Overseas experience in Latin America and the Caribbean: Argentina

Region: Southern Cone

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (3), French (2)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: HIST 2222 Latin American Civilization Since 1800; HIST 2040 Latinos/Latinas in the United States; HIST 2702 World Civilizations since 1500; HIST 3270 History of Argentina and Chile in the 20th Century; HIST 4230 Supernatural Latin America; HIST 8220 Colloquium in Latin American and Caribbean History

Research and teaching specialization: Cultural nationalism, folklore, media, race and ethnicity in twentieth century Argentina, housing in Latin America

Number of recent publications (2013-18): 6

Sample publications:

- Chamosa, O. "Folk Festivals, Community Development and the Sugar Industry Crisis in Tucumán, Argentina, 1966-1973. Oxford Research Encyclopedia of Latin American History. Jan 2017
- Chamosa, O. *Breve historia del movimiento folclórico argentino: Identidad, cultura y nación*. Buenos Aires: EDHASA, 2012.
- Chamosa, O. *The Argentine Folklore Movement: Sugar Elites, Criollo Workers, and the Politics of Cultural Nationalism, 1900-1955*. Tucson: University of Arizona Press, 2010.

Number of dissertations or theses supervised in past five years: 4

Distinctions: Willson Center for Humanities and Arts Research Fellow (2015)

Palmer, Jennifer Assistant Professor 50%

Tenure status: tenure track

Education: B.A., University of Michigan, 1997; M.A., University of Cambridge, 2000; Ph.D., University of Michigan, 2008

Department and academic experience: History

Language and proficiency level (5=Native or near native, 1=Beginner): French (5), Spanish (3)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: HIST 4200

Research and teaching specialization: Eighteenth-Century French empire, especially Saint-Dominique

Number of recent publications (2013-18): 3

Sample publications: 3

- Intimate Bonds: Family and Slavery in the French Atlantic (Philadelphia: University of Pennsylvania Press, 2016).
- "Women and Contracts in the Age of Transatlantic Commerce," in Women and Work in Eighteenth-Century France, ed. Daryl Hafer and Nina Kushner (Baton Rouge, LA: LSU Press, 2015),
- "The Princess Served by Some Slaves: Making Race Visible through Portraiture in Eighteenth-Century France," Gender & History 26.2 (2014): 242-262.

Distinctions: Richard B. Russell Award for Excellence in Undergraduate Teaching, University of Georgia, 2015, Nominee, Franklin College Excellence in Undergraduate Teaching Award, University of Georgia, 2015

Román, Reinaldo **Associate Professor** **100%**
Tenure status: tenure
Education: B.A., Brown U.y, 1991; M.A., UCLA, 1994; Ph.D., University of California, Los Angeles, 2000
Department and academic experience: History
Overseas experience in Latin America and the Caribbean: Cuba, Puerto Rico
Region: Caribbean
Language and proficiency level: Spanish (5), Portuguese (2), French (2)
Percent devoted to area/international teaching: 100%
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: HIST 7220 Latin America Colloquium; HIST 4211/6211 Cuba from Emancipation to Revolution; HIST 4214/6214 Religions in the Caribbean and Brazil History; HIST 2222 Latin America since 1800; HIST 3240 The Caribbean Area; HIST 4200 Introduction to Cuban Religions
Research and teaching specialization: Modern Latin America and Caribbean social history; cultural history of the Hispanic Caribbean; Caribbean religions
Number of recent publications (2013-18): 6
Sample publications:

- “Espiritismo and Urban Planning in Cuba: Envisioning Regeneration in Havana and Oriente after 1898.” *Oxford Research Encyclopedia of Latin American History* (Online publication date September 2016; DOI: 10.1093/acrefore/9780199366439.013.364).
- “Afro-Caribbean Religions in Puerto Rico.” *Enciclopedia de Puerto Rico en Línea*, a peer-reviewed digital encyclopedia funded by the National Endowment for the Humanities and the Fundación Puertorriqueña de las Humanidades. See <http://www.encyclopediapr.org/ing/article.cfm?ref=13092401> (September 26, 2013).
- Book Reviews:
- Elizabeth Pérez, *Religion in the Kitchen: Cooking, Talking, and the Making of Black Atlantic Traditions* (New York: New York University Press, 2016). *New West Indian Guide* 92 (3&4) (2018).

Number of dissertations or theses supervised in past five years: 7
Distinctions: Parks-Heggy Award for Excellence in Graduate Student Teaching (2013)

Rood, Daniel **Assistant Professor** **50%**
Tenure status: tenure track
Education: B.A., University of Pittsburgh, 1998; M.A., New York University, 2002; Ph.D., University of California, Irvine, 2010
Department and academic experience: History
Overseas experience in Latin America and the Caribbean: Cuba
Region: Caribbean
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (2)
Percent devoted to area/international teaching: 50%
Percent devoted to area/international research, domestic outreach, administration: 50%
Research and teaching specialization: Slavery in the Atlantic World
Number of recent publications (2013-18): 4
Sample publications:

- Rood, D., *The Reinvention of Atlantic Slavery: Technology, Labor, Race, and Capitalism in the Greater Caribbean* (Oxford University Press, 2017).
- Co-editor with Patrick Manning of *Global Scientific Practice in the Age of Revolutions* (University of Pittsburgh Press, 2016).
- Rood, D. “An International Harvest: Slavery, the Virginia-Brazil Connection, and the Making of the McCormick Reaper.” In *Slavery's Capitalism: A New History of American Economic Development*, Seth Rockman and Sven Beckert, eds. (University of Pennsylvania Press, 2016).

Distinctions: Kluge Fellow, Library of Congress, 2015-2016.

<i>Marine Sciences</i>		
Yager, Patricia	Professor	50%
Tenure status: tenure		
Education: B.S., Brown University, 1985; M.S., U. of Washington, 1988; Ph.D., U. of Washington, 1996.		
Department and academic experience: Marine Sciences		
Overseas experience in Latin America and the Caribbean: Amazon River plume, Brazil.		
Region: Brazil		
Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (1).		
Percent devoted to area/international teaching: 25%		
Percent devoted to area/international research, domestic outreach, administration: 75%		
Area/international studies courses taught: MARS 8050 Climate, the Ocean, and the Marine Biosphere		
Research and teaching specialization: Biological and chemical oceanography, marine microbial ecology and biogeochemistry		
Number of recent publications (2013-18): 45		
Sample publications:		
<ul style="list-style-type: none"> • Doherty, M., P.L. Yager, M.A. Moran, V.J. Coles, C.S. Fortunato, A.V. Krusche, P.M. Medeiros, J.P. Payet, J.E. Richey, B.M. Satinsky, H.O. Sawakuchi, N.D. Ward, B.C. Crump (2017). Bacterial biogeography across the Amazon river-ocean continuum. <i>Front. Microbiol.</i> 8: 882. doi: 10.3389/fmicb.2017.00882 (May 23, 2017) • Satinsky, B.M., C.B. Smith, S. Sharma, M. Landa, P.M. Medeiros, V.J. Coles, P.L. Yager, B.C. Crump, M.A. Moran (2017). Expression patterns of elemental cycling genes in the Amazon River Plume. <i>ISME J.</i> doi:10.1038/ismej.2017.46 (April 7, 2017). • Moura, RL, et al. (2016). An extensive reef system at the Amazon River mouth. <i>Science Advances</i> 2(4): e1501252. doi: 10.1126/sciadv.1501252 (April 22, 2016). • Seidel, M., P.L. Yager, N.D. Ward, E.J. Carpenter, H.R. Gomes, A.V. Krusche, J.E. Richey, T. Dittmar, P.M. Medeiros (2015). Molecular-level changes of dissolved organic matter along the Amazon River-to-ocean continuum. <i>Marine Chemistry.</i> doi:10.1016/j. marchem.2015.06.019 		
Number of dissertations or theses supervised in past five years: 4		
Distinctions: Visiting Professor, Federal University of Rio de Janeiro (UFRJ); Brazil		

<i>Mathematics</i>		
Gutierrez, Juan B.	Associate Professor	50%
Tenure status: tenure		
Education: B.S., National University of Colombia, 1996; M.S., FSU, 2005; Ph.D., FSU, 2009		
Department and academic experience: Mathematics, Bioinformatics, LACSI;		
Overseas experience in Latin America and the Caribbean: Colombia, Guatemala, Panama, Peru, Ecuador.		
Region: Andean		
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)		
Percent devoted to area/international teaching: 25%		
Percent devoted to area/international research, domestic outreach, administration: 75%		
Research and teaching specialization: Quantitative biology, epidemiology, infectious disease.		
Number of dissertations or theses supervised in past five years: 4		
Number of recent publications (2013-2018): 35		
Sample publications:		
<ul style="list-style-type: none"> • Sáenz, Fabián E., Andrea Arévalo-Cortés, Gabriela Valenzuela, Andrés F. Vallejo, Angélica Castellanos, Andrea C. Poveda-Loayza, Juan B. Gutierrez et al. "Malaria epidemiology in low-endemicity areas of the northern coast of Ecuador: high prevalence of asymptomatic infections." <i>Malaria journal</i> 16, no. 1 (2017): 300. • Arévalo-Herrera, Myriam, Mary Lopez-Perez, Luz Medina, Alberto Moreno, Juan B. Gutierrez, and Sócrates Herrera. "Clinical profile of Plasmodium falciparum and Plasmodium vivax infections in low and unstable malaria transmission settings of Colombia." <i>Malaria journal</i> 14, no. 1 (2015): 154. • Lopez-Perez, Mary, Alvaro Alvarez, Juan B. Gutierrez, Alberto Moreno, Sócrates Herrera, and Myriam Arévalo-Herrera. "Malaria-related anemia in patients from unstable transmission areas in Colombia." <i>The American journal of tropical medicine and hygiene</i> 92, no. 2 (2015): 294-301. • Forero, David A., Pablo E. Chaparro, Andres F. Vallejo, Yoldy Benavides, Juan B. Gutiérrez, Myriam Arévalo-Herrera, and Sócrates Herrera. "Knowledge, attitudes and practices of malaria in Colombia." <i>Malaria journal</i> 13, no. 1 (2014): 165. 		

Arribas, Alicia **Academic Professional** **50%**
Tenure status: non-tenure
Education: B.A., Universidad de Zaragoza, Spain, 1998; M. A., Western Michigan University; Ph.D., Western Michigan University, 2008
Department and academic experience: Romance Languages
Languages and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (2)
Percent devoted to area/international teaching: 25%
Percent devoted to area/international research, domestic outreach, administration: 75%
Area/international studies courses taught: SPAN 3030 Introduction to Literature; SPAN 4050 Spanish Literature and Culture from Enlightenment
Research and teaching specialization: Latinos in Spain; Contemporary Spanish Literature and Film
Number of recent publications (2013-18): NA
Sample publications:

- “Flores de otro mundo de Iciar Bollain: el cuerpo de la mujer caribeña en la re-inención del cuerpo nacional español.” *Caribe: revista de cultura y literatura*, 12.1(2009):55-71.
- “Representations of Latin-American immigration to Spain in the late twentieth and early twenty-first century narrative and cinema, by *Arribas, Alicia*, Ph.D., Western Michigan University, 2008. Dissertation.

Chamorro, Pilar **Assistant Professor of Linguistics** **10%**
Tenure status: tenure-track
Education: Ph.D., Ohio State University, 2012
Department and academic experience: Department of Romance Language, Department of Linguistics
Overseas experience in Latin America and the Caribbean: Brazil.
Region: Brazil
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Galician (5), Portuguese (5), Catalan (2), French (2)
Percent devoted to area/international teaching: 10%
Percent devoted to area/international research, domestic outreach, administration: 10%
Area/international studies courses taught: Spanish Linguistics; Compositional Semantics; Linguistic Field Methods, Pidgins and Creoles
Research and teaching specialization: Formal Semantics and Pragmatics; Formal Semantic and Theories of Temporality, Aspect, and Modality (TAM), Quantification. Focus of research: Spanish, Galician, Portuguese, Malayalam (Dravidian), Tentehar (Tupi-Guarani).
Number of recent publications (2013-18):
Sample publications: 3

- Chamorro, Pilar and L. Antonini. “Quantification in Malayalam” (2017), In Keenan, Edward and Denis Paperno (eds.), *Handbook of Quantifiers in Natural Languages*, vol. II, Springer.
- Chamorro, Pilar “Revisiting the Semantics of the Portuguese Present Perfect” (2015), *Selected Proceedings, The Texas Linguistics Society (TLS14)*, 59-78. <https://linguistics.github.io/tls/2013tls/TLS14-Proceedings.pdf>
- Amengual, Mark and P. Chamorro “The effects of language dominance in the perception and production of the Galician mid vowel contrasts” (2015), *Phonetica*, 72(4), 207-236.

Distinctions: UGA-FAPEMIG Seed Grant

Gadhoun, Khédija Senior Academic Professional 50%

Tenure status: non-tenure

Education: Ph.D., Spanish, Ohio State University

Department and academic experience: Romance Languages; Spanish Study Abroad Advisor

Overseas experience in Latin America and the Caribbean: Mexico, Costa Rica, Argentina, Bolivia, Peru, Brazil, Spain

Region: Southern Cone

Language and proficiency level (5=Native or near native, 1=Beginner): French (5), Spanish (5) Portuguese 2-3

Pedagogy training for language instructors: Graduate seminar in language pedagogy at Ohio State, required for all Spanish language TAs, and Spanish language training and supervision of Spanish language instructors at the University of Georgia

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: SPAN 3010, SPAN 3020, SPAN 3030, SPAN 3040, SPAN 4070, SPAN 4080

Research and teaching specialization: Teaching: Latin American Literature, Culture, and Film and Composition & Conversation. Research: Poetry & Creative Writing

Number of recent publications (2013-18): 3

Sample publications:

- *Voces desde Taiwan: Antología de poesía taiwanesa contemporánea – Voices from Taiwan: Anthology of Contemporary Taiwanese Poetry* (in Spanish, English and Mandarin, Cuadernos del Laberinto, Spain, 2017)
- *más allá del mar. bibenes* (Cuadernos del Laberinto, Spain, 2016)

Distinctions: Dhaka International Poets Summit & Recipient of Kathak Literary Award (Bangladesh, 2018), Invited participation in: *Formosa International Poetry Festival* (Taiwan, 2017), *XXI International Poetry Festival “Ditët e Naimit* (Macedonia, 2017), *International Poetry Festival* (Kosovo, 2017), *1er Festival del Libro Hispano de Virginia* (USA, 2017)

Howe, Lewis C. Associate Professor of Linguistics 50%

Tenure status: tenure

Education: B.A., Georgia Southern University, 1999; M.A., The Ohio State University, 2001; Ph.D., The Ohio State University, 2006

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean: Peru, Bolivia, Brazil, Dominican Republic

Region: Andean/Brazil/Caribbean

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (4), Quechua (2)

Percent devoted to area/international teaching: 50%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: QUEC 1001 and QUEC 1002 Elementary and Intermediate Quechua Language and Culture; ROML 4030/LING 4910 Spanish in the US: Social and Linguistic Dimensions; SPAN 6950 Spanish Semantics and Pragmatics, SPAN 6750 Spanish Syntax and Morphology, SPAN 6450 Variation and Sociolinguistics in Spanish, SPAN 4650 Spanish Phonetics, SPAN 4652 Spanish Dialectology and Sociolinguistics

Research and teaching specialization: Theories of language change and variation, Morphosyntactic variation, Language contact

Number of recent publications (2013-18): 10

Sample publications:

- Howe, Chad. Forthcoming. El pasado compuesto en el español peruano: Hacia una explicación unificada de sus significados. In Roxana Risco (ed.), *Variación y contacto lingüístico en el español peruano*.
- Gupton, T., Pilar Chamorro, and Chad Howe (eds.). 2015. Selected Proceedings of Portuguese Linguistics in the United States (PLUS) 2013. *Estudios Lingüísticos/Linguistic Studies*. 11.

Number of dissertations or theses supervised in past five years: 8

Distinctions: Willson Center for Arts and Humanities Research Fellowship, UGA, (2017), Global Research Collaboration Grant Program, UGA OVPR and OIE. Project Title: “Women’s health and cultural intervention in Cusco, Peru: A cooperative partnership” (\$7,600), Co-PI: Pamela Orpinas. (2016),

Villate Isaza, Alberto **Assistant Professor** **100%**

Tenure status: tenure-track

Education: B.A., Universidad Javeriana, Colombia; Ph.D., Boston College, 2008

Department and academic experience: Romance Languages

Overseas experience in Latin America and the Caribbean: Colombia, Ecuador, Peru, Costa Rica

Region: Andean/Central America

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (1), French (1)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: SPAN 4060: Spanish-American Literatures and Cultures from the Colonial Period through the Independence Period. SPAN 4070: Spanish-American Literatures and Cultures from Modernismo through the Present. Questions of Belonging and Land Appropriation in Latin-American Literature and Culture. SPAN 6500: Transatlantic Encounters: New World Discoveries, Explorations, and Colonizations.

Research and teaching specialization: Latin-American Colonial Literature and Culture, The Hispanic Baroque, Early-Modern Hispanic World, Discourses of Latin-American National Identity, Nineteenth- and Early Twentieth-Century Latin-American Literature, especially Modernismo.

Number of recent publications (2013-18): 5

Sample publications: 5

- Villate Isaza, A. "Lorenzo's Devil: Allegory and History in Juan Rodríguez Freile and Fray Pedro Simón." *Revista de Estudios Colombianos*. 45.1, 2015. 21-29.
- Villate Isaza, A. "From 'Cuadro de costumbres' to Nationalist Tool: The Case of El Carnero in the Colombian Literary Canon." *Bulletin of Spanish Studies*. 92.2, 2015. 235-254.
- Villate Isaza, A. "El fracaso de los amos de empresa: las imposibilidades de la modernidad en De sobremesa y La vorágine." *A Contracorriente*. Vol. 10.2, 2013, 219-242.

Kaplan, Betina **Associate Professor of Spanish** **100%**

Tenure status: tenure

Education: Licenciatura, Universidad de Buenos Aires, 1990; M.Phil., Columbia University, 1994;

Ph.D., Columbia University, 2002

Department and academic experience: Romance Languages; Buenos Aires Study Abroad Former Program Director; Romance Languages Associate Head (2011-2014); Affiliate Member Faculty Representative, Institute of Women's Studies Steering Committee

Overseas experience in Latin America and the Caribbean: Argentina, Chile

Region: Southern Cone

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (1), French (1)

Percent devoted to area/international teaching: 100%

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: SPAN 3010 and SPAN 3020 Conversation and Comprehension; SPAN 4070 Spanish American Literature and Culture; SPAN 4082 Latin American Film; SPAN 4090 Practicum in Service- Learning; SPAN 4190 Internship in Spanish

Research and teaching specialization: Contemporary Latin American culture and literature; gender and violence in Southern Cone; film; cultural studies

Number of recent publications (2013-18): 5

Sample publications:

- Kaplan, B. "Cultura visual y memoria: ética y estética en representaciones recientes en Argentina" Book review. *Clepsidra. Revista interdisciplinaria de estudios sobre memoria*, Año 2 Número 4, 2015 <http://memoria.ides.org.ar/files/2015/10/Clepsidra-4-doble-p%C3%A1gina-BAJA.pdf>
- Kaplan, B. "Contesting Memories: A Brief Recount of the Struggles to Talk About the Violent Past in Argentina," *Dissidences. Hispanic Journal of Theory and Criticism* 4 (8) (2012): Article 3. Available at: <http://digitalcommons.bowdoin.edu/dissidences/vol4/iss8/3>
- Kaplan, B. *Género y violencia en la narrativa contemporánea del Cono Sur*. Suffolk, UK: Tamesis, 2007.

Number of dissertations or theses supervised in past five years: 8

Distinctions: MIT Lab Disobedience Award, Finalist Honorary Mention to Faculty Founders of Freedom University Georgia, Graduate School Outstanding Mentoring Award, 2017

Lucero, Nicolás **Associate Professor** **100%**
Tenure status: tenure
Education: Licenciado, Universidad de Buenos Aires, 2000; M. A., University of Iowa, 2003; Ph.D., University of Iowa, May 2006
Department and academic experience: Romance Languages
Overseas experience in Latin America and the Caribbean: Argentina, Chile, Uruguay
Region: Southern Cone
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (3)
Percent devoted to area/international teaching: 100%
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: SPAN 4060 Spanish American Literature Colonial Period; SPAN 4070 Spanish American Literature and Culture Modernism through the Present; SPAN 4080 Studies in Spanish American Literature and Culture; SPAN 8010 Culture Language Linguistics and Literature of Spanish Speaking World; SPAN 8200 Narrative Discourses
Research and teaching specialization: Travel writing in the 19th century, theory of the novel, Modernisms and modernization, critical theory, Juan José Saer, Jorge Luis Borges
Number of recent publications (2013-18): 2
Sample publications:

- Lucero, N. *La vuelta incompleta. Saer y la novela*. Buenos Aires: Santiago Arcos Editor (Colección Parabellum), 2017.
- Lucero, N. "El sentido de la injuria". IN Alberdi, Juan Bautista. *El Faustino. Facundo y subiógrafo y otros escritos*. Introducción, selección y notas de Claudia Roman. Buenos Aires: Corregidor (Colección "Voces y letras del Plata"), 2012. 315-37. In print.
- Lucero, N. "El ensayo como forma en El río sin orillas de Juan José Saer". *Revista Iberoamericana* 240 (2) (2012): 681-94.

Number of dissertations or theses supervised in past 5 years: 3

Pérez-Gamboa, Teresa **Academic Professional** **100%**
Tenure status: non-tenure
Education: Licentiate, Universidad Nacional de Trujillo, Perú, 1984; M.A., Stony Brook, 1985; D. Arts, Stony Brook, 1999
Department and academic experience: Romance Languages, Spanish Language Pedagogy Supervisor
Overseas experience in Latin America and the Caribbean: Peru, Mexico
Region: Andean/Mexico
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)
Percent devoted to area/international teaching: 100%
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: SPAN 4090 Practicum in Service-Learning; SPAN 4650 Spanish Phonetics; SPAN 7750 Teaching College Spanish
Research and teaching specialization: Second Language Acquisition; English and Spanish Phonetics; Foreign Language Pedagogy/Graduate Student Recruitment
Number of recent publications (2013-18):NA

Quesada, Margaret **Professor** **50%**
Tenure status: tenure
Education: B.A., Hope College, 1978; M.A., Michigan State University, 1982; M.A., Linguistics, Michigan State University, 1985; Ph.D., Michigan State University, 1995
Department and academic experience: Departments of Romance Languages and Linguistics (joint appointment)
Overseas experience in Latin America and the Caribbean: Mexico, Cuba
Region: Caribbean/Mexico
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)
Percent devoted to area/international teaching: 50%
Percent devoted to area/international research, domestic outreach, administration: 50%
Area/international studies courses taught: SPAN 8850 Spanish Second Language Acquisition; SPAN 6550 History of the Spanish Language; ROML 8500 Readings and Research (Advanced Topics in Second Language Acquisition); SPAN 4651 Advanced Grammar and Syntax; SPAN 3050 Introduction to Spanish Linguistics, SPAN 3010 Spanish Conversation and Composition
Research and teaching specialization: Spanish varieties of Mexico and Latin American; language and gender in Latin America; higher education and reform in Mexico and Latin America; Acquisition/teaching of Spanish as a second/foreign language; acquisition of morphological and syntactic structures; the acquisition of tense, aspect and mood; functional and cognitive theories of second language acquisition; corpus -based data analysis, language learning/teaching and technology
Number of recent publications (2013-18): 10
Sample publications:

- Kanwit, M. and M.L. Quesada. "Learner and Native-speaker Differences in the Acceptability of gustar-type Psychological Verbs in Spanish" *International Review of Applied Linguistics in Language Teaching*, 0.0 (2017): 1-35. Retrieved 11 Jul. 2017, from doi:10.1515/iral-2015-0102.
- Blackwell, S.E. and M.L. Quesada. "Semantic and Pragmatic Causal Relations in Native Speaker and L2 Learner Oral Discourse" *Pragmatics and Language Learning*, 14 (2016): 37-64.
- Quesada, M. L. "Reacciones y reflexiones acerca de 'El cultivo del potencial humano, creador, al aprender lengua italiana o, Cuando enseñar italiano diventa poesía'" *La enseñanza de italiano*, J. Magos Guerrero & J. Zapata Martínez (eds.), Querétaro, México: Editorial UAQ (2016): 22-34.
- Quesada, M. *The L2 Acquisition of Spanish Subjects Multiple Perspectives*, Series Studies on Language Acquisition, Boston/Berlin: De Gruyter Mouton (2015), 290 pages.

Number of dissertations or theses supervised in past five years: 6
Distinctions: UGA Provost Travel Award (2016), UGA Career Center recognition for contributing to career development of UGA students (2015, 2016)

Quinlan, Susan **Professor of Portuguese** **100%**
Tenure status: tenure
Education: B.A., SUNY-Buffalo, 1973; M.A., University of New Mexico, 1977; Ph.D., University of New Mexico
Department and academic experience: Romance Languages; collaborator on LACSI's Portuguese Flagship Program
Overseas experience in Latin America and the Caribbean: Brazil
Region: Brazil
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (5)
Percent devoted to area/international teaching: 100%
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: PORT 4010/6010 Advanced Language, Literature, Culture of Portuguese Speaking World; PORT 4040/6040 Cinema, Culture, Literature of Portuguese Speaking World
Research and teaching specialization: Feminist theory and criticism; contemporary Brazilian narrative; Brazilian women writers; race, class, and gender in Latin America; Brazilian cultural studies;
Number of recent publications (2013-18): 5
Number of dissertations or theses supervised in past five years: 1

Villa-Ruiz, Andrea **Portuguese Program Supervisor** **100%**
Tenure status: non-tenure
Education: B.A., Loras College, 2004; M.A. LACS, 2008, M.A. Spanish, 2010, University of South Florida; Ph.D., University of Florida, 2016
Department and academic experience: Port. Program Coordinator, Spanish Instructor
Overseas experience in Latin America and the Caribbean: Colombia, Brazil
Region: South America
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (5)
Percent devoted to area/international teaching: 100%
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: SPAN 1110, 3010, and 3030
Research and teaching specialization: Portuguese and Spanish language courses
Number of recent publications (2013-18): 4
Sample publications:

- “El laberinto de la soledad: espacio “híbrido” de negociación” *Revista Surco Sur* 8 (2015): 16-18. <http://scholarcommons.usf.edu/surcosur/vol5/iss8/1>
- “Redefinición de la subjetividad femenina a partir de una autoconciencia de lo abyecto en Noche de Alejandro Sawa y Carne importada de Eduardo López Bago” *El naturalismo en España: aproximaciones desde una perspectiva actual.* Efraín Garza. Ed. Miami: CreateSpace, 2013: 227-46. Impreso.

Sociology

Derpic, Jorge **Professor Sociology and LACS** **100%**
Tenure status: tenure track
Education: B.A., Universidad Católica Boliviana, 2005; M.A., The University of Texas at Austin, 2012; Ph.D., The University of Texas at Austin, 2017.
Department and academic experience: Sociology and Latin American & Caribbean Studies.
Overseas experience in Latin America and the Caribbean: Bolivia.
Region: Andean
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5); Aymara (3)
Percent devoted to area/international teaching: 100%
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: LACS 1000 Introduction to Latin American and Caribbean Studies; SOCI 3320 Sociology of Urban Life.
Research and teaching specialization: Indigenous peoples; Crime, Law and Deviance; Political Sociology; Ethnography and Qualitative Methods.
Number of recent publications (2013-18): 8
Sample publications:

- Derpic, J. (Forthcoming) “La Paz/El Alto, Bolivia”. Entry in *The Wiley-Blackwell Encyclopedia of Urban and Regional Studies*. United Kingdom.
- Derpic, J. (Forthcoming) “I have to be Mandrake. Legal tactics and strategies at the prosecutor offices of El Alto” [In Spanish]. In *Doctorcitos*. La Paz: Centro de Investigaciones Sociales de la Vicepresidencia del Estado Plurinacional de Bolivia.

Graizbord, Diana **Assistant Professor Sociology and LACS** **62.5%**
Tenure status: tenure track
Education: B.A. Sarah Lawrence College, 2002, M.A. The New School for Social Research, 2010, Ph.D. Brown University, 2017.
Department and academic experience: Sociology and Latin American & Caribbean Studies
Overseas experience in Latin America and the Caribbean: Mexico, Guatemala, Cuba
Region: Caribbean/Central America/Mexico
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)
Percent devoted to area/international teaching: 50%
Percent devoted to area/international research, domestic outreach, administration: 75%
Area/international studies courses taught: LACS 1000 Introduction to Latin American and Caribbean Studies; LACS/SOCI 4055/6055 Social Policy Storytelling: In and Around Athens
Research and teaching specialization: Political Sociology; Social Theory; Science and Technology Studies; Development and Globalization; Latin American Studies; Ethnography and Qualitative Methods
Number of recent publications (2013-18): 4
Sample publications:

- Graizbord, D., M. Rodríguez-Muñiz, G. Baiocchi. 2016. "Expert for a Day: Toward a Theoretically Tailored Ethnography". *Ethnography*.
- Baiocchi, G., D. Graizbord and M. Rodríguez-Muñiz. 2013. "Actor-Network Theory and the Ethnographic Imagination: An exercise in translation". *Qualitative Sociology* 36(4): 323-341.

Number of dissertations or theses supervised in past five years: 0
Distinctions: Lilly Teaching Fellow, Center for Teaching and Learning, University of Georgia (2017-2019), NSF Doctoral Dissertation Research Improvement Grant (2013), NSF-IGERT Doctoral Fellow, Program in Development & Inequality in the Global South (2010-2013)

Lapegna, Pablo **Assistant Professor Sociology and LACS** **62.5%**
Tenure status: tenure
Education: B.A., University of Buenos Aires, Argentina, 2001; M.A., State University of New York, Stony Brook, 2007; Ph.D., State University of New York, Stony Brook, 2011
Department and academic experience: Sociology and Latin American & Caribbean Studies
Overseas experience in Latin America and the Caribbean: Argentina, Bolivia, Paraguay, Southern Brazil
Region: Andean/Brazil/Southern Cone
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (3)
Percent devoted to area/international teaching: 50%
Percent devoted to area/international research, domestic outreach, administration: 75%
Area/international studies courses taught: LACS 4911 Senior Capstone; LACS 4900 Citizens and Social Movements in Latin America; LACS 1000 Introduction to Latin American and Caribbean Studies; SOCI 3010 Introduction to Sociology
Research and teaching specialization: Social Movements and Political Sociology; Latin American Studies; Ethnography and Qualitative Methods; Environmental and Rural Sociology
Number of recent publications (2013-18): 19
Sample publications:

- Lapegna, Pablo. 2016. *Soybeans and Power: Genetically Modified Crops, Environmental Politics, and Social Movements in Argentina*. New York: Oxford University Press.
- Lapegna, Pablo. 2017. "The Political Economy of the Agro-Export Boom Under the Kirchners: Hegemony and Passive Revolution in Argentina." *Journal of Agrarian Change* 17(2): 313-329.
- Hanson, Rebecca* and Pablo Lapegna. 2017. "Popular Participation and Governance in Kirchner's Argentina and Chávez's Venezuela: Recognition, Incorporation, and Supportive Mobilisation." *Journal of Latin American Studies* (First View DOI: <https://doi.org/10.1017/S0022216X17000074>)
 *PhD Candidate at time of publication.

Number of dissertations or theses supervised in past five years: 0
Distinctions: *Soybeans and Power...* won the 2017 Best Book Award, Sociology of Development Section, American Sociological Association (ASA)

Navitski, Rielle **Professor** **56%**
Tenure status: tenure
Education: B.A., Brown University; M.A., University of California, Berkeley; Ph.D., University of California, Berkeley
Department and academic experience: Theatre and Film Studies
Overseas experience in Latin America and the Caribbean: Argentina, Brazil, Colombia, Mexico, Uruguay
Region: Brazil/Mexico
Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5), Portuguese (4)
Percent devoted to area/international teaching: 12%
Percent devoted to area/international research, domestic outreach, administration: 100%
Area/international studies courses taught: THEA 8400 Seminar in Dramatic Theory & Criticism, FILM 4640 Latin American Film and Media
Research and teaching specialization: Latin American cinema, silent and early sound film, and the global circulation of film stars and genres
Number of recent publications (2013-18): 26
Sample publications:

- Public Spectacles of Violence: Sensational Cinema and Journalism in Early Twentieth-Century Mexico and Brazil (Durham, NC: Duke University Press, 2017).
- Cosmopolitan Film Cultures in Latin America, 1896-1960. Anthology of critical essays and translations of primary texts, co-edited with Nicolas Poppe. Bloomington, IN: Indiana University Press, 2017.
- "Early Film Critics and Fanatical Fans: The Reception of the Italian Diva Film and the Making of Modern Spectators in Postrevolutionary Mexico." *Film History: An International Journal* 29, no. 1 (2017): 57-83.
- "‘Ese pequeño arte que tanto amamos’: Remediating Cinema in *El Universal Ilustrado*," *Revista de Estudios Hispánicos* 50, no. 2 (2016): 293-320.
- "Spectacles of Violence and Politics: *El automóvil gris* (1919) and Revolutionary Mexico’s Sensational Visual Culture," *Journal of Latin American Cultural Studies* 23, no. 2 (2014): 133-152.

Number of dissertations or theses supervised in past five years: 2
Distinctions: Willson Center for Humanities and Arts Research Fellowship, 2014-2015
Society for Cinema and Media Studies Dissertation Award for Outstanding Dissertation in Film, Television, and Media Studies, 2014, Institute for International Education Fellowship, 2011-12 - Replaced Fulbright-Hays DDRA, 2011-12

Sahakian, Emily **Assistant Professor Theater and French** **50%**
Tenure status: tenure track
Education: Ph.D., Northwestern University and the Ecole des hautes études en sciences sociales
Department and academic experience: Jointly appointed to Theatre & Film Studies and Romance Languages, where she teaches French and Francophone literature. She specializes in Francophone Caribbean theatre, and her broader research interests include theatre of the Americas, intercultural theatre, post-colonial theatre and theory, French-language theatre, race and performance, and translation for the stage. Her book interprets key plays by contemporary French Caribbean women playwrights and reconstructs their international performance history (from the 1980s and 1990s) to argue that this theatre enacts creolization, which she theorizes as a performance-based process of cultural transformation, through mixing and conflict, reinvents meaning and resists the status quo.
Overseas experience in Latin America and the Caribbean: Martinique and France
Region: Caribbean
Language and proficiency level (5=Native or near native, 1=Beginner): French (5)
Percent devoted to area/international teaching: 50%
Percent devoted to area/international research, domestic outreach, administration: 50%
Area/international studies courses taught: LACS 4900 Special Topics: Latin American & Caribbean Theatre
Research and teaching specialization: Caribbean theatre and performance; French Caribbean literature
Number of recent publications (2013-18): 11
Sample publications:

- *Staging Creolization: Women's Theater and Performance from the French Caribbean* (University of Virginia Press, 2017)

Journalism

Rhodes, Leara Associate Professor 50%

Tenure status: tenure

Education: B.A., University of Georgia, 1972; M.A., Temple University, 1988; Ph.D., Temple University, 1990

Department and academic experience: Journalism and Mass Communication

Overseas experience in Latin America and the Caribbean: Haiti, Trinidad, Antigua, Dominica, Barbados, Jamaica, Curacao

Region: Caribbean

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (1)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: JRLC 8040 International Communication; JRLC 8350 Revolutionary Media

Research and teaching specialization: Ethnic media within the United States and International Communication concentrating on development communication and issues related to role of media in developing countries

Number of recent publications (2013-18): 7

Sample publications:

- Rhodes, Leara, *Peace Through Media*. Peter Lang Publishing, 2017
- Rhodes, Leara (2013). "Kincaid's and Dandicat's Stages of Loss and Grief." *Antigua and Barbuda Journal and Review*, 6(1): 110-113.
- Rhodes, Leara. "Haitian Contributions to American History: A Journalistic Record." In Yost, Chrissy (ed.) *Beyond Revolution: 200 years of Haitian History and Culture*. Indiana University Press, 2009.

Number of dissertations or theses supervised in past five years: 5

Distinctions: Grady College Fellows Program, Spring Semester 2015, UGA Service Learning Teaching Excellence Award, 2015

ODUM SCHOOL OF ECOLOGY

Capps, Krista Assistant Professor 50%

Tenure status: tenure track

Education: B.S. Hope College, MI, M.S. Indiana U., Bloomington, Ph.D. Cornell University, Ithaca, New York

Department and academic experience: 2016-present: Executive Committee Member, Center for Integrative Conservation Research, U. Georgia, 2015-present: Assistant Professor, Odum School of Ecology, U. Georgia, 2015-present: Assistant Professor, Savannah River Ecology Laboratory

Overseas experience in Latin America and the Caribbean: 2006-current: Maintains active research program in southern Mexico, 2008: Fulbright-Hays Fellow, US Department of Education, 2002-2004: United States Peace Corps Volunteer, Honduras, Central America

Region: Mexico/Central America

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: NA

Research and teaching specialization: Freshwater ecology, urban ecology, coupled-natural and human systems

Number of recent publications (2013-18): 20

Sample publications:

- Capps, K. A., and A. S. Flecker. 2013. Invasive aquarium fish transform ecosystem nutrient dynamics. *Proceedings of the Royal Society B*. 280: doi: 10.1098/rspb.2013.1520
- Capps, K. A., M. M. Castillo, A. A. Pease, A. Jarquín-Sánchez, and R. Rodiles-Hernández. Tourism wastewater, and freshwater conservation in protected areas. *Southwestern Naturalists* *In press*.
- Atkinson, C.L., K. A. Capps, A. Rugenski, M. Vanni. Consumer-driven nutrient dynamics in freshwater ecosystems: from individuals to ecosystems. *Biological Reviews* *in press* (available online).
- Capps, K. A., C. N. Bentsen, and A. Ramirez. 2016. Poverty, urbanization, and environmental degradation: urban streams in the developing world. *Freshwater Science* 35: 429-435.

Number of dissertations or theses supervised in past five years: 1

Distinctions: 2016: Service-Learning Fellow, U. Georgia

Pringle, Catherine **Research Professor of Ecology** **12.5%**

Tenure status: tenure

Education: B.S., University of Michigan; M.S., University of Michigan; Ph.D., University of Michigan

Department and academic experience: Ecology

Overseas experience in Latin America and the Caribbean: Costa Rica, Panama, Puerto Rico, Trinidad

Region: Caribbean/Central America

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 25%

Research and teaching specialization: Freshwater ecologist and conservation biologist. Aquatic ecology; Hydrologic connectivity (ecological-hydrological interactions);

Conservation biology; Nutrient cycling; Algae-invertebrate-fish interactions; tropical ecology; aquatic habitat restoration; effects of environmental problems on the ecology of aquatic ecosystems

Number of recent publications (2013-18): 23

Sample publications:

- Bassar, R.D., B.L. Bryan, M.C. Marshall, **C.M. Pringle**, D.N. Reznick, & J. Travis. 2017. Local adaptation of fish consumers alters primary production through changes in algal community composition and diversity. *Oikos*. doi: 10.1111/oik.03965
- Collins, S. M., S. A. Thomas, T. Heatherly II, K. L. MacNeill, A. O. H. C. Leduc, A. Lopez-Sepulcre, B. A. Lamphere, R. W. El-Sabaawi, D. N. Reznick, **C. M. Pringle**, and A. S. Flecker. 2016. Fish introductions and light modulate food web fluxes in tropical streams: a whole-ecosystem experimental approach. *Ecology*. 97: 3154-3166.
- de Jesús-Crespo, R., D. Newsom, E. G. King, and **C. M. Pringle**. 2016. Shade tree cover criteria for non-point source pollution control in the Rainforest Alliance coffee certification program: A snapshot assessment of Costa Rica's Tarrazú coffee region. *Ecological Indicators* 66: 47-54.

Distinctions: Elected Fellow, American Association for the Advancement of Science, Kilham

Lecturer/Award, International Society of Limnology

SCHOOL OF LAW

Cade, Jason **Associate Professor** **50%**

Tenure status: tenure

Education: A.B. English / Education University of North Carolina - Chapel Hill; J.D. Brooklyn Law School

Department and academic experience: School of Law

Overseas experience in Latin America and the Caribbean: Haiti, Mexico, Guatemala, Costa Rica, Ecuador

Region: Pan-America

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (2)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: Immigration Law, Community Health Law Partnership Clinic

Research and teaching specialization: Immigration, intersection of criminal and immigration law, public Benefits

Number of recent publications (2013-18): 10

Sample publications:

- Jason A. Cade, Judging Immigration Equity: Deportation and Proportionality in the Supreme Court, 50 U.C. Davis Law Review 1029 (2017)
- Jason A. Cade, Enforcing Immigration Equity, 84 Fordham Law Review 661 (2015)
- Jason A. Cade, Return of the JRAD, 90 New York University Law Review Online 36 (2015)
- Jason A. Cade, The Challenge of Seeing Justice Done in Removal Proceedings, 89 Tulane Law Review 1 (2014)

Kagel, Laura Tate **Director of International Professional Education** **10%**
Tenure status: non-tenure administrative appointment
Education: J.D., University of Georgia; Ph.D., University of Wisconsin-Madison; M.A., University of Texas at Austin; A.B. Harvard-Radcliffe College
Department and academic experience: Germanic & Slavic Studies (former instructor)
Language and proficiency level (5=Native or near native, 1=Beginner): German (5); French (3)
Percent devoted to area/international teaching: NA
Percent devoted to area/international research, domestic outreach, administration: 10%
Distinctions: Fulbright fellowship recipient

SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS

International Affairs

Thaler, Gregory **Assistant Professor** **50%**

Tenure status: tenure-track

Education: B.A., Yale University, 2007, Political Science, M.A., Cornell University, 2014, Government, Ph.D., Cornell University, 2017, Government

Department and academic experience: Department of International Affairs

Overseas experience in Latin America and the Caribbean: Brazil, Ecuador

Region: Andean/Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): French (5), Port (5), Spanish (5)

Percent devoted to area/international teaching: 50%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: INTL 1100: Introduction to Global; Issues

Research and teaching specialization: Political Ecology, Political Economy and Development, Environmental Governance, Agrarian Politics, Comparative and Ethnographic Methodology

Number of recent publications (2013-18): 4

Sample publications:

- “The Land Sparing Complex: Environmental Governance, Agricultural Intensification, and State Building in the Brazilian Amazon.” *Annals of the American Association of Geographers* 107 (6) (2017): 1424-43.
- “Shifting Cultivation, Contentious Land Change and Forest Governance: The Politics of Swidden in East Kalimantan.” *The Journal of Peasant Studies* 44 (5) (2017): 1066-87 (with Cut Augusta Mindry Anandi).
- “The 21st-Century Agricultural Land Rush.” in *The Oxford Handbook of Food, Politics and Society* edited by Ronald J. Herring. New York: Oxford University Press, 2015

Distinctions: NSF GROW Fellow at Lund University, Sweden (2015-16); NSF Graduate Research Fellow (2011-16)

SCHOOL OF SOCIAL WORK

Matthew, Rebecca Assistant Professor of Social Work 50%

Tenure status: Tenure track

Education: B.A., University of South Florida, 2002; MPH, University of North Carolina, Chapel Hill, 2005; MSW, University of California, Berkeley, 2009; PhD, University of California, Berkeley, 2013.

Department and academic experience: School of Social Work

Overseas experience in Latin America and the Caribbean: N/A

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (2)

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 75%

Area/international studies courses taught: N/A

Research and teaching specialization: Community-based participatory research and practice; Community health and well-being; Cooperatives and the solidarity economy; Labor justice; Poverty and social inequality

Number of recent publications (2013-18): 6

Sample publications:

- Matthew, R., & Smith, A.M. (2017). *La Frontera: Social Work Case Management with Unaccompanied Minors in Arizona*. In Holosko, M. (Ed.), *Social Work Case Management*. Thousand Oaks, CA: Sage Publications.
- Matthew, R., Willms, L., Voravudhi, A., Smithwick, J., Jennings, P., & Machado-Escudero, Y. (2017). Advocates for community health and social justice: A case example of a multi-systemic *promotores* organization in South Carolina. *Journal of Community Practice*. doi.org/10.1080/10705422.2017.1359720
- Matthew, R. & Bransburg, V. (2017). Democratizing caring labor: The promise of community-based, worker-owned childcare cooperatives. *Affilia*, 32(1), 10-23. doi: 10.1177/0886109916678027

Number of dissertations or theses supervised in past five years: 0

Distinctions: School of Social Work MSW Teacher of the Year 2014, 2015, 2016

SCHOOL OF VETERINARY MEDICINE

Brown, Corrie C. Professor of Veterinary Pathology 10%

Tenure status: tenure

Education: D.V.M., University of Guelph, Ontario Canada, 1981; Ph.D., University of California, 1986

Department and academic experience: Veterinary Pathology

Overseas experience in Latin America and the Caribbean: Has worked in 30 countries giving workshops to veterinarians and animal health workers.

Region: Brazil

Languages and proficiency level (5=Native or near native, 1=Beginner): Portuguese (5), Spanish & French (3)

Percent devoted to area/international teaching: NA

Percent devoted to area/international research, domestic outreach, administration: 10%

Research and teaching specialization: International animal health, diagnostics and infrastructure

Sample publications:

- Courtney S, Susta L, Gomez D, Hines N, Pederson J, Brown CC, Miller P, Afonso C. "Highly divergent virulent isolates of Newcastle disease virus from the Dominican Republic are members of a new genotype that may have evolved unnoticed for over two decades." *Journal of Clinical Microbiology*, 51 (2012):508-17, doi: 10.1128/JCM.02393-12.
- Diel D, Susta L, Cardenas S, Killian M, Brown CC, Miller P, and Afonso C. "Complete genome and clinicopathological characterization of a virulent Newcastle disease virus isolated from poultry in South America." *Journal of Clinical Microbiology*, 50(2) (2012): 378-387.

Number of dissertations or theses supervised in past five years: 6

Distinctions: Core Fulbright U.S. Scholar Award, 2013-2014, International Congress Prize, American Veterinary Medical Association, 2013, Josiah Meigs Distinguished Teaching Award, 2004

Gottdenker, Nicole Associate Professor of Veterinary Pathology 17.5%

Tenure status: tenure

Education: B.A., Colgate University; D.V.M., Tuskegee University; M.S., University of Florida; Ph.D., University of Georgia

Department and academic experience: Veterinary Pathology

Overseas experience in Latin America and the Caribbean: Panama, Bolivia, Ecuador, Costa Rica

Region: Andean/Central America

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (4.5), Portuguese (3), French (2)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: FYOS - Anthropogenic Change and Infectious Disease Emergence

Research and teaching specialization: Wildlife disease ecology and pathology, effects of anthropogenic environmental change on infectious disease transmission, Chagas disease ecology, vector-borne and zoonotic diseases

Recent publications:

- Kieran T. *, **Gottdenker N.**, Varian C., Saldaña A., Means, N., Owens, D., Calzada J., Glenn T. *In Press*. Bloodmeal Source Characterization Using Illumina Sequencing in the Chagas Disease Vector *Rhodnius pallescens* (Hemiptera: Reduviidae). **Journal of Medical Entomology**.
- Erazo-D*, Cordovez J., Cabrera C. §, Calzada J., Saldaña N., and **Gottdenker N.** 2017. Modeling the influence of host life history strategy in a sylvatic Chagas disease system. *Parasitology*. 1-9
- Seguel, M. *, & **Gottdenker, N. L.** 2017. The diversity and impact of hookworm infections in wildlife. *International Journal for Parasitology: Parasites and Wildlife*, publication date 4/4/2017.

Number of dissertations or theses supervised in past five years: 3

McPherson, Jane Assistant Professor 100%

Tenure status: tenure

Education: B.A., Semiotics, Brown University; M.P.H. School of Public Health, Columbia University; M.S.W. School of Social Work, Columbia University; Ph.D. College of Social Work, Florida State University

Department and academic experience: Social Work

Overseas experience in Latin America and the Caribbean: Argentina, Brazil, Chile, Colombia, Grenada

Region: Caribbean/South America

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (3), Portuguese (3.5)

Percent devoted to area/international teaching: 0

Percent devoted to area/international research, domestic outreach, administration: 100%

Research and teaching specialization: Conceptual, empirical and practical applications of human rights in social work; measurement, training and evaluation in the area of human rights practice; rights-based approaches to social work practice; migration & refugees; survivors of torture & the asylum process; international social work; arts & activism; motherhood & trauma; infant mental health; maternal-child health.

Number of recent publications (2013-18): 26

Sample publications:

- McPherson, J. (2017). Notes from the Field: It's not about love: Brazilian social work celebrates 80 years in the fight for social rights. "Societies Without Borders: Journal of Human Rights & the Social Sciences, 12 (1).
- McPherson, J., *Villarreal-Otalora, T., & *Kobe, D. (under review). Injustice in their midst: Social work students' awareness of immigration-based discrimination in higher education. *Journal of Social Work Education*
- McPherson, J., Siebert, C.F., & Siebert, D.C. 2017. Measuring rights-based perspectives: A validation of the Human Rights Lens in Social Work scale. *Journal of the Society for Social Work Research*. <http://www.journals.uchicago.edu/doi/abs/10.1086/692017> doi:10.1086/692017
- McPherson, J. 2016/2017. Article 25 changed my life: How the Universal Declaration of Human Rights reframed my social work practice. *Reflections: Narratives of Professional Helping*, 22 (2), 23-27. <http://www.reflectionsnarrativesofprofessionalhelping.org/index.php/Reflections>

Distinctions: UGA Global Research Collaboration Grant (GRCG). Role: PI. Awarded: \$8,000, 2018-2020

Hernández, Sonia Associate Professor of Wildlife Disease 25%

Tenure status: tenure

Education: B.A., U. of New Orleans, 1992; D.V.M., Louisiana State U., 1996; Ph.D., U. of Georgia, 2008.

Department and academic experience: Department of Population Health

Overseas experience in Latin America and the Caribbean: Costa Rica

Region: Central America

Percent devoted to area/international teaching: 25%

Percent devoted to area/international research, domestic outreach, administration: 25%

Area/international studies courses taught: FANR 2100 International Issues in Conservation; WILD 8990 Wildlife Disease Ecology: Investigation and Management

Research and teaching specialization: Intra-abdominal sonic transmitter

Number of recent publications (2013-18): 17

Sample publications:

- Yabsley, M., Vanstreels, R., Martinsen, E., Wickson, A., Holland, A., **Hernandez, S. M.**, Beasley, J. (2018). Parasitaemia data and molecular characterization of *Haemoproteus catharti* from New World vultures (Cathartidae) reveals a novel clade of Haemosporida. *Malaria Journal*
- Murray, M., Kidd, A., Curry, S., Cymerman, J., Yabsley, M. J., Adams, H., **Hernandez, S. M.** (2017). From wetland specialist to hand-fed generalist: shifts in diet and condition in a recently urbanized wading bird. *Philosophical Transactions of the Royal Society B: Biological Sciences*, (Resource Provisioning and Infectious Disease)
- Altizer, S., Becker, D., Epstein, J., Forbes, K., Gillespie, T. R., Hall, R., D Hawley, **S. M. Hernandez**, L B. Martin, R K. Plowright, D A. Satterfield, Streiker, D. (2018). Food for contagion: synthesis and future directions for studying host-parasite responses to resource shifts in anthropogenic environments. *Philosophical Transactions of the Royal Society B: Biological Sciences*

Number of dissertations or theses supervised in past five years: 9

Distinctions: Richard B Russell Award for Excellence in Undergraduate Teaching 2017, Warnell School of Forestry Excellence in Teaching Award 2013.

Morris, Lawrence Professor 7.5%

Tenure status: tenure

Education: B.S., U. of Maine, 1974; M.S., State U. of New York, 1978; Ph.D., University of Florida, 1981

Department and academic experience: Water and Soils Group; 2014 Fulbright Scholar at the Federal University of Rio Grande do Sul (UFRGS). Core collaborator on LACSI's Portuguese Flagship Program

Overseas experience in Latin America and the Caribbean: Brazil

Region: Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): Portuguese (3)

Percent devoted to area/international teaching: 10%

Percent devoted to area/international research, domestic outreach, administration: 5%

Area/international studies courses taught: FANR 4500 Senior Project in Forestry and Natural Resources; FANR 5010 Urban Tree Management; FANR2888e Forest and Soil Ecosystem Services (internet course taken by US and Brazilian students through partnership)

Research and teaching specialization: Soil management and forest productivity (US and Brazil);

Environmental impacts of forest management; Land application and treatment of waste and wastewater

Recent publications:

- Furtado, B. F. L. A. Morris* and D. M. Markewitz. 2016. Soil physical properties and seedling growth response to site preparation tillage in the Upper Coastal Plain and Piedmont. *Soil Sci. Soc. Amer. J.* 472-289.
- Barcellos, D., L. A. Morris, et al. 2016. *Eucalyptus urograndis* and *Pinus taeda* enhance removal of chlorobenzene and benzene in sand culture: a greenhouse study. *Int. J. Phytoremedia.*
- Joslin, A., D. Markewitz, L. A. Morris, F. De Assis Oliveira and O. Kato. 2016. Improved fallow: growth and nitrogen accumulation of 5 tree species in Brazil" *Nut. Cyc. Agroeco.* 106: 1-15.

Number of dissertations or theses supervised in past five years: 6

Distinctions: Warnell School of Forestry and Natural Resources, Alumni Association Outstanding Teaching Award, 2002; Herrick Award for Outstanding Teaching, 2012; Fulbright Scholar (Brazil), 2014

UGA – GEORGIA HEALTH SCIENCES UNIVERSITY MEDICAL PARTNERSHIP

Baldwin, Amy Associate Professor 50%

Tenure status: non-tenure appointment

Education: BS, Genetics, University of Georgia, 1992; MS, Biological Sciences, Florida State University, 2000; PhD, Biomedical Sciences, University of South Carolina School of Medicine, 2003

Department and academic experience: Basic Sciences, Department of Biochemistry and Molecular Biology, AU/UGA Medical Partnership

Overseas experience in Latin America and the Caribbean: Grenada, Brazil

Region: Caribbean/Brazil

Language and proficiency level (5=Native or near native, 1=Beginner): French (1+)

Percent devoted to area/international teaching: 50%

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: Biomedical Sciences

Research and teaching specialization: HPV-associated disease, cervical cancer; Medical microbiology

Number of recent publications (2013-18): 4

Sample publications:

- A Bahadoor-Yetman, L Riley, A Gibbons, P J Fields, V Mapp-Alexander, R Hage, and A Baldwin. Prevalence of cervical cancer and associated mortality in Grenada: A ten-year analysis (2000 – 2010). Rev Panam Salud Publica. 2016; 39(4):194–99.

Number of dissertations or theses supervised in past five years: 2

Distinctions: Student Government Association Outstanding Faculty Award, St. George's University, School of Medicine, 2015

UGA COSTA RICA CAMPUS

Mata, Hilda Director, UGA Costa Rica Campus 100%

Tenure status: non-tenure

Education: M.A., University of Delaware; Ph.D., University of Georgia

Department and academic experience: Spanish Lecturer (2012 - present); Director of the Spanish Community at Mary Lyndon (2008- 2010); Assistant Director of TheLanguage Resource Center (2010- 2013); Coordinator of LACSI's Summer Semester at UGA in Costa Rica.

Overseas experience in Latin America and the Caribbean: Costa Rica, Cuba

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: NA

Percent devoted to area/international research, domestic outreach, administration: 100%

Area/international studies courses taught: SPAN 3010 Conversation & Composition; SPAN 3020 Advanced Spanish Composition & Conversation; SPAN 3050 Introduction to Spanish Linguistics; SPAN 4150 Business Spanish; SPAN 4090s Practicum in Service Learning

UGA FANNING INSTITUTE

Keen, Maritza Soto Senior Public Service Associate 50%

Tenure status: non-tenure

Education: B.A., Queens College, 1978; M.A., University of West Florida, 1979; Ph.D., University of Georgia, 2013

Department and academic experience: Nonprofit and Community Leadership Development, J.W. Fanning Institute; focusing on leadership development, board governance and development, strategic planning, and program evaluation; demographic focus on Latino community.

Overseas experience in Latin America and the Caribbean: Guatemala, Mexico, Puerto Rico

Region: Caribbean/Central America/Mexico

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: NA

Percent devoted to area/international research, domestic outreach, administration: 50%

Research and teaching specialization: Under-served audiences, especially the Latino community. Governance, strategic planning, and diversity training for nonprofit organizations and academic institutions. Certified executive/management coach.

Number of recent publications (2013-18): 3

Sample publications:

- Osher Lifelong Learning Institute at The University of Georgia: Organizational Change and Growth. Keen, M.S and Rechtman J., 2015.
- St. Mary's Health Care System, CHNA Implementation Strategy, 2016-2019, Keen, M.S. and Darbisi, C., 2016.
- Our Core Values: Albany State University, 2015

Number of dissertations or theses supervised in past five years: NA

Distinctions: Walter Barnard Hill Award, which recognizes distinguished achievement in public service and outreach at the University of Georgia, 2012; SEC Academic Leadership Development Program, recognizes distinguished leadership, 2017-2018.

UGA LIBRARIES

McGinn, Emily Academic Professional Associate 50%

Tenure status: non-tenure track

Education: BA English Clark University 2003, MA English Clark University 2007, PhD Comparative Literature University of Oregon 2014, Certificate in New Media and Culture University of Oregon 2014

Department and academic experience: Digital Humanities Lab, Main Library

Overseas experience in Latin America and the Caribbean: NA

Region: NA

Language and proficiency level (5=Native or near native,1=Beginner): Spanish = 3 Italian = 2

Percent devoted to area/international teaching: NA

Percent devoted to area/international research, domestic outreach, administration: 50%

Area/international studies courses taught: NA

Research and teaching specialization: Argentine, Mexican literature 1890-1930

Number of recent publications (2013-18): 7

Sample publications:

"Latin America's Multiple Modernisms" *Modernist World*. Ed. Stephen Ross and Allana Lindgren. Routledge 2015.

"Rubén Darío." *Routledge Encyclopedia of Modernism*. Ed. Stephen Ross. 2016.

"Miguel Ángel Asturias." *Routledge Encyclopedia of Modernism*. Ed. Stephen Ross. 2016.

"Building maps: GIS and student engagement." *Library Hi Tech News*, vol. 35, no. 4, 2018. Forthcoming.

Number of dissertations or theses supervised in past five years: 1

Distinctions: NEH Institute for Advanced Topics in Digital Humanities | \$90,000 granted for 2018-2019 Textual Data and Digital Texts in the Undergraduate Classroom

Shedenhelm, Laura

Latin American Bibliographer

75%

Tenure status: non-tenure

Education: B.A., University of California, 1977; M.A., University of Georgia, 2006

Department and academic experience: Bibliographer for Latin America, Spain & Portugal, Collection Department, Media Archives Cataloger

Overseas experience in Latin America and the Caribbean: As recipient of an American Library Association - United States Information Service Library Fellowship funded by the Fulbright-Hays Act, consulted with the professional staff of the Library System of the Universidad Nacional Autónoma de Honduras (UNAH) to catalog to AACR2r standards and automate on MicroISIS the Honduran national bibliography maintained by the System

Region: Central America

Language and proficiency level (5=Native or near native, 1=Beginner): Spanish (5)

Percent devoted to area/international teaching: NA

Percent devoted to area/international research, domestic outreach, administration: 75%

Research and teaching specialization: Bibliographic Instruction for Latin American and related courses, and Spanish and Portuguese literatures and language courses

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Language and Area Studies Course Offerings and Enrollments 2016-17									
Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings		
					Grad.	UG.	17-18	18-19	
A. LANGUAGE COURSES									
A.1. Portuguese									
PORT 1001	Elementary Portuguese								
		Multiple	F/S	4		81	Y	√	
PORT 1002	Elementary Portuguese								
		Multiple	F/S	4		43	Y	√	
PORT 1110	Accelerated Elementary Portuguese								
		Multiple	F	4		27	Y	√	
PORT 2001	Intermediate Portuguese								
		Multiple	F/S	3		42	Y	√	
PORT 2002	Intermediate Portuguese								
		Multiple	S	3		10	Y	√	
PORT 2120	Accelerated Intermediate Portuguese								
		Lucena	S	4		7	Y	√	
PORT 2600	Intensive Portuguese								
		Quinlan	S	3		12	Y	√	
PORT 3010	Portuguese Conversation and Composition								
		Lucena	F	3		14	Y	√	
A.2. Spanish									
SPAN 1001	Elementary Spanish								
		Multiple	F/S	4		766	Y	√	
SPAN 1001E	Elementary Spanish (Online)								
		Multiple	Su	4		47	Y	√	
SPAN 1002	Elementary Spanish								
		Multiple	F/S	4		541	Y	√	
SPAN 1002E	Elementary Spanish (Online)								
		Multiple	F/S/Su	4		94	Y	√	
SPAN 1110	Accelerated Elementary Spanish								
		Multiple	F/S	4		1416	Y	√	
SPAN 1110E	Accelerated Elementary Spanish (Online)								

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
		Multiple	F/S/Su	4		180	Y	√
SPAN 2001	Intermediate Spanish							
		Multiple	F/S/Su	3		1868	Y	√
SPAN 2001E	Intermediate Spanish (Online)							
		Multiple	F/S/Su	3		221	Y	√
SPAN 2002	Intermediate Spanish							
		Multiple	F/S/Su	3		721	Y	√
SPAN 2002E	Intermediate Spanish (Online)							
		Multiple	F/S/Su	3		74	Y	√
SPAN 2030	Practical Spanish Conversation							
		Reales	F/S	3		14	Y	√
SPAN 2120H	Accelerated Intermediate Spanish (Honors)							
		Multiple	F/S	3		29	Y	√
SPAN 2500	Spanish for Reading Knowledge							
		Latimer	S	3		13	Y	√
SPAN 3010	Spanish Conversation and Composition							
		Multiple	F/S/Su	3		534	Y	√
SPAN 3010(H)	Spanish Conversation and Composition (Honors)							
		Multiple	F/S	3		29	Y	√
SPAN 3020	Advanced Conversation and Composition							
		Multiple	F/S/Su	3		417	Y	√
SPAN 3020(H)	Advanced Conversation and Composition (Honors)							
		Multiple	F/S	3		32	Y	
A.3. Professional Spanish								
SPAN 4003	Medical Spanish							
		Multiple	S/Su	3		44	Y	√
SPAN 4150	Business Spanish							
		Elhage/Ezquerria	F/S/Su	3		156	Y	√
SPAN 4250	Advanced Business Spanish							
		Multiple	S	3		21	Y	
A.4. Quechua								
QUEC 1001	Elementary Quechua Language and Culture I							

University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
		Howe	F	4		20	Y	√
QUEC 1002	Elementary Quechua Language and Culture II							
		Howe	S	4		4	Y	√
QUEC 2001	Intermed. Quechua Language and Culture I							
		Howe	F	3		1	Y	□
QUEC 2002	Intermed. Quechua Language and Culture II							
		Howe	S	3		n/a	Y	
B. AREA STUDIES COURSES								
B.1. African American/African Studies								
AFAM(ROML) 4860/6860	Topics in Afro-Hispanic Identity - 100% Latin America. Representations of Africa and African American culture in Hispanic Literature by writers of African descent. By covering a variety of genres, the course will provide discussion about a cultural identity that is constantly in dialogue with dominant discourses. The course will incorporate critical texts.							
		Feracho	F	3		9	Y	
AFST(LACS)(RELI) 4620	African Religion in Diaspora - 100% Latin America. Diasporic movement, sustainability, modifications, syncretic tendencies of African Derived Religions in the Americas, especially Brazil, Cuba, Haiti, and North America.							
		Aderibigbe	S	3		13	Y	√
B.2. Agriculture and Environmental Sciences								
AESC 2990S	Understanding and Communicating with the Latino Community in Horticulture (Service Learning) - 25% Latin America. Introduction to cross-cultural communication with the Hispanic community on Latin American horticulture-related topics. Use of basic L.A. horticulture content-specific Spanish phrases, diversity and commonalities of Latino cultures and cultural values. Applied service-learning and other interactions with Latinos on L.A. horticulture-related projects.							
		Bailey	S	3		16	Y	√
ALDR(AFST) 4710/6710	International Agrodevelopment - 50% Latin America. Analysis of international development programs, stressing the developing world's perspective. Study of issues affecting international cooperation, agricultural development and sustainability, technology transfer, and extension education. (Taught by Latin Americanist)							
		Navarro	F/S	3	1	7	Y	√

University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
ALDR(AFST)(LACS) 3820	Reflections on Fighting Hunger - 25% Latin America. Exploration of world hunger using an interdisciplinary approach. Analysis of natural resource-related, political, and cultural causes of hunger; its health and socioeconomic effects; and current proposed solutions, with an emphasis on education. Group discussions and service learning will be emphasized in this course.							
		Navarro	F/S/Su	3		82	Y	√
FDST 4150/6150	Coffee (El Grano de Oro) ; From Bean to Cup - 100% Latin America. Offers an introduction to the historical and cultural significance of coffee production, the allure, impact, growing conditions, quality characteristics, sensory properties, chemistry of bioactives, health aspects, and technology of the second-most widely traded commodity in the world. (Taught in Costa Rica)							
		Pegg	F	3	7	8	Y	√
POUL 4150	Field Studies in Avian Biology - 75% Latin America. The natural habitats and evolutionary adaptations of avian species in coastal, forest (rain, cloud and tropical dry), and lowland regions of Costa Rica will be examined and analyzed by field studies. The impact of Costa Rica's climate, natural resources, and society on commercial poultry production development will also be examined. (Taught in Costa Rica)							
		Davis	Su	3		15	N	√
B.3. Anthropology								
ANTH 3150E	Water Worlds - 25% Latin America. Contemporary assessment of the multiple ways in which societies understand, value, regulate, and engage with water. Provides an international perspective on the relationship between water and culture, with a focus towards global sustainability (Taught by Latin Americanist).							
		Nelson	Su	3		19	Y	
ANTH 3541	Anthropology of Eating - 25% Latin America. Biocultural aspects of cuisines, taste preferences, political economy of food and body image; cultural and social aspects of food, eating, and food habits, such as cultural identity and social meanings of food.							
		Velasquez-Runk	F	3		56	Y	√
ANTH(LACS) 4225	Mexican Civilization - 100% Latin America. Examination of ethnic and cultural diversity, and issues of gender, race, class, and culture within Mexican society. Consideration will also be given to the historical, political, economic, and social experiences of Mexican ethnic and cultural groups with special attention to their diversity and unity.							
		Quesada	S	3		14	Y	√

University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
ANTH(GEOG) 4275	Community, Conservation, & Development - 100% Latin America. This course focuses on the affects of conservation and development in coastal Guanacaste Province. Students will visit national parks, resorts and local communities to examine conservation and development issues. Course assignments will focus on integrating what students are learning experientially with literature on the political ecology of conservation and development. (Taught in Costa Rica)							
		Brosius	Su	3		15	Y	
ANTH 4285	Anthropology of Surfing - 100% Latin America. During the Surfing and Sustainability program we travel up the Pacific coast of Costa Rica, visiting a range of communities affected by coastal development associated with growing surf tourism. In this course, students learn and apply ethnographic research methods to the study of surfing as a globalizing cultural phenomenon. (Taught in Costa Rica)							
		Brosius	Su	3		15	Y	
ANTH 4290/6290	Environmental Archaeology - 25% Latin America. Students will become informed users of the hi storical record of human resource use and of environmental change and stasis that is available from archaeological sites with emphasis on biological data from archaeological sites, the dynamic relationships between humans and their environments, and current environmental issues. (Taught by Latin Americanist)							
		Reitz	S	3	2	5	N	
ANTH(PBIO) 4300/6300	Ethnobotany - 50% Latin America. Ethnobotanical research, with focus on knowledge and utilization of the plant world in traditional societies. Comparisons of societies in tropical forest ecosystems and evaluation of issues relating to intellectual property rights and traditional peoples' knowledge of plant species with potential economic value.							
		Velasquez-Runk	S	3		11	Y	√
ANTH 4460	The Aztecs and Maya - 100% Latin America. Two indigenous urban societies of the Americas, from farming village beginnings to the Spanish conquest, and their lasting impact on modern middle American culture. Topics include ecology, economy, political organization, urbanism, militarism, beliefs, art, architecture, and literature.							
		Kowalewski	S	3		25	Y	√
ANTH 4560/6560	Anthropology of Development - 50% Latin America. Relationships among development, culture and environment from the world system perspective. Concepts of dependence, hegemony, inequality, and resistance are brought to bear in exploring interlinkages between (and among) underdevelopment, resource exploitation, and local autonomy and self-reliance. (Taught by Latin Americanist)							

University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
		Nelson	F	3	1	11	N	
B.4. Communication Studies								
COMM 3820	International Perspectives on Interracial Communication - 75% Latin America. An applied approach to understanding the significance of interracial communication in Western Society. The societal influences of history, language, and mass media in shaping our knowledge and understanding of positive interracial relationships. (Taught in Costa Rica)							
		Harris	Su	3		27	N	√
COMM 4830/6830	African American Relational Communication - 75% Latin America. Interpersonal communication within African American relationships from a holistic framework. Historical, sociological, and psychological factors that affect individual behaviors within these relationships, including gender socialization from Africa to America. (Taught in Costa Rica)							
		Harris	Su	3	2	9	N	√
COMM 4850/6850	Identity, Culture, and Race in Study Abroad - 100% Latin America. Students are challenged to think critically about how racially, culturally, and ethnically different people communicate with and influence each other's worldviews. This course involves intense introspection on in-country experiences and how one's racial identity as a U.S. citizen transforms through a temporary status as a Costa Rican tourist. (Taught in Costa Rica)							
		Harris	Su	3	2	9	N	
B.5. Comparative Literature								
CMLT 2600	Multi-Cultural Black Diaspora Literature. 25% Latin America. Multicultural literature of the world-wide dispersion of Africans and people of African descent based on select representative works of African-American, African-Caribbean, and African literature.							
		Multiple	F/S/Su	3		283	Y	√
CMLT 3200	Contemporary World Literature - 25% Latin America. Description: Selected works of contemporary world literature, with emphasis on works from Eastern Europe, the Middle East, Asia, Africa, and Latin America.							
		Cerbu/Traore	F/S	3		20	N	√
CMLT 4210	Literature and Cinema - 50% Latin America. Formal, philosophical, and thematic relationships between literature and cinema.							
		Black	S	3	6	22	Y	√

University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
CMLT(GEOG)(LACS) 4260/6260	The Black and Green Atlantic - Crosscurrents of the African and Irish Diasporas - 25% Latin America. An exploration of the comparative dimensions of Black and Irish experiences in the Atlantic world through the study of cultural production from the United States, Africa, Britain, the Caribbean, and Ireland.							
		O'Neill	S	3	3	21	N	
CMLT(AFST)(LACS) 4545/6545	Comparative Postcolonial Studies - 50% Latin America. Embracing a comparative approach that begins by excavating the foundations of post colonial theory, this course analyzes cultural production emanating from or relating to three distinct geographic areas: Latin America and the Caribbean, Africa, and Asia. The course will explore the changing nature of the relationship between the periphery and the core of an increasingly globalized economy.							
		O'Neill	F	3	5	2	N	
CMLT 4870	Language, Gender, and Culture - 100% Latin America. The role of language and culture in the formation of philosophical assumptions about gender differentiation. (Taught in Costa Rica)							
		Moshi	Su	3		8	N	
B.6. Ecology								
ECOL 3100	Tropical Field Ecology - 50% Latin America. An interdisciplinary field program in tropical habitats, exploring and comparing tropical environments, their natural history, their biological wealth, and the ecological patterns, processes, and interactions that characterize tropical systems. Students will develop competence in recognition and observation of tropical organisms in the wild. Analysis of the interplay of tropical nature and human society, the threats to tropical biodiversity, and current conservation approaches in the tropics. (Taught in Costa Rica)							
		Connelly/Hoffman	F/Su	3		35	Y	√
ECOL 3500/L	Ecology/Ecology Lab - 50% Latin America. Population structure and dynamics, organization and classification of communities, and nutrient and energy flows in ecosystems. (Taught in Costa Rica)							
		Schmidt	F	4		5	Y	√
ECOL 3510	Ecology Laboratory - 50% Latin America. Population structure and dynamics, organization and classification of communities, and nutrient and energy flows in ecosystems. (Taught in Costa Rica)							
		Connelly	Su	3		26	Y	√
ECOL 3530	Conservation Biology - 50% Latin America. An introduction to the foundational principles of modern conservation biology. Investigation of how biological diversity changes across time and space, threats to biodiversity, and how biodiversity can be managed using cross-disciplinary approaches and illustrated with applied case studies. (Taught in Costa Rica)							

University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
		Carroll	F	3		8	Y	√
ECOL 4960	Ecology Research - 50% Latin America. Independent research in ecology under direction of individual faculty members. (Taught in Costa Rica)							
		Carroll	F	3		7	Y	√
B.7. English								
ENGL 4860	Multicultural Topics in American Literature - 25% Latin America. Topics in multicultural studies, with primary focus on literature by members of one or more traditionally marginalized cultural groups within the United States and with attention to historical context and theoretical aspects. (Taught by Latin Americanist)							
		Romero	F	3		23	Y	√
ENGL 8730	Seminar in Multicultural Literature - 25% Latin America. A detailed examination of selected forms and ideas in African American, Native American, Latino/a, and/or Asian American							
		Romero	F	3		5	Y	
B.8. Entomology								
ENTO 3140	Insect Natural History - 50% Latin America. Insect biology, with emphasis on factors that have made insects one of the most abundant and successful animal groups. Topics include the behavior, ecology, and evolution of the major insect groups. (Taught in Costa Rica)							
		Reap	Su	3		6	Y	√
B.9. Family & Consumer Science								
FDNS 5710	Study Tour in Foods and Nutrition - 100% Latin America. An on-location study of foods and nutrition. Includes lectures by recognized authorities on the life and culture in the area. Includes field trips to museums, historical sites, and cultural events. Students will explore the food ways and food culture of the local country and/or community and visit some food/nutrition- related industries and agencies.							
		Anderson	Su	3	1	7	Y	√
B.10. Film Studies								
FILM(LACS) 4640/6640	Latin American Film and Media - 100% Latin America. A historical survey of cinema and related audio(visual) media, including radio, television, and digital media, in Latin America. The course traces the role played by cinema and media in nation-building in Latin American countries as well as the relationship between film aesthetics, politics, and globalization.							
		Navitski	S	3	2	14	N	
B.11. Forestry and Natural Resources								

University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
FANR 4201/6201	Spatial Analysis for Integrative Natural Resource Problem Solving - Use of geographic information systems (GIS) and related technologies (GPS, aerial photography) to study natural resources in Costa Rica. Students will address questions like "How do animals use shade-grown v. full-sun coffee farms?" while learning technologies and methods to collect, analyze, and map natural resource data for forests, wildlife, fisheries, and water resources.							
		Nibbelink	Su	3		n/a	Y	√
FANR 4202/6202	People, Economics, and Nature in Global Context - Students will learn how people make decisions concerning natural resource issues in Costa Rica and will consider the role of individuals and organizations in managing forests, wildlife, fisheries, land and water, both in the United States and abroad. Students will apply social science theories and economic principles to natural resource management.							
		Allen	Su	3		n/a	Y	√
B.12. Geography								
GEOG 3640	Geography of Human Rights - 25% Latin America. An examination of how, where, and under what specific conditions violations of human rights occur. Students will review local and global mechanisms for addressing human rights violations, and evaluate how international law, national policies, and local practices are mutually constituted. Contemporary theoretical debates regarding violence and power, memory and history, and the dilemmas of democratic transitions will be critiqued. (Taught by Latin Americanist)							
		Ross	F	3		32	Y	√
GEOG 4275	Conservation and Development in Costa Rica - 100% Latin America. Effects of conservation and development in coastal Guanacaste Province. Students will visit national parks, resorts, and local communities to examine conservation and development issues. Course assignments will focus on integrating what students are learning experientially with literature on the political ecology of conservation and development. (Taught in Costa Rica)							
		Brosius	Su	3		1	N	
GEOG(LACS) 4720/6720	Geography of Latin America - 100% Latin America. The geography of Latin America, including physical, cultural, and economic characteristics of different regions. Prospects for expansion of settlement, development of resources, and growth of industries.							
		Sarmiento	S	3	4	7	Y	√
B.13. Geology								

University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
GEOL 1121/1121L	Earth Processes and Environments - 75% Latin America. Earth processes and utilization of geological materials (plate tectonics, earthquakes, volcanism, hydrology, erosion). Earth hazards, pollution, and energy resources in the context of environmental geology. (Taught in Costa Rica)							
		Patino-Douce	Su	3		14	Y	√
GEOL 3120	Geological Hazards - 50% Latin America. Consequences of potentially hazardous geologic processes, including volcanic activity, earthquakes, landslides, flooding, shoreline erosion, and ground failure. Emphasis on developing understanding of the underlying geologic processes that result in hazards and delineating risk potential. Evaluation of methods of prediction and damage control through laboratory analysis of case studies. (Taught in Costa Rica)							
		Whitney	Su	3		2	N	√
B.14. History								
HIST 2221	Latin American Civilization to 1800. 100% Latin America. Amerindian, Iberoamerican, and Caribbean history and culture from pre-encounter times to 1800.							
		Whigham	F/S	3		54	Y	√
HIST 2222	Latin American Civilization Since 1800. 100% Latin America. Latin American and Caribbean history and culture from 1800 to the present.							
		Chamosa	F	3		29	Y	√
HIST 3220	History of Mexico - 100% Latin America. Mexican history and culture from pre-Columbian times to the present.							
		Whigham	F/Su	3		37	Y	√
HIST(LACS) 3230	History of Brazil - 100% Latin America. Brazilian history and culture from pre-Columbian times to the present.							
		Pitts/Whigham	F/S	3		44	N	√
HIST 3240	The Caribbean Area - 100% Latin America. The islands and Caribbean periphery from pre-Columbian times to the present. European intrusion and settlement, plantation societies and economies, slavery and slave rebellion, nineteenth- and twentieth-century political and economic developments, and United States policy. Approximately one-third of the course will focus on the period after World War II.							
		Roman	F	3		27	Y	

University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
HIST 3270	History of Argentina and Chile in the 20th Century - 100% Latin America. A comparative study of contemporary Argentina and Chile, this course surveys the process of state formation and the issues of labor, gender, human rights, and popular culture in those two countries. Special emphasis will be put on the 1970s and 80s dictatorships and the development of Human Rights							
		Chamosa	S	3		13	Y	√
HIST 4710/6710	The Atlantic World - 50% Latin America. Examination of the shared history of Europe, Africa, and the Americas during the period of colonization and globalization. Between the era of exploration and the age of revolutions, these civilizations interacted through conquest, trade, emigration, and cultural exchange, giving rise to a distinctly Atlantic World.							
		Rood	F	3	2	5	N	
HIST 8711	The Atlantic World, Graduate Seminar - 100% Latin America. This course is designed to familiarize students with the principal sources, contexts, and debates of Atlantic history, with the objective of making these materials relevant to research and teaching.							
		Roman	F	3	6		Y	√
B.15. International Affairs								
INTL 4250/8250	American Foreign Policy - 25% Latin America. The history and content of American foreign policy as well as the foreign policy-making process. The role of individuals and nongovernmental organizations in making foreign policy in a mature democracy.							
		Gallagher/Massey/Powers	F/S	3	7	120	Y	√
INTL(SOCI) 4320S	Politics of Development - 25% Latin America. How democracy, free markets, and other competing political and economic models can be applied to the specific development needs of nations around the world.							
		Bagwell/Zimmeman/Crepaz	F/S/Su	3		112	Y	√
INTL(LACS) 4380	Latin American Political Systems - 100% Latin America. The factors leading to democratic transitions in the region and the problems associated with the consolidation of democratic rule.							
		Gell-Redman	F	3		40	Y	√
B.16. Journalism and Mass Communication								

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
JRLC(LACS) 5060	Telenovelas, Culture, and Society - 100% Latin America. Examination of the connections between media, culture, and society as participants study the world's most watched television genre: the Latin American telenovela. The class focuses on the genre's contexts of production, consumption, regulation, and globalization, and analyzes telenovelas as a public forum for the negotiation of sociocultural issues.							
		Acosta-Alzuru	F	3		17	N	
JRLC 5080	International Mass Communication - 25% Latin America. Mass media of the world--what they are like, how they operate, and what impact they have. Philosophies of different systems will be compared, as well as efforts at development or regulation of these systems. Attention will be given to print and electronic media and to international news agencies.							
		Kavoori/Meng	F/Su	3		54	Y	√
LLED 4620/6620	ESOL Service Learning - 100% Latin America. Applied practice in education (tutoring) of English language learners, including discussion and application of methods, strategies, and materials for supporting learning. (Taught in Costa Rica)							
		Mellom	Su	3		9	Y	√
LLED 5040/7040	Language & Culture in the Classroom - 50% Latin America. Exploration of topics on the relationship between language and culture and on pedagogical principles of multicultural education. (Taught in Costa Rica)							
		Casadont	Su	3		5	Y	√
LLED 5630/7630	ESOL, Grades P-12 - 25% Latin America. Foundations of second language learning, curriculum and materials design, and methods of teaching non-native speakers of English in grades P-12. This course provides an introduction to curricula, methods and materials in P-12 classrooms. (Taught in Costa Rica)							
		Casadont	Su	3		71	Y	
B.17. Latin American and Caribbean Studies								
LACS 1000	Introduction to Latin America & the Caribbean - 100% Latin America. The interdisciplinary study of Latin America and the Caribbean. Examination of ethnic and cultural diversity and issues of gender, race, class, and culture within Latin American and Caribbean society. Consideration will also be given to the historical, political, economic, geographic and social experiences of Latin American & Caribbean ethnic and cultural groups with specific attention to their diversity and							
		Various	F/S	3		209	Y	√

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
LACS 2002	Introduction to Latin American & Caribbean Studies II - 100% Latin America. This continuation of Introduction to Latin American and Caribbean Studies I serves as a basic introduction to Latin American and Caribbean Studies. Faculty from various disciplines deliver weekly lectures introducing students to issues related to the cultures, languages, ecology, geography, history, linguistics, political science, and the societies of Latin America and the Caribbean. Advanced readings and discussions following the weekly lectures.							
		Quesada	S	3		13	Y	√
LACS 2010	Multidisciplinary Latino Studies - 50% Latin America. Multidisciplinary study of the history, culture, and politics of Latino/as in the United States. Topics include, but are not limited to, barrio life, precarious labor, border policing, citizenship, exile, Latinidad, stereotypes, the American Dream, and empowerment.							
		Morales-Franceschi	S	3		n/a	Y	
LACS 4300/6300	Critical Concepts in Latin American and Caribbean Studies - 100% Latin America. Covers a range of theories and perspectives instrumental to Latin American and Caribbean Studies across disciplines and over time. Examples include dependency theory, liberation theology, subaltern studies, the decolonial turn, indigenous epistemologies, and Latin American feminisms. Concepts addressed may include colonialism, imperialism, coloniality, criollismo, indigenismo, mestizaje, hybridity, testimonio, and lo popular.							
		Morales-Franceschi	S	3		n/a	Y	
LACS 4800S	Latin American and Caribbean Studies Internship - Students are permitted to enter an organization to obtain practical and applied experience. Work is conducted in a Latin American or Caribbean language. A scholarly research paper relating this experience to academic work is required.							
		Moser	F	3 - 9		8	Y	√
LACS 4911	Latin American & Caribbean Studies Senior Capstone Seminar - 100% Latin America. To enhance the knowledge gained and deepen the appreciation of Latin American and Caribbean Studies. Students will demonstrate proficiency in the major regional language of choice.							
		Lapegna	S	3		3	Y	√
B.18. Literature and Culture								

University of Georgia

Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
PORT 3030	Introduction to Language, Literature, and Culture of the Portuguese-Speaking World - 50% Latin America. Emphasis is divided between linguistic, literary and cultural skills to promote students' ability to read and analyze literary and non-literary texts, while concentrating on expressing themselves accurately in both oral and written Portuguese. Given in Portuguese.							
		Quinlan/Saccoman	F	3		20	√	√
PORT 4010/6010	Advanced Language, Literature, and Culture of the Portuguese-Speaking World - 50% Latin America. Linguistic, cultural, and literary structures in Portuguese-speaking societies. Emphasis is divided between students' abilities to express themselves fluently in oral and written Portuguese and to identify and contextualize main literary genres and movements. Given in							
		Quinlan	S	3		n/a	Y	
PORT 4040/6040	Topics in Portuguese: Brazilian Politics - 100% Latin America. Analyzes Brazilian attitudes toward power, legitimacy, democracy, and participation as expressed through historical texts, film, and literature. Offers an overview of the Brazilian political system, emphasizing comparisons with the United States.							
		Pitts	S	3	5	12	N	
PORT 4050/6050	Prose of the Portuguese-Speaking World - 50% Latin America. Representative prose texts from Portugal, Brazil, and Lusophone Africa analyzed in their cultural, social, and political contexts. Given in Portuguese.							
		Moser	S	3		5	Y	√
PORT 4060/6060	Poetry of the Portuguese-Speaking World - 50% Latin America. Representative poetic texts from Portugal, Brazil, and Lusophone Africa analyzed in their cultural, social, and political contexts. Given in Portuguese.							
		Rodrigues	S	3		n/a	Y	
PORT 4080/6080	Studies in Culture and Literature of the Portuguese-Speaking World - 50% Latin America. Studies in culture and literature of the Portuguese-speaking world. Selected topics of special interest in their cultural, social, and political context.							
		Gordon/Caetano	F/S	3	7	20	Y	√
PORT 8010	Topics in Literature and Culture in the Portuguese-Speaking World - 50% Latin America. An intensive, integrative, and contextualized study of a specific topic in literature and culture of the Portuguese-speaking world. Given in Portuguese.							

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
		Moser	F	3	6		N	
FREN 4080	Studies in French Literature and Culture - 100% Latin America. Topics in French and Francophone studies: themes, movements, problems, artistic and cultural manifestations and their relationship to literary and intellectual developments. Topics can cover individual periods or several centuries, depending on instructor. Given in French.							
		Bell	F/S	3		11	Y	√
FREN 4170	Francophone Film, Literature, and Culture - 100% Latin America. Introduction to various Francophone regions of the world through the study of film and literature. Given in French.							
		Gabara	F	3		n/a	Y	√
FREN 6200	Francophone Cultures and Literatures - 25% Latin America. The major areas of the Francophone world: North America, Antilles, Africa, Maghreb, and Indian Ocean. Literary works will be examined in their linguistic and cultural contexts. Given in French.							
		Sahakian	S	3	6		N	
ROML 2550	Latino Language, Culture, and Literature - 100% Latin America. The literary, socio-linguistic, and cultural presence of representative Hispanic groups in the United States. Given in English.							
		Multiple	F/S	3		147	Y	√
SPAN 2550	Latino Language, Culture, and Literature - 100% Latin America. The literary, socio-linguistic, and cultural presence of representative Hispanic groups in the United States. Intended for Spanish speakers. Given in Spanish.							
		Lowman/Hernandez	F/S	3		87	Y	√
SPAN 3030	Introduction to Literature - 50% Latin America. Critical reading and interpretation of Spanish and Spanish-American literature through the study of representative texts in the various genres. Basic vocabulary and techniques of literary analysis and criticism. Given in Spanish.							
		Multiple	F/S/Su	3		372	Y	√
SPAN 4040	Spanish Literature and Culture from the Middle Ages Through the Baroque - 50% Latin America. Major works, literary movements, and cultural background of Spanish literature from the Middle Ages to the end of the seventeenth century. Texts will include examples of poetry, prose, and drama. Given in Spanish.							
		Bultman/Mizzi Ter	F/S	3		59	Y	√

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
SPAN 4050	Spanish Literature and Culture from the Enlightenment Through the Present - 50% Latin America. Major works, literary movements, and cultural background of Spanish literature from 1700 to the present. Texts will include examples of poetry, prose, and drama. Given in Spanish.							
		Multiple	F/S	3		85	Y	√
SPAN 4060	Spanish-American Literature and Culture from the Colonial Period Through the Independence Period - 100% Latin America. Major works, literary movements, and cultural background of Spanish-American literature from the Colonial period through Independence. Texts will include examples of poetry, prose, and drama. Given in Spanish.							
		Lucero/Villate-Isaz	F/S	3		88	Y	√
SPAN 4070	Spanish-American Literature and Culture from Modernism Through the Present - 100% Latin America. Intensive reading and analysis of significant writers and the literary movements of which they are representative. Given in Spanish.							
		Alonso/Correa-Diaz	F/S	3		53	Y	√
SPAN 4080	Studies in Spanish Literature and Culture - 100% Latin America. Specific areas of major importance in the cultural and literary developments in Spain and Spanish America. The approach will contextualize relevant literary examples within historical, philosophical, linguistic, political, and ideological issues. Given in Spanish.							
		Multiple	F/S/Su	3		77	Y	√
SPAN 4082	Spanish-American Film - 100% Latin America. Selected films from and about Spanish America used to analyze the representations of society, construction of gender, political representations, and urban culture in cinema. Given in Spanish.							
		Multiple	F/Su	3		68	Y	
SPAN(LACS) 4090S	Practicum in Service Learning - 100 % Latin America. Practical use of the Spanish language through community involvement. Students will work directly with the Spanish-speaking population in the Athens area in planned and systematic activities coordinated between the Department of Romance Languages and a variety of community organizations.							
		Steinburg	F/S/Su	3		164	Y	√
SPAN 4120/6120	Topics in Spanish Culture, Language and Literature - 50% Latin America. Selected topics in Hispanic culture, civilization, language, linguistics, literature, or literary theory. Given in Spanish.							

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
		Multiple	S/Su	3	15	95	Y	√
SPAN 4190/4191	Internship in Spanish - 50% Latin America. Designed for students who have participated in an accredited study abroad program. Provides first-hand experience working in a Hispanic setting. Students will intern and attend regular scheduled meetings with the instructor of record for a total of 45 hours, utilizing Spanish while performing their tasks in a wide array of organizations.							
		Baker/Gupton	Su	3		31	Y	
SPAN 6500	Transatlantic Encounters - New World Discoveries, Explorations, and Colonizations - 100% Latin America. Readings from a wide variety of texts, such as chronicles, letters and "relaciones," that articulate, reflect, and ponder upon New World encounters in the Early Modern Era. Given in Spanish.							
		Villate-Isaza	S	3		n/a	Y	
SPAN 6600	Formation of Nationhood in Spanish America - 100% Latin America. Selected readings from nineteenth-century Spanish America, with particular emphasis placed on the literatures of nationhood and independence. Given in Spanish.							
		Lucero	F	3		10	Y	
SPAN 6700	Spanish America from Modernism to Post-Modernism - 100% Latin America. Representative texts from all genres of Spanish American literature from the Modernist to the Postmodern periods. Given in Spanish.							
		Feracho	S	3	5		N	√
SPAN 6800	Erasing Boundaries: Latina/o Literature of the United States - 50% Latin America. Selected readings that articulate, contextualize, and define the complexities of Latina/o language, literature, and culture in the United States. Given in Spanish.							
		Feracho	F	3		n/a	Y	
SPAN(LING) 8010	Topics in Culture, Linguistics, Language, and Literature of the Spanish Speaking World Seminar - 50% Latin America. An intensive, integrative, and contextualized study of a specific representative topic in language, literature, culture, and linguistics of the Spanish-speaking world. Given in Spanish.							
		Multiple	F	3	92		Y	√
SPAN 8100	Poetry and Poetics - 50% Latin America. Poetry and poetics from Spain and Spanish America, which may include Latino/a poetry and poetics in the United States. Given in Spanish.							

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
		Correa-Díaz	F	3	n/a		Y	
SPAN 8180	Survey of Literary and Cultural Theories and Criticism - 50% Latin America. The theories and practices that have shaped Hispanic literature, with particular emphasis on some of the central issues that animate theoretical debates among literary scholars today. Given in Spanish.							
		Anderson			6		Y	
SPAN 8200	Narrative Discourses - 50% Latin America. Fictional narrative discourses from Spain and/or Spanish America, which may include Latino/a texts written and conceived in the United States. Given in Spanish.							
		Casado/Lucero	F/S	3	18		Y	√
SPAN 8300	Hispanic Thought - 50% Latin America. An analysis of different ways in which Spaniards and Spanish Americans have approached complex philosophical problems, such as self-definition and cultural identity. Given in Spanish.							
		Kaplan	S	3	10		N	
B.19. Linguistics								
SPAN(LING) 3050	Introduction to Spanish Linguistics - 25% Latin America. Fundamentals of language in general and Spanish in particular. Linguistic knowledge, language variation, and language contact phenomena. Representative Spanish sound systems, syllabic structure, sentence patterns, structure and meaning of words. Analysis of data from oral and written registers. Given in Spanish.							
		Multiple	F/S/Su	3		191	Y	√
SPAN(LING) 4650	Spanish Phonetics and Language Variation - 25% Latin America. Speech organs and systematic description of Spanish sounds. Comparison of English and Spanish patterns of stress, pronunciation, and intonation. Examination of recurrent pronunciation errors. Description of major geographical and social dialects. Practice in pronunciation and transcription of sounds.							
		Baker/Chamorro	F/S	3		23	Y	√
SPAN(LING) 4651	Advanced Spanish Grammar - 50% Latin America. Description and linguistic analysis of major syntactic structures, including morphological patterns of lexical creation and renovation.							
		Gupton	F	3		11	N	√

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
SPAN(LING) 4652	Spanish Dialectology and Language Variation - 25% Latin America. Introduces students to the study of linguistic variation in Spanish. Among the topics to be covered are geographic, social, and linguistic factors in language variation and dialectology. Students will analyze specific cases of variation in present-day Spanish dialects in Latin America, Spain, and the United States.							
		Howe	S	3		20	N	√
SPAN(LING) 6350	Romance Linguistics - Theory and Analysis - 25% Latin America. The scientific study of the nature and characteristics of human languages with a specific focus on the linguistic structures (phonological, morphological, syntactic, semantic) of one or more Romance languages and their use and variation, historical development, and acquisition. Given in Spanish.							
		Gupton	F	3	11		Y	
SPAN(LING) 6450	Variation and Sociolinguistics in Spanish - Introduction to sociolinguistics from a variationist perspective. Analysis of multiple levels of linguistic variation (e.g., phonetic, morphosyntactic) and examination of correlations between linguistic variables and social factors as observed in empirical data from different varieties of Spanish. Given in Spanish.							
		Howe	S	3		n/a	Y	
SPAN(LING) 6550	History of the Spanish Language. 30% Latin America. The major linguistic changes in the history of the Spanish language, including the interaction of linguistic and societal changes and the representation of these changes in texts.							
		Quesada	S	3	14		N	√
SPAN(LING) 6650	Spanish Phonetics and Phonology - 25% Latin America. The Spanish sound system using core concepts of linguistics in general and phonology in particular. Characterization and transcription of spoken Spanish. Analysis of important phenomena of language variation in the Hispanic world, including national, geographical, historical, and social dialects. Given in Spanish.							
		Baker	F	3	21		N	√
SPAN(LING) 6750	Spanish Syntax and Morphology - 25% Latin America. Grammar and language usage in the study of the syntactic and morphological structures of Spanish. The syntax and morphology of the pronoun and verb systems, agreement phenomena, gerunds, comparisons, and modal and aspectual distinctions. Written self-expression on a variety of issues as practical application of grammatical structures discussed in class. Given in Spanish.							
		Gupton	F	3		15	Y	

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
SPAN(LING) 6850	Spanish Applied Linguistics - 25% Latin America. Phonetic and morpho-syntactic structures that are problematic for the English-speaking student of Spanish. Ways in which culture is encoded in language. Implications of Spanish linguistics for the teaching and learning of Spanish and the linguistic education of language teachers. Given in Spanish.							
		Blackwell	S	3	20		N	√
SPAN (LING) 6950	Spanish Semantics and Pragmatics - 25% Latin America. Semantic and pragmatic approaches to the study of meaning in Spanish. Differences between sentence meaning and speaker meaning. Analysis of types of discourse in Spanish such as narrative and free conversation. Given in Spanish.							
		Blackwell	S	3		n/a	Y	
SPAN(LING) 8550	Advanced Topics in the History of the Spanish Language - 25% Latin America. An in-depth study and critique of the scholarly literature and research on a representative topic or topics in the history of the Spanish language. Given in Spanish.							
		Ranson	S	3	n/a		Y	
SPAN(LING) 8850	Spanish Second Language Acquisition - 25% Latin America. Survey of issues and theories in second language acquisition and examination of current research in the acquisition of Spanish as a second language. Critiques of both theoretical and applied studies and collection and analysis of empirical data. Given in Spanish.							
		Quesada	F	3	10		Y	
B.20. Psychology								
PSYC 4140	Cognitive Neuroscience - 50% Latin America. The origins and principles of cognitive neuroscience and the types of research that are conducted in the field. Classic, seminal, and current studies on how the brain performs various tasks (e.g., language, memory, attention, perception). Also, the variety of different brain imaging techniques available to scientists in the field of neuroscience (e.g., MRI, fMRI, PET, CT, EEG and MEG) will be discussed.							
		Haas	S	3		226	Y	√
PSYC 4200	Social Psychology - 50% Latin America. Research and theory on social behavior, including attitudes, social influence, group dynamics, and person perception.							
		Haas	S	3		307	Y	√
B.21. Recreational Sports								

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
PEDB 1090	Outdoor Adventure - 100% Latin America. Activities include hiking, rock climbing, kayaking, caving, rafting, sailing, mountain biking, horseback riding, backpacking, snorkeling, and snow skiing. (Taught in Costa Rica)							
		Fulmer	Su	1		18	Y	
B.22. Social Work								
SOWK 5767	Current Issues in Social Work II 25% Latin America. A continuation of Current Issues in Social Work I. (Taught by LACSI affiliate with significant focus on migrant sending regions in							
		McPherson	S	2 to 6		31	Y	√
SOWK 6082	Cultural Diversity - 25% Latin America. The impact on social work practice of diversities in age, ethnicity, race, religion, ability, gender, economic class, and sexual orientation.							
		Multiple	S	3		105	Y	√
SOWK 6152	Immigration and Social Work - 25% Latin America. Overview of patterns of immigration, immigration policies, community adjustments, and social work practice with immigrant						N	
		Nackerud	F	3	31			
B.23. Sociology								
SOCI 3010	Sociology of Culture - 25% Latin America. Recent trends in American culture, focusing on traditions, practices, and products, including books, music, and film. Organizing themes are culture as both a source of social integration and an arena of strife, and the reciprocal effects of culture and human agency. (Taught by Latin Americanist)							
		Winter-Shirey	F/S	3		90	Y	
SOCI(LACS) 4055/6055	Social Policy Storytelling - 25% Latin America. Examination of local and national politics through the lived experience of local Athens area residents, social policymaking processes, and the role of research and storytelling for policy. Students will conduct fieldwork and create policy-relevant digital stories. Students will present their findings to community stakeholders in the Athens area.							
		Graizbord	S	3		n/a	Y	
SOCI(LACS)(WMST) 4280	Global Perspectives on Gender - 25% Latin America. The diverse social and cultural manifestations of gender located within an economic, social, and political context. Case studies drawn from Africa, Asia, the Middle East, Latin America, and the Caribbean.							
		Richards	S	3		16	Y	

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Course Number	Course Title & Description	Instructor	Semester Offered	Credit Hours	2016-17 Enrollment		Course Offerings	
					Grad.	UG.	17-18	18-19
B.24. Theatre								
THEA 5710S/7710S	Community-Based Theatre - 100% Latin America. An introduction to the history, theories, and practice of community-based theatre. Hallmark troupes and artists and techniques of theatre for social change. Involves outreach in the community, critical reflection, and the creation our own community-based performance.							
		Sahakian	S	3		n/a	Y	√
B.25. Women's Studies								
WMST 3110	Gender, Race, Class, Sexuality - 25% Latin America. Interdisciplinary examination of social issues of race, class, ethnicity, and sexuality as they contribute to the lives and identity formation of diverse women in the United States. Special attention paid to African American, Asian American, Latin American, and Native American women.							
		Palmer	F/S	3		64	Y	
WMST(LACS) 3500	Women in the Caribbean - 100% Latin America. This course covers a range of issues affecting women in the various parts of the Caribbean region. It examines the meaning of feminism within the Caribbean context. It considers the ways in which race, gender, class, ethnicity, language, sexuality, and other factors affect the formation of Caribbean women's identities in the modern							
		Tobin	S	3		n/a	Y	
WMST 7070	Feminist Ethnography -25% Latin America. Ethnographic research and writing and how it is shaped by gender, race, class, and other markers of social difference. Issues of identity politics, power relationships, ethical dilemmas, and representational strategies will be explored. Students will engage in critical reading of classic and contemporary ethnographies and term projects entailing qualitative methods (Taught by Latin Americanist).							
		Thomas	S	3	5		N	

University of Georgia

Performance Measures									
FOCUS AREA 1 Portuguese Language and Brazilian Culture									
PMF Goal: Increase P-16 capacity and impact for Portuguese-language & Brazilian Culture instruction in Georgia, nationally, and internationally.									
Performance Measure	Activities	Data Indicators	Frequency	Data Source	Baseline (2014-17); 17-18 numbers will be finalized in August	T1	T2	T3	T4
IMPACT AREA: EDUCATION									
1. Increase # of students of Romance Languages exposed to proficiency based teaching at the K-16 level (nationally and abroad) to at least 680 students.	1a. Meet with instructors and professors of Romance Languages with an emphasis on Portuguese to create workshops and conversations through in-person meetings and best practices workshops related to pedagogical opportunities.	1ai. Number of participants in workshops	Annually	Portuguese Language Initiative, Romance Languages Department, and GAPPA members	10 (based on Portuguese trainings)	20	40	60	80
		1aii. Number of students that are enrolled in courses where the teacher has been exposed to oral proficiency techniques	Every semester	Romance Languages Department and external partners class rosters	120 (based on Portuguese training)	150	300	450	600
	1b. Use AAPPL and OPI Tests to gauge increase in proficiency	1bi. Increase in oral proficiency score by two sub-levels after 1 year of course work or its equivalence	Annually	Scores received from Language Testing International (LTI)	63 (based on Portuguese OPIs)	20	40	65	80
2. Increase number of Portuguese programs in Georgia, nationally, and internationally employing best-practices in language pedagogy.	2a. Create research-based late-state Portuguese as a world language curriculum for 6-12th grades for second and third year study.	2ai. Adoption of curriculum and number of students affected by curriculum	Annually	School roster data from partner schools	93	60	120	190	275
	2b. LACSI will engage minority service institutions and technical colleges by creating sub-grants to promote Latin American languages instruction and the development of Latin American content. Some of the sub-grants will be used to hire or off-set the faculty salaries. Other sub-grants will be used to create training opportunities and curriculum development.	2bi. Number of students enrolled in new courses in Latin American languages at MSIs or Technical Colleges	Data collected/each semester	Enrollment #s from MSI or Technical Colleges	40 (baseline comes from Savannah State University and Athens Technical College from 14-18 grant cycle)	40	80	130	180
		2bii. Number of new classes/levels taught at MSI and/or technical college	Annually	# of courses per MSI or Technical College reporting	5 (baseline comes from Savannah State University and Athens Technical College from 14-18 grant cycle)	2	4	6	8
3. Develop infrastructure for certification of Portuguese at P-12 level by increasing number of certified teachers of Portuguese to at least 12 new teachers.	3a.. Identify and approach K-12 school districts at Georgia and nationally to add Portuguese to their curriculum	3ai. Number of Portuguese K-12 programs throughout the state of Georgia and nationally	Annually	School district reporting	4 (baseline only comes from Georgia)	3	4	4	6

University of Georgia

	3b. Encourage currently certified in-service teachers to take an OPI to add Portuguese to their certification	3bi. Number of teachers that take the OPI to get certified	Annually	LTI Test results	6 (baseline only comes from Georgia)	2	5	8	12
Performance Measure									
FOCUS AREA 2 Indigenous Latin America									
PMF Goal: Expand and enhance teaching, research, and outreach related to indigenous Latin America in Georgia and nationally.									
Performance Measure	Activities	Data Indicators	Frequency	Data Source	Baseline (2014-17)	T1	T2	T3	T4
IMPACT AREA: DIVERSE COMMUNITIES									
1. Provide opportunities to study and/or be exposed to Latin American indigenous languages in the state of Georgia to at least 120 students over the course of the four years	1a. Recruit students for the Quechua and/or Guaraní programs at the University of Georgia by offering the course through in-person or distant learning formats	1ai. Number of students studying Quechua or Guaraní at UGA or during a summer program	Annually	Course enrollment	67 (from Quechua only)	20	50	80	100
	1b. Create language study groups and tables for students, professors, and community members to begin learning indigenous languages and other languages of the region through informal teaching	1bi. Number of participants attending language study groups and tables	Weekly	Participant sign-in sheets	140	45	75	100	150
	1c. Encourage indigenous language instructors and leader from universities and communities to create partnerships and develop information exchange networks by co-sponsoring Ohio State University's Symposium on Indigenous Languages and Cultures (ILCA/STLILLA) and inviting indigneous leaders to dialogue about resistance.	1ci. Number of participants engaging in the symposiums	twice (once in year 1 and once in year 3)	Participant count from symposia	124	150	0	250	0
IMPACT AREAS: POLICY & HEALTH									
2. Increase opportunities to study the role of indigenous peoples and cultures within the overall study of Latin America in Georgia by adding curriculum to at least 35 classes	2a. Create opportunities for the study of indigenous cultures in area studies course work by creating curricular units and inviting guest lectures from indigenous scholars and leaders	2ai. Number of area studies courses that discuss indigenous cultures and peoples	Data collected/each semester	UGA Registrar and course descriptions	24	24	29	32	35
	2b. Create opportunities for students to get involved with indigenous cultures and languages initiatives through participation in events and research	2bi. Number of participants in attendance and/or working on indigenous peoples research projects	Data collected each semester	Sign-in sheets and self-reporting	241	75	150	225	300
	2c. The Latin American Ethnobotanical Garden works to create mini-ethnobotanical gardens and curriculum for several courses to discuss the role of plants in indigenous medicinal practices as well as the overall study of ethnobotany and Latin America. K-16 students will engage in the study of ethnobotany through curriculum created by the initiative	2ci. Number of students that engage in ethnobotanical curriculum at the K-16 level.	Information gathered every semester	Course enrollment from UGA and K-12 schools that have used curriculum from the LAEG.	1127	250	500	750	1000
		2cii. Number of Latin American Ethnobotanical gardens created with the help of UGA's	Annually	Reporting by partner institutions	3	4	5	6	7

University of Georgia

Performance Measure									
FOCUS AREA 3 Humans and the Environment									
PMF Goal: Expand and enhance P-16 instructional impact, internships, research, and career pathways focused on the relationship between humans and the environment in Latin America and the Caribbean.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline (2014-17)	T1	T2	T3	T4
IMPACT AREA: HEALTH									
1. Provide opportunities to study the role of the environment in Latin America to at least 400 students	1a. Initiatives will hold extracurricular guest lectures, film screening, and workshops for undergraduates and graduate students to engage in the study of sustainable agriculture, conservation, and/or health in Latin America.	1ai. Number of students engaged with initiatives' from focus area 3 through events	Annually	Sign-in sheets and self-reporting	234 (primarily from Sustainable Agriculture)	100	150	300	400
	1b. Create curriculum and materials to be included in K-16 courses that discuss the relationship between humans and land use, agriculture, conservation and health in Latin America and the Caribbean.	1bi. Number of courses including curriculum and materials made during the grant period	Annually	Registrar's list of courses	19	19	23	25	28
IMPACT AREA: POLICY									
2. Provide opportunities for at least 90 students to engage in professional development related to Latin America and the Caribbean	2a. Create opportunities through initiatives and departments/units related to focus area 3 for graduate students, faculty, and undergraduate students to participate in conferences, assist in grant proposals, and develop research projects about humans and the environment in Latin America and the Caribbean.	2ai. Number of people participating in professional development related to focus area 3	Annually	Reporting from initiatives and departments/units	29	20	35	75	90
3. LACSI will increase academic offerings by partnering with professional schools at UGA to create dual-enrollment master's degrees and by increasing the number of LACS majors minors, certificate holders, and master's degrees to at least 50 students as measured by number of students enrolled in one of LACSI's academic programs	3a. LACSI will increase academic offerings by partnering with professional schools and programs to create Latin American focused master's degrees	3ai. Number of partnering entities at UGA	Annually	Number of new programs and agreements between LACSI and other units	1 with College of Social Work	1	2	3	4
	3b. LACSI will actively recruit new students for its academic programs to ensure the vitality of the program	3bi. Number of students enrolled in LACSI's major, minor, certificate, and master's programs	Annually	Number of students as reported by academic studies committee	29	8	18	30	50

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Performance Measure									
FOCUS AREA 4 Latin American Culture									
PMF Goal: Expand and enhance P-16 curriculum, instructional impact, research, and public outreach regarding Latin American and Caribbean culture.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline (2014-17)	T1	T2	T3	T4
IMPACT AREA: EDUCATION									
1. Increase understanding and knowledge about musical and artistic production in Latin America and the Caribbean as measured by people in attendance of events by at least 4500 over the course of 4 year grant cycle	1a. Initiatives and faculty will bring guest speakers discussing Latin American and Caribbean culture for events designed to engage with the universities of Georgia and their surrounding communities.	1ai. Event data on number of participants/people in attendance that are co-sponsored or produced by initiatives dealing with the arts, literature, and general culture	Semester data collection	Post-even surveys and sign-in sheets	1566	500	1000	1500	2000
	1b. Initiatives and faculty will bring in artists, musicians, theater companies, and films to screen that will provide areas of research and engagement with undergraduate and graduate students.	1bi. Event data of participants/people in attendance of artistic productions and/or performances and film screenings	Semester data collection	Ticket box information, sign-in sheet, and post-even survey	2505	500	1000	1500	2500
IMPACT AREA: DIVERSE COMMUNITIES									
2. LACSI will increase the understanding and knowledge about the culture of diverse communities with an emphasis on marginalized and underserved/understudied communities in Latin America and the Caribbean by exposing at least 600 students to programming associated with these communities.	2a. Initiatives will create programming through guest lectures, theatre productions, podcasts, and symposia on diverse cultures in Latin America and the Caribbean, while engaging undergraduate and graduate students.	2ai. Event data on participants and podcast downloads	Semesterly	Ticket box information, sign-in sheet, and post-even survey, podcast downloads	435	150	300	450	600
Performance Measure									
FOCUS AREA 5 Diminishing Social Disparities									
PMF Goal for activities within this Focus Area: Expand and enhance research, social and instructional impacts, internships, career pathways, outreach, and P-16 instruction and curriculum regarding social disparities in Latin American and Caribbean societies.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline (2014-17)	T1	T2	T3	T4
IMPACT AREA: EDUCATION									
1. Improve the instructional ability of pre- and in-service teachers by creating curriculum, workshops, and events directed at K-12 students and teachers on Latin America, measured by teacher participants by at least 360 teachers/4 years	1a. The University of Georgia will spearhead a summer teacher training and development workshop in Costa Rica in years 2 and 4 of the grant. In years 1 and 3, UGA will develop the infrastructure and test curriculum.	1ai. Number of K-12 teachers enrolled in the summer workshop	Annually	Number of participants enrolled in summer institute and that use the curriculum developed at said institute	40 in pre-CR workshop	60	120	180	240
	1b. The University of Georgia will engage Georgia area teachers through workshops on Latin America, the Caribbean, and language pedagogy; as well as offer mini-grants to develop LAC curriculum to be used in the K-16 setting	1bi. Number of K-12 teachers enrolled in workshops and that engage in curriculum development through mini-grants	Annually	Number of participants in workshops and curriculum developers	97	30	60	90	120

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<p>2. Increase the number of underserved and minority students studying STEM disciplines by enrolling them in the Adaptive Learning System for Interdisciplinary Collaborative Environments (ALICE), a system that has demonstrated by an NSF-supported study to close gener and socioeconomic gaps by at least 450 at the end of the four year grant cycle.</p>	<p>2a. The STEM Initiative will offer adaptive learning in interdisciplinary (systems biology) courses involving biology, computer science, mathematics, and statistics. Evidence from an NSF-supported study, demonstrated that ALICE closes gender and socioeconomic gaps. This course will have a middle and high-school equivalent (Monster Epidemiology).</p>	<p>2ai. Number of students using ALICE</p>	<p>Annually</p>	<p>Number of students reported by ALICE system</p>	<p>400</p>	<p>100</p>	<p>200</p>	<p>300</p>	<p>450</p>
<p>IMPACT AREAS: HEALTH & POLICY</p>									
<p>3. LACSI will increase faculty, staff, and student public engagement and professional development through internships, service-learning, public scholarship, and research focused on diminishing social disparities to at least 600 participants during the four year</p>	<p>3a. Initiatives in this focus area will host programming including guest lectures and workshops dedicated to diminishing social disparities.</p>	<p>3ai. Number of participants in events and workshops</p>	<p>Annually</p>	<p>Sign-in sheets</p>	<p>275 (baseline comes from Portal Initiative)</p>	<p>125</p>	<p>250</p>	<p>325</p>	<p>450</p>
	<p>3b. Faculty, staff, graduate and undergraduate students will engage in public scholarship by publishing articles and developing radio and podcast programs in the area of diminishing social disparities</p>	<p>3bi. Number of publications and programs</p>	<p>Annually</p>	<p>Newspapers and radio program information</p>	<p>97</p>	<p>25</p>	<p>50</p>	<p>75</p>	<p>100</p>
	<p>3c. Portuguese Flagship, LACS, and ROML students will engage in internships and service-learning courses in Brazil, Latin America, and the US using their language and cultural knowledge with people from Latin America.</p>	<p>3ci. Number of students participating in internships related to Latin America and/or a language of the region</p>	<p>Annually</p>	<p>Enrollment data and self-reporting from students</p>	<p>62</p>	<p>20</p>	<p>40</p>	<p>65</p>	<p>85</p>



**UNIVERSITY OF
GEORGIA**
Office of the Provost

**Sr. Vice President for
Academic Affairs & Provost**
Administration Building, 203
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Athens, Georgia 30602
TEL 706-542-5803
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June 21, 2018

The Honorable Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Madam Secretary,

It gives me great pleasure to provide this letter in support of the Latin American and Caribbean Studies Institute's (LACSI) 2018 application to renew the only NRC and FLAS programs in the state of Georgia. The University of Georgia (UGA) takes great pride in its sustained commitment to internationalization, and its flourishing area studies and world language programs are integral to that commitment. Latin America and the Caribbean, in particular, are of critical importance to the state of Georgia, whose cultural and commercial ties to these regions have rapidly expanded in recent decades. Not only is Georgia home to the fastest growing Latino population in the United States—a population that has increased by 500% since 2000 and now comprises 10% of the state's population. Latin America is also the destination for over 20% of Georgia's exports and a major contributor to tourism in the state. In light of this shared economic, demographic, and cultural fabric, LACSI has played a vital role in bridging the geographic gap in NRC representation in the Southeast United States, and especially in the booming metropolitan corridor stretching from Atlanta to North Georgia. The attached application attests to LACSI's success in filling this void since receiving the NRC in 2014, and to the continuing importance of the Institute's NRC-related projects and initiatives to the region and nation. UGA is committed to ensuring the continued success and sustainability of our NRC/FLAS programs.

Among area studies programs at UGA, LACSI has been especially successful in cultivating high-quality programs that meet the needs of students, faculty, and the public. Since joining UGA as its Senior Vice President for Academic Affairs and Provost in February 2014, I have watched LACSI, which was already the largest areas studies unit in the Franklin College of Arts and Sciences, steadily increase and enhance its impact on campus, in the Athens community, and in the state. With two dedicated buildings in UGA's North Campus (*La Casa Amarilla* and, since 2017, the Hunter-Holmes Academic Building), LACSI serves as the focal point of a thriving multidisciplinary community, including 235 core and affiliate faculty joined by a shared love of Latin America and the Caribbean.

For the past twenty years, LACSI has partnered with the UGA Office of the Vice President for Research, the Graduate School, and the Franklin College of Arts and Sciences to provide funding for graduate field research in Latin America. Recognizing UGA's commitment to student research on Latin America, the Tinker Foundation awarded LACSI four, three-year field research grants. This combined support has provided hundreds of students in nearly two-dozen academic departments and professional schools the opportunity to conduct research spanning virtually every country in the region. After securing a Title VI UISFL grant in 2004, LACSI created its undergraduate major and minor and a graduate certificate program. Since 2014, with NRC and UGA support, the Institute has successfully broadened and diversified its academic and outreach programs, creating opportunities for students in wide-ranging fields of study to include Latin

American and Caribbean Studies courses within their major discipline and establishing dual M.A. with the School of Social Work. In addition, since 2012 UGA has hired twelve tenure-track faculty with research and teaching interests in Latin America and the Caribbean.

LACSI received national recognition for the quality of its academic programs and administrative capacity in 2011, when Department of Defense National Security Education Program (NSEP) awarded LACSI the nation's first and only Portuguese Flagship Program. Sixty students have enrolled in the program, which continues to expand its role as a nexus for students seeking to achieve professional working proficiency in Portuguese. Special collaborations with Tulane and Vanderbilt have allowed K-12 teachers to integrate Brazilian language and culture into their classrooms.

Nurturing a student body of global citizens with knowledge of the world, its languages, and cultures is central to UGA's mission. The university brings many additional resources to bear in providing students, faculty, and the community with opportunities to develop Latin American linguistic and cultural competencies. Students are strongly encouraged to explore the world through study abroad programs, engagement with the more than 30 on-campus international and multinational student organizations, and through participation in the growing range of courses that integrate language, culture, and service across the curriculum. UGA ranked 13th nationally in the Institute for International Education's 2017 Open Doors study abroad report.

The UGA Office of International Education (OIE) has been a vital partner in helping LACSI promote research and education on the region. OIE administers 37 International Collaborative Agreements with institutions across 11 Latin American countries for study abroad, reciprocal exchange, research, and internship programs. An outgrowth of LACSI's deep ties to Brazil, in 2018 OIE won the NAFSA Paul Simon Award for pioneering research collaborations with the state of Minas Gerais.

I hope the reviewers of UGA's proposal will appreciate the many ways that LACSI supports the goals of the NRC/FLAS and that they will be as excited as we are about LACSI's unique vision to further those goals.

Sincerely,

A handwritten signature in black ink, appearing to read 'Pamela Whitten', with a long horizontal flourish extending to the right.

Pamela Whitten
Senior Vice President for Academic Affairs and Provost



Franklin College of Arts and Sciences

Office of the Dean

June 22, 2018

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Ave. SW
Washington, D.C. 20202

Dear Madam Secretary,

On behalf of the University of Georgia's Franklin College of Arts and Sciences, I am very pleased to support the four-year renewal of the Latin American and Caribbean Studies Institute's NRC and FLAS programs. Even before receiving its first round of NRC/FLAS funding in 2014, LACSI was the largest and most active area studies unit in Franklin College, striving to expand its programs and enrich campus life through the promotion of Latin America and the Caribbean and the languages in the regions. Since receiving the NRC/FLAS, LACSI's value to the university, the Athens community and the state has significantly increased. The Franklin College is committed to continuing its partnership with LACSI to advance NRC priorities in line with UGA's mission of serving the public as the nation's first state-chartered land-grant university.

As the state of Georgia's only NRC, LACSI has conscientiously and efficiently responded to the needs of Georgians in rapidly changing demographic, economic, and cultural contexts. Beyond the accelerated growth of the state's Latin American, Caribbean, and Lusophone immigrant populations, which contribute approximately 25% of all new economic growth in Georgia. Under Dr. Gordon's leadership, LACSI has helped advance UGA's leadership role in meeting the evolving needs of citizens in Georgia and across the region. The Franklin College and UGA community have been enthusiastic partners in these efforts, giving vital support for staffing, faculty hires, and degree programs, as well as infrastructural support, most notably in providing two buildings in the heart of UGA's historical North Campus to accommodate the Institutes expansion.

Since 2014, LACSI has diversified and refined its degree programs and curricular offerings and impelled pedagogical advances in area studies and language education, especially for Portuguese, Spanish, and Latin American indigenous languages, such as Quechua and Guaraní. It has steadily broadened student access to Latin American language and area studies across degree programs and professional fields and has nurtured a diverse coterie of committed faculty to help the Institute fulfill its academic, outreach, and service missions at UGA and beyond. These initiatives

received critical support from the NRC and FLAS programs, which greatly expanded UGA's capacity to train students in Latin American cultures and languages, politics and economics.

LACSI's director and staff have worked tirelessly to pioneer ways of tailoring academic training to the real-world needs of students, citizens, and businesses. Working in lockstep with the nation's first Portuguese Flagship Program, established with Department of Defense funding in 2011 and also housed in LACSI, the Institute, largely through its NRC Initiatives, has assiduously pursued regional, national, and international partnerships with P-12, higher educational, and Minority-Serving Institutions. These linkages have been critical in enhancing our capacity to educate students, faculty, and the public, not just for success in a globalized workforce, but also for empathetic engagement with fellow citizens at a time when such engagement is of vital importance.

I enthusiastically endorse LACSI's 2018 application to renew its NRC/FLAS status, and I hope that the reviewers will recognize LACSI's invaluable contributions to the University of Georgia, its students, the state and the region the Institute serves through its programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan T. Dorsey". The signature is fluid and cursive, with a long horizontal stroke at the end.

Alan T. Dorsey
Dean, Franklin College of Arts and Sciences



UNIVERSITY OF
GEORGIA

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June 19, 2018

The Honorable Betsy Devos
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Madam Secretary:

In my role as Associate Provost for International Education at the University of Georgia, it is my pleasure to support the applications of two university-wide institutes for the Title VI National Resource Centers Program and Foreign Language and Area Studies Fellowships programs.

The University of Georgia's **Latin American and Caribbean Studies Institute (LACSI)** is the administrative home of the nation's first and only Portuguese Flagship program and promises exciting and practicable expansion to the successful Flagship project, including the expansion of indigenous Latin American language learning opportunities nation-wide, expanding the humanities curriculum of Latin American studies, and addressing social disparities within Latin American culture through policy courses, workshops, and internships with social services and government agencies.

The **African Studies Institute (ASI)** proposes a breadth of multidisciplinary activities with calculated and attainable goals for the incorporation of STEM and humanities into their Flagship operation, building on their already deep rooted programming within the state of Georgia in our k-12 school systems and beyond.

In their proposals each institute has prepared a coherent and comprehensive approach that responds to the requirements set forth in the RFP. As part of our overarching mission, the Office of International Education serves as the principal nexus on campus for facilitating collaborative research and study abroad initiatives and programs that encourage dialogue between international visitors and our domestic community. Certainly we support these proposals in spirit but are also prepared to provide more tangible resources in terms of student and faculty mobility through each program.

LACSI and ASI have designed highly integrative and imaginative programs that I think are very responsive to the goals of the NRC-FLAS program and its intent to support diverse perspectives and world views of international affairs through language instruction, area studies, and teacher training. The institutes' partnerships with multiple MSI's, international partners, and other regional institutions underscore their commitment to manage the program as a national asset and not just for the University of Georgia.

Sincerely,

Noel Fallows
Associate Provost



21 June 2018

Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Madam Secretary,

On behalf of the Georgia Department of Economic Development, I am pleased to express my support for the University of Georgia's (UGA) Latin American and Caribbean Studies Institute's (LACSI) 2018 application to renew its NRC and FLAS programs. UGA is home to the only NRC/FLAS programs in the state, and LACSI's work through these programs has made a substantial and positive impact on Georgia's engagement with a region that is vitally important to the state's economy. Latin American countries consume nearly 20% of Georgia's exports, with Mexico, our state's #2 export market, buying \$2.5 billion of goods and services from Georgian companies last year.

As Deputy Commissioner for International Relations at the Georgia Department of Economic Development, I work to elevate the state's international profile through leveraging relationships around the world. LACSI's deep ties in Latin America and the Caribbean, and to economic, academic, and diplomatic entities throughout the state and Southeast region, make them extremely effective partners, as the organization links all these stakeholders in reciprocal and mutually beneficial ways.

Another of our strategic focal points at the State of Georgia is on long term workforce development, in which this programming plays an important part: helping students not only to attain language and area studies expertise, but also to become global professionals. Through the NRC/FLAS, LACSI and UGA have tailored students' academic training to real-world needs, creating a pool of talented professionals and entrepreneurs that give Georgia businesses a competitive edge as they seek to access Latin American markets and engage with Latin American companies based here in the U.S. This is especially important in the metropolitan area spanning Atlanta, Athens, and much of North Georgia, as well as in Savannah and coastal Georgia, where economic, demographic, and cultural ties with Latin America and the Caribbean have strengthened in recent decades. With the support of the NRC/FLAS, LACSI has made vital contributions to the training of educators, language and area studies experts, and professionals in these economically important regions of the state.

Seventeen consulates and honorary consulates representing Latin American and Caribbean countries, along with numerous binational and regional chambers of commerce, are located in metro Atlanta, just an hour's drive from Athens. LACSI works closely with many of these organizations, including the Brazilian, Costa Rican, and Peruvian Consulates and the Brazilian-American Chamber of Commerce, to provide internship and professional opportunities for Georgia students and coordinate joint educational and cultural events.

Georgia also has representative offices in five Latin American countries with strong or growing export markets, including Mexico, Chile, Colombia, Brazil, and, most recently, Peru. In 2017, participants in LACSI's Portuguese Flagship Program, which trains young professionals to achieve working proficiency in Portuguese, visited our representative in São Paulo, Brazil to discuss internship and professional opportunities there. Many of those students first engaged with Brazil and the Portuguese language through the FLAS, and we plan to host a second cohort later this year.

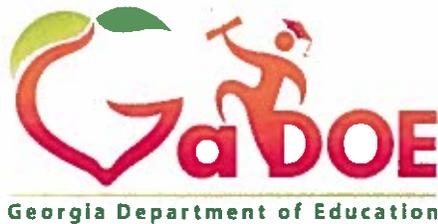
The Department also opened its first Peruvian office in Lima this spring, and we were pleased to learn that LACSI's NRC and FLAS programs have the potential to enrich Georgia's ties with that country as well. LACSI's Spanish, Latin American Studies, and Quechua programs—the latter of which is the only one in the state—train language and area experts capable of engaging with diverse Peruvian constituencies. Further, LACSI's plans to work with UGA's Terry Business College through the ExportGA program and Terry's proposed Title VI initiatives will help prepare Georgia businesses and professionals to build

It gives me great pleasure to support LACSI's NRC/FLAS proposal, and we look forward to deepening the Georgia Department of Economic Development's ties to LACSI and UGA. LACSI is uniquely positioned to enhance Georgia's economic and educational links to Latin America and the Caribbean. Thank you for your consideration of their program renewals.

Sincerely,

A handwritten signature in black ink that reads "Abby Turano". The signature is written in a cursive, slightly slanted style.

Abby Turano
Deputy Commissioner, International Relations
Georgia Department of Economic Development



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

June 11, 2018

The Honorable Betsy Devos
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary DeVos:

The Georgia Department of Education is pleased to write in support of the University of Georgia as two of its institutes prepare applications for the Title VI National Resource Centers Program CFDA No. 84.015A and Foreign Language and Area Studies Fellowships CFDA No. 84.015B. The Latin American and Caribbean Institute and the African Studies Institute both are well regarded, highly esteemed programs, and over the many years of their existence have contributed greatly to the state of Georgia, surrounding region, and their respective Institute partners.

Since its establishment in 2001, the African Studies Institute (ASI) has collaborated with the Georgia school system to provide learning opportunities about Africa and African area studies for K-12 students and professional development opportunities for K-12 teachers, especially on the pedagogy of African area studies in the curriculum within the state of Georgia. These activities include but are not limited to: connections between Africa and the state of Georgia in terms of culture, music, food, language and society; presentations on African languages, cultures and music to teachers and students; presentation by ASI faculty and African Fulbright Scholars on African languages and cultures to the teachers and students; pre-departure orientation workshops for K-12 teachers primarily from Georgia who've traveled to Tanzania together with ASI faculty from 2015-2017 and 2007-2011; ; and the organization of the annual one day K-12 Teacher Development Seminar on Africa from 2002 to 2005 in Adinkra Hall and in 2012 in the Special Collections Library on the UGA campus.

Through the NRC program, ASI has promising aspirations and concrete plans to create a P-16 African languages pipeline, to expand and enhance curriculum of African history through a targeted African immigrant research initiative, and to enhance curriculum and career pathways focused on STEM in Africa and of students of African descent.

The Latin American and Caribbean Studies Institute has supported the University of Georgia's dynamic growth on campus of Portuguese language and Brazilian culture; indigenous Latin America; humans and the environment in Latin America; Latin American culture; and diminishing social disparities.

The nation's only Portuguese Flagship Program, funded by the National Security Education Program, LACSI plans to expand their already wide reach to include new Guarani programming, key and critical collaborations with MSI's and international partners, and has a strong plan to expand and enhance teaching, research, and outreach related to Latin America in Georgia and nationally.

It is with great pride that the Georgia Department of Education supports the University of Georgia's African Studies Institute and Latin American and Caribbean Studies Institute 2018 applications. Over the years the institutes have continuously provided quality services in many areas of the state and nationally, and they are most deserving of this grant.

Respectfully submitted,

A handwritten signature in black ink that reads "Richard Woods". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Richard Woods

Georgia's School Superintendent



Acronyms Guide

ACTFL.....	American Council on the Teaching of Foreign Languages
AP.....	Absolute Priority
ALICE.....	Adaptive Learning System for Interdisciplinary Collaborative Environments
ANTH.....	Anthropology
CIBE.....	Centers for International Business Education
CPP.....	NRC or FLAS Competitive Preference Priority
FAFSA.....	Free Application for Federal Student Aid
FAPEMIG.....	Fundação de Amparo à Pesquisa do Estado de Minas Gerais (Minas Gerais State Agency for Research and Development)
FLAS.....	Foreign Language and Area Studies
FREN.....	French
GA.....	Georgia
GEOG.....	Geography
GMOs.....	Genetically Modified Organisms
GPA.....	Grade Point Average
HBCU.....	Historically Black Colleges and Universities
HOPE.....	Helping Outstanding Pupils Educationally (scholarship in Georgia)
IC.....	Instructional Conversations (project of one of LACSI's initiatives)
ICA.....	International Collaborative Agreement
ILR.....	Interagency Language Roundtable
INCLUDES.....	NSF grant: Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science
INTL.....	International Affairs (course designation at UGA)
LAC.....	Latin American and Caribbean
LACS.....	Latin American and Caribbean Studies (course designation at UGA)
LACSI.....	UGA's Latin American and Caribbean Studies Institute
LCTLs.....	Less Commonly Taught Languages
MSIs.....	Minority Serving Institutions
NAFSA.....	Association of International Educators
NPR.....	National Public Radio
NRC.....	National Resource Center
NSF.....	National Science Foundation
OPI.....	Oral Proficiency Interview
PMFs.....	Performance Measure Forms
PORT.....	Portuguese (course designation at UGA)
PORTAL.....	LACSI's Latino Research & Outreach Initiative
ROML.....	Romance Languages (course designation at UGA)
ROTC.....	Reserve Officers' Training Corp
SPAN.....	Spanish (course designation at UGA)
STEM.....	Science, Technology, Engineering, and Math
TA.....	Teaching Assistant
UFSJ.....	Universidade Federal de São João del-Rei
UG.....	Undergraduate
UGA.....	University of Georgia
UNESCO.....	United Nations Educational, Scientific, and Cultural Organization
Unesp.....	Universidade Estadual Paulista
USAID.....	United States Agency for International Development
WMST.....	Women's Studies (course designation at UGA)
WUGA.....	Public Radio Station in Athens

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

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

Type of Application (check all that apply)

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

Federal Funds Requested

NRC Request

Year 1: \$247,050.31 Year 2: \$252,478.04 Year 3: \$242,137.66 Year 4: \$241,780.03

FLAS Request

Year 1: \$249,000 Year 2: \$249,000 Year 3: \$249,000 Year 4: \$249,000

Type of Applicant

- Single institution The University of Georgia | The Latin American & Caribbean Studies Institute
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

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

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

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

Portuguese, Quechua, Guarani

Information to Meet §602(e) Statutory Requirements

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

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

UGA and LACSI take great pride in creating an environment where faculty, staff, and students are exposed to a diversity of perspectives, in general, and on the Latin American/Caribbean region, more specifically. In order to provide a diverse teaching and learning environment, the university has adopted policies and practices to increase diversity among entering students. One example of the measurable impact of our compliance: the current undergraduate student body at UGA includes 56% female and 26% minority representation. LACSI's core faculty represents varied ethnic and cultural backgrounds and is 50% female, hailing from 12 different countries. This demographic diversity is coupled with an array of disciplinary and political perspectives and sets a tone of openness and inclusion for which LACSI is firmly committed. The funded activities will be carried out primarily through 18 topically focused, multidisciplinary, faculty-led initiatives that span manifold areas of human knowledge, from the humanities and social sciences to business, governance, agriculture, social work, and the STEM disciplines. This dedication to stimulating interdisciplinary and diverse perspectives underpinned the expansion and improvement of its programs.

Most importantly, the overarching design of LACSI's NRC programs is consciously tailored to bring together wide-ranging views and approaches to address urgent national and international needs. This design fosters cohesion among LACSI's varied initiatives and activities through 5 Focus Areas, which represent unique, cross-disciplinary clusters of strength at UGA, as well as dynamic areas of growth on campus: (1) Portuguese Language and Brazilian Culture, (2) Indigenous Latin America, (3) Humans & the Environment, (4) Culture, and (5) Diminishing Social Disparities. Each of these Focus Areas contains several faculty-led initiatives, which routinely cross-pollinate. In addition, 4 Impact Areas - *Education, Policy, Health, & Diverse Communities* - interweave the 5 Focus Areas. Each Impact Area brings diverse perspectives and disciplinary approaches to bear on urgent National Needs by fostering cohesion and dialogue across LACSI's NRC Initiatives and Focus Areas. This synergic design allows LACSI to channel highly diversified views and academic expertise in research, education, and outreach into collaborative projects with concrete societal impacts in key areas of need.

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

At LACSI we have built a solid foundation for placing our undergraduate degree holders into government service in areas of national need, particularly as it relates to developing competencies in less commonly taught languages and area studies in the Latin American/Caribbean region. Through the proposed activities, we will continue to encourage study and employment in areas of national need by giving preference to FLAS applicants who present a convincing case of interest in such careers, and by building on the lessons learned through our Portuguese Flagship Program about efficient ways to train students for high-level language study coupled with professional internships. We will apply these lessons not only to the way that we operate the FLAS program, but also to student training in language and area studies at UGA, in general. LACSI also coordinates the UGA Undergraduate Peace Corps Prep Certificate Program, designed to enhance the competitiveness of students who wish to serve with the U.S. Peace Corps. Such students must take area studies and language courses though intermediate level at minimum. They must also take course work in one of the 6 Peace Corps sectors (health, environment, community economic development, education, youth development, and agriculture). Just two years old, there are already 80 UGA students in the program and all are made aware of opportunities with FLAS, government service opportunities, and non-competitive eligibility for U.S. government positions post-Peace Corps service.

In addition, LACSI facilitates student access to internships in government service, business, and education through a plethora of organizations in the booming metropolitan area of Atlanta. LACSI works with organizations such as the Brazilian and Peruvian Consulates and the Brazilian-American Chamber of commerce to provide internship networking opportunities in a variety of diplomatic and international business entities. Further, LACSI's new internship program with Global Atlanta, an online publication that documents and facilitates Georgia's growing links to Latin America and the world connects students to real-world professional and language opportunities in fields such as diplomacy, international business, public policy and relations, law, and journalism. All LACS majors as well as students who take language and area studies courses are also made aware of these opportunities. The ability to broadly disseminate information to students about these government needs and opportunities are dramatically enhanced by the disciplinary reach of our core and affiliate faculty. To date we have 55 core and 180 affiliate faculty who represent every college and professional school at the University of Georgia.

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

Name of Applicant Institution and Center: **University of Georgia, Latin American & Caribbean Studies Institute**

Name/Title of Authorized Rep. (Printed): **Richard A. Gordon**
Title: Director and Professor
Telephone: 706-583-0618

Signature:



E-mail: rgordon@uga.edu
Date: 6/20/2018

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

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University of Georgia

DETAILED BUDGET— National Resource Center					
	REFERENCE	2018-19	2019-20	2020-21	2021-22
1. PERSONNEL					
	See Key to Budget Cross-References that precedes this <i>Detailed Budget</i> .				
1. Principal Investigator, Director of LACSI (NO COST)	Pgs. 8, 10	0.00	0.00	0.00	0.00
2. Associate Director of LACSI and NRC Outreach Coordinator (NO COST)	Pgs. 8, 9, 10-11	0.00	0.00	0.00	0.00
3. Associate Director of NRC (Derek Bentley)	Pgs. 8, 9, 10, 21	29,326.00	30,792.30	32,331.92	33,948.51
50% of full time salary + 50% of Summer salary, remaining salary covered by					
4. Administrative Specialist: FLAS Coordinator & NRC Support (TBD)	Pgs. 7, 8, 10, 21	16,244.50	17,056.73	17,909.56	18,805.04
50% of full time salary, remaining will be paid by UGA					
5. Quechua Instructor PhD student 50% Time 9 Mos Acad Contract	Pgs. 7, 8	21,876.50	23,197.65	24,357.53	25,575.41
50% of Franklin PhD rate (\$43,320 Fall & \$44,186 Spring) 9 month position contract paid in 10 checks + 5% increases in years 2-4. To teach 2 Quechua courses/semester fall and spring 2018-2020	FCPP2; PMFG2; NRC(a)				
6. Guaraní Instructor	Pgs. 7, 8, 26, 31	0.00	12,600.00	13,230.00	13,891.50
Course buyout(s) to teach Guaraní course series beginning in year 2 (second year 1001 & 1002; subsequent years will include 1001-2002, a four course sequence)	FCPP2; PMFG2; NRC(a)				
SALARY SUBTOTAL		67,447.00	83,646.68	87,829.01	92,220.46
2. FRINGE					
7. Principal Investigator, Director of LACSI (Richard Gordon - NO COST)	See item 1	0.00	0.00	0.00	0.00
(Fringe rate = 35% of salary)					
8. Associate Director of LACSI and NRC Outreach Coordinator (NO COST)	See item 2	0.00	0.00	0.00	0.00
(Fringe rate = 47% of salary)					
9. Associate Director of NRC / FLAS (Derek Bentley)	See item 3	13,764.47	13,764.47	13,764.47	13,764.47
(Fringe rate = 55% of annual salary and 22.72% of Summer salary)					
10. Administrative Specialist for NRC/FLAS (TBD)	See item 4	6,010.47	6,310.99	6,626.54	6,957.86
(50% of Fringe rate 74% of annual salary)					
11. Quechua Instructor	See item 5	1,531.36	1,623.84	1,705.03	1,790.28
(Fringe rate=7% of salary); 100% of fringe rate					
12. Guaraní Instructor	See item 6	0.00	6,930.00	7,276.50	7,640.33
FRINGE SUBTOTAL		21,306.29	28,629.29	29,372.53	30,152.94

University of Georgia

	REFERENCE	2018-19	2019-20	2020-21	2021-22
3. TRAVEL					
A. Foreign					
13. Faculty travel stipends: 10 stipends per year @ \$500-\$1000 each	Pg. 9	10,000.00	10,000.00	10,000.00	10,000.00
Open to UGA faculty, MSI's and community college partners	API, CPP1;PMFG1-5;NRC(a,b,c,d);NN (1-5)				
13a. Travel to Costa Rica for two presenters for years two and four	Pg. 2, 5,14,40-44,50		2,000.00		2,000.00
B. Domestic					
14. Director/Staff travel to NRC related events		5,000.00	5,000.00	5,000.00	5,000.00
For travel to NRC-related conferences.LASA 2x(Transportation \$300+Lodging\$750+Per diem\$215); ACTFL 4 days (Transportation \$500+Lodging\$300+per diem 204); Individual to Ohio State University for NRC collaborations 4 days(Transportation \$650+Lodging \$318+per diem \$224)	API; PMFG2				
14a. External Evaluator Travel	Pg. 9				
19a. External Evaluator Travel 3 days years 1 and 4 (Evaluator Airfare from Tuscon Arizona \$600+\$177 per diem for three days+\$220 lodging for two nights)	PMFG1-5	997.00	0.00	0.00	997.00
TRAVEL SUBTOTAL		15,997.00	17,000.00	15,000.00	17,997.00
4. EQUIPMENT					
EQUIPMENT SUBTOTAL		0.00	0.00	0.00	0.00
5. SUPPLIES					
15. Library Acquisitions	Pgs. 21, 23-26	7,500.00	7,500.00	7,500.00	7,500.00
\$7500 Year 3 to strengthen UGA's Latin American & Caribbean Studies library collection. Acquisitions will target LACSI's four Focus Areas in order to reinforce the programatic cohesion achieved by these clusters of multi-disciplinary faculty-led initiatives (initiatives carry out curricular, outreach, and research activities that advance the NRC purpose).	PMFGs1-5; NRC (a,b,c,d)				
LIBRARY SUBTOTAL		7,500.00	7,500.00	7,500.00	7,500.00
6. CONTRACTUAL					
CONTRACTUAL SUBTOTAL		0.00	0.00	0.00	0.00
7. CONSTRUCTION					
CONSTRUCTION SUBTOTAL		0.00	0.00	0.00	0.00

University of Georgia

	REFERENCE	2018-19	2019-20	2020-21	2021-22
8. OTHER					
FOCUS AREA 1 Portuguese Language and Brazilian Studies	PMFG1				
PMF Goal: Increase P-16 capacity and impact for Portuguese-language & Brazilian Culture instruction in Georgia and nationally.					
Impact Area: Education					
16. Initiative 1 : Portuguese Language & Brazilian Culture Pedagogy (Coordinators: Dr. Cecília Rodrigues & Dr. Robert Moser, Romance Languages)	Pgs. 5,9,29,31-32,35,41	4,000.00	3,000.00	2,000.00	2,000.00
<i>Sample List of Proposed Activities</i> • Bring Dr. Luiz Amaral to train instructors on best practices for the teaching of Portuguese. • Portuguese language instruction capacity building —UGA to provide consultation for GT/GSU NRC consortium in the form of (a): increasing capacities in Portuguese language instruction and Lusophone culture. (b) Lusophone Culture events in Atlanta to support various projects. • Hosting GA teachers and professors of Portuguese through the Georgia Professors of Portuguese Association (GAPPA) • Continuing to help Dept. of Romance Languages to implement proficiency-based instruction in all languages	AP1(1), AP2, FCPP2; PMFG1; NRC (a,b); NN(1,2,3,4,5)				
17. Special Collaboration 1: Athens Technical College (Funding to be provided for Athens Tech to hire a Spanish/Area Studies Position to teach 1 Spanish course and 1 area studies course on Latin American Studies)	Pgs. 5, 7, 50-51	6,000.00	6,000.00	3,000.00	3,000.00
<i>Sample List of Proposed Activities</i> • Pay adjunct pay rate for two classes during the first and second years to get Spanish and Latin American Studies started at Athens Technical College	CPP1;PMFG1; NRC (a,b);				
18. Special Collaboration 2: Portuguese Linkages Program (Funding to be used with K-12 schools teaching Portuguese to help with testing and curriculum improvements through workshops and/or curriculum development)	Pgs. 5, 41	3,500.00	2,500.00	2,500.00	2,500.00
<i>Sample List of Proposed Activities</i> • Help Indiana U. to implement a Portuguese pedagogy workshop targeted at interested Indiana high school teachers. • Work with Cobb and Hall Counties Portuguese program to test and improve on proficiency-based late-start Portuguese curriculum.	AP2; PMFG1; NRC(a,b); NN (1-5)				
19. Special Collaboration 3 : Morehouse College, Spelman College, and Georgia State University (Funding to be used to bring speakers in to support their newly developed Portuguese language program)	Pgs. 5, 7, 14, 49-50	2,000.00	2,000.00	2,000.00	2,000.00

University of Georgia

	REFERENCE	2018-19	2019-20	2020-21	2021-22
<i>Sample List of Proposed Activities</i> • Provide funding for guest speakers to come to MSI campus to encourage students enrolled in Portuguese at these campuses. • Provide guidance and best-practices models on building a sustainable Portuguese and Latin American Studies program.	AP1(1),CPP1, FCPP1, FCPP2; PMFG1; NRC (a,b); NN(1,4,5)				
FOCUS AREA 2 Indigenous Latin America					
PMF Goal for activities within this Focus Area: Expand and enhance teaching, research, and outreach related to indigenous Latin America in Georgia					
Impact Area: Diverse Communities					
20. Initiative 1 : Latin American Indigenous Languages (Coordinator, Dr. Chad Howe, Linguistics and Romance Languages)	Pgs. 5, 7, 29-30, 32, 36-37	4,000.00	3,000.00	2,000.00	2,000.00
<i>Sample List of Proposed Activities</i> • Host at least one no-cost LACSI Conversation event for the local and university public • Continuing beginning and intermediate Quechua instruction • Create and Implement beginning and intermediate Guaraní instruction • Collaboration with Ohio State on Indigenous Languages Symposium.	AP1(1), AP2, FCPP2; PMFG2; NRC (a,b); NN (1,2,5)				
21. Special Collaboration: Co-hosting the Symposium on Indigenous Languages and Cultures with the Ohio State University. Year 1 to be held at Ohio State (\$1000 for cosponsorship); Year 3 to be held at UGA (\$15000 to help offset the estimated \$25000); year 3 will combine efforts between the Latin American Indigenous Languages and Indigenous Politics in Latin America initiatives along with external partners.	Pg5	1,000.00		15,000.00	
<i>Sample List of Proposed Activities</i> • Co-hosting the Symposium on Indigenous Languages and Cultures with the Ohio State University. • Year 1 to be held at Ohio State (\$1000 for cosponsorship) • Year 3, UGA will host a symposium with Indigenous leaders and linguists to discuss strategies concerning resisting expropriation combining Indigenous Politics in Latin America with the Latin American Indigenous Languages Initiative (\$15000 to help offset the estimated \$25000).	AP1(1), FCPP2; PMFG2; NRC (a,b,c,d); NN(1,2,3,5)				
Impact Area: Policy					
22. Initiative 2 : Indigenous Politics in Latin America (Coordinator, Dr. Amy Ross, Geography)	Pg. 5	4,000.00	3,000.00	2,000.00	2,000.00

University of Georgia

	REFERENCE	2018-19	2019-20	2020-21	2021-22
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Symposium for indigenous leaders to compare strategies, challenges and threats concerning resisting expropriation • Host visiting indigenous scholar to guest lecture in undergraduate classes and workshop with faculty concerning collaborative research opportunities. 	AP1(1), AP1(2); PFMG2; NRC (a,b,c,d); NN(1,2,3,5)				
<p>23. Initiative 3 : Indigenous Latin America in Global Contexts Initiative (Coordinator: Dr. Jorge Derpic)</p>	Pgs. 5, 29	4,000.00	3,000.00	2,000.00	2,000.00
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Host at least one no-cost LACSI Conversation event for the local and university public • Organizing year-round events on current political, cultural, and social issues across the Americas. • Invite US-based journalists from Latin America or whose work deals with Latin America. 	AP1(1), AP1(2); PFMG2; NRC (a,b,c,d); NN(1,2,3,5)				
Impact Area: Health					
<p>24. Initiative 4 : Ethnobotanical Garden (Coordinators Paul Duncan, LACSI and Dr. Jim Affolter, College of Agriculture)</p>	Pgs. 5, 43	4,000.00	3,000.00	2,000.00	2,000.00
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Host at least one no-cost LACSI Conversation event for the local and university public • Work with Tulane University and other universities to create Latin American ethnobotanical gardens 	AP1(1), AP1(2), AP2, CPP2; PFMG2; NRC (b,c); NN(5)				
FOCUS AREA 3 Humans and the Environment					
PMFG3					
PMF Goal for activities within this Focus Area: Expand and enhance P-16 curriculum, instructional impact, internships, and career pathways focused on the relationship between humans and the environment in Latin America.					
Impact Area: Health					
<p>25. Initiative 1 : Sustainable Agriculture & Conservation and Health (Coordinators: Dr. Pablo Lapegna, Sociology, and Dr. Susan Tanner,</p>	Pg. 5, 28	4,000.00	3,000.00	2,000.00	2,000.00
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Host at least one no-cost LACSI Conversation event for the local and university public • Travel to build international collaborative relationships • Brown bag speaker series to stimulate interdisciplinary conversations and the discussion of works in progress among students & faculty • Reach the wider community through film series. 	AP1(1), AP1(2); PMFG3; NRC(b,c,d); NN(3,5)				
<p>26. Special Collaboration : Caribbean Peanut Innovation Initiative (Coordinator: Jamie Rhodes, College of Agricultural and Environmental Sciences)</p>	Pg. 5	4,000.00	3,000.00	2,000.00	2,000.00

University of Georgia

	REFERENCE	2018-19	2019-20	2020-21	2021-22
<i>Sample List of Proposed Activities</i> • Conduct innovative research on Peanut Farming as it relates to the Caribbean. • Produce replicable best-practices for peanut farmers in the region • Engage undergraduate students studying agriculture at UGA.	AP1(2); PMFG3; NRC(b,c,d); NN(3,5)				
Impact Area: Policy					
27. Initiative 2 : Brazil Natural Resource Governance (Coordinators: Dr. Don Nelson, Anthropology, and Dr. Gregory Thaler, International Affairs)	Pg. 5	4,000.00	3,000.00	2,000.00	2,000.00
<i>Sample List of Proposed Activities</i> • Host at least one no-cost LACSI Conversation event for the local and university public • Bring researchers and practitioners from Brazil to create a UGA-based learning platform and professional network for Brazilian and US students, scholars, and practitioners to develop and implement solutions for complex environmental problems in contemporary Brazil.	AP1(1), AP1(2); PMFG3; NRC(b,c,d); NN(3,5)				
28. Initiative 3 : Neotropical Montology Initiative (Coordinator: Dr. Fausto Sarmiento, Geography)	Pg. 5	4,000.00	3,000.00	2,000.00	2,000.00
<i>Sample List of Proposed Activities</i> • Research on Biocultural Heritage and Ecosystem Services in El Collay, southern Ecuador • Establish Southern Andean Montology Collaboratory, based in Chile. • International Conf. on Mountain Biodiversity Conservation • Inscribing the El Collay Commonwealth within the Satoyama Initiative of the United Nations University and within the FAO’s Globally Important Heritage Agricultural Site program.	AP1(1), AP1(2); PMFG3; NRC(b,c,d); NN(3,5)				
FOCUS AREA 4 Latin American Culture					
PMF Goal for activities within this Focus Area: Expand and enhance P-16 curriculum and instructional impact and public outreach regarding Latin American culture.					
Impact Area: Education and Performance					
29. Initiative 1 : Latin American and Caribbean Music (Coordinator: Dr. Milton Masciadri, Music)	Pgs. 5, 29-30	4,000.00	3,000.00	2,000.00	2,000.00
<i>Sample List of Proposed Activities</i> • Host at least one no-cost LACSI Conversation event for the local and university public • Invite musicians and performing artists from Latin America and Caribbean to expose the general public to music from the region.	AP1(1); PMFG4; NRC(b); NN(5)				
30. Initiative 2 : Art and Social Change (Coordinators: Georgia Contini, Theatre and Film Studies and Dr. Robert Moser, Romance Languages)	Pg. 5	4,000.00	3,000.00	2,000.00	2,000.00

University of Georgia

	REFERENCE	2018-19	2019-20	2020-21	2021-22
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Host at least one no-cost LACSI Conversation event for the local and university public • Create tri-lingual (Spanish, Portuguese, English) animation and theatre projects that address social issues. 	AP1(1); PMFG4; NRC(b); NN(5)				
Impact Area: Diverse Communities					
<p>31. Initiative 3 : Caribbean Studies Initiative (Coordinators: Dr. Leara Rhodes, Journalism; Dr. Lesley Ferracho, Romance Languages and African American Studies; and Dr. Emily Sahakian, Theatre and Film Studies and</p>	Pgs. 5, 45	4,000.00	3,000.00	2,000.00	2,000.00
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Launching of Caribbean-focused weekly radio program to air on WUGA: <i>Caribbean Voices</i> • Bring Caribbean theatre company “Compagnie SIYAJ” to perform <i>Historie de nègre</i> at UGA • Visit by Mayra Santos Febres: guest scholar and artist from Puerto Rico who will speak to the UGA community (faculty, students and staff) about her work and its relationship to important debates in the Afro-Latin American communities. This visit will include a large lecture, and class visits to both undergraduate and graduate students. • Interdisciplinary symposium and conference of scholars working with Afro-Latin American history, culture, theory, health and social movements. This will be presented in two parts: (1) Interdisciplinary symposium of UGA faculty and faculty from different institutions in Georgia. (2) A larger conference open to scholars nationwide related to Afro-Latin American culture, health and social movements centered around a topic to be determined that dialogues with those areas. • Middle school and high school outreach lecture and activities around Afro-Latin American culture and youth. This can be one lecture or a connection of possible week long activities in the classroom with specific classes culminating in a lecture and possibly film 	AP1(1), AP1(2), AP2, CPP1; PMFG4; NRC (b,c,d); NN (2,3,4,5)				
<p>32. Initiative 4 : African Diaspora in the Americas (Coordinator: Dr. Lesley Ferracho, Romance Languages and African American Studies)</p>	Pgs. 5, 45	4,000.00	3,000.00	2,000.00	2,000.00
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Host at least one no-cost LACSI Conversation event for the local and university public • Collaborate with African Studies and other institutions on research, community engagement, and teaching. 	AP1(1), AP1(2), AP2, CPP1; PMFG4; NRC (b,c,d); NN (2,3,4,5)				

University of Georgia

	REFERENCE	2018-19	2019-20	2020-21	2021-22
FOCUS AREA 5 Diminishing Social Disparities	PMFG5				
PMF Goal for activities within this Focus Area: Expand and enhance research, social and instructional impacts, internships, career pathways, outreach, and P-16 instruction and curriculum regarding social disparities in Latin American and Caribbean societies.					
Impact Area: Education					
33. Initiative 1: P-12 Service & Education Initiative (Coordinator: Dr. Paula Mellom, Jodi Weber, Rebecca Kinnan Gokee, Diego Boada, College of Education)	Pgs. 5,29-30, 45	4,000.00	3,000.00	2,000.00	2,000.00
<i>Sample List of Proposed Activities</i> <ul style="list-style-type: none"> • Offer OPI and WPT testing for mentor teachers and students wanting to get certified in Portuguese • Broaden participation in GA School districts and in Costa Rica; • Deepen partnerships with governmental and private-sector stakeholders; • Help teachers in both locales develop new lesson plans and refine existing ones; • Help participants develop video lessons that can be disseminated more broadly and provide a visual medium through which educators in both countries can access and evaluate best-practices and content developed through the initiative; • Replicate model in various regional, national, and cultural contexts in the United States and Latin America. • Offer mini-grants for curriculum development to in-service and pre-service teachers to develop curriculum on Latin American and the Caribbean. 	AP1(1), AP1(2), AP2, CPP2; PMFG5; NRC (a,bd); NN (1,2,3,4,5)				
34. Special Collaboration with College of Education: Costa Rica Teacher Training and Curriculum Development Workshops (Year 1 \$4000 for mini-grants for teachers to develop resources and curriculum; Year 2 \$3000 for mini-grants to develop curriculum and \$5500 towards travel for teacher participants in Costa Rica; Year 3 \$4000 for mini-grants; Year 4 \$4000 for mini-grants and \$5500 to offset travel costs for teacher participants)	Pgs. 5, 14	4,000.00	9,500.00	4,000.00	9,500.00
<i>Sample List of Proposed Activities</i> <ul style="list-style-type: none"> • In years 2 and 4 of the grant, the College of Education and CLASE will host a teacher workshop for pre-service and in-service teachers at the UGA Costa Rica campus. 	AP1(1), AP1(2), AP2, CPP2; PMFG5; NRC (a,bd); NN (1,2,3,4,5)				
35. Initiative 2 : STEM Education Initiative (Dr. Juan Gutierrez, Math)	Pgs. 2,3,5,15,30,33,43,50	4,000.00	3,000.00	2,000.00	2,000.00

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	REFERENCE	2018-19	2019-20	2020-21	2021-22
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Host at least one no-cost LACSI Conversation event for the local and university public • Work with middle and high school students through the Epidemiology of Monsters module • Engage minority and underserved undergraduate students with ALICE program to diminish the achievement gap caused by socioeconomic biases. 	AP1(1), AP1(2), AP2, CPP1, CPP2; PMFG5; NRC (a,b,c,d); NN (1,2,3,4,5)				
Impact Area: Policy					
<p>36. Initiative 3 : The Global Governance and Sustainability Initiative (Coordinator: Dr. Tim Samples, College of Business)</p>	Pgs. 5, 21, 30, 44	4,000.00	3,000.00	2,000.00	2,000.00
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Invite scholar for workshop with faculty and students on international governance • Lecture and book discussion: invite scholar (hopefully Nicolas Shumway, Dean of Humanities at Rice) for a lecture with students and faculty • Develop joint Master's Degree with a Professional School and Latin American Studies. 	AP1(1), AP1(2); PMFG5; NRC(b,c,d); NN(1,2,35)				
<p>37. Initiative 4 : Digital Studies for Policy and Social Justice Initiative (Coordinators: Dr. Diana Graizbord , Sociology, and Emily McGinn, Digital Humanities Coordinator and Director of the UGA Library's Digital Lab)</p>	Pgs. 5, 14	4,000.00	3,000.00	2,000.00	2,000.00
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Host at least one no-cost LACSI Conversation event for the local and university public • Create and implement digital methods and tools for research, teaching and public engagement. • Develop courses and workshops based upon digital storytelling for public policy and social justice. 	AP1(1),AP1(2); PMFG5; NRC (b,c); NN (3,5)				
Impact Area: Health					
<p>38. Initiative 5 : Caribbean Women's Health Initiative (Coordinators: Dr. Amy Baldwin, UGA/AU Medical Partnership and Dr. Jane McPherson, Social Work)</p>	Pgs. 5, 18	4,000.00	3,000.00	2,000.00	2,000.00
<p><i>Sample List of Proposed Activities</i></p> <ul style="list-style-type: none"> • Travel to Grenada to continue research project on HPV vaccines and public health • Create internships and student mobility program for UGA's undergraduate, graduate, and professional students to work on research projects and in clinics in Grenada • Create public scholarship so that health program and results can be duplicated on other Caribbean islands. 	AP1(2); PMFG5; NRC(b,c,d); NN(3,5)				
<p>39. Initiative 6 : PORTAL: Latino Research and Outreach Initiative (Coordinator: Dr. Rebecca Matthew, Social Work)</p>	Pg. 5	4,000.00	3,000.00	2,000.00	2,000.00

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	REFERENCE	2018-19	2019-20	2020-21	2021-22
<i>Sample List of Proposed Activities</i> <ul style="list-style-type: none"> • A summer program that focuses on teaching local CCSD teachers basic Spanish to be used specifically in educational contexts • Weekly Spanish language radio show that discusses relevant information including services in the community and LACSI events. • A cultural competency/humility training for local medical and social service providers • Create separate Latinx major under LACSI. 	AP1(1), AP1(2), AP2, CPP2; PMFG5; NRC(b,c); NN(3,5)				
EVALUATION & TESTING		Pgs. 7, 10-12, 16-18			
40. Internal evaluator , Steven Lownes, to evaluate certain grant activities. Consultant's fee.	PMFGs1-5	15,000.00	15,000.00	15,000.00	15,000.00
41. External Evaluator , Amanda Wolfe, to evaluate certain grant activities. Consultant's fee. Site visit made in years 1 and 4 of the grant (see item 14a). Years 2 and 3 will be offsite consultation	PMFGs1-5	5,000.00	2,500.00	2,500.00	5,000.00
42. Testing Services: Oral Proficiency Interview Testing and AAPPL Testing for FLAS Fellows and Romance Languages Proficiency Project	Pgs. 7, 10-12, 16-18	4,000.00	2,500.00	2,500.00	1,000.00
OTHER SUBTOTAL		116,500.00	97,000.00	84,500.00	76,000.00
TOTAL DIRECT COSTS		228,750.29	233,775.97	224,201.54	223,870.39
INDIRECT COSTS @ 8%		18,300.02	18,702.08	17,936.12	17,909.63
TOTAL CENTER COSTS		247,050.31	252,478.04	242,137.66	241,780.03

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DETAILED BUDGET—Foreign Language and Area Studies Fellowships					
	REFERENCE	2018-19	2019-20	2020-21	2021-22
Pgs. 3,4,6,18,23,35-36, 46-49, 51-52					
1. ACADEMIC FELLOWSHIPS					
Undergraduate Students	FCPP1,FCPP2; PMFG 1 & 2; NRC (a,b,c); NN (1,2,3)				
6 Institutional Payments @ \$10,000		60,000	60,000	60,000	60,000
6 Subsistence Allowances @ \$5,000		30,000	30,000	30,000	30,000
Graduate Students	FCPP1,FCPP2; PMFG 1 & 2; NRC (a,b,c); NN (1,2,3)				
3 Institutional Payments @ \$18,000		54,000	54,000	54,000	54,000
3 Subsistence Allowances @ \$15,000		45,000	45,000	45,000	45,000
SUBTOTAL		189,000	189,000	189,000	189,000
2. SUMMER FELLOWSHIPS					
8 Institutional Payments @ \$5,000	FCPP1,FCPP2; PMFG 1 & 2; NRC (a,b,c); NN (1,2,3)	40000	40000	40000	40000
8 Subsistence Allowances @ \$2,500		20,000	20,000	20,000	20,000
*Priority will be given to at least one student from MSI partners	CPP1,FCPP1,FCPP2; PMFG 1 & 2; NRC (a,b,c); NN (1,2,3,4)				
SUBTOTAL		60,000	60,000	60,000	60,000
43. TOTAL FLAS FELLOWSHIP BUDGET		249,000	249,000	249,000	249,000

Key to Budget Cross-References

NRC & FLAS Absolute and Competitive Priorities

- AP1(1)** – *Absolute Priority 1: (1) an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and*
- AP1(2)** – *Absolute Priority 1: (2) a description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and non-profit sectors.*
- AP2** – *Absolute Priority 2: Applications that provide for teacher training activities on the language, languages, area studies, or thematic focus of the Center.*
- CPP1** – *NRC Competitive Preference Priority 1: Applications that propose collaborative activities with one or more minority-serving institutions (MSIs) or with one or more community colleges.*
- CPP2** – *NRC Competitive Preference Priority 2: Applications that propose collaborative activities with teacher education programs.*
- FCPP1** – *FLAS Competitive Preference Priority 1: Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA.*
- FCPP2** – *FLAS Competitive Preference Priority 2: Applications that propose to award at least 25 percent of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish.*

Performance Measure Forms Goals

- PMFG1** – *Performance Measure Form Goal 1: Increase P-16 capacity and impact for Portuguese-language & Brazilian Culture instruction in Georgia, nationally, and internationally.*
- PMFG2** – *Performance Measure Form Goal 2: Expand and enhance teaching, research, and outreach related to indigenous Latin America in Georgia and nationally.*
- PMFG3** – *Performance Measure Form Goal 3: Expand and enhance P-16 instructional impact, internships, research, and career pathways focused on the relationship between humans and the environment in Latin America and the Caribbean.*
- PMFG4** – *Performance Measure Form Goal 4: Expand and enhance P-16 curriculum, instructional impact, research, and public outreach regarding Latin American and Caribbean culture.*
- PMFG5** – *Performance Measure Form Goal 5: Expand and enhance research, social and instructional impacts, internships, career pathways, outreach and P-16 instruction and curriculum regarding social disparities in Latin American and Caribbean societies.*

NRC Purposes

NRC(a) – teaching of modern foreign languages

NRC(b) – area studies

NRC(c) – international studies for professional and other fields of study

NRC(d) – world affairs

Areas of National Need

NN(1) – expand expertise and competence in world languages and area studies

NN(2) – develop pipeline of highly proficient linguists and experts in critical world regions

NN(3) – expand globally competent workforce

NN(4) – expand access to international and foreign language learning, especially for traditionally underserved students

NN(5) – support teaching and research on critical world regions, languages, and issues