

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 # P015A180132

Grants.gov Tracking#: GRANT12659984

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180132

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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 Board of Regents of the University of Wisconsin System"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="396006492"/>	* c. Organizational DUNS: <input type="text" value="161202122"/>

d. Address:

* Street1:	<input type="text" value="Suite 6401"/>
Street2:	<input type="text" value="21 N Park St"/>
* City:	<input type="text" value="Madison"/>
County/Parish:	<input type="text" value="Dane"/>
* State:	<input type="text" value="WI: Wisconsin"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="53715-1218"/>

e. Organizational Unit:

Department Name: <input type="text" value="LATIN AMERICAN, CARIBBEAN & IB"/>	Division Name: <input type="text"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="ALBERTO"/>
Middle Name: <input type="text" value="M"/>	
* Last Name: <input type="text" value="VARGAS"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="ASSOC FACULTY ASSOC"/>

Organizational Affiliation: <input type="text" value="The Board of Regents of the University of Wisconsin System"/>
--

* Telephone Number: <input type="text" value="6082625622"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="AVARGASP@WISC.EDU"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

University of Wisconsin Consortium Latin American Studies NRC & FLAS 2018-2022

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="2,262,000.00"/>
* 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="2,262,000.00"/>

*** 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 Board of Regents of the University of Wisconsin System

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	112,133.00	112,978.00	113,831.00	114,690.00		453,632.00
2. Fringe Benefits	32,562.00	33,798.00	35,087.00	36,432.00		137,879.00
3. Travel	13,150.00	10,950.00	10,450.00	9,250.00		43,800.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	21,755.00	21,274.00	21,782.00	21,578.00		86,389.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	70,400.00	71,000.00	68,850.00	68,050.00		278,300.00
9. Total Direct Costs (lines 1-8)	250,000.00	250,000.00	250,000.00	250,000.00		1,000,000.00
10. Indirect Costs*	20,000.00	20,000.00	20,000.00	20,000.00		80,000.00
11. Training Stipends	295,500.00	295,500.00	295,500.00	295,500.00		1,182,000.00
12. Total Costs (lines 9-11)	565,500.00	565,500.00	565,500.00	565,500.00		2,262,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 53.00%.

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

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.
PR/Award # P015A180132

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>BRENDA A EGAN</p>	<p>TITLE</p> <p>Managing Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>The Board of Regents of the University of Wisconsin System</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 checked="" type="checkbox"/> a. bid/offer/application <input 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
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Board of Regents of the University of Wisconsin System

* Street 1: 21 N. Park Street, Suite 6401 Street 2: _____

* City: Madison State: WI: Wisconsin Zip: 53715-1218

Congressional District, if known: _____

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A 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: BRENDA A EGAN

* Name: Prefix _____ * First Name BRENDA Middle Name A
* Last Name EGAN Suffix _____

Title: Managing Officer Telephone No.: 608-262-3822 Date: 06/25/2018

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Consortium_GEPA_Statement_and_Individual_C

Add Attachment

Delete Attachment

View Attachment

UW Consortium
Madison (LACIS) and Milwaukee (CLACS)
National Resource Center and Foreign Language & Area Studies Fellowships

General Education Provisions Act (GEPA)
Section 427 Statement

In strict accordance with GEPA Section 427, the Latin American, Caribbean, and Iberian Studies (LACIS) and Center for Latin American and Caribbean Studies (CLACS) programs are committed to diversity and equal opportunity in employment and to address issues of equitable access or participation based on *gender, race, national origin, color, disability, or age*. All openings in the UW Consortium are advertised to conform to EO/AA criteria. The Consortium posts openings systematically where minority candidates are likely to see them (e.g., on our websites and minority community newspapers).

Equity and Diversity committees exist in all schools, colleges, and administrative divisions in the Consortium to identify, track, and lead diversity efforts, particularly for faculty and staff. Madison's ten-year plan to advance and sustain shared values of diversity and inclusion has yielded substantial gains. One of the Strategic Framework's primary initiatives is to increase faculty retention and recruitment from underrepresented groups. In 2017, 21 percent of faculty members and 14 percent of academic staff members were from underrepresented racial and ethnic groups, a sharp increase since 2000 and an increase of over 2 percent for each during the last three years. Nearly 50 percent of UW-Madison faculty staff are women. Milwaukee's efforts are organized through the Office of the Provost and is one of the key strategic goals led by the Vice Chancellor for Global Inclusion and Engagement as part of UWM's Strategic Plan 2020. The Chancellor has formed advisory committees and task forces on LGBT+ Advocacy, ADA and Accessibility, and Veterans. In addition, a planning committee is developing a strategic multi-year plan to reach Milwaukee's goal of becoming a Hispanic Serving Institution. Consortium faculty and staff are more diverse than many other units on campus, with a strong representation of minorities and women (MSN faculty 64%, core staff 100%; MKE faculty 61%, core staff 100%).

Milwaukee's diversity initiatives are also a key element of the Access to Success, a program to improve the learning and retention of students of color, and the UW System focus on Inclusive Excellence. Milwaukee also plays an important access role in the city and state, being the most diverse campus in the UW System, educating more Wisconsin residents than any other institution and boasting a student population with 28% coming from diverse backgrounds.

In pages 19 and 20 of the Narrative of the UW Consortium application (Criterion B. Quality of Staff Resources) we detail the Non-Discriminatory Employment Practices of both campus.

University of Wisconsin – Madison

GEPA Statement

As part of its Strategic Framework 2015-2019, the University of Wisconsin-Madison invests in its people as one of the five strategic priorities and initiatives to ensure we are “fully equipped to address the complex problems facing the modern world.”

In strict accordance with Section 427 of General Education Provisions Act (GEPA), the UW-Madison actively solicits for consideration at any and every level of employment members of traditionally underrepresented groups. All UW-Madison openings are advertised to conform to EO/AA criteria. We systematically post and promote openings in forums that will increase exposure and strengthen access for minority candidates and candidates from all traditionally underrepresented groups. UW-Madison’s ten-year plan to advance and sustain shared values of diversity and inclusion has yielded substantial gains. One of the Strategic Framework’s primary initiatives is to increase faculty retention and recruitment from underrepresented groups. In 2017, 21 percent of faculty members and 14 percent of academic staff members were from underrepresented racial and ethnic groups, a sharp increase since 2000 and an increase of over 2 percent for each during the last three years. Nearly 50 percent of UW-Madison faculty staff are women.

UW-Madison’s diversity and inclusion strategic plan addresses all aspects of increasing and sustaining access, retention and support for underrepresented groups in the areas of *gender, race, national origin, color, disability, and age*. In support of this dedication, the plan identifies the following goals: significant improvement in the representation and academic success of all ethnic groups among the student body, faculty, and staff; improvement of the campus classroom and social climate for all; and an increase in the depth of understanding by the large majority not in those groups for their values, customs, and experiences. UW-Madison continues to define diversity broadly in an effort to create a welcoming and inclusive community for people from every background – who as students, faculty and staff serve Wisconsin and the world.

The Latin American, Caribbean and Iberian Studies (LACIS) at UW-Madison is actively involved in minority staff and faculty recruitment efforts and its own diversity profile is very strong. LACIS complies fully with Section 427 of GEPA not only in employment measures but also by working to ensure access by students and the public to our programs and activities. As with all UW-Madison units, we are committed to providing accommodations to permit employees, students, and visitors with disabilities access to employment, programs, activities, and facilities as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

UW Madison has a variety of resources available to assist individuals with disabilities in accessing campus programs, services and activities. Formal accommodations are coordinated through the following offices:

- The McBurney Disability Resource Center partners with campus units to assist in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment.
- The Office for Equity and Diversity Disability Coordinator for Employment coordinates a campus network of Divisional Disability Representatives (designated employees to assist employees with disability-related issues) to assist with accommodation concerns for employees.
- The ADA Coordinator in the Office of Compliance is available to assist visitors and guests to campus with their accommodation needs and serves as the campus ADA compliance officer.

UW-Madison maintains a current Veterans 4212 report and a current Affirmative Action Plan in compliance with federal guidelines. As part of our strategic plan's dedication to increasing support for nontraditional students, the UW-Madison Veterans Assistance and Military Assistance Center provides guidance to veteran students and employees and monitors campus compliance with statutes governing veterans' rights and benefits. The Center partners with local, state and federal organizations and agencies to ensure veterans at UW-Madison receive knowledgeable advice and services to ensure success.

Equal Employment Opportunity Policy

It is the policy of the University of Wisconsin-Milwaukee to provide equal employment opportunity to all individuals regardless of race, color, creed, religion, sex, gender identity or expression, sexual orientation, age, national origin, ancestry, disability, marital status, pregnancy, political affiliation, arrest or conviction record, protected veteran status, military service, use of lawful products off the premises during nonworking hours, genetic information, or any other status protected under applicable federal, state, or local laws or regulations. Discrimination or harassment based on any protected status, including sexual harassment and sexual violence, is illegal and will not be tolerated. UWM prohibits retaliation against any employee, student or job applicant because the individual filed a complaint, assisted or participated in an investigation, or opposed any discriminatory employment practice prohibited by law or UWM's Discriminatory Conduct Policy. UWM's Discriminatory Conduct Policy (Including Sexual Harassment and Sexual Violence) is available from the Office of Equity/Diversity Services and on its website at www.uwm.edu/eds.

UWM will provide accessible work environments and reasonable accommodations to qualified individuals with disabilities. Upon request, UWM will provide reasonable accommodations for religious observances and practices. The university is committed to a program of affirmative action for women, minorities, persons with disabilities and protected veterans consistent with federal and state law. Equal opportunity principles will guide all employment practices, including, but not limited to, recruiting, interviewing, hiring, transfers, promotions, training, compensation, benefits, layoffs, terminations, retention and testing. As chancellor, I assume overall responsibility for the success of the EEO program, but university administrators and supervisors are responsible and accountable for implementation. Authority for monitoring the EEO program is delegated to the Office of Equity/Diversity Services and inquiries concerning the application of this policy may be referred to that office.

As chancellor of the University of Wisconsin-Milwaukee, I call upon each individual associated with the university to join me in pledging a commitment to build and maintain a campus environment free of harassment and discrimination, and an environment that fosters mutual respect, recognizes the dignity and worth of all people and promotes, to the fullest, equal employment opportunity through affirmative action.



Mark A. Mone, Ph.D., Chancellor
University of Wisconsin-Milwaukee
December 17, 2014

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	
The Board of Regents of the University of Wisconsin System	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="BRENDA"/> Middle Name: <input type="text" value="A"/>
* Last Name: <input type="text" value="EGAN"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Managing Officer"/>	
* SIGNATURE: <input type="text" value="BRENDA A EGAN"/>	* DATE: <input 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:
<input type="text"/>	Hernando	<input type="text"/>	Rojas	<input type="text"/>

Address:

Street1:	821 University Ave
Street2:	5168 Vilas Communication Hall
City:	Madison
County:	Dane
State:	WI: Wisconsin
Zip Code:	53706-1412
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="6088901624"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

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

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

You may now Close the Form

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

* Attachment:

Abstract
University of Wisconsin Consortium
Madison (LACIS) and Milwaukee (CLACS)

The University of Wisconsin Consortium, a partnership between the Latin American, Caribbean and Iberian Studies (LACIS) Program at UW-Madison and the Center for Latin American and Caribbean Studies (CLACS) at UW-Milwaukee, serves as a major resource for Wisconsin, the Upper Midwest, and the nation. Our network of over 120 Regional Faculty at 32 UW System campuses and private colleges in WI, MN and IA contributes to our strength.

MISSION. To train Latin Americanist specialists for academic, government, and private sectors; to support students and faculty so that they can become and remain superior language and area specialists; to serve as a local, regional, and national resource that provides outreach to K-16 educators, government, community, and business.

DEGREE and CERTIFICATE PROGRAMS.

- BA/BS; MA; JD/MA; and PhD minor in Latin American, Caribbean and Iberian Studies (Madison)
- BA in Latin American, Caribbean, US Latin@ Studies (Milwaukee)
- Certificate in Latin American and Caribbean Studies (Milwaukee)
- Multiple BA, MA/MS and PhD programs with a Latin American concentration (Madison/Milwaukee)

FACULTY, DISCIPLINES, and LANGUAGES. Faculty (86 in 20 departments and 7 professional schools at Madison; 45 in 19 departments and 4 professional schools at Milwaukee). Languages: Spanish, Brazilian Portuguese, Ecuadorian Quechua, and Yucatec Maya.

LIBRARY. 37-library system with over 520,000 titles on Latin America at Madison; 79,000 titles at Milwaukee.

GOALS FOR PROPOSED ACTIVITIES.

Goal 1: Strengthen Teacher Training (AP), and Increase Collaborations with Schools of Education (CPP-2), Minority Serving Institutions and Community Colleges (CPP-1)

Proposed Activities: Multi-disciplinary teacher training institutes, workshops, and resource development; School of Education courses support and Global Educator certificate design; LAC/Global curriculum support and professional development travel for MSI and Community College partners.

Intended Outcomes: Expand teacher participation in trainings; increase number of participants who report new strategies/LAC content in their teaching; increase LAC/Global Content in SOE curriculum; strengthen LAC/global curriculum content and faculty engagement at partner MSI and community colleges.

Goal 2: Improve Undergraduate and Graduate Education and Placement, including LCTL Training

Proposed Activities: Summer intensive institutes (Portuguese and Quechua); LCTL course materials development; FLAC course offering; customized language modules for professional schools; ACTFL trainings; area studies course development/enhancement; career panels, internship development, and alumni profiles for web and social media.

Intended Outcomes: Train graduate and undergraduate students in LCTLs for areas of national need, and other professional placements; create new resources, thereby adding to the capacity of LCTL teaching and learning in the US; Expand area studies course opportunities; provide more resources and training opportunities to assist students with skills development, career exploration and placement.

Goal 3: Strengthen Latin American Language and Area Studies at and beyond the University

Proposed Activities: Library and Special Collections support; librarian professional travel; thematic conferences & symposia; Regional Faculty Associates' research and programming support; national outreach collaborations; business professional development and innovation/entrepreneurship programming; community cultural partnerships.

Intended Outcomes: Add Library Special Collection projects that bring increased visibility to LAC library resources; strengthen upper Midwest network of Latin American Studies due to Regional Faculty Associates support; encourage scholarship via interdisciplinary conferences and symposia; train business professionals in intercultural communication skills and support entrepreneurship/ innovation dialogue connecting the LAC/global with the local; encourage the general public to learn and be curious about Latin America and the Caribbean.

The UW Consortium will address all NRC and FLAS Competitive Preference Priorities in the 2018-22 project.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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

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Criterion A. Program Planning and Budget

AP=Absolute Priority; CPP=Competitive Preference Priorities 1-2

Introduction

The Latin American, Caribbean & Iberian Studies Program (LACIS) at Madison and the Center for Latin American and Caribbean Studies (CLACS) at Milwaukee form a WI Consortium that is guided by our commitment to the “*Wisconsin Idea*,” first stated in 1904, to meld high quality research and teaching with public service to citizens of the state and nation, as well as to international partners. The Consortium, with its two campuses as the only public PhD-granting higher-education institutions in the state, reflects the collaborative nature of the UW System, using its distinctive strengths to infuse Title VI goals into K-12 and higher education in Wisconsin, and providing its expertise and resources to UW System regional campuses and to other institutions of higher education in the Upper Midwest. UW-Madison, located in the state capital, is home of the main UW campus and serves a student body of over 43,820 diverse and well-prepared students. It is ranked 12th in top public schools, and 14th in best undergraduate teaching (*U.S. News and World Report*). As one of the nation’s first land-grant universities, it maintains a strong research emphasis in agricultural and life sciences. Award-winning research spanning the academic disciplines, however, has earned Wisconsin a place among the world’s elite institutions of higher education (ranked 43rd in World Universities). Madison is the top producer nationwide for Peace Corps volunteers (2017 and 2018), and 2,276 of its students studied abroad in 2016-17. UW-Milwaukee, located in the state’s major industrial and port city, serves a dual mission to advance research and access to higher education. Our students total 25,412, and reflect the diverse demographics of southeast Wisconsin, including the growing Hispanic population; approximately 28% are students of color, 1,459 veterans, and 39% first-generation undergraduates. In 2018, will embark upon a significant institutional merger with UW-Washington County and UW-Waukesha, both two-year

colleges in the UW System. The joining of our campuses expands Milwaukee's ability to serve an even larger group of students who normally select community colleges. In terms of wider impact, Milwaukee received a community engagement designation by the Carnegie Foundation in 2015.

A.1 / 2. Quality and Purpose of Activities, Timeline, and Use of Personnel and Resources

Our program plan conforms to the purpose of Title VI: to strengthen nationally recognized centers of excellence in foreign language and area studies and to assist students undergoing training in foreign languages and area studies. We propose the following activities grouped under three distinct goals, as presented in Table A.1.

Goal 1: Strengthen Teacher Training (AP), and Increase Collaborations with Schools of Education (CPP-2), MSIs and Community Colleges (CPP-1).

Teacher Training. The Consortium requests funds for three-day *Teacher Training Summer Institutes* (all yrs), designed to reach educators of diverse subjects. The Milwaukee-based institutes offer optional graduate credit. Proposed topics include: *Society and Politics in Contemporary Central America*; *Faith and Religious Life in Contemporary Latin America*; *The Ancient Americas*; and *Latin America's Mega-cities*. The institute increasingly draws both K-12 and post-secondary participants; recent offerings have attracted more community and technical college participants. Funding (lump sum) will also support the *Institute Faculty Coordinator*; Seth Meisel, Interim Dean of Graduate & Continuing Studies, UW-Whitewater (UWW) determines the annual theme, selects speakers, and moderates the institute.

The Consortium collaborates with area and international studies centers at UW-Madison and UW-Milwaukee via *Cross-Area Teacher Institutes* (all yrs), organized on shared themes: *The Dark Side of Sugar* (yr 1); *Borders, Migration and National Security* (yr 2); *International Children's Rights* (yr 3); *The Power of Women to Affect Global Change* (yr 4).

Table A.1
 Program Planning Timeline, 2018-22

Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
Goal 1: Strengthen Teacher Training (AP), & Increase Collaborations with Schools of Education (CPP-2), MSIs, and Community Colleges (CPP-1)			
Teacher Training			
Consortium Summer Institute: “Society & Politics in Contemporary Central America” (MSN/MKE) ■▲	Consortium Summer Institute: “Faith and Religious Life in Contemporary Latin America” (MSN/MKE) ■▲ <ul style="list-style-type: none"> ▪ Cross Area Teacher Institutes (MSN/MKE) ■▲ <ul style="list-style-type: none"> ▪ Digital Humanities Workshops (MKE) ▲ ▪ NCCLA Teaching & Learning Workshops (MSN/MKE) ■▲ ▪ IB “History of the Americas” Workshop and Podcast Series (MKE) ■▲ 	Consortium Summer Institute: “The Ancient Americas” (MSN/MKE) ■▲	Consortium Summer Institute: “Latin America’s Mega-cities” (MSN/MKE) ■▲
Collaborations with Schools of Education			
<ul style="list-style-type: none"> ▪ SOE Global Educators Certificate Program & Collaboration Supporting Pre-Service Teachers (MKE) ■▲ ▪ SOE Summer Workshops on Globalizing Education for Secondary Teachers (MSN) ■▲ 	<ul style="list-style-type: none"> ▪ First Year Interest Group with School of Education (MSN) ■▲ 		Workshops on Civic Engagement and Diverse Global Perspectives (MKE) ■▲
Collaborations with MSIs and Community Colleges			
STEM Training Lab: Digitizing the Americas: Exploring Cuba through Miami, Media and Technology (MSN/MKE) ■▲	Workshops on Civic Engagement and Diverse Global Perspectives (MKE) ■▲	STEM Training Lab: Digitizing the Americas: Exploring Cuba through Miami, Media and Technology (MSN/MKE) ■▲	Workshops on Civic Engagement and Diverse Global Perspectives (MKE) ■▲
<ul style="list-style-type: none"> • Global Studies Conference on National Resource Center, Community College & Minority-Serving Institution Collaboration (MSN/MKE) ■▲ • Collaborations with the College of Menominee Nation, Alverno and the WI Technical College System (MSN/MKE) ■▲ 			
Goal 2: Improve Undergraduate and Graduate Education and Placement, including LCTL Training			
Language Instruction			
ILCLA/STLILLA (MSN) ■▲			
Quechua Grammar Level 2 Textbook (MSN) ■▲ <ul style="list-style-type: none"> ▪ Portuguese Summer Intensive Institute (MSN) ■▲ <ul style="list-style-type: none"> ▪ Portuguese Course Development (MKE) ■▲ ▪ Quechua Summer Intensive Institute in Ecuador (MSN) ■▲ ▪ Quechua (Lecturer): Elementary/Intermediate/Advanced Quechua (MSN) ▲ ▪ Yucatec Maya (Faculty Instructor): Elementary/Intermediate Yucatec Maya (MSN) ▲ ▪ ACTFL Professional Development Workshops for Spanish & LCTL Faculty/Staff/TAs (MSN/MKE) ■▲ <ul style="list-style-type: none"> ▪ Foreign Language Area Studies (FLAS) Fellowships (MSN/MKE) ■▲ 		LCTL Materials Yucatec Maya (MSN) ▲	

AP= Absolute Priority,
 CPP=Competitive Preference Priorities (1-2)
 ▲ = new activity / ▲ = continuing / ■ = cost-share

Table A.1
 Program Planning Timeline, 2018-22

Year 1: 2018-19	Year 2: 2019-20	Year 3: 2020-21	Year 4: 2021-22
Area Studies and Professional School Instruction			
New course: Environment, History and Culture in Latin America Capstone (MSN) ■▲			
		<ul style="list-style-type: none"> ▪ FLAC Course Section: Intro to Latin America (MSN) ▲ Health Issues in Rural Ecuador Field Course (MSN) ■▲ <ul style="list-style-type: none"> ▪ Instructional Technologist (MKE) ■▲ ▪ Storyteller/Media Curator (MKE) ▲ ▪ Area Studies Course Development (MKE) ■▲ ▪ Spanish/Portuguese Customized Language Modules for Students in Professional Schools & Sciences (MSN/MKE) ■▲ 	
Career Training and Placement			
		<ul style="list-style-type: none"> ▪ Interdisciplinary Initiatives & Internships Coordinator (MKE) ■▲ ▪ Successworks and LACIS Alumni Careers (MSN) ■▲ 	
Goal 3: Strengthen Latin American Language and Area Studies At and Beyond the University			
Library Collections Acquisitions and Access			
			Core Program, Electronic Resources, Special Projects (MSN/MKE), International Book Fairs, SALALM, & MOLLAS (MSN) ■▲
Conferences/Symposia/Lecture Series			
Caribbean Studies (MSN) ■▲	Legacies of Violence (fall); Resource Extraction (spring) (MSN) ■▲	100 th Anniversary of Modern Art in Brazil (MSN) ■▲	Buen Vivir and China Investments in Andes and Amazon (MSN) ■▲
Decline of Democracy (MKE) ■▲	Civic Engagement (MKE) ■▲ <ul style="list-style-type: none"> ▪ Kaleidoscope Student Conference (MSN) ■▲ ▪ Shared Latin American Speaker Series (MSN/MKE) ■▲ ▪ W1 & Upper Midwest Brazil Initiative (MKE) ■▲ 	Social Inclusion (MKE) ■▲	Water & Sustainability (MKE) ■▲
Additional K-12 and Post-Secondary Outreach			
	<ul style="list-style-type: none"> ▪ CLACS Regional Faculty Associates research-travel and campus programming support (MSN/MKE) ■▲ ▪ Outreach Madison Activities (World Languages Day, World Film, Youth Summit) (MSN) ■▲ 	CLASP Collaborations (MSN/MKE) ■▲	
Business/Media/Government Outreach			
	<ul style="list-style-type: none"> ▪ Intercultural Communication Certificate for Business (MSN) ■▲ ▪ Social Innovation and Entrepreneurship Programming (MKE) ■▲ 		
Community Outreach			
		LA Film Festivals (MSN/MKE) & Community Partnerships ■▲	
Ongoing Program Evaluation with UW Survey Center and CUPH (MSN/MKE) ■▲			

Milwaukee plans multiple ***Digital Humanities Workshops*** (all yrs) with the campus Digital Humanities Lab: for Milwaukee faculty who develop digital resources to highlight unique Library holdings; for summer institute participants to add an optional day to build classroom resources complementing the institute theme; and for Milwaukee Public School (MPS) students participating in the Center for International Education (CIE) *Global Library Research Experiences*, encouraging them to gain experience with digital humanities tools.

The Consortium will continue support for the post-secondary ***Teaching and Learning workshops*** (all yrs), in collaboration with the North Central Council of Latin Americanists (NCCLA) and Consortium of Latin American Studies Programs (CLASP) and offered at different Midwest campuses (Criterion I). The workshops strengthen the regional network.

At the request of Fairfax County Public Schools (VA), Milwaukee organizes an annual ***International Baccalaureate (IB) History of the Americas workshop*** (all yrs), drawing on Latin Americanist historians in the DC area. To amplify the value of the workshop for IB teachers nationally, CLACS will expand the resources website, including a new ***Podcast Series***.

Competitive Preference Priority 1 (Collaboration with Minority Serving Institutions-MSIs and Community Colleges-CCs). The Consortium will continue ***Partnerships with the College of Menominee Nation (CMN), Alverno College and the WI Technical College System*** (all yrs). Specifically, Madison will work with CMN and the Native Nations-UW Working Group to further ***Internationalize the Curriculum of CMN***. Over the last four years, LACIS and CMN worked on building comparative indigenous studies programming and professional development opportunities (see letters of support in Appendix IV). Madison will also continue its partnership with Madison College, supporting the College's internationalization efforts, including the ***Community College Passport Program*** (all yrs), a gateway project to offer two-year students

access to UW international courses, along with campus international programming such as a ***Peace and Conflict Resolution Conference*** (yr 2).

During 2014-18 Milwaukee provided support to Alverno College; Alverno became a Hispanic Serving Institution (HSI) in fall 2017. Title VI funding contributed to campus programming, study abroad course development and most recently, a new Global Studies/LAS major. Additional support will help build course offerings for the proposed major. Additionally, the Consortium will partner with CIE and Alverno's International and Intercultural Center to organize ***Workshops on Civic Engagement and Diverse Global Perspectives*** (yrs 2 & 4). Themes will be based on current local/global issues; we propose one workshop for Alverno students, and one for pre-service and in-service teachers. For the technical college system during 2014-18, Milwaukee helped support instructor professional development opportunities, organized internationalization best practices sessions, and identified individual faculty with specific LACS project proposals. One resultant project is the ***STEM Training Lab: Digitizing the Americas: Exploring Cuba through Miami, Media and Technology*** (yrs 1 & 3). The Consortium with Florida International University (FIU) will support a biennial program for STEM pre-professionals from Northeast Wisconsin Technical College (NWTC). Hosted by FIU, the training will strengthen FIU Libraries' Diaz-Ayala Cuban Popular Music Special Collection, increase access to the collection through expanded digitization of holdings, internationalize NWTC's STEM curriculum, provide technical job skills training, support FIU library collection development and enhance librarian training on current digitization protocols.

Finally, in support of CPP-1, the Consortium will send partner faculty to the ***Global Studies Conference on National Resource Center, Community College and Minority-Serving Institution Collaboration*** (all yrs). This two-day symposium, organized by Latin American Centers at FIU,

Tulane, New Mexico (UNM) and Vanderbilt will be a professional development and networking forum led by CC/MSI faculty for CC/MSI faculty. Content foci may include: building degree programs; planning study abroad; developing summer institutes; and designing impactful outreach. Hosted by Tulane (yr 1); FIU (yr 2); UNM (yr 3); and Vanderbilt (yr 4).

Competitive Preference Priority 2 (Schools of Education-SOE). Madison will continue the ***First-Year Interest Group (FIG) with SOE*** (all yrs) and requests funds to contribute to a TA salary for the course "*Globalizing Education*" offered by SOE Prof. Maggy Hawkins. Working with Hawkins, LACIS also will plan ***Summer and Academic Year Workshops on Globalizing Education*** (all yrs) for both pre-service and in-service secondary school teachers.

Milwaukee continues to work with SOE and CIE to support the ***Global Educator's Certificate*** (all yrs), designed during 2014-18. The undergraduate option was approved in spring 2018; the graduate option is now in development. Support includes course development/re-design support, promotion, and providing pre-service educators with access to all Consortium teacher training opportunities. Course re-design is the focus of the ***SOE Collaboration Supporting Pre-Service Teachers*** (all yrs). Working with all fall/spring class sections of CURRINS 233: Introduction to Children's Literature (125 Education students/semester, a requirement for all Early Childhood Education majors and recommended for Middle/Secondary Education majors), Milwaukee is collaborating with instructors to integrate LACS books, resources and discussions into each section. Two online sections were adapted in spring 2018.

Goal 2: Improve Undergraduate Graduate Education and Placement, including LCTL Training.

Language Instruction. The Consortium is committed to LCTL teaching, including Portuguese, Quichua and Yucatec Maya. Madison requests funding for a ***Summer Intensive Portuguese***

Institute (SIPI) Director (all yrs). A lump sum payment will support instructional supervision of the Teaching Assistant during the eight-week session to comply with FLAS requirements. The Director will also assist with teaching the culture sessions. With institutional resources, the SIPI will be coordinated through the Wisconsin Summer Language Institute (WISLI). This coordination support is critical to promote SIPI regionally and nationally to increase enrollments. Regional promotion will be done across the UW System's eleven campuses, five of which have LAC faculty. The main goal is to grow a regional pool of applicants to “feed” into the annual institute. FLAS will be available to competitive applicants. Title VI funding will also support a ***SIPI Instructor*** (all yrs), a 100% TA for ten weeks to help teach the Madison institute.

To expand Portuguese at the intermediate and advanced level, Milwaukee will support ***Portuguese Course Development*** (all yrs) with lump sum payments; potential topics include: 1) *Advanced Portuguese Grammar*; 2) *Listening and Speaking*; 3) *Contemporary Portuguese and Brazilian Literature*; and 4) *Reading and Writing*.

Madison will support Quichua instruction with 50% of the academic year salary of a ***Quichua Instructor*** (Muyolema, all yrs) to teach four levels of the language: Beginning and Intermediate in the Fall and Intermediate and Advanced in the Spring. By partnering with the Utah – Brigham Young (BYU) Consortium, and with UNM, additional salary will be added to reach a 75% appointment to supervise students from the four universities, multiplying the enrollment. ***Travel Funding*** (all yrs) will support travel to partner schools and to participate in pedagogy workshops on indigenous languages convened by Stanford, UCLA and Utah.

Quichua will be further advanced with ***Summer Intensive Quichua in Ecuador*** (all yrs). Specifically, two months' summer salary for the Quichua Instructor (Muyolema) will allow him to teach the Institute as part of the Andes and Amazon Field School in Ecuador, co-sponsored by

Madison, FIU, and Pittsburgh. Partner universities provide additional support to this Summer Institute, including supervision and teaching by Prof. Janis Nuckolls from BYU, an expert in Amazonian Quichua linguistics. Dr. Nuckolls wrote a pedagogical grammar textbook for 1st year Pastaza Quichua, currently under review at Georgetown University Press. This material has been adopted by the Madison Quichua instructor to supplement his curriculum. This cycle we request funds to partner with the Utah/BYU Consortium to produce the *Quichua Grammar Level 2 Textbook* (yrs 1 and 2) which will make a permanent addition to the nation's resource capacity.

Madison requests funds for the *Yucatec Maya Instructor (all yrs)*. 50% of the academic year salary of the instructor (Hurley) will allow her to teach two levels of the language and *Travel Funds* to attend conferences and pedagogy workshops.

Collaboration in LCTL languages remains essential. For that reason, Madison seeks travel funding to send LCTL instructors to the *Symposium on Teaching & Learning Indigenous Languages of Latin America* (ILCA/STLILLA) convened by Ohio State (yr 1).

To broadly strengthen language instruction, the Consortium plans *American Council on the Teaching of Foreign Languages (ACTFL) Professional Development Workshops* (all yrs) for Spanish & LCTL Faculty/Staff as the core audience and open to regional language educators. The workshops also complement methods training for new teaching assistants.

Area Studies Instruction. Area Studies and Professional School Instruction. Madison will commit a lump sum (partial) summer payment to the *Visiting Professor for "Health Issues in Rural Ecuador"* (all yrs). Prof. Frank Hutchins, an anthropologist trained at UW and member of the faculty at Bellarmine U. will lead the annual 20-day Global Health Field Work in Ecuador. During the Spring Semester, the course Population and Health Sciences PHS 645, "*Global Health Field Study in Ecuador*", is taught as a prerequisite to the Summer course PHS 644

"*Interdisciplinary Perspectives on Global Health and Disease in Ecuador*". Madison faculty Vargas and Muyolema provide language, history and culture lectures in the Spring prerequisite course. This set of preparatory and field courses has evolved from initially a course only for MD students to become a multidisciplinary course for students from across the health sciences (typically MD, Veterinary Medicine, Pharmacy, and occasionally graduate-level Nursing or senior undergraduate students). Enrollment is typically 10-12 students. This collaboration is an opportunity to engage with a broad array of faculty, students and health professionals across campus.

Madison requests funds to develop a new *Capstone Course for LACIS Majors* (yr 1) focusing on Environment, History and Culture in Latin America, to be offered in Spring 2019 and in subsequent years, by LACIS Associate Director Vargas.

Foreign Language Across the Curriculum (FLAC): Madison requests a minimal contribution (2.46%) to the salary of a *Teaching Assistant, Introduction to Latin America* (all yrs) to lead one discussion session in Spanish or Portuguese for our main gateway interdisciplinary course, typically with enrollment over 100 students every Spring.

Milwaukee proposes *Area Studies Course Development* (all yrs) of new short-term study abroad, online, graduate level, STEM or professional school courses, particularly in those disciplines that bring new students into area studies training. Further, the Consortium continues to support *Spanish/Portuguese Customized Language Modules for Students in Professional Schools & Sciences* (all yrs), especially those students in short-term study abroad or on field research/practicum travel needing to gain basic language skills to enhance their experience. An Atmospheric Sciences Mexico study abroad has benefitted from the training in recent years, and we anticipate supporting Laguna Bacalar field research and Engineers without Borders students

similarly. A lump sum Milwaukee contribution to a new L&S position focused on online teaching and learning, *Instructional Technologist* (all yrs), will allow the position to commit time specifically to LAC course development.

Career Training and Placement. Madison requests funds to bring distinguished alumni to campus to offer *LACIS Career Panels* on fields such as business, journalism and government, in collaboration with the UW career center, SuccessWorks (all yrs).

Two additional part-time positions at Milwaukee will focus on student cultural competency training and placement efforts. The *Interdisciplinary Initiatives & Internships Coordinator* (all yrs) will be a part-time Limited Term Employee to coordinate collaborations with the professional schools, including the Laguna Bacalar, Mexico Field Station project (Freshwater Sciences) and with Engineers without Borders who annually work on water projects in the Ixil region of Guatemala. The coordinator will organize cultural competency trainings for students and will also be tasked with building Milwaukee community internship opportunities for LACS and LACUSL students. The *Storyteller/Media Curator* (all yrs), an undergraduate student hourly with video experience will tell impact stories for the web and social media. The student will build a collection of alumni career and grant/fellowship awardee profiles as a career resource.

Goal 3: Strengthen Latin American Language and Area Studies at and beyond the University

Library. Both campuses request Title VI funds for *Collection Development* (all yrs) including electronic resources. In addition, Madison seeks partial support for *Library Participation in International Book Fairs* to acquire materials and promote Consortium collections: Cartonera Conference in São Paulo (yr 1); Bogotá (yr 2); Santiago (yr 3); and Guadalajara (yr 4). Institutional funding will be allocated to supplement Title VI funds. Madison will also partially fund travel for

the *Seminar on the Acquisition of Latin Americanist Library Materials (SALALM)*, the *Midwest Organization of Libraries for Latin American Studies (MOLLAS)* and *Other Annual Library Organizations Conferences*. SALALM and MOLLAS promote and develop member LACS resources through collaborative projects in collection development, preservation, and access.

Milwaukee will back *Special Collection Projects* (all yrs), including: the American Geographical Society Library (AGSL); the Jewish Latin American Collection; the Américas Award Collection; and Digital Collections which will digitize key special collections resources.

Conferences/Symposia/Speakers. Madison requests partial support for nine conferences during the grant cycle. *Kaleidoscope* (all yrs), is the Spanish and Portuguese (S&P) Graduate Student Conference, which will be in its 15th edition in 2018. This conference with over 100 participants annually has become an internationally recognized event. A *Caribbean Studies Conference* (Year1) will be organized by the African diaspora and Caribbean group and led Gomez (History). In Year 2, *Legacies of Political Violence* will be organized by the Social Sciences Graduate Students; and a *Resource Extraction Conference* to be organized by Simmons (Political Science). In Year 3, *100th Anniversary of Modern Art in Brazil* will be organized by Madureira, Sapega and Sanchez, all faculty from the Portuguese Department. In Year 4, *Buen Vivir and China Investments in Andes and Amazon* will be organized with colleagues from the Center for East Asia and other universities, such as University of Florida.

Milwaukee plans *Annual CLACS Conferences* (all yrs) to highlight ways scholarship addresses challenges and opportunities within the region. The series will draw on the CLACS Regional Faculty Associates (RFAs) and Madison faculty for broad public engagement. Planned themes include: *Decline of Democracy in the Americas*; *Civic Engagement/ Participation*; *Social Inclusion*; and *Sustainability and Water*. The *CLACS Faculty Fellows Program* (all yrs) will

provide three Milwaukee faculty with modest S&E support to join cohort meetings monthly and present research at the annual conference.

Milwaukee's ***Brazil Initiative*** (all yrs) serves as an upper Midwest network of researchers, scholars, and teachers with interest in Brazilian Studies. Annual workshop sessions will include presentations on working papers related to research and/or teaching. Participants may also be invited to participate in collaborative projects, such as edited volumes.

The Consortium ***Shared Speaker Series*** (all yrs) will feature RFAs, Tinker Visiting Professors at Madison and Chicago, and scholars invited by Center faculty, including those participating in the spring/fall LACUSL speaker series.

Additional Educator Programs. The Consortium regularly supports ***CLASP Collaborations*** (all yrs). This includes the Américas Award (Library of Congress presentation and teacher workshop, Washington, D.C., and sponsorship of author/illustrator visits, Milwaukee), and a joint exhibit booth at the annual National Council of Social Studies (NCSS) conference.

The Consortium will continue supporting the network of over 120 ***Regional Faculty Associates*** at UW System campuses and private colleges in WI, MN, and IA with funding for research and programming.

Business/Media Outreach. The Consortium will collaborate with the Wisconsin Economic Development Corporation (WEDC), and the Division of Continuing Studies (DCS) at Madison to develop and implement an **Intercultural Communication Certificate for Business** (all yrs). Following a similar model to the federally funded NIST “ExporTech®” strategic international business plan development program, this new initiative will provide Wisconsin business leaders from various organizational levels and functional areas with online training consisting of general materials (on cultural dimensions and intercultural communication, negotiating styles and conflict

resolution) followed by a 2 to 3-day in-person training specifically related to Latin America. Madison and Milwaukee Faculty from the languages, international relations, anthropology, business and other disciplines, will contribute materials and presentations. During Year 1, DCS will develop the platform and create the online modules, and the certificate will be implemented in Year 2, focusing on doing business in Mexico. In Years 3 and 4 other country modules, important for Wisconsin and regional trade, such as Brazil and Chile, will be added. We anticipate graduating 12 business leaders during the cycle.

In collaboration with CIE and the Lubar Entrepreneurship Center, Milwaukee will participate in ***Social Innovation and Entrepreneurship Programming*** (all yrs) to connect the campus and broader community to innovative global ideas and individuals creating change around the world. The project will organize dialogues and workshops to foster entrepreneurial thinking and global-to-local application of ideas to address community challenges.

Public Engagement and Community Partnerships. The Consortium requests partial support for Madison and Milwaukee ***Latin American Film Series*** (all yrs). Milwaukee seeks funding to continue its ***Community Partnerships*** (all yrs), working with key organizations such as Fiesta Mexicana, Colectivo Coffee, Milwaukee Film, Milwaukee Public Library, and Proyecto Bembé. Projects range from the Música del Lago series—one of Milwaukee’s premier summer concert series to Afro-Caribbean youth drumming and performance. Co-sponsorship of live arts performances and exhibits with these partners during 2014-17 attracted 8,565 people.

Additional Staff, Travel, S&E. The Consortium requests funding for ***Program Administration***, including salary (15%) for a financial specialist, student assistants, educational outreach and general S&E, and for administrative travel to build partnerships and for program dissemination.

Program Evaluation (all yrs). The Consortium will continue working with the UWM Center for

Urban Population Health (CUPH) and the Madison-based *Standardized Wisconsin Evaluation Program for Title VI* (SWEPT) and *Global Learning Outcomes on Wisconsin Survey* (GLOWS). SWEPT conducted an alumni survey in 2011 to assess the effectiveness of LACIS and impact on alumni careers. A new alumni survey will be conducted in Fall 2021, to be able to compare trends at 10-year interval. GLOWS, surveying all Sophomores and Seniors at Madison, was conducted in 2013 and 2016, and a new survey is planned for Spring 2020 (Criterion C).

FLAS. A primary purpose of the Consortium is to educate students as LA specialists for careers in academia, government, and the private sector, particularly in priority languages such as Portuguese, Quichua, and Yucatec Maya. To support that mission, Madison requests *6 AY-graduate FLAS awards/yr; 1 AY undergraduate FLAS/yr; 4 summer awards/yr (graduate or undergraduate)* and Milwaukee requests *2 AY undergraduate FLAS/yr and 3 summer graduate awards/yr* for use at approved language programs (See Budget).

A.3. Cost Effectiveness. Previous NRC funding has been crucial for leveraging institutional support, and both centers enjoy excellent collaborative relationships with their respective campus administrative units and programs. In addition, most of the Consortium's activities have a cost-sharing component, as seen in the Timeline (Table A.1) which demonstrates how Title VI funds are efficiently used in conjunction with funding from co-sponsors, allowing the Consortium to engage in more activities with greater impact and at less cost.

A.4. Long-term Impact on Undergraduate, Graduate, and Professional Training. The Consortium's proposed activities and their anticipated outcomes are designed to maximize the dissemination of knowledge and use of Latin American languages and area studies. Ongoing evaluation (Criterion C), assures that funds will be used for high impact activities.

Criterion B. Quality of Staff Resources

B.1. Qualifications of Faculty and Professional Staff for Activities and Training. Faculty qualifications and the time they dedicate to LA studies are shown in Appendix I. At Madison, 86 faculty and selected lecturers (81 of which are tenured or tenure track) in 20 departments and seven professional schools devote 25% or more of their teaching and research time to Latin America. Significantly, about 20 are in the junior faculty ranks—a sign that the Madison faculty is undergoing generational renewal. At Milwaukee, 45 faculty and selected lecturers (35 of which are tenured) in 19 departments and four professional schools devote 25% or more of their professional work to LA. Furthermore, there is depth to this disciplinary strength; at Madison, seven departments have at least two core faculty. At Milwaukee, two departments have at least four faculty and four departments have at least two core faculty each. Regional expertise is also well balanced (Table F.1). Courses pertain to all significant areas of Latin America (Table F.1) and the depth of many departments allows for the offering of specialized courses (Criterion F.4). In addition, LA scholars in the Tinker Visiting Professorship program supplement standard courses in Madison. In the last four years, Madison hosted distinguished professors from Brazil, Colombia, Guatemala and Uruguay. Next year (2018-19), the Tinker program will facilitate semester-long stays by Latin American scholars specializing in Journalism (Colombia), Gender and Women Studies (Colombia), and International Law (Chile).

Professional Development Opportunities. Madison's Nave Endowment regularly supports opportunities for faculty and staff to conduct research, subsidize publications, and assist with conference participation. CLACS awards grants for research, conference travel, and course development to an average of eleven of its faculty in L&S and professional schools, and to as many as thirteen regional faculty each year. Additional support for Consortium faculty research and

professional development comes from the Graduate School on each campus, CIE (MKE), and the Institute for Regional and International Studies (IRIS/MSN).

Faculty Commitment to Teaching, Supervising, and Advising Students. UW Consortium faculty devotes significant time to teaching and advising undergraduate and graduate students. Madison faculty's commitment to teaching, supervising, and advising graduate students is indicated by the high number of Latin Americanist MA and PhD candidates they train (Table H.2). Furthermore, Consortium Directors and professional staff are dedicated advisors for undergraduate and graduate students pursuing certificates, BAs, and MAs in LA studies (Criterion H). At Milwaukee, undergraduates frequently engage in research through the Office of Undergraduate Research (OUR) which pairs faculty with undergraduates. Since Fall 2016, twelve CLACS faculty and staff have participated, working with an average of 13 students a semester.

B.2. Composition of Oversight Bodies. Faculty governance and participation characterize the Consortium. At Madison, the Director is elected every three years by LACIS faculty, and six standing committees govern policy, admissions, and fellowships, including FLAS awards (Table B.1). The committees include 24 faculty representing 17 departments and programs, including two professional schools (Law and Education). Two key committees for governance, the Steering Committee overseeing program direction and the Tinker-Nave Committee, overseeing the program's Endowments, each meet twice per year. CLACS, administered within L&S, has seven standing committees governing administrative and programmatic policy, fellowships, scholarships, and travel. The committees include 18 different faculty representing 10 departments and three professional schools (Arts, Freshwater Sciences, and Nursing). The Director serves a minimum of five years. The Consortium is not under an oversight body, but the professional staff meets frequently to discuss planning.

Table B.1: Program Oversight, 2016-2017

Madison Committees	Milwaukee Committees
Steering (8) 2 Language, 5 Area, 1 Program Staff	Advisory (13) 3 Language, 6 Area, 3 Professional, 1 Program Staff
Visiting Lecturers, Scholars, and Artists (3) 1 Language, 1 Area, 1 Program Staff	Certificate Program (7) 1 Language, 3 Area, 1 Professional, 1 Program Staff
Graduate Admissions (5) 2 Language, 1 Area, 2 Program Staff	Faculty Travel Grants (4) 1 Language, 2 Area, 1 Professional
Tinker / Nave Summer Field Research (4) 3 Area, 1 Program Staff	FLAS Fellowships (4) 2 Language, 2 Area Tinker Field Research Grants (4) 3 Area, 1 Program Staff
Fellowship and Scholarships (4) 2 Language, 1 Area, 1 Program Staff	Scholarships/Student Travel Grants (4) 1 Language, 2 Area, 1 Program Staff
Tinker / Nave (7) Dean of International Division, 4 Language & Area, 2 Program Staff	Regional Faculty Travel Grants (3) 2 Area, 1 Program Staff

Staffing and Oversight of Administration and Outreach. Professors Hernando Rojas (Madison, Journalism and Mass Communication) and Natasha Borges Sugiyama (Milwaukee, Political Science), LACIS and CLACS directors, respectively, play an active role in international education on their respective campuses. In addition to Center work, Rojas (elected 2016) teaches three courses per year in his department. At LACIS he is supported by Associate Director Alberto Vargas, who, in addition to working in Center administration, teaches two courses per year. He is also affiliated to the Gaylord Nelson Institute for Environmental Studies, Agroecology Program, and the Culture, History and Environment campus group. Madison staff also includes Undergraduate Advisor and Outreach Coordinator Sarah Ripp, and one student program assistant. Additionally, LACIS receives specific support from staff at the Institute for Regional and International Studies (IRIS) (See Appendix I). At Milwaukee, Associate Professor Sugiyama (recruited as CLACS Director in 2015) is on the advisory committees of several centers and degree/certificate programs and teaches three classes per year in Political Science. She is supported by two full-time professional staff members: Julie Kline, Associate Director, responsible for administration and outreach, and Aimee Orndorf, Academic Department Specialist; 50%

Academic Advisor, Alida Cardós Whaley; and one student hourly public engagement assistant.

Consortium staff has an active presence at the national level. Vargas serves as President of CLASP for the 2017-18 period and is a member of the Language and Teaching committees of such organization. Kline is a member of the Executive Committee of CLASP and previously CLASP Publications Chair and Américas Award Coordinator. CLACS Director Sugiyama served as a Secretary for the Directors Section at the 2018 LASA Congress. Faculty and students of the Consortium also participate vigorously in academic conferences. Consortium faculty have been cited over 273,209 times according to Google Scholar. Madison students and alumni often receive recognitions. At LASA 2018, Doctoral candidate Adela Cedillo (History) won the Charles A. Hale Fellowship for Mexican History; and alum Ponciano del Pino (PhD History, 2008) won the Premio Iberoamericano "for the outstanding book on Latin America in the social sciences and humanities published in Spanish or Portuguese in any country" for his 2017 book *En Nombre del Gobierno: El Perú y Uchuraccay: Un Siglo de Política Campesina.*"

B.3. Non-Discriminatory Employment Practices. The Consortium is committed to diversity and equal opportunity in employment. In compliance with Section 427 (GEPA) (see also Criterion C.3), it practices affirmative action to employ and advance minorities, women, persons with disabilities, and veterans. At Madison and Milwaukee, Equity and Diversity committees exist in all schools, colleges, and administrative divisions. Vargas is a member of the Equity and Diversity Committee of the International Division. They identify, track, and lead diversity efforts, particularly for faculty and staff. Faculty and staff are recruited and hired in accordance with non-discriminatory professional standards, and in all cases a special effort is made to encourage applications from traditionally underrepresented groups. The Consortium practices aggressive, holistic recruitment strategies designed to increase diversity among applicant pools. It utilizes a variety of online outlets, journal ads, newsletters, personal contacts, department minority

recruitment committees, and letters, e-mail and advertisements to professional organizations geared to women and minorities. Efforts to successfully hire have included offers with competitive salaries, course load reductions, moving expenses, travel funds, alternative work schedules, and support for research. Madison recently announced the continuation of a highly successful Faculty Strategic Hiring Initiative to recruit women and minority faculty in underrepresented departments. Of ten new hires connected with LACIS at Madison since 2014, six have been women and four people of color; of the last four CLACS-affiliated faculty hires, all are women and two are women of color. Overall, Consortium faculty and staff are more diverse than many other units on campus, with a strong representation of people of color (MSN LACIS faculty 50%, core staff 50%; MKE CLACS faculty 41%, core staff 40%) and women (MSN LACIS faculty 45%, core staff 83%; MKE CLACS faculty 61%, core staff 100%).

Criterion C. Impact and Evaluation

C.1 / 2. Impact on the University, Community, Region, and Country. Working in a Consortium requires effort to harmonize impact and evaluation instruments. Both campus use internal surveys to assess placement of our graduates and effectiveness of our centers on students. Similarly, we use surveys and other mechanisms to assess impact of our respective and combined activities on teachers and other constituents, such as business and the general public. In addition, Madison developed and started implementing (since 2010) a robust impact and evaluation methodology known as the *Standardized Wisconsin Evaluation Program for Title VI* (SWEPT). SWEPT consists of: 1) A survey sent at 10-year interval to all alumni affiliated to an NRC to assess the effectiveness of NRC activities, perceptions on quality and impact, including effectiveness at providing experiences, contacts and skills in their subsequent work careers, and use of such skills and current placement; 2) The *Global Learning Outcomes at Wisconsin Survey (GLOWS)* surveys

sent every 3-years to all sophomores and seniors currently enrolled at Madison to measure the on-campus impact of LACIS programming. The first SWEPT alumni survey was implemented in 2011, and the GLOWS I and II were implemented in 2013 and 2016 respectively. We use data from these instruments as baseline and to improve our programming, and we plan to continuing doing so for our next cycle evaluation plan, feeding into the appropriate Performance Measures.

Using these instruments, the Consortium’s impact is demonstrated through its outstanding record in teaching and research in language and area studies, and in local, regional, and national outreach. In 2016-17, enrollments for LA language and area courses for undergraduates totaled 15,929 (MSN 8,274, MKE 7,655). For graduate students, the total was 628 (MSN 394, MKE 234). In 2016-17, the two universities awarded 66 (37 MSN, MKE 29) BA/S degrees; 26 (MSN 13, MKE 13) MA/S degrees; and 11 (MSN 9, MKE 2) PhDs to students whose study program emphasized LA. Placement results show that graduates are able to find jobs in the education, non-profit or government sectors, as well as in the private sector, confirming that we are supplying a cadre of specialists with language and area studies skills in areas of national need.

Table C.1. Consortium Graduate (all levels) Placement Data at different intervals

	MSN (from SWEPT Report; 1990-2010 graduates)	MSN (2014-17)	MKE (2014-17)
Continuing their Education	NA	28%	14%
Government or International Organizations	16.5%	20%	18%
Education or Non-Profit	63.7%	35%	39%
Private Sector	24.8%	17%	21%

Madison's 2011 SWEPT survey was sent to all 1990-2010 alumni who graduated from and who took more than 15 credits in language or area studies courses in any region of the world. With an effective response rate of 40.4%, 236 respondents (184 graduate and 52 undergraduates at the time) were considered “potential affiliates” to LACIS (those who were aware “at least a little” about us). Out of this total of potential affiliates, 66.5% were considered “affiliates” (defined

as participated sometimes, often or very often in LACIS activities, or have received a FLAS) and the remaining 33.5% were treated as a control group. Overall placement results from SWEPT show a long-term trend to find work in the education or non-profit sectors. More importantly, SWEPT results also showed that among affiliates, 78.1% found work where they used their language skills; 84.1% used their area expertise in their job, 65% dealt with foreign clients or collaborators and 51.4% traveled abroad as part of their work. The level of satisfaction with LACIS among our affiliates was very high, as 89.8% rated the quality of our programs as good, very good or excellent. Milwaukee works with evaluation staff based at CUPH; of particular note was our spring 2018 survey of undergraduate alumni who graduated between fall 2014 and spring 2017. Though the sample size was small and the response rate 10.4%, 27.28% of alumni responded that they frequently or always use world language or area studies skills in their graduate study or professional employment. Further, 73.91% said they are committed or very committed to a career that emphasizes global competence.

Our impact is also demonstrated by the indicators of usage of our Centers’ resources and general participation in our activities in the last three years. (Table C.2).

Table C.2: Consortium Combined Usage of Center Resources, 2014-17

Resource	Time Frame	Combined Usage Number
Website visitor sessions	monthly	11,380
Individuals on email and mailing lists	weekly	2,956
Media Collection loans	annual	556
Social Media (LinkedIn, Facebook, Twitter, YouTube, Vimeo, Blog, MailChimp)	triennium	5,295 followers; 35,495 YouTube/Vimeo plays
K-12 and post-secondary educators participating in teacher training/professional development programs	triennium	2,830
Attendance at program-sponsored public events	triennium	65,130

C.3. Equal Access for Students from Traditionally Underrepresented Groups. Madison and Milwaukee have comprehensive policies and procedures to ensure full access for groups traditionally under-represented in higher education, including racial and ethnic minorities, women,

the elderly, and persons with disabilities; both campuses are in full compliance with Section 427 (GEPA). Efforts to expand opportunities include special financial aid and remedial programs and comprehensive Student Accessibility Programs. Commitment to affirmative action is evident in Consortium-sponsored activities, such as outreach programs which partner with groups serving large numbers of minorities, such as the Madison and MPS Districts. Both centers have also formalized relationships with underrepresented groups for joint programming, and are committed to funding students of color for study abroad programs, field research, and employment (Criterion B). Madison offers two Advanced Opportunity Fellowships per year to outstanding, meritorious underrepresented students who enroll in the MA program. Madison's Associate Director works actively in recruiting qualified applicants. At Milwaukee, 23% of students are enrolled part-time, and most work full-time to support their studies. Milwaukee is also Wisconsin's largest veteran serving university. The MKE LACUSL major, with its integrated LAC/US Latinx content, has served to draw more students of color to area studies.

C.4. Evaluation Plan. The UW Consortium is committed to a solid and rigorous evaluation plan for the 2018-22 cycle. Table C.3 and Appendix III (Performance Measures Forms) describe how we will keep track of progress in our activities to reach outcomes related to each of our 3 goals. Goals 1 is an expansion of our current activities in Teacher Training and our previous work with SOEs, MSIs and community colleges in order to respond to the CPP-1 and -2. To evaluate our progress towards such goals we propose to use a variety of quantitative and qualitative instruments as presented in Table C.3 and the PMF. As several of these activities are new, the baseline is the current status of collaborations and curricular programs in each of our campuses and partner institutions. Goal 2 has also been part of our activities in the past, but for the next cycle we are proposing to develop new collaborative initiatives with other universities and partners in order to

increase enrollments, enhance sharing of teaching resources, and increase opportunities at intermediate or advanced levels (Quichua). We also have baseline data about placement and global competency of our students. Goals 3 has also been part of our activities in the past, and for the new cycle we have the advantage of baseline data about awareness, participation, subjective assessment of the quality of our resources, and global competency of our constituents. We will use the baseline data to target improvements in this goal.

Table C.3. Evaluation Plan with selected metrics, instruments and data sources

Goal	Outputs and Instruments (Qualitative and Quantitative)	Baseline Data Source and Date
1 - Strengthen Teacher Training (AP), and Increase Collaborations with Schools of Education (CPP-2), MSIs, and Community Colleges (CPP-1)	<p>Various surveys of participation and impact; in-depth interviews/case studies; number of collaborative initiatives; mechanisms of communication established; syllabi and curricular reviews.</p> <p>Frequency: quarterly; annual; end of cycle</p> <p>Various surveys of participation and impact; in-depth interviews/case studies; number of collaborative initiatives; mechanisms of communication established; syllabi and curricular reviews.</p> <p>Frequency: quarterly; annual; end of cycle</p>	<p>Spring 2013 survey (CLACS & CUIR); Current status of collaborative initiatives.</p> <p>Current status of international content on courses and curricula at partner institutions, and status of collaborative initiatives. This is a new activity and goal.</p>
2 - Improve Undergraduate and Graduate Education and Placement, including LCTL Training.	<p>Enrollments in LCTL courses at all levels at Consortium and other partner institutions; Collaborative initiatives with other LCTL venues at other universities with LAC NRCs.</p> <p>Frequency: per semester; per summer; per academic year; at end of cycle.</p> <p>Surveys and in-depth interviews/case studies with academic coordinators at various departments and programs at Consortium.</p> <p>Frequency: Third round of GLOWS in year 3 (2020); Second round of SWEPT in year 3 (2021); Annual CUPH Surveys - UWM student careers, satisfaction.</p>	<p>Current enrollments; number of courses at various levels; status of collaborative initiatives.</p> <p>SWEPT (2011) GLOWS I (2013) GLOWS II (2016) UWM – CUIR (2011-13)</p>
3– Strengthen LA Language and Area Studies at and beyond the University.	<p>Internal program evaluation at each Center. Various tracking mechanisms to capture library usage/access, public event participation and satisfaction and impact of programming.</p> <p>Frequency: per semester; annual; and end of cycle.</p>	<p>Current baseline from Consortium resource usage, satisfaction and impact of programming.</p>

Development of Evaluation Resources at the Consortium and Availability of Baseline Data

In the past four years, the Consortium partnered with evaluation specialists on each campus and combined efforts to develop a comprehensive Evaluation Plan. Milwaukee partnered previously with the Center for Urban Initiatives and Research (CUIR) and presently with the Center for Urban Populations Health (CUPH), an independent applied research organization located at Milwaukee with extensive experience in conducting program evaluation research. David Fraser, who will serve as the evaluation expert (Appendix I), has over 15 years of experience conducting applied research in the Milwaukee area. Madison partnered with the University of Wisconsin Survey Center (UWSC) (an independent entity with expertise on longitudinal and/or nationwide surveys), and with Professor Ted Gerber (an expert in demographics and statistical analysis) to implement comprehensive surveys to alumni and current student body. UWSC and CUPH are independent entities within the University with no connections to any Title VI programs. Milwaukee and Madison program staff worked with UWSC and CUIR researchers to develop logic models (specific to faculty, students and alumni, and outreach constituents) that identify short, intermediate, and long-term outcomes for Consortium program components. Results from these efforts have yielded baseline data to be used in the next cycle.

Use of previous evaluations. Milwaukee's outreach survey in Spring 2018 focused on educational outreach outcomes identified in our logic models. A baseline survey was first conducted in 2013. The 2018 survey was sent to 213 K-16 educators who participated in the 22 teacher training/professional development opportunities and or used CLACS classroom resources between 2014-18. With a 30.5% response rate, 80% of educators strongly agree that their learning goals were met and 57.4% responded that as a result of MKE teacher training, they strongly agree that they incorporated new LACS content or strategies into their classrooms. (For comparison, the

2013 results suggested 66% strongly agree that learning goals were met; 49%, strongly agreed regarding new content/strategies.) Though pleased with the results, the survey encouraged CLACS to redouble efforts to reach educators of diverse backgrounds and those who work with underrepresented student populations through our publicity, venues, topics, and partnerships.

Madison has also used the results from the alumni survey (SWEPT - 2011) and the student body survey (GLOWS – 2013, n= 3130; and 2016, n=2115). GLOWS (2013), an on-line survey of sophomores and seniors, also focused on assessing the global competence of our students, which include five dimensions: cultural competence, global knowledge, personal flexibility, cultural sensitivity, and geography knowledge. With a response rate of 22.3% and using state-of-the-art, rigorous statistical techniques (such as propensity score matching to control for the factors that jointly influence the decision to participate in an NRC) data suggest that LACIS participants have significantly higher mean scores on all five dimensions of global competence. Comparing results from GLOWS 2013-2016, LACIS shows stability, and high levels and growth in terms of quality ratings of its activities by students. In addition, an important number of students considers that LACIS played an important role in shaping their overall experience at the University of Wisconsin. Something remarkable and that makes us proud is the *statistically significant* increase in awareness of Career Day and Professionalization workshops among Sophomores (+11.9%!) in the 3 year period. We expect that for GLOWS III (2020 survey) we will have increased the overall familiarity with and participation in LACIS activities by 10% with respect to 2016, through: (1) enhanced social media presence; (2) radio podcasts; (3) new courses and visits to classes; (4) enhanced website; (5) general information sessions; (6) creation of POP material for incoming classes; and, (7) devising career activities for LACIS with the College of Letters and Sciences. In addition, we

expect to raise awareness of and participation in specific LACIS activities (study abroad; grants and fellowships; brown bags; film series; cultural events; and career days, among others).

C. 5 / 6. FLAS and NRCs Training, Placement and Supply of Specialists. Enrollments in language courses (Criterion G) and placement data (Table C.1) show that our programs are contributing to a supply of specialists in priority language and area studies for the LACS region. Through proposed activities (Criterion A) we aim to increase the number of our graduates who achieve such placements.

C.7. FLAS and National Need. In the last four years, Madison awarded 33 AY FLAS (81% Portuguese, 14% Quichua, and 5% Yucatec Maya), and 13 Summer FLAS (38% Portuguese, 38% Quichua, 24% Yucatec Maya). Milwaukee awarded 50% of its summer FLAS for Portuguese, 12.5% Haitian Creole, 12.5% Nahuatl, and 25% Mixtec, and 100% of its AY undergraduate FLAS for Portuguese. The Consortium is thus fulfilling the objective of training specialists in addressing national needs by targeting the two priority languages in Latin America identified by ED.

Criterion D. Commitment to the Subject Area

D.1. University Financial and Other Support. Operation of Program. Table D.1 below shows UW support for the Consortium. Overall, UW supports 98% of Consortium operations. Its major contributions are salaries for all the administrative staff (94%), supplies, computers, and financial support for speakers and events. Non-monetary support is substantial, including language laboratories, and instructional resources such as cartographic labs, academic computing centers, museums with Latin American collections, video production facilities, media, reading rooms for students, and conference facilities. **Teaching Staff.** UW provides 99% of the salaries and fringes for language teaching staff and 99% of the salaries and fringes for faculty in all other disciplines. **Title VI funds are essential for teaching LCTLs,** funding 100% of Quichua and Yucatec Maya

instruction, and 80% of the intensive summer Portuguese program. **Library Resources.** 94% of the funding for LA and Caribbean library acquisitions and 100% of salaries of library personnel comes from the UW (also see Criterion E). **Linkages with Institutions Abroad.** UW supported 95% of Consortium linkages with LA institutions fostered by faculty setting up study abroad programs and student exchanges. **Outreach Activities.** 20% of the funding for outreach activities comes from the UW, and Title VI funding is crucial for the Consortium’s outreach functions. **Students.** The Consortium’s institutional support of student tuition waivers, stipends, assistantship wages, study abroad and research grants totaled over \$1.5 million in 2016-17.

Table D.1: UW-Madison, UW-Milwaukee, and Title VI NRC Support, 2016-2017

Category	UW Consortium		Title VI - NRC	
	Amount (\$)	%	Amount (\$)	%
Salaries for Program Administration and Outreach Personnel	599,456	94%	36,646	6%
Salaries for Language Faculty (TAs, Lecturers, and Relevant Laboratory Staff)	7,121,412	99%	82,327	1%
Salaries for Faculty in all Other Disciplines	9,433,214	99%	26,200	1%
Salaries for Library Staff	179,885	100%	0	0
Expenditures for Library Acquisitions	230,003	94%	15,495	6%
Linkages with Institutions Abroad	229,180	95%	8,550	5%
Expenditures for Outreach (Conferences, workshops, teacher training)	25,788	20%	103,827	80%
Faculty Research Support	1,441,386	99.7%	5,500	0.3%
Student Financial Assistance and Research-Related Support (Excluding Language TAs)	1,502,943	89%	182,840	11%
Total Contributions	20,763,267	98%	461,385	2%

Financial Support in Language Program. The UW’s share of support for stipends, assistantships, and tuition waivers for graduate students in LCTLs is 100% (not including the need for graduate and undergraduate student FLAS fellowships, as demonstrated by the number of previous student applications from 2014-17).

Criterion E. Strength of Library

E.1a. Strength of Holdings. The libraries of the UW campuses are a premier national resource in the comprehensiveness and accessibility of the general and specialized Latin American

collections. UW-Madison's library system is the 12th largest research library in North America with total holdings in 2017 (the latest year for which rankings are available) of 10.3 million volumes in 37 specialized libraries. In 2016, the Library ranked 32nd overall by the Association of Research Libraries (ARL) Investment Index with more than \$35,306,184 in annual expenditures on collections and staffing. The ARL Investment Index is the measure by which research libraries are ranked and evaluated. In an era where electronic resources are increasingly important, spending and annual investment are robust measures of relative strength and institutional support, along with collection size. Milwaukee has the second largest academic library in Wisconsin, holding over 5.9 million volumes. Together the Madison and Milwaukee libraries hold over 16.2 million volumes. In addition, the Madison system holds more than 105,000 serial volumes in print or electronic, over 6.5 million microfilm items, and hundreds of thousands of governmental documents, maps, musical scores, and media materials. Milwaukee has access to over 93,016 serial titles and more than 102,000 government documents.

Regarding LA material, Memorial Library, the main library in the Madison system, holds one of the top LA collections in the US with more than 520,000 titles in Spanish, Portuguese, English, French, German, Italian, Quichua, Nahuatl (among other indigenous languages); an extraordinarily strong LA serials collection; and particular strength in the colonial period to 21st century of Mexico, Chile, Argentina, and the Andean countries, as well as for Brazilian literature and history and Latin American small independent presses. Milwaukee's LA collection, which contains more than 78,654 titles, is particularly strong in geography, foreign affairs, and development. The LA collections of the Consortium total nearly 590,000 volumes supported by staff and materials expenditures of \$1,054,460 (Tables E.1 and E.2). The Consortium libraries, as well as those of UW System campuses, are linked through online catalogues and inter-library loan.

Table E.1: Latin American Collections, 2016-17

Category	MSN	MKE	Total
Total Number of Volumes for Monographs in Spanish, Portuguese, English and Other	520,000	78,654	598,674
Current Serials (titles in print or electronic)	1,500	2,398	3,898
Maps/Landsat Images	14,053	150,000	164,053
Films/Videos/Microfilms (titles)	2,000	223	2,223
Sound Recordings (titles)	1,300	377	1,677
CD-Rom (Data)	100	43	143
Full Text Electronic Databases for LA Studies	22	12	34

Table E.2: Institutional Expenditures* for Latin American Library Materials and Staff (2016-17)

Category	MSN	MKE	Total
Acquisitions	\$172,068	\$17,132	\$189,200
Full-Time Personnel	\$800,256**	\$65,004	\$865,260
Totals:	\$972,324	\$82,136	\$1,054,460
* Excludes Title VI Funds			
** Includes salaries and benefits paid by UW-Madison for full-time library personnel who, at least in part, directly support the Ibero-American Studies Collection.			

Specific collections relating to LA, not included in the above data, are the Wisconsin Historical Society Library (Madison campus) with an additional 9,000 serial subscriptions and 650,000 monographs and government documents, many with a focus on US foreign policy; and the Land Tenure Center collection (Madison Steenbock Library for Agriculture) includes 25,000 titles in the areas of land and natural resource tenure, land reform, land use and policy, and agricultural and rural development in Latin America. It also has access to the Commonwealth Agricultural Bureau International Abstracts, which indexes more than 6,000 academic journals and 3,500 other documents from 1910 to present, many of which are hard-to-find documents. The AGSL contains more than 1.3 million items, including over 520,000 maps; 15% of its material relates to LA. Its special holdings include the 1507 *Cosmographiae Introductio* containing the Four Voyages of Amerigo Vespucci, and the *Tira de Santa Catarina de Ixtapeji*, a recently identified late 17th century painting on cloth, documenting local property rights in an Oaxaca, Mexico community. The AGSL also features Digital Photo Collections, with collections of North, South and Central America (26,663 records combined).

Particular strengths of Madison's LA collection include the most comprehensive *Cartonera* collection in the world with over 1,500 volumes from more than seventy different publishers, an online research guide, and a database of digitized *cartonera* book covers and interviews. The Latin American *Cartonera* Database is part of the Arts Collection in UW's Digital Collections, which registers in its usage statistics over 590,000 sessions in the last four years. The *Cartonera* collection's holdings continue growing at a fast pace. Madison has also continued the development of the Brazilian collection of *Cordel* chapbooks by adding 100 chapbooks annually by participating in a nationwide collaborative collection effort led by the Library of Congress; Madison's collection currently holds 2,059 chapbooks. Its special collections include one of just 25 copies in the world of the complete 12-volume *Brasil, nunca mais* report, works by the "Escola do Recife" intellectuals of Brazil, and the "Maximilian Collection" of pamphlets of 19th Century Mexico. In recent years, the collection has acquired ephemera materials on the topic of human rights and social movements such as 80 unique objects from social protests caused by the forced disappearance of the 43 students from Ayotzinapa, Guerrero and over 100 unique objects from Unidad Popular government in Chile. In addition to print materials, the librarian is in charge of leading digitization projects for the Ibero-American E-Texts Series, for which usage statistics register over 538,000 sessions over the last four years.

Particular strengths of Milwaukee's LA collection include a series of Cuban Artists' Books; the *Jewish Latin America Collection*, a joint Library, donor and community initiative, and the Américas Award Research Collection, approximately 450 children's and young adult books, published in the U.S., treating the region.

Institutional Financial Support for Acquisitions and Staff. Madison's Memorial Library collection is the product of substantial long-term institutional support. At Madison, full-time

bibliographer Paloma Celis-Carbajal is responsible for the LA and Caribbean collections at Memorial Library. At the UW-Milwaukee Libraries, Janet Padway is responsible for collection management, including the LA collection; Marcy Bidney is the curator of the AGSL; and Max Yela oversees Special Collections development (Appendix I).

E.1b. Accessibility. Outreach and accessibility to citizens within the state of Wisconsin and beyond have been primary goals: in 2016, the ARL ranked the UW-Madison Libraries in 3rd place for numbers of items lent to other libraries (109,788) and 1st in items borrowed (82,924). Library instruction programs continue to be key research and intellectual learning support that the library provides to faculty and students. A previous annual report for library instruction mentions that campus-wide library literacy instructors taught 1,675 individual and group sessions to over 32,644 learners. For over 10 years UW-Madison had been using *Libguides* software to create online research guides open and free to the public and, therefore increasing accessibility to our library resources. Usage statistics for the nine guides created specifically for Latin American Studies topics total 26,894 views over the last four years. Milwaukee filled nearly 16,474 interlibrary loan requests in 2016-17 while more than 17,750 users attended library workshops and instructional programs. UW Libraries are committed to the “one system, one library” concept for more efficient purchasing. With Universal Borrowing available to all universities in the system, a book can be requested and delivered to any campus within 1-5 days. For that reason, libraries check any new purchase request against existing UW System holdings, while being conscious of the need to maintain research collection integrity at the two doctoral campuses. Both campuses engage in further resource sharing through the Committee on Institutional Cooperation (CIC), whose member libraries have a “seamless interface” for their on-line catalogs and are committed to free and low-cost resource sharing, priority service, rapid interlibrary loan delivery through a

contracted courier, and cooperative purchasing of full-text electronic resources.

Cooperative Arrangements. The UW Madison Library System is a participating member of the Center for Research Libraries (CRL), SALALM, CRL's Latin American Research Resources Project (LARRP) and Latin American Materials Project (LAMP), and MOLLAS. SALALM and MOLLAS promote and develop member Latin American Studies resources through cooperative and collaborative projects in the areas of collection development, preservation, and access. Full-time librarian Paloma Celis Carbajal has been president of MOLLAS and SALALM, chair of the executive committee for LAMP, and currently serves as member of the Area Advisory Committee for CRL's Global Resources Collections Initiative. This initiative is working on a sustainable apparatus for providing electronic access to primary source documentation for area and international studies (AIS) research in North America, Latin America, Europe, and the UK.

As state institutions, the Madison and Milwaukee libraries maintain open access to the public. A cooperative arrangement has made UW System libraries a single user community, thereby improving access for state users. Cooperative arrangements with UW System libraries and the Wisconsin Department of Public Instruction provide access to thousands of electronic journals and databases. Locally, Milwaukee cooperates with libraries in the metro region, sharing resources through the Library Council of Southeastern Wisconsin and the Cooperative Access Program (w/Medical College of Wisconsin and Marquette University).

Criterion F. Quality of the Non-Language Instructional Program

F.1. Disciplinary and Geographic Coverage of the Area. The UW Consortium offers an extensive array of courses that provide comprehensive disciplinary and regional coverage of LAC. In 2016-17, faculty taught 158 *non-language* courses with a minimum of 25% LA content (MSN 61; MKE 97) with a total enrollment of 10,481 (MSN 4,486; MKE 5,995). Table F.1 summarizes

information from Appendix I and II, which details the courses with a minimum of 25% LA content and faculty by region and discipline.

Table F.1 Area Studies Courses* and Faculty by Region and Discipline**

Country/Region**	Number of Courses			Number of Faculty		
	MSN	MKE	Total	MSN	MKE	Total
Andes	2	1	3	6	3	9
Brazil and Amazon	3	4	7	6	4	10
Caribbean	6	7	13	6	7	13
Central America	2	2	4	4	4	8
Mexico	2	2	4	9	9	18
Southern Cone	10	0	10	7	3	10
General Latin America	31	12	43	23	9	32
Total	56	28	84	62	39	101
Discipline						
Arts and Humanities	3	19	22	9	13	22
Education	2	4	6	6	1	7
Health Sciences	1	4	5	4	2	6
Interdisciplinary Studies and Other	20	25	47	2	3	5
Natural Sciences, Biology, STEM	7	2	9	13	6	19
Professional Schools	7	13	20	6	0	6
Social Sciences (including History)	28	32	60	22	9	31
Total	61	97	158	62	34	96

* Information summarized from Appendix II; cross-listed courses counted only once in their home department.

** Faculty members are included in multiple regions where appropriate.

The courses were taught in 20 academic departments and seven professional schools at Madison, and in 27 academic departments and seven professional schools at Milwaukee. The Consortium offered 40 courses at the 100-299 level (MSN 14; MKE 26), 95 at the 300-699 level (MSN 37; MKE 58), and 23 at the 700-999 level (MSN 10; MKE 13).

Professional School Courses. The depth of LA course offerings is commensurate to that of major research institutions where teaching and research are inextricably linked. Even when course titles indicate a general focus, instruction often concentrates on specific LA countries or regions reflecting faculty expertise (Table F.1). New and revised course offerings over the last triennium total 38 (MSN 20; MKE 18). Professional programs at Madison with a specific LA intellectual focus include Business, Education, Journalism & Mass Communication, Law, and Medicine & Public Health; at Milwaukee they include Architecture and Urban Planning, Arts,

Business, Education, Freshwater Science, and Nursing. Milwaukee's College of Nursing has shown notable development in LA content with its new Ecuador study abroad course, as well as its sponsorship of the Global Health track for the BA in Global Studies that includes many LA courses. The unique School of Freshwater Sciences, with its longstanding research in Laguna Bacalar, Mexico, also provides field research opportunities for students, with a goal of a permanent field station to provide more student opportunities.

F.2. Interdisciplinary Courses, Undergraduate and Graduate. Interdisciplinary study, a longstanding Wisconsin hallmark, takes two forms: interdisciplinary degrees (Criterion H) and interdisciplinary courses. Each academic year, Madison offers at least two LA interdisciplinary graduate seminars (*Interdepartmental Studies* 982). That course number is permanently cross-listed in 10 departments, thereby providing one of the most flexible vehicles for interdisciplinary teaching at the university. Each spring, Madison offers the undergraduate course *Latin America: An Introduction*, cross-listed in seven departments and taught by faculty and teaching assistants from selected departments across campus. Enrollments average over 100 students, and when an appropriate TA is available, at least one FLACS discussion section is taught in Spanish. Milwaukee faculty have particularly embraced the challenge of creating interdisciplinary courses taught abroad in short-term programs, with such offerings as *Mexico: Air Pollution and Ancient Cultures* (Art History/Atmospheric Science) and *Understanding Latin American Urbanism in Havana, Cuba* (Architecture/Urban Studies). In 2016-17, 13 interdisciplinary courses were offered at Madison and 7 at Milwaukee, including courses taught abroad. Of those, 10 (MSN 8; MKE 2) were undergraduate, 7 (MSN 2; MKE 5) were undergraduate/graduate level, and 3 (MSN 3; MKE 0) were graduate seminars.

F.3. Non-Language Faculty Availability. At Madison, core departments (Agricultural and Applied Economics, Anthropology, Community and Environmental Sociology, Geography,

History, Law, Political Science, and Sociology) each have between two and five LA specialists who strengthen knowledge and training in the undergraduate and graduate curricula. At Milwaukee, four core departments (African and African Diaspora Studies, Anthropology, English, and Geosciences) each have between three and four LA specialists each; there are also two or more LA faculty in Art and Design, Biological Sciences, Dance, French, Italian and Comparative Literature, History, Nursing, and Political Science. A notable four out of nine faculty and academic staff in the African and African Diaspora Studies are CLACS faculty. At least 96 non-language faculty members (MSN 62; MKE 34) in 20 academic disciplines at Madison (including seven professional schools) and 18 disciplines (including four professional schools) at Milwaukee devote 25% or more of their teaching and research time to LA (Appendix I; Criterion B). In addition, over 20 other MSN faculty members and over 15 MKE faculty members, whose expertise is not in Latin America, affiliate themselves with the Centers as resources for students working on particular topics. In 2014-18, Madison hired four new area faculty (Enriquez, Hennesy, Iber, Sarmiento), and Milwaukee hired four new area faculty (Bloom-Pojar, Luft, Mitchell-Walthour, Saint Jacques).

Instructional Assistant Pedagogy Training. On both campuses, most departments train TAs in pedagogy, and all departments and colleges provide special training for international TAs. At Madison, that training is supplemented with annual L&S and cross-college TA training workshops. At Milwaukee, the Center for Excellence in Teaching and Learning (CETL) provides an annual, one-day orientation that is mandatory for all new teaching assistants. All pedagogy-and technology-oriented programs offered by CETL—including an annual teaching and learning symposium and an array of workshops and certificate programs—are available to teaching assistants. In addition, the Graduate School offers a one-credit course on college teaching which

is designed to prepare future faculty and professionals.

F.4. Specialized Course Coverage. The Consortium has a number of disciplines in which it has the depth to offer a range of specialized courses related to Latin America. At Madison, History regularly offers focused seminars on the Caribbean, Mexico, and multi-racial societies in the region. In addition, Anthropology teaches specialized courses on the people of the Andean region. Milwaukee's African and African Diaspora Studies offers several unique courses focusing on the region, while Anthropology teaches a wide array of courses on Mexico, Central and South America, Middle America, and the Mayan and Aztec empires (Appendix II).

Criterion G: Quality of Language Instructional Program

G.1. Course Offerings. Madison and Milwaukee offer performance-based language instruction to provide high-quality training for LA specialists. TheBestColleges.org recently ranked Madison 2nd in the nation (and 1st among public institutions) on its list of The 10 Most Innovative Colleges for Foreign Language Learning for 2018. Madison currently offers Spanish and three LCTLs: Portuguese, Quichua, and Yucatec Maya, while Milwaukee teaches Spanish and Portuguese. Madison's Portuguese program is unique in the US in offering BA, MA, and PhD degrees. In 2016-17, the two campuses offered 62 courses in Spanish language/literature (MSN 32; MKE 30) and 24 courses in Portuguese language/literature (MSN 14; MKE 10). Madison also offers Spanish for Professional Schools, particularly for Business and Health, including language classes for the BBA in International Business. The Global Health Institute's Field School brings about 12 health sciences students every year for 5 weeks to Ecuador and offers basic language instruction (Spanish and Quechua) as well as culture and health-focused area courses.

Milwaukee offers a Spanish BA, Business Spanish minor, a Portuguese minor, a Spanish MA, an online Spanish Translation MA, and a dual MA/MLIS in Language, Literature, and

Translation/Library and Information Science. There is also a 5-year Accelerated BA/MA program which allows students to receive their BA in LACUSL in three years and an MA in Language, Literature, and Translation (MALLT) in an additional two years. The Certificate in Spanish for Health Professionals (with a language intensive track and health-focused track) was launched in 2015, in collaboration with Nursing and Health Sciences.

Student Enrollment. Overall, student enrollment in courses and the various degree programs on both campuses is high (see Table G.1 for a summary of major/minor information). In the 2016-17 academic year, 5,618 students (MSN 3,719; MKE 1,899) studied Spanish, while 241 students (MSN 149; MKE 92) studied Portuguese. In addition, 9 students studied Quechua at different levels (6 from Madison, 2 from BYU, and 1 from Utah), through a course sharing arrangement via synchronic distance teaching, explained below. This arrangement proved quite successful, increasing the number of students by 50% in this first pilot year, fulfilling a goal of our program. Also, in Madison 9 students studied Yucatec Maya. We will be exploring similar collaborative arrangements for this language, particularly with North Carolina.

Table G.1: Language Majors/Minors by Program, 2016-17

Language	BA/BS		MA		PhD	
	MSN	MKE	MSN	MKE	MSN	
Spanish Majors	425	157	17	24	63	
Spanish Translation	NA	0	NA	44	3	
Spanish Minors	NA	191	NA	0	NA	
Spanish in Professional Schools	134	4	NA	0	NA	
Spanish Certificate for Business	22	17	NA	0	NA	
Portuguese Majors	6	0	3	0	8	
Portuguese Minors	NA	20	NA	0	NA	
Total	587	389	20	68	71	

G.2. Level and Scope of Language Training. Both campuses offer beginning, intermediate, and advanced Spanish, as well as beginning, intermediate, and advanced Portuguese. Madison has put special attention on LCTL teaching. The Quechua program, offering four levels of instruction, is currently taught by Dr. Armando Muyolema, a native speaker from Ecuador with a Ph.D. in

Hispanic Literature from the University of Pittsburgh. Madison has established a collaborative arrangement with the University of Utah, BYU and UNM to offer its Quichua classes via distance, synchronically. This partnership is extremely useful as BYU faculty includes Quichua linguist Janis Nuckolls, who is the author of Amazonian Quichua grammar materials, which are incorporated into the curriculum. This arrangement was piloted in 2016-17 and 2017-18, increasing substantially the number of students enrolled in the courses at different levels. Muyolema travels to the remote locations once per semester to teach from there. Intensive Portuguese (301), covering two semesters in one, serves FLAS fellows and students preparing for field research. The Portuguese Summer Intensive Institute offer introductory instruction in an 8-week session (160 contact hours) equivalent to a full academic year. For heritage speakers of Spanish, both campuses offer specialized courses. Milwaukee also offers an accelerated Portuguese (110) online; as well as hybrid versions of the first five semesters of Spanish. The online MA in Spanish Translation, provides students with the expertise especially needed in business and government positions.

Availability of Area Courses in a Foreign Language. Madison implements FLAC through sections of the *Interdisciplinary Latin American Seminar* (982) and *Introduction to Latin America* (260) taught in Spanish. There are also discussion sections in Spanish and/or Portuguese as part of selected FIG cohorts. A FIG is a self-selected group of 20 first-year students who take three linked courses together during their first semester in college, exploring in depth a theme, building camaraderie and excellent relations with a faculty member who helps students make connections between the trio of courses. Often, a language course is offered as one of the courses. For the fall of 2018, Madison has two FIGs planned: *“Hispanic Literatures through the Perspective of Gender”* (Bilbija) including intermediate and advanced Spanish language practice

accompanied by Gender and Women Studies courses. The other FIG, “*Rainforests and Coral Reefs*” (Woodward) will be accompanied by a course in Spanish (to be determined by placement test score) and a basic science course and includes an optional 10-day field expedition to Ecuador over winter break. In addition, MSN offers regularly *Introduction to Hispanic Cultures* (223) and an upper level seminar on Hispanic Culture (468), both of which are taught entirely in Spanish. Milwaukee offers *Social and Historical Issues of the Hispanic World* (391), which gives students the opportunity to learn more about particular Latin American social and historical perspectives completely in Spanish, with a changing subtopic every semester.

G.3. Sufficiency of Language Faculty. The Consortium has 30 tenure-track faculty as of 2017 (MSN 24; MKE 6). It also has 12 full-time lecturers (MSN 7; MKE 5). In 2014-17, Milwaukee hired two new language lecturers (Antunes-Portuguese, Libbey-Spanish). Madison also has the Language Institute, established in 2004, as a center for collaboration in education, research, advising and outreach related to the study of languages. It administers the interdisciplinary PhD program in Second Language Acquisition (SLA), which currently has two PhD students focusing on Spanish. The Language Institute also leads the federally funded statewide *Wisconsin Language Roadmap Initiative* (wisconsinlanguageroadmap.wisc.edu) to develop a strategic vision and policy recommendations for improving PK-16 language education in the state.

Language Training Pedagogy for Faculty and Teaching Assistants (TAs). Madison’s Director of the Spanish Language Program (Rao) is a linguist specializing in phonetics/phonology who also has training in second language acquisition and pedagogy, and four faculty coordinators of the elementary and intermediate levels of S&P have been trained as ACTFL OPI interviewers (Albuquerque, Egon, Frantzen, Sapega). The Spanish Language Program has four faculty involved in TA training—Rao (Director) and coordinators Fondow, Rodríguez-Guridi, and Neumayer. One intermediate Spanish language practice course is also supervised by a coordinator (Pujol—Spanish

226). The three Portuguese faculty—Madureira, Sanchez, and Sapega—are involved in teacher supervision on a rotating basis (two per year).

The Department's five pedagogy faculty provide S&P TAs with systematic exposure to current language pedagogy. New TAs in S&P and LCTL instructors are also required to take a semester-long graduate methods course (that also incorporates research and professionalization) and an intensive ten-day orientation training workshop to learn communicative teaching methodology and to teach each other in multi-language, micro-teaching groups. In addition, the Language Program organizes special pedagogical workshops for TAs and LCTL instructors. At Milwaukee, TA training includes an intensive four-day departmental orientation and campus-wide pedagogical skill training. TAs teaching introductory courses also must take a 16-week methodology course and a 1-credit practicum. Between 2014-17, over 74 lecturers and TAs participated in ACTFL 1-day workshops sponsored by CLACS w/S&P. In addition, one faculty member (Wheatley) and three senior lecturers (Méndez-Santalla, Sotomayor, Suárez-Felipe) have participated in full ACTFL OPI tester training; Suárez-Felipe has received OPI tester certification in Spanish, and Rei-Doval is certified in Portuguese.

Madison is currently sending its Quichua and Yucatec Maya instructors to the pedagogy training, *Indigenous Languages of Latin America Workshop*, offered by Stanford, UCLA, and Utah. We plan to continue doing so in the next cycle.

G.4. Quality of Language Instruction. Performance-Based Instruction. Madison's Language Program has developed an assessment plan based on nationally recognized ACTFL guidelines for proficiency testing at all levels of instruction. Both campuses stress communicative language teaching with competency in the four skills; Milwaukee has identified eight learning outcomes for Spanish majors, designed to respond to the National Standards, combined with assessment goals.

Adequacy of Resources for Language Teaching and Practice. Madison and Milwaukee have many resources available to students, including state-of-the-art language laboratories, access to Spanish-language programming (including SCOLA & Univision), media labs, several two-way video conferencing facilities, media materials in Spanish, Portuguese, three Quechua dialects, Maya, and Nahuatl (MSN), and electronic access to authentic documents (MKE). Milwaukee's Language Resource Center (LRC) designates five special purpose rooms: audio, video, testing, videoconferencing, and a Language Oasis. There is also a newly renovated active learning classroom in addition to five Smart Classrooms. It should also be noted that the Milwaukee LRC has been focusing on classroom-based research, involving both undergraduate and graduate students and creating open language learning and teaching resources for Spanish and Portuguese of different levels. The LRC also hosts workshops throughout the year, such as *Integrating SmartBoard Technology with Language Classes* and *Flipping your Language Classes*. For Yucatec Maya instruction, Madison has acquired and uses materials developed by the Consortium in Latin American and Caribbean Studies at the North Carolina at Chapel Hill and Duke, as well as those at the University of Chicago. Students also have attractive opportunities to practice language outside the classroom at both campuses: for over 30 years, Madison students have met weekly for informal Portuguese conversation at the popular *Bate-Papo* (chat). Thanks to a generous gift by Mrs. Vivi Nabuco, a philanthropist from Brazil, Madison holds an annual competition of the best undergraduate and graduate papers about Brazil (with several submissions in Portuguese), and the winner of each category is awarded a round trip to Brazil to conduct research or further their language education. Also in Madison, there are Spanish (capacity of 25) and Portuguese (capacity of 7) International Learning Communities (ILC) Immersion Houses at the Student Residences where students live for their freshman year with an additional opportunity

to practice the language. LACIS Associate Director Vargas started teaching a 1 credit seminar for ILC during Fall and Spring to increase visibility of the LAC major. In 2015, UWM created the Spanish Language House Living Learning Community, developed by tenured professor, Kathleen Wheatley. Milwaukee students of Spanish participate in the conversation club, *Club Ñ*, which meets twice weekly, and Conversation Partners, a program led by the ESL Department, that pairs a UWM student with an international student for an informal exchange of language and culture. Spanish students can also take advantage of the Spanish Writing Center, as well as *Ask me Añother*, a drop-in tutoring service offered twice weekly. Spanish majors with a 3.0 GPA or above are encouraged to apply to Sigma Delta Pi, the National Collegiate Hispanic Honor Society. Students of Portuguese meet for *Bate-Papo* both on campus and in the community on a weekly basis to practice their conversation skills. Undergraduate and graduate students of Portuguese can submit original creative writing pieces to *O Canto do Mar*, a journal established in 2017, created by lecturer Susana Antunes and a student of Portuguese. Graduate students of both Spanish and Portuguese also publish an online creative writing journal, *Luna creciente*, which accepts submissions from the UWM community with two to three graduate students, along with tenured Professor Nancy Bird-Soto on the steering committee.

Language Proficiency Requirements and Assessment. As of 2013, majors in Spanish at Madison must complete requisites (Span 223, 224) before studying more advanced levels of literature, civilization and culture. At Madison, a major in Portuguese consists of 26 credits beyond Portuguese 201 and must include eight credits in composition and conversation, as well as completion of two literature courses at or above the 400 level. Students majoring in Portuguese are required to present at least the equivalent of two university semesters of another Romance language, preferably Spanish, taken either in high school or college. The Madison Department's

Proficiency Exam Committee administers oral and other skill-level exams for LACIS BA and MA candidates, fellowship applicants (Fulbright, Rockefeller, SSRC), and departments requiring language proficiency of doctoral students. For the assessment of undergraduate Spanish majors, a number of randomly selected writing and speech samples are analyzed, while all Portuguese majors submit a portfolio of three writing samples.

At Milwaukee, a modified OPI is given at the end of each semester in the 4-semester Spanish sequence and in the third year Advanced Speaking and Listening courses (318, 319). The Spanish major's assessment plan includes both speaking and writing tests within the exit exam, based on ACTFL proficiency guidelines; the program also assesses listening and reading comprehension, metalinguistic understanding, cultural understanding, and real-life use of language. An additional survey is dedicated to assessment of the undergraduate research requirement in Spanish. During 2016-17, 92% of undergraduate majors met the benchmark of Intermediate High on the Oral Proficiency and 75% of majors met the benchmark of Intermediate High on the Writing Proficiency exam. Milwaukee's S&P administers skill-level exams for the LACS Certificate Program, for doctoral students with language proficiency requirements, and for students applying to study abroad programs.

Criterion H. Quality of Curriculum Design

H.1. Integration of LA Instruction into Baccalaureate Degrees. Madison's LACIS BA integrates the wide range of LA content courses available on campus by requiring students to take courses in several disciplines as well as interdisciplinary offerings (Table H.1). Currently, there are 37 LACIS majors; 29 degrees were awarded in 2016-2017. At Milwaukee, the BA in Latin American, Caribbean, and U.S. Latin@ Studies (LACUSL) implemented in Fall 2010, currently has eight declared majors. One student currently is working towards completion of the 5-year

accelerated BA LACUSL/MA MALLT degree. (Table H.1 lists additional degrees).

Table H.1: Undergraduate Degrees and Certificates, Participation and Requirements

Program	Enrolled (16-17)	Degrees (16-17)	Requirements
Madison			
BA/BS in LACIS	37	29	<ul style="list-style-type: none"> ● 12 Credits above 220 in Spanish / Portuguese ● Intro to Latin America (LACIS 260/1 or History 241/2) ● 5 Courses w/ 25% LA Content in a Concentration ● 3 Courses Outside the Concentration
BA in International Studies with LA Emphasis	10	3	<ul style="list-style-type: none"> ● 18 Credits in area studies courses ● 5th Semester Foreign Language
BBA in International Business with Latin American Emphasis	22	5	<ul style="list-style-type: none"> ● 5th Semester Foreign Language ● 15 Credits in area studies courses ● 1 Semester Study Abroad
Milwaukee			
BA in LACUSL	16	4	<ul style="list-style-type: none"> ● Intro to Latin American and Caribbean Studies ● Intro to Latino Studies ● 6 Credits of Integrative Courses ● 18 Credits of Electives from Three Thematic Clusters ● 3 Credit Capstone
Certificate in Latin American and Caribbean Studies	26	7	<ul style="list-style-type: none"> ● Intro to Latin American and Caribbean Studies ● 18 Credits (12 at 300-level or above and 12 at UWM) ● Foreign Language Proficiency (300-level or above)
BA in Global Studies with Latin American Emphasis	50	4	<ul style="list-style-type: none"> ● 9 Credits Core Courses ● One World Religions Course ● 45-75 Credits related to Track ● 8 Semesters of Foreign Language ● 1 Semester Study Abroad ● International Internship
BA in International Studies with Latin American Emphasis (Language & Culture option)	33	7	<ul style="list-style-type: none"> ● 4 Intro Courses ● 14 Credits of Foreign Language ● 1 Analytical Techniques Course ● 18 Credits of Track Specific Courses ● 11-12 Electives from Approved List ● 3 Credit Senior Seminar

Quality of Undergraduate Training. Overall, Madison is ranked 43rd worldwide, 12th in top U.S. public schools, and 14th in best U.S. undergraduate teaching (*U.S. News & World Report*, 2018). Most LACIS undergraduates take courses in departments ranked in the top fifteen nationally. In 2016-17, 80% pursued double disciplinary degrees or a LACIS degree plus certificate; 39% had a cumulative GPA of 3.7 or higher. Madison offers undergraduates a wealth of opportunities for collaborative research with faculty. Those with LA interests have been successful in winning Hilldale Undergraduate/ Faculty Research Fellowships, and Holstrom

Environmental Scholarships. Virtually all of the 16 enrolled LACUSL students in 2016-17 also pursued a second major, minor or certificate.

H.2. Academic and Career Advising. Students pursuing LA degrees and certificates can access high-quality academic and career advising. LACIS academic advisors are Sarah Ripp for undergraduates and Director Hernando Rojas and Associate Director Alberto Vargas for graduate students. Madison undergraduate students are encouraged to meet one-on-one with their academic advisor at least annually to ensure they are meeting benchmarks and on track to graduate. After each advising appointment students are emailed an anonymous advising survey, feedback from which helps to continually improve the advising experience. In 2015, LACIS undergraduate advisor, Sarah Ripp, completed a graduate-level counseling psychology course (at UW-Madison) which led to her certification as a *Global Career Development Facilitator*. This certification is nationally-recognized and has greatly enhanced the career counseling services our program can provide students. In Milwaukee, Alida Cardós Whaley serves as Academic Programs Advisor and Coordinator; Director Natasha Borges Sugiyama advises graduate students. In addition, Consortium faculty members are active in career advising for students within their respective disciplines. Each graduate student who is not a LACIS major is also required to meet regularly with a faculty member in their host department for advising. Librarians hold workshops throughout the year to train undergraduates and graduates in library use. Since the Milwaukee Advisor position was created in 2012, students have been afforded more opportunity to engage with the program through events, one-on-one sessions, regular communication, and referrals to campus and community resources. Collaborative efforts between the LACUSL advisor, the CIE advisor, and multicultural offices assure that colleagues can effectively connect students to academic and career opportunities as well as provide them with well-rounded advising. Milwaukee

utilizes an active approach to advising in which Cardós Whaley reaches out to potential LACUSL students who have taken relevant coursework, offering information on the major and certificate and encouraging a meeting to explore academic options.

At Madison, students are offered multiple opportunities to develop their future career portfolio through workshops specifically developed for LACIS students (or non-LACIS students interested in language and career development abroad). Between 2014 and 2018, LACIS sponsored 19 of these specialized programs. For example, Sarah Ripp regularly presents a workshop, *College to Career: Your Future in Latin American and Caribbean Studies* to undergraduates, as well as to several hundred high school students at the annual *World Languages Day* at UW-Madison. With colleagues she created a guidebook for attendees containing advice and information about career trajectory culled from dozens of interviews from LACIS and International Studies alumni, as well as tips on informational interviewing, effective job-searching, and lists of possible career options. The document has been lauded by individuals such as Gerhard Fischer, former Director of International and World Languages Education at the WI Department of Public Instruction (DPI) for its relevance. He has shared it at various workshops and published it on the DPI website for public use. The Consortium, with the University of Chicago, has hosted two career webinars featuring local alumni. In addition, students at Milwaukee and Madison are exposed to other possible post-graduation career possibilities through workshops about the Peace Corps, Teach for America, and AmeriCorps.

H.3. Quality of Graduate Training. The combination of extensive graduate course offerings, outstanding research and library facilities, distinguished faculty, and a Wisconsin tradition of exceptional teaching and training, makes UW's graduate programs among the world's best. The latest rankings by *U.S. News & World Report* in 2018 rank a number of graduate departments and

professional schools at Madison in the top tier nationally, including Sociology (6th), History (2nd in Latin American History), Education (2nd), Curriculum and Instruction (1st), Elementary Teacher Education (4th), Secondary Teacher Education (6th), Economics (12th), and Political Science (15th). Overall, Madison offers an MA, joint MA/JD, and PhD minor in Latin American studies, and numerous departments on campus offer MA/MS and PhD concentrations in the region (Table H.2). While Milwaukee does not offer graduate LA degrees, the number of students pursuing a LA concentration within their discipline continues to grow (11 PhD students in 2016-17).

Table H.2: Graduate Degree Programs: Participation and Requirements, 2016-17

Program	Enrolled (16-17)	Degrees (16-17)	Requirements
Madison			
MA in LACIS	7	4	<ul style="list-style-type: none"> ● 30 Credits of Latin American Content (15 Credits in a Single Field, 6 Credits Seminars) ● Certification of Proficiency in Spanish/Portuguese ● Masters Oral Exam
JD/MA in LACIS	3	3	<ul style="list-style-type: none"> ● Requirements for LACIS MA ● 90 Credits from Law School (15 may be from LACIS)
MA/MS with Latin American Concentration	58	27	<ul style="list-style-type: none"> ● Offered in 17 Departments
PhD Minor in LACIS	16	9	<ul style="list-style-type: none"> ● 12 Credits of Latin American Content ● Basic Proficiency in Spanish/ Portuguese ● Approval of LACIS Program
PhD with Latin American Concentration	84	33	<ul style="list-style-type: none"> ● Offered in 17 Departments
Milwaukee			
Dual MA in MLIS/MALLT	0	0	<ul style="list-style-type: none"> ● 30 Credits from (M) LIS ● 21 Credits from MALLT
MA/MS with Latin American Concentration	47	13	<ul style="list-style-type: none"> ● Offered in 17 Departments
PhD with Latin American Concentration	11	2	<ul style="list-style-type: none"> ● Offered in 7 Departments

H.4. Study Abroad and Field Research Opportunities. The Consortium offers diverse overseas study programs that serve its own students, the UW System, the region, and the nation (Table H.3). The State of Wisconsin offers need-based grants for study abroad of up to \$2000 per student per academic year for students on both campuses; Milwaukee awarded 31 grants in 2016-17. Milwaukee students were supported through the Provost’s Study Abroad Diversity Scholarships,

Table H.3: UW Study Abroad/Exchange Programs in Latin America, 2016-17

ACADEMIC YEAR				
Location	Host Institution	MSN	MKE	Totals
Argentina (Buenos Aires)	IFSA-Butler Argentine Universities Program	5	3	8
Brazil (Belo Horizonte)	Universidade Federal de Minas Gerais	3	0	3
Brazil (Rio de Janeiro)	Pontificia Universidade Católica do Rio de Janeiro	0	3	3
Chile (Santiago)	Pontificia Universidad Católica de Chile	16	2	18
Costa Rica (Atenas)	SFS Sustainable Development Studies	16	0	16
Costa Rica (Monteverde)	CIEE Tropical Ecology and Conservation	3	0	3
Cuba (La Habana)	IFSA-Butler Study Abroad at Universidad de La Habana	4	0	4
Panama (Bocas del Toro)	SFS Tropical Island Biodiversity & Conservation Studies	1	0	1
Peru Lima)	Pontificia Universidad Católica del Peru	4	1	5
Totals:		52	9	61
SHORT-TERM (Various programs and host institutions)				
Country	Host Institution	MSN	MKE	Totals
Andes and Amazon	Five programs	36	33	69
Caribbean	Three programs	23	20	43
Central America	Six programs	59	21	80
Mexico	Four programs	39	14	53
South America	Three programs	23	0	23
Totals:		180	88	268
GRAND TOTALS:		232	97	329

which funded 4 students in 2016-17; the Donald R. Shea Scholarship; the Conway Memorial Fund; and the Benjamin Gilman International Scholarship. In addition, LACIS offers support for undergraduate students studying abroad. Study abroad programs at Madison are administered by the International Academic Programs (IAP) and individual Professional Schools, while at Milwaukee they are administered by CIE. In 2016-17, 329 Madison and Milwaukee students studied abroad in Latin America and Caribbean during the academic year, summer and winterim in UW programs. Of Madison's 232 students, 53 (23%) were enrolled in a professional school.

The International Internship Program (IIP), established in 2015, serves the needs of undergraduate students and the wider university community through its collaborative efforts to establish and maintain value-added relationships with key internal partners, international

organizations and alumni. LACIS has been instrumental in establishing contacts in the Latin American region for students to conduct internships. In 2016-17, 19 students were placed in short term internships in 9 countries and, as a requirement, enrolled in an online course offered by the IIP which provides academic credit for the internship.

Madison's Law School has a well-established exchange program with three universities in Latin America - Pontificia Universidade Católica (in Rio de Janeiro), Pontificia Universidad Católica del Perú (in Lima), and the Universidad Diego Portales (in Santiago). During 2016-17, five students from those universities came to study at Madison.

Given Milwaukee's distinct student population, CLACS has placed special emphasis on interdisciplinary theme-based courses taught abroad for 2-3 weeks. During 2016-17, students participated in six short-term courses taught in LA offered through two professional schools, involving STEM fields and humanities, and from 2014-17 there were 15 short-term, faculty-led programs involving 163 students studying in Latin America and the Caribbean. Milwaukee has Exchange Agreements with universities in Brazil, Chile, Ecuador, Mexico, Peru, and plans to establish one in Costa Rica. In addition, the OUR travel award program supporting overseas research and international internships is a critical resource for Milwaukee students.

For the first time in 2016 Milwaukee was awarded field research funding from the Tinker Foundation supporting 18 graduate and professional school students. Madison used its own resources to support 13 graduate student research projects in LA in 2016. Internal funding provided by L&S at Milwaukee supported 39 graduate student research projects in LA or conference presentations (Table H.4). Graduate students from two programs in particular—Geosciences and Sustainable Peacebuilding—were supported with field research funds.

Table H.4: Consortium Support for Graduate Student Field Research and Conference Presentations, 2014-17		
Destination	MSN	MKE
Caribbean	7	1
Mexico	7	5
Central America	6	4
Andean Region	16	8
Brazil	7	3
Southern Cone	11	10
Domestic/Other	2	8
Totals:	56	39

Student Access to Other Institutions. In addition to the array of study abroad and summer language programs it maintains, the Consortium also actively encourages students to take advantage of other programs that may better fit their educational needs. Madison encourages and support students to engage

with partner universities and NGOs in Latin America to do research or conduct internships, particularly in Mexico, Colombia, Argentina, Chile, Ecuador, Peru, and Uruguay. At Milwaukee during 2016-17, 4 students studied in Guatemala, Peru, Costa Rica, and Mexico on non-UW programs. Consortium UW FLAS recipients, for example, have enrolled in summer language programs in Brazil, Ecuador and Peru. Undergraduates studying abroad have the ability to enroll in any program offered on any of the 13 UW-system campuses. Outside of UW-Madison and Milwaukee, the other 11 campuses offer over 70 programs to 16 different Latin American countries. These include specialized offerings not found at the two flagship campuses, including a four-week Linguistic and Cultural Immersion program in Panama and a program centered on Applied Pharmacology in Costa Rica.

Criterion I. Outreach Activities

I.1. Impact and Participation. The UW Consortium has a national reputation for its demonstrable commitment to outreach and public engagement. The program values collaboration with individual centers nationally, with Wisconsin area and international studies centers, with CLASP, and with local partners. In addition to center staff who manage public engagement projects, the outreach program also benefits immensely from initiatives put forth by our faculty and the professional schools. In 2014-18, LACIS collaborated with faculty and staff from the

Schools of Business, Journalism, Law, Education, and Medicine, as well as the College of Agricultural & Life Sciences, and the Nelson Institute for Environmental Studies on a number of initiatives, including seven business outreach events, eight film festivals, two writer-in-residence programs, four art exhibitions, and 24 arts outreach programs. During 2014-18 the Milwaukee Schools/Colleges of Arts, Information Studies, Education, and Nursing were directly involved in two city cultural festivals, four film series, one K-12 teacher program, one student event and numerous public lectures and community programs. SOE faculty and instructors are currently partnering with CLACS on a pre-service educator training project. In addition to developing most lectures and conferences, CLACS faculty worked with thirteen K-16 teacher trainings, four film series, six cultural events, and twelve regional programs and classroom resources.

Elementary and Secondary Schools. Both CLACS and LACIS offer effective teacher training, resources, and other K-12 programming, building upon innovative partnerships (Table I.1). Madison not only draws from its extensive area studies expertise; LACIS partners closely with the other international centers. This provides the opportunity to bring K-12 students to campus for international experiences and to partner on teacher training locally and statewide.

Milwaukee expands Consortium K-12 outreach with teacher training and resource offerings. The three-day summer institute (also open to post-secondary educators) draws a gratifying mix of institute alumni and new educators to explore a topic with scholars and peers. Recent institutes include *Perspectives on Cuba in the 21st Century* and *Race and Ethnicity in Latin America*. Seventy-eight educators from nine states and the UK have participated over the last four years. Institute resources are made available online and shared to new audiences. Additional online curriculum resources are produced by teachers awarded professional development grants to participate in other teacher training opportunities nationally and in Latin America. CLACS is

collaborating during summer 2018 with Tulane University on a summer Cuba for Teachers travel program, thereby giving institute participants and other Midwest teachers the chance to take their learning about Cuba to a deeper level. The Consortium outreach program also works with school districts nationally (See IB workshop, Criterion A).

Table I.1: K-12 Sample Outreach Activities, 2014-18

K-12 TEACHER TRAINING	Date/ Location/ Impact	Participants	Partners
Consortium Summer Institute: Race & Ethnicity in Latin America	July 2018 Milwaukee/ Regional	17	UW-Whitewater, FIU
IB Educator Professional Development Workshop	September 2017 National	21	Fairfax County Public Schools (VA)
Exploring Global Stories Locally: Children's Literature, Migration Histories, and Wisconsin Experiences	Jun 2015 Fall Creek, WI/Regional	47	Fall Creek School; WIOC; UW-EC College of Education
SCHOOL-BASED PROGRAMS (Student Audiences)			
School Visit: author Jorge Argueta	October 2017 Local	79 children and families	Riley Elementary; Milwaukee Public Library
Proyecto Bembé: Afro-Caribbean Youth Drumming & Performance Group/Music Residency	2016-17 school year (and ongoing) Local	300 youth 50 Elders	Bruce Guadalupe School; Lincoln Center for the Arts; Milwaukee Public Theatre
CLASSROOM RESOURCES			
Internationalize Your Curriculum: A Tool Box from UW Madison	Apr 2014 Madison/Regional	classroom resources	Wisconsin Council for the Social Studies; WIOC
Essential Themes in Latin American History for Teaching World History	2015 National	website	UWW

Having a long history with the Américas Award for Children's and Young Adult Literature (which Kline initiated with CLASP and coordinated for 18 years), CLACS contributes to the Américas Award, including the teacher workshops and ceremony held annually in Washington, D.C. CLACS regularly organizes author and illustrator visits (including Jorge Argueta and Duncan Tonatiuh) to local Milwaukee Public Schools, as well as public libraries, particularly those serving Latinx heritage populations.

With modest CLACS co-sponsorship, a MKE alum and arts outreach professional began an Afro-Caribbean drumming group in 2016 at a Milwaukee elementary school; designed as a music residency program (for public schools with limited or no arts curriculum or physical

education), the program has grown exponentially, expanding to more schools, integrating senior citizens into the project, and performing at public events throughout Milwaukee.

Postsecondary Institutions. Through its RFAs, the Consortium offers professional development/research funding/program support to approximately 120 faculty at 32 UW System campuses and private colleges throughout Wisconsin, Iowa, and Minnesota. This network contributes to a recognizable regional strength in Latin American studies and allows for greater sharing of resources. CLACS supports annual regional faculty workshops with the NCCLA and CLASP, hosted throughout the region, most recently by Alverno College (eastern WI, 2018), Viterbo University (western WI, 2017), and Luther College (eastern IA, 2016). Also, by serving as the Secretariat of NCCLA, CLACS promotes scholarship at regional universities via the annual conference which rotates throughout the region.

A recent Title VI competitive priority encouraged the Consortium to build stronger relationships with MSIs and community colleges. In addition to supporting the expansion of Latin American Studies at Alverno College, we have worked with faculty within the WI technical college system and are especially excited by a new collaboration with NWTC in Green Bay that also involves our frequent partnership with FIU (STEM Training Lab, Criterion A).

Table I.2: Post-secondary Sample Outreach Activities, 2014-18

TEACHER TRAINING	Date/ Location/ Impact	Participants	Partners
Workshop: The Role of Grammar in the Development of Proficiency	Nov 2017 Milwaukee/ Local	33	ACTFL; S&P; LRC
Workshop: Developing and Sustaining Latin American Studies Programs	April 2018 Milwaukee Regional	13	NCCLA; CLASP; Alverno College
CLASSROOM RESOURCES		Outcome	
LACIS Podcast “Inti-Illimani and the Origins of the Protest Song”	Feb 2018	4000 plays	Inti-Illimani
Jorge Luis Borges-newly digitized lectures from 1976	2015	YouTube video (627 views to date)	MALLT, LRC
El Futuro Maya II video and website	2017-ongoing	Website with video modules (575 plays to date)	Virginia Commonwealth U; Tulane; Vanderbilt

Business, Media and the General Public. The UW Consortium develops business and media outreach, particularly through joint programming with the Madison Committee on Foreign Relations, WEDC, and the Institute of World Affairs (IWA). As one example, LACIS convened the symposium *Doing Business in Brazil: Challenges and Opportunities for Midwestern Companies*, with an attendance of over 250, featuring speakers from the Woodrow Wilson Center, UW faculty, local business, and the Consul General of Brazil in Chicago.

The media exposure generated by Wisconsin outreach includes national, state, and local radio, the print media, and commercial and public television. As part of its annual *Festival de Cine*, LACIS reaches several hundred individuals from the university and the surrounding community to educate them about the diversity of the Americas. CLACS annual free film series brings an average audience of 1,400 to campus. Through its collaborative community partners (Milwaukee Public Library, Mexican Fiesta, Colectivo Coffee, and others), Milwaukee offers frequent public programming off campus to increase attendance.

Table I.3: Business, Media, General Public Sample Outreach Activities, 2014-18

BUSINESS	Date/ Location/ Impact	Participants	Partners
Doing Business in Brazil: Challenges and Opportunities for Midwestern Companies	Feb 2014 Madison/Regional	250	CIBER; Madison Intl Trade Assn; Brazil Initiative; WEDC
MEDIA			
Radio Interview: Cuba Today and Tomorrow	March 2016 Madison/Regional	8,000	WI Public Radio
TV coverage, The Zika Virus in the Americas & Beyond	Feb 2016 Milwaukee/Regional	4 TV station (est 32,000)	MKE Nursing; CIE; MSP; Public Health
GENERAL PUBLIC			
The Pedrito Martinez Group (Afro-Cuban music)	Feb 2015 Madison/Regional	1,200	Overture Center
Música del Lago summer Latin music series	June-Aug 2016 Milwaukee/ Local	2,325	Colectivo Coffee
Planetarium Show (6 performances): A Night Under the Caribbean Sky	Mar-May 2016 Milwaukee/Local	546	MKE Olson Planetarium

Overall attendance at outreach events illustrates the cumulative impact of the Consortium’s outreach programming (Table I.4). See Criterion A for future outreach plans.

Table I.4: Outreach, Cumulative Impact, 2014-18

PARTICIPANTS	MSN	MKE	Total
K-12 Teachers	918	1,421	2,339
Post-Secondary	234	257	491
K-16 Students	2,239	1,085	3,324
Business / Media	15,327	12,500	27,827
Public	7,467	15,988	23,455
Lectures/Conferences	4,837	2,857	7,694
TOTALS:	31,022	34,108	65,130
ACTIVITIES	MSN	MKE	
Local	336	174	510
Regional	42	37	79
National	3	13	16
International	10	0	10
TOTALS:	391	224	615

Criterion J. FLAS Awardee Selection Procedures

Our FLAS process is designed to ensure selection of future leaders in government, business, the professions, and academia, focusing on Portuguese and Quichua, both priority languages identified by ED, and also Yucatec Maya. Students interested in any other Latin American LCTL language on the list can apply and our program requests special permission.

J.1. FLAS Selection Plan. Advertising Awards/Timeline. During the fall semester, each campus broadly advertises the FLAS fellowship competition and sends application guidelines directly to all graduate students, faculty, departments, and professional programs affiliated with the Consortium. Announcements are posted on both Centers’ websites and around campus in advising offices, the Multicultural Center and campus diversity offices, as well as Milwaukee’s regional faculty network of 33 public and private institutions throughout the Midwest. Milwaukee holds information sessions, conducts class visits and meet with advisors. Milwaukee also emails eligible students and keeps in close contact with faculty to promote the awards. Both campuses

will invite successful alumni of the FLAS program to speak to potential applicants who may find the motivation to follow a career path that includes acquiring language skills at an advanced level. Video profiles from previous FLAS fellows who have benefited professionally from the program will also be available on the website and through social media. To summarize, the application deadline is February 15, with committee decisions within a month and award notifications by April 1. Requests for any program approvals or travel are completed in late spring, with student performance reports scheduled to meet interim and final FLAS reporting.

National Need and Priorities. In 2017 the Secretary of Education received feedback from federal agencies about their priorities with respect to world regions and language expertise. Portuguese was listed as a priority language by 4 out of 6 agencies consulted. The US Department of Transportation noted Brazil as a focus for that sector in addition to the US Agency for International Development indicating Haitian Creole as critical need language, a language in which Milwaukee previously funded a FLAS student. The Western Hemisphere, including Mexico, Central and South America and the Caribbean was identified as a priority region for U.S. interests by half of federal agencies consulted. Spanish was listed as a language in demand by three agencies. Spanish is not eligible for the FLAS we offer; however, advanced Spanish speakers are encouraged to apply to study Brazilian Portuguese or other LCTLs.

Of its 11 requested annual awards (seven for academic year for graduate and undergraduate students; and four for summer awards) Madison aims to award at least 60% of awards to those studying Portuguese and Quechua, which are priority languages. With its five requested total fellowships (two for academic year undergraduate; three for summer graduate students), Milwaukee continues to promote its growing Portuguese program, and at 100% compliance for the AY fellowships, has surpassed the competitive priority requiring that 25% of fellowships be

awarded in one of the 78 priority languages (Criterion G).

How Students Apply for Awards. In 2010, UW-Madison introduced a coordinated online FLAS system that streamlines applications, references, screening, award management, and record keeping. This system has greatly increased the visibility of the FLAS Fellowship on campus. Thanks to the centralized portal, individual departments, including professional schools, can add the link to their own programs' funding resource pages; Madison's broad interdisciplinary strength and the excellence of its language programs assure a large pool of academically gifted applicants in the process. Our online application is secure and confidential; records are accessible only by the FLAS Coordinator, the relevant selection committee, and the financial staff who implement the awards. Applications include, among other information, academic record, academic and career goals, need for language study, and references who can judge the student's academic performance and professional promise. Madison also requires GRE scores, and an evaluation of language competency in the language proposed for study or in previous languages studied. Milwaukee also has an online application in which students submit transcripts, personal statement, and two letters of recommendation, and requires students to meet with the FLAS coordinator before applying.

LACIS Associate Director meets at least twice with the cohort of FLAS fellows during the fellowship period leading to a sense of community and better communication with our offices. Program directors meet three times during the Fall semester and twice during the Spring semester with the instructors and fellows to highlight the distinction and responsibility of being a FLAS fellow, get progress feedback, and share learning and pedagogical experiences. We are confident that this level of interaction makes the fellows more engaged and enthusiastic during the post-fellowship stage, to share contacts and resources, and to strengthen the on-going tracking process.

Who Selects. The selection process for FLAS awards is coordinated at Madison with other NRCs

and with the IRIS Fellowships Office to standardize timing and procedures. Milwaukee holds a separate competition and selection process. Interdisciplinary committees, including up to two senior language faculty members, other area and professional school faculty, and the Center Directors on each campus, make FLAS fellowship selection decisions. (Table B.2).

Selection Criteria. The Consortium will continue to award fellowships to students who have proven their ability to benefit from intensive language instruction and who have a demonstrable commitment to use their language proficiency for public service in their area of expertise. To assess the financial need of an applicant and therefore respond to the **FLAS Competitive Preference Priority 1**, the combined online application will request each student's expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA). Applicants will be encouraged to complete the online FAFSA to get their EFC number in time for the FLAS application deadline. FLAS coordinators will later obtain confirmation of the EFC from the University's Office of Financial Aid. Once financial need is determined, the FLAS coordinator will consult with the selection committee to create a ranked list of awardees and alternates.

Criterion K. Competitive Priorities

K.1a. NRC Competitive Preference Priority 1. To address the NRC Competitive Preference Priority 1, the Consortium is working in collaboration with two MSIs (College of Menominee Nation, Alverno College) and two technical/community colleges (Madison College, Northeast Wisconsin Technical College) to develop international, intercultural and global dimensions of their curricula. We plan to demonstrate measurable performance-based outcomes by: ongoing support of the Madison College Passport Program (MSN); further internationalization of the College of Menominee Nation curriculum (MSN); continued collaboration with Alverno for the newly approved Global Studies/Latin America major with course development support (MKE); two

Alverno workshops planned with Alverno and CIE, focused on civic engagement for students and area educators (MKE); and supporting an innovative STEM Training Lab focused on Cuba for NWTC media and technology students, in collaboration with FIU (MSN/MKE). We will also support partner participation in the national MSI/CC/NRC networking conference scheduled for each of the next four years (MSN/MKE). We aim to develop two-way, sustainable collaborative initiatives for the benefit of our students and our partner institutions' students and faculty.

K.1b. NRC Competitive Preference Priority 2. The partnership with SOEs includes: offering a unique education-focused FIG (MSN); collaborating on redesign/expansion of a core Introduction to Children's Literature class to include LACS content (MKE); supporting a Global Educators Certificate (MKE); and promoting all teacher training opportunities to pre-service audiences.

K.2a. FLAS Competitive Preference Priority 1. To address the priority, preference will be given to quality applicants who demonstrate financial need as indicated by the students' expected family contribution. The Consortium partners are well-positioned to work with their financial aid and registrars' offices, as well as with offices serving under-represented students and those in need, to identify applicants and develop a fair advertisement, application and selection process.

K.2b. FLAS Competitive Preference Priority 2. The Consortium aims to fulfill the second FLAS competitive priority to award at least 25% of AY fellowships in any of the 78 priority languages identified by the ED. The Consortium is committed to its focus on student learning of Portuguese and Quechua, both of which are included on the list of priority languages.

Other Attachment File(s)

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UNIVERSITY OF WISCONSIN CONSORTIUM

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College of Menominee Nation	
Native Nations-UW Working Group	
Madison College	
Alverno College	
UW-Milwaukee School of Education	

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: \$270,000 Year 2: \$270,000 Year 3: \$270,000 Year 4: \$270,000

FLAS Request

Year 1: \$295,500 Year 2: \$295,500 Year 3: \$295,500 Year 4: \$295,500

Type of Applicant

- Single institution _____
- Consortium of institutions
 - Lead University of Wisconsin-Madison: Latin American, Caribbean and Iberian Studies Program
 - Partner University of Wisconsin-Milwaukee: Center for Latin American and Caribbean Studies
 - 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, Yucatec Maya

**University of Wisconsin – Consortium
Latin American, Caribbean and Iberian Studies (LACIS) - Madison
Center for Latin American and Caribbean Studies (CLACS) - Milwaukee**

Diverse Perspectives

The UW Consortium actively seeks to ensure that a wide range of views are represented in all of its teaching, research, and outreach activities. LACIS and CLACS use a variety of administrative practices that ensure the involvement of individuals from diverse backgrounds, as well as program planning strategies that ensure inclusion of a range of varying perspectives on central issues. The resulting programs encourage critical thinking and lively debate among students, scholars, and other participants that reflect each person's professional and personal experiences, expertise, and perspective.

A feature of the Consortium that ensures a wide range of views is the fact that the two Centers are extensively multidisciplinary. Faculty members at the Centers come from multiple departments, schools, and colleges. These include the liberal arts departments in the Humanities and Social Sciences, as well as the Natural Sciences, and Professional Schools and Colleges such as Agriculture, Architecture, Business, Education, Engineering, Fine Arts, Freshwater Science, Journalism, Law, and Medicine.

The two Centers have worked together over the years to ensure that this multi-disciplinarity results in offering a diversity of perspectives to students and the public, while still preserving the cohesiveness that comes from working within a shared Latin American/Caribbean regional and cultural focus. Consortium staff and faculty are members of the Heterodox Academy (herodoxacademy.org), a non-partisan, non-profit organization of academics, graduate students and other higher-ed professionals who have come together to support viewpoint diversity and open inquiry in universities.

Another feature of the Consortium that guarantees a balanced perspective is the extensive array of oversight committees that each Center maintains. At Madison, these include the following committees: Executive; Visiting Lecturers, Scholars, and Artists; Graduate Admissions; Tinker/Nave Summer Field Research; Fellowships and Scholarships; and Nave. At Milwaukee, they are: Advisory; Certificate Program; Faculty Travel Grants; FLAS Fellowships; Scholarships/Student Travel Grants; Tinker Field Research; and Regional Faculty Travel Grants.

While each Center initiates university and community programming, the Centers also encourage proposals for programming from university and community members and their organizations. These proposals are also vetted by balanced oversight committees. The Consortium follows a strict policy of offering non-partisan and politically balanced programming, a necessity given our campuses' partnerships with respected media organizations in the State of Wisconsin, including the Milwaukee Journal Sentinel, as well as public television and radio.

In their striving to be inclusive of the many differing viewpoints represented in the communities that they serve, the two Centers together are committed to the sentiment expressed at an 1894 meeting of the Wisconsin Board of Regents and now inscribed on a plaque on Bascom Hall at

Madison that states, *“Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.”*

University of Wisconsin – Consortium

Government Service in Areas of National Need

The University of Wisconsin (UW) Consortium, a partnership between the *Latin American, Caribbean and Iberian Studies (LACIS) Program at UW-Madison* and the *Center for Latin American and Caribbean Studies (CLACS) at UW-Milwaukee* encourages government service in areas of national need, as identified by the U.S. Department of Education.

Madison is a land grant university and encourages faculty and students to learn languages and understand cultures in Latin America where there are food shortages and other political and economic hardships. Madison offers different levels of the two priority languages in the region (Portuguese and Quechua), and it focuses on Spanish language expertise and culture and area studies in the region to address national needs. Spanish was listed as a priority by 2 out of 6 federal agencies consulted by US/ED in 2017 (The Department of Energy and the Peace Corps). Portuguese was listed as a priority language by 3 out of 6 agencies consulted (The Department of Defense, the Department of Transportation, and the Department of Energy). The Western Hemisphere, including Mexico, Central and South America and the Caribbean was identified by 3 federal agencies consulted as a priority region for U.S. interests. Additionally, the Department of Commerce and USDA noted that Spanish, although commonly taught, is critical to the success of U.S. agriculture. Commerce also highlighted the importance of Portuguese language and knowledge of Brazil. Milwaukee has a growing Portuguese language program whose graduates can contribute to the national needs using this critical language.

Overseas internships are required for the Global Studies Major and students with a Latin American focus have used their language skills and participated in education, business, and nonprofit sectors. Career webinars and alumni video profiles highlight *government service career options*. The UWM Library hosts a digital resource called “Careers with an International Focus” that has links to USAJobs, a UN jobs portal, and the Going Global website among others. Milwaukee also participates in the “Call to Serve” network which is a joint effort of the Partnership for Public Service and the U.S. Office of Personnel Management to educate a new generation about the importance of a strong civil service, help re-establish links between federal agencies and campuses, and provide students with information about federal jobs.

Additionally, our students often participate in the Washington D.C. Semester in International Affairs, sponsored by the UW-Madison International Division, which allows eligible students to undertake coursework on-site in our nation’s capital while integrating a one-semester internship to gain insight into the functioning of government agencies, business and industry, non-profit and non-governmental organizations. The proximity of UW-Madison to the state capital offers access to a variety of internship and student-employment opportunities that often become thresholds to jobs in a variety of career fields in public service following graduation

GLOSSARY OF ACRONYMS

ACTFL	American Council on the Teaching of Foreign Languages
AGSL	American Geographical Society Library
BYU	Brigham Young University
CIBE	Center for International Business Education and Research (Title VI)
CIE	Center for International Education (UW-Milwaukee)
CETL	Center for Excellence in Teaching & Learning (UW-Milwaukee)
CLACS	Center for Latin American and Caribbean Studies (UW-Milwaukee)
CLASP	Consortium of Latin American Studies Programs
CLP	Collaborative Language Program (UW- Oshkosh)
CMN	College of the Menominee Nation
CUPH	Center for Urban Population Health (UW-Milwaukee)
DPI	Wisconsin Department of Public Instruction
ED or US/ED	U.S. Department of Education
ELO	Essential Learning Outcomes
FIG	Freshman Interest Group
FIU	Florida International University
FLAC	Foreign Language Training Across the Curriculum
FLAS	Foreign Language and Area Studies
GLOWS	Global Learning Outcomes in Wisconsin Survey
HSI	Hispanic Serving Institution
IRIS	Institute for Regional and International Studies (UW-Madison)
IB	International Baccalaureate
IIP	International Internship Program (UW-Madison)
IWA	Institute of World Affairs (UW-Milwaukee)
LA	Latin America
LAC/LACS	Latin American and Caribbean Studies
LACIS	Latin American, Caribbean and Iberian Studies (UW-Madison)
LACUSL	Latin American, Caribbean, and U.S. Latin@ Studies (UW-Milwaukee)
LAMP	Latin American Materials Project
LARRP	Latin American Research Resources Project (Center for Research Libraries)
LCTL	Less Commonly Taught Languages
LEAP	Liberal Education for America Promise
LRC	Language Resource Center (UW-Milwaukee)
L&S	College of Letters and Science (UW-Madison/UW-Milwaukee)
MALLT	Master of Arts in Language, Literature and Translation (UW-Milwaukee)
MKE	UW-Milwaukee
MLIS	Master of Library and Information Science (UW-Milwaukee)
MOLLAS	Midwest Organization of Libraries for Latin American Studies
MPL	Milwaukee Public Library
MPS	Milwaukee Public Schools
MSI	Minority Serving Institution
MSN	UW-Madison
NCCLA	North Central Council of Latin Americanists
NIST	National Institute of Standards and Technology

NRC	National Resource Center
OPI	Oral Proficiency Interview
OUR	Office of Undergraduate Research (UW-Milwaukee)
POP	Point of Purchase
SALALM	Seminar on the Acquisition of Latin American Library Materials
SOE	School of Education (UW-Madison and UW-Milwaukee)
S&P	Department of Spanish and Portuguese (UW-Madison and UW-Milwaukee)
SWEPT	Standardized Wisconsin Evaluation Program for Title VI (UW-Madison)
UW	University of Wisconsin
UWEC	University of Wisconsin-Eau Claire
UWSC	University of Wisconsin Survey Center (UW-Madison)
UWW	University of Wisconsin-Whitewater
WI	Wisconsin

TABLE OF CONTENTS

Biographical Data for University of Wisconsin Consortium Faculty and Staff

Discipline	Name	Campus	%LAS	Page
<i>Language and Literature</i>				
Portuguese	Antunes, Susana / Lecturer	Milwaukee	60%	I-49
	Madureira, Luis / Prof.	Madison	60%	I-7
	Sanchez, Kathryn / Prof.	Madison	80%	I-10
	Sapega, Ellen / Prof.	Madison	30%	I-10
Quechua	Muyolema, Armando / Lecturer	Madison	100%	I-8
Spanish	Armstrong, Grant / Asst. Prof.	Madison	100%	I-1
	Beilin, Katarzyna / Prof.	Madison	100%	I-1
	Bilbija, Ksenija / Prof.	Madison	100%	I-2
	Bird-Soto, Nancy / Assoc. Prof.	Milwaukee	75%	I-49
	Close, Glen / Prof.	Madison	80%	I-3
	De Ferrari, Guillermina / Prof.	Madison	100%	I-3
	Ferreira, César / Prof.	Milwaukee	100%	I-50
	Frantzen, Diana / Prof.	Madison	75%	I-4
	Goldgel-Carballo, Victor / Assoc. Prof.	Madison	100%	I-4
	Hernández, Paola / Assoc. Prof.	Madison	50%	I-5
	Kaikiola Strohbusch, Deborra / Fac. Assoc.	Madison	25%	I-6
	Libbey, Allison / Lecturer	Milwaukee	70%	I-50
	McCaw, R. John / Assoc. Prof.	Milwaukee	25%	I-51
	Medina, Rubén / Prof.	Madison	100%	I-7
	Méndez-Santalla, Isabel / Senior Lecturer	Milwaukee	100%	I-51
	Mercado, Sarli / Senior Lecturer	Madison	100%	I-28
	Pellegrini, Marcelo / Assoc. Prof.	Madison	90%	I-8
	Podestá, Guido / Prof.	Madison	25%	I-9
	Rao, Rajiv / Assoc. Prof.	Madison	25%	I-9
	Rei-Doval, Gabriel / Assoc. Prof.	Milwaukee	40%	I-52
Sotomayor, M. Estrella / Senior Lecturer	Milwaukee	100%	I-52	
Stafford, Catherine / Assoc. Prof.	Madison	100%	I-11	
Suárez-Felipe, Ester / Senior Lecturer	Milwaukee	100%	I-53	
Wheatley, Kathleen / Assoc. Prof.	Milwaukee	60%	I-54	
Yucatec Maya	Hurley, Jessica / Fac. Assoc.	Madison	100%	I-5
<i>Area Studies</i>				
Administrative Leadership	Conceição, Simone / Prof.	Milwaukee	25%	I-57

Discipline	Name	Campus	% LAS	Page
African & African Diaspora	Mitchell-Walthour, Gladys / Asst. Prof.	Milwaukee	90%	I-65
	Saint Jacques, Ermitte / Asst. Prof.	Milwaukee	25%	I-67
	Winkler, Erin / Assoc. Prof.	Milwaukee	50%	I-70
African Languages & Literature	Songolo, Aliko / Prof.	Madison	40%	I-38
Agricultural & Applied Economics	Barham, Bradford L. / Prof.	Madison	80%	I-13
	Schechter, Laura / Assoc. Prof.	Madison	25%	I-36
Anthropology	Brodwin, Paul / Prof.	Milwaukee	60%	I-55
	Camal, Jerome / Asst. Prof.	Madison	50%	I-17
	Clayton, Sarah C. / Assoc. Prof.	Madison	100%	I-18
	Druc, Isabelle / Honorary Fellow	Madison	25%	I-21
	Enriquez, Falina / Asst. Prof.	Madison	40%	I-22
	Hudson, Jean / Assoc. Prof.	Milwaukee	75%	I-61
	Sherman, R. Jason / Assoc. Prof.	Milwaukee	50%	I-68
	Strier, Karen / Prof.	Madison	40%	I-39
Art & Design	Wood, W. Warner / Assoc. Prof.	Milwaukee	50%	I-70
	Davis-Benavides, Christopher / Prof.	Milwaukee	25%	I-58
Art History	Deal, Raoul / Senior Lecturer	Milwaukee	30%	I-58
	Casid, Jill / Prof.	Madison	35%	I-18
Biological Sciences	Drewal, Henry John / Prof.	Madison	30%	I-20
	Tiffany, Tanya / Assoc. Prof.	Milwaukee	25%	I-69
	Höbel, Gerlinde / Assoc. Prof.	Milwaukee	25%	I-61
Botany	Rodríguez, Rafael / Assoc. Prof.	Milwaukee	25%	I-67
	Emshwiller, Eve / Assoc. Prof.	Madison	40%	I-21
Civil & Environmental Engineering	Waller, Donald. M. / Prof.	Madison	25%	I-41
	Block, Paul / Asst. Prof.	Madison	25%	I-15
Civil Society & Community Studies	Sarmiento, Carolina / Asst. Prof.	Madison	50%	I-36
Communication Arts	McKinnon, Sarah / Assoc. Prof.	Madison	25%	I-28
Community & Environmental Sociology	Alatout, Samer / Assoc. Prof.	Madison	25%	I-13

Discipline	Name	Campus	% LAS	Page
	Green, Gary Paul / Prof.	Madison	30%	I-23
	Collins, Jane / Prof.	Madison	25%	I-19
	Stoecker, Randy / Prof.	Madison	25%	I-38
Comparative Lit & Folklore	Botero, Beatriz / Academic Advisor	Madison	100%	I-2
	Wells, Sarah / Asst. Prof.	Madison	80%	I-12
Curriculum & Instruction	Hawkins, Margaret / Prof.	Madison	25%	I-24
	Popkewitz, Thomas / Prof.	Madison	25%	I-34
	Tochon, François Victor / Prof.	Madison	25%	I-11
Counseling Psychology	Quintana, Stephen / Prof.	Madison	25%	I-35
Dairy Science	Cabrera, Victor / Assoc. Prof.	Madison	25%	I-16
	Wattiaux, Michael A. / Prof.	Madison	50%	I-41
Dance	Ferro, Simone / Prof.	Milwaukee	25%	I-59
	Gillespie, Maria / Asst. Prof.	Milwaukee	25%	I-60
	Walker, Chris / Prof.	Madison	25%	I-40
Design Studies	Kallenborn, Carolyn / Assoc. Prof.	Madison	25%	I-26
Economics	Muniagurria, Maria / Fac. Assoc.	Madison	30%	I-30
Educational Policy Studies	Bartlett, Lesley / Prof.	Madison	25%	I-14
	Kendall, Nancy / Assoc. Prof.	Madison	25%	I-26
	Moeller, Kathryn / Asst. Prof.	Madison	50%	I-29
	Moore, Sarah / Asst. Prof.	Madison	40%	I-29
English	Blasini, Gilberto / Assoc. Prof.	Milwaukee	50%	I-54
	Bloom-Pojar, Rachel / Asst. Prof.	Milwaukee	60%	I-55
	Cárdenas, Brenda / Assoc. Prof.	Milwaukee	25%	I-56
	Kercheval, Jesse Lee / Prof.	Madison	25%	I-6
	Olson, Christa J. / Assoc. Prof.	Madison	50%	I-32
	Vieira, Catherine / Assoc. Prof.	Madison	35%	I-12
Environmental Studies	Hennessy, Elizabeth / Asst. Prof.	Madison	50%	I-24
	Rausch, Lisa / Assoc. Prof.	Madison	50%	I-35

Discipline	Name	Campus	% LAS	Page
	Treves, Adrian / Prof.	Madison	25%	I-40
	Woodward, Catherine / Fac. Assoc.	Madison	25%	I-42
French, Italian & Comparative Lit	Cordova, Sarah Davies / Prof.	Milwaukee	55%	I-57
	Pitt, Kristin E. / Assoc. Prof.	Milwaukee	50%	I-65
Freshwater Sciences	Kaster, Jerry / Assoc. Prof.	Milwaukee	40%	I-63
Geosciences	Cameron, Barry / Assoc. Prof.	Milwaukee	25%	I-56
	Fraiser, Margaret / Assoc. Prof.	Milwaukee	50%	I-60
	Isbell, John L. / Disting. Prof.	Milwaukee	50%	I-62
Geography	Gibbs, Holly / Assoc. Prof.	Madison	60%	I-22
	Marin-Spiotta, Erika / Assoc. Prof.	Madison	50%	I-27
	Naughton-Treves, Lisa / Prof.	Madison	40%	I-31
	Sziarto, Kristin / Assoc. Prof.	Milwaukee	25%	I-68
History	Iber, Patrick / Asst. Prof.	Madison	80%	I-25
	McGuinness, Aims / Assoc. Prof.	Milwaukee	50%	I-64
	Gómez, Pablo F. / Asst. Prof.	Madison	50%	I-23
	Plummer, Brenda / Prof.	Madison	25%	I-34
	Sweet, James / Prof.	Madison	40%	I-39
	Vang, Chia Youyee / Assoc. Prof.	Milwaukee	25%	I-69
Horticulture	Calderón, Claudia / Asst. Fac. Assoc.	Madison	80%	I-16
Law	Huneus, Alexandra / Assoc. Prof.	Madison	60%	I-25
Mathematical Sciences	Kahl, Jonathan D.W. / Prof.	Milwaukee	40%	I-63
Medicine & Public Health	Diprete-Brown, Lori / Disting. Fac. Assoc.	Madison	25%	I-20
Music	Calderón, Javier / Prof.	Madison	50%	I-17
	Izquierdo, Rene / Assoc. Prof.	Milwaukee	25%	I-62
Nursing	Dressel, Anne / Asst. Prof.	Milwaukee	35%	I-59
	Luft, Heidi / Asst. Prof.	Milwaukee	75%	I-64
Pathobiological Sciences	Osorio, Jorge / Prof.	Madison	25%	I-32

Discipline	Name	Campus	% LAS	Page
Planning & Landscape Architecture	Dennis, Sam Jr. / Assoc. Prof.	Madison	25%	I-19
Political Science	Marquez, Benjamin / Prof.	Madison	50%	I-27
	Pevehouse, Jon / Prof.	Madison	25%	I-33
	Reuter, John / Asst. Prof.	Milwaukee	25%	I-66
	Simmons, Erica S. / Asst. Prof.	Madison	100%	I-37
Population Health Science	Bautista, Leonelo / Assoc. Prof.	Madison	25%	I-15
	Patz, Jonathan / Prof.	Madison	25%	I-33
Sociology	Barrett, Patrick / Academic Staff	Madison	25%	I-14
	Nobles, Jenna / Assoc. Prof.	Madison	33%	I-31
	Seidman, Gay / Prof.	Madison	25%	I-37
Theatre	Rios, Alvaro Saar / Asst. Prof.	Milwaukee	80%	I-66
Translation & Interpreting	Terando, Lorena / Assoc. Prof.	Milwaukee	25%	I-53
Urban & Regional Planning	Morales, Alfonso / Assoc. Prof.	Madison	40%	I-30
Area	Name	Campus	%LAS	Page
<i>Program Staff</i>	Cardós-Whaley, Alida / Academic Advisor	Milwaukee	70%	I-71
	Kline, Julie / Associate Director	Milwaukee	100%	I-71
	Little, Darcy / Program Associate	Madison	100%	I-43
	Orndorf, Aimee / Academic Dept. Specialist	Milwaukee	100%	I-72
	Ripp, Sarah K. / Outreach Coordinator and Undergraduate Advisor	Madison	50%	I-43
	Rojas, Hernando / Director	Madison	60%	I-44
	Sugiyama, Natasha Borges / Director	Milwaukee	100%	I-72
	Vargas, Alberto / Associate Director	Madison	100%	I-44
<i>Campus Professional Staff</i>	Bidney, Marcy / Curator, American Geographical Society Library	Milwaukee	15%	I-73
	Carbajal, Paloma Celis / Acad. Librarian	Madison	70%	I-45
	Heingartner, Nancy / Asst. Outreach Director Institute for Regional & International Studies	Madison	25%	I-45

Area	Name	Campus	%LAS	Page
	Lilleleht, Mark / Asst. Director for Awards Institute for Regional & International Studies	Madison	25%	I-45
	Lucht, Felicia / Director WI Summer Language Institutes	Madison	25%	I-46
	Machoian, Ronald / Interim Executive Director Institute for Regional & International Studies	Madison	25%	I-46
	Padway, Janet / Assistant Director UWM Libraries	Milwaukee	15%	I-73
	Siklós, Csanád / Asst. Director for Students Institute for Regional & International Studies	Madison	15%	I-47
	Sun, Mingyu / Director UWM Language Resource Center	Milwaukee	NA	I-74
	Wilson, Mary Jo / Asst. Dir. for Operations Institute for Regional & International Studies	Madison	15%	I-47
	Yela, Max / Senior Academic Librarian, UWM Libraries	Milwaukee	15%	I-74
<i>Evaluation Staff</i>	Frazer, David / Associate Director Center for Urban Population Health	Milwaukee	NA	I-75
	Gerber, Theodore P. / Prof.	Madison	15%	I-48

Language and Literature Faculty

GRANT ARMSTRONG, Spanish & Portuguese

Date of Appointment: 2011

Rank: Assistant Professor

Education: Ph.D. Georgetown University, 2011

Language Proficiencies (5=Native, 1= Beginner): Spanish (5), Yucatec Maya (4), Catalan (3), French (2)

Overseas experiences: Mexico, Puerto Rico, Spain

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 2/0

Research and Teaching Specialization: Language; Cognition and Interaction; Syntax

Selected Publications:

- 2017 "Spanish *participios activos* are adjectival antipassives." *The Linguistic Review* 34(1): 1-37.
- 2016 "Una 'buena' manera de hablar acerca de grados: *bien* con adjetivos en español." *Studies in Hispanic and Lusophone Linguistics* 9(2): 401-427, with Alberto Pastor.
- 2016 "Towards a Theory of Pronominal Verb Constructions in Spanish." *Inquiries in Hispanic Linguistics* eds. A. Cuza, L. Czerwionka, and D. Olson. Amsterdam/Philadelphia: John Benjamins, 21-38.
- 2016 "Spanish Unspecified Objects as Null Incorporated Nouns." *Probus* 28(2): 165-230.

Courses Taught: Span 320: Spanish Phonetics; Span 321: The Structure of Modern Spanish; Span 630: Generative Syntax; Span 815: The Lexicon- Syntax Interface in Spanish Linguistics

Distinctions/Academic Experience: Grant recipient, UW-Madison, Georgetown Curriculum Modification; Faculty Senator; Co-Chair, Workshop on Romance SE/SI; Strategic Planning Committee; Language Proficiency Evaluator

KATARZYNA BEILIN, Spanish & Portuguese

Date of Appointment: 2000

Rank: Professor

Education: Ph.D. University of Chicago, 1998

Language Proficiencies (5=Native, 1= Beginner): Spanish (2)

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 14/2

Research and Teaching Specialization: Environmental Cultural Studies in Hispanic World; Science and Technology Studies; Animal Studies; Hispanic Contemporary Culture; Narrative and Film

Selected Publications:

- 2016 *Ethics of Life; Contemporary Iberian Debates*, ed. with William Viestenz. Vanderbilt University Press.
- 2016 "Step out to Shadowtime, Hurry Like a Plant: Corporeal and Corporate Time for the Anthropocene Generation" *Transmodernity* 6(2).
- 2016 "Ecology of a Change: Alternative Economies for Anthropocene in the Multispecies Context." *Ecozon@* 7 (2): 149-64.
- 2015 *In Search of Alternative Biopolitics in Contemporary Spain; Anti-Bullfighting, Animality and the Environment*. The Ohio State University Press.

Courses Taught: Span 324: Survey of Modern Spanish Literature; EnvSt 445: Culture and the Environment in the Luso-Hispanic World; Ethics and Politics in Iberian Culture and Cultural Criticism; Citizenship and Race in Contemporary Spanish Literature

Distinctions/Academic Experience Recipient, Carson Fellowship; Grant recipient, Center for European Studies Research; Fellow, Faculty Development Seminar on Environmental Humanities; Director, Spanish Peninsular Modern Section; Member, Nelson Institute Governance Committee, Mellon Postdoctoral Fellowship Committee, Institute for Research in the Humanities Award Committee

UW-Madison

KSENIJA BILBIJA, Spanish & Portuguese

Date of Appointment: 1991

Rank: Professor

Education: Ph.D. University of Iowa, 1990

Language Proficiencies (5=Native, 1= Beginner): Serbian (5), Spanish (5), Portuguese (3)

Overseas experiences: Costa Rica, Spain

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 5/0

Research and Teaching Specialization: Cultural Studies; Gender Criticism; Post-Traumatic Memory

Selected Publications:

- 2015 "Transacciones y f(r)acturas neoliberales: el valor de la pena desde Luz Arce a Arturo Fontaine." *Senderos de violencia. Latinoamérica y su narrativas armada* ed. Oswaldo Estrada. Valencia: Albatros, 289-307.
- 2014 "Beyond Violence: Toward Justice." *Review: Literature and Arts of the Americas* 47(1): 3-6, with M. Feitlowitz.
- 2014 "El valor de un cartonero en el mercado cultural: iconografías argentinas." *Cuadernos de Centro Interdisciplinario de Literatura Hispanoamericana* 15(2): 133-155.
- 2011 *Accounting for Violence: Marketing Memory in Latin America* ed. with Leigh Payne. Durham: Duke University Press.

Courses Taught: Span 460: Writing after Dictatorship in the Southern Cone; Span 468: Writing, Righting and Marketing in Southern Cone; Span 802: Faces and Traces of Violence

Distinctions/Academic Experience: Recipient, Wisconsin/Hilldale Undergraduate/Faculty Research Award; Nominee, Honored Instructor, Division of University Housing; Resident Director, UW Madison Study Abroad, Costa Rica; Resident Director, Indiana, Purdue, Wisconsin, Tulane University in Madrid; Former Director, Latin American, Caribbean and Iberian Studies Program

BEATRIZ BOTERO, Comparative Literature and Folklore Studies

Date of Appointment: 2012

Rank: Faculty, Academic Advisor

Education: Ph.D. UW-Madison; Ph D. Universidad Autónoma de Madrid

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Spain, Colombia

Percent Time Dedicated to Latin America: 100%

Research and Teaching Specializations: Latin American Literature and Cultural Studies

Selected Publications:

- 2018 *Women in Contemporary Latin American Novels: Psychoanalysis and Gendered Violence*. Editor. Palgrave Macmillan.
- 2015 "El yo ideal y el ideal del yo en *Cobro de Sangre* de Mario Mendoza." *Studi Ispanici, Fabrizio Serra Editore*. Roma X: 357-68.
- 2012 "La increíble historia de Memoria de mis putas tristes y de Mustio Collado el abuelo desalmado." *Revista de Estudios Colombianos, Asociación de Colombianistas and Fitchburg State University*: 40, 36-46.

Courses Taught: ComLit 202: Introduction to Modern and Contemporary Literature; Span 203: Third Semester Spanish; Span 311: Advanced Language Practice; Colombian Literature; Latin American Literature; Magical Realism

UW-Madison

GLEN CLOSE, Spanish & Portuguese

Date of Appointment: 2002

Rank: Professor

Education: Ph.D. Yale University, 1997

Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Portuguese (2), French (2)

Overseas experiences: Argentina, Mexico

Percent Time Dedicated to Latin America: 80%

Dissertations/Theses Directed Last Five Years: 1/2

Research and Teaching Specialization: Spanish-language Crime Fiction; Representations of Cadavers and Death; Digital Cinema

Selected Publications:

- 2015 "Autopsias, morgues y vivisección: escenarios literarios de poder, deseo e impiedad." *Crimen y ficción: Narrativa literaria y audiovisual sobre la violencia en América Latina*, eds. Mónica Quijano and Héctor Fernando Vizcarra. México: UNAM and Bonilla Artigas Editores, 93-115.
- 2014 "Antinovela Negra: Cristina Rivera Garza's *La muerte me da* and the Critical Contemplation of Violence in Contemporary Mexico." *MLN* 129(2): 391-411.
- 2014 "Corpse Photography in Roberto Bolano's *Estrella distante* and Cristina Rivera Garza's *Nadie me vera llorar*." *Bulletin of Spanish Studies* 91(4): 1-22.

Courses Taught: Span 223: Introduction to Hispanic Civilization; Span 224: Introduction to Hispanic Literatures; Span 363: Spanish American Civilization; Span 465: Literature and Film in Spanish America; Span 468: Topics in Hispanic Cultures

Distinctions/Academic Experience: UW-Madison Faculty Development Grant; Article reviewer for various journals; Manuscript reviewer for various university presses

GUILLERMINA DE FERRARI, Spanish & Portuguese

Date of Appointment: 2000

Rank: Professor

Education: Ph.D. Columbia University, 2001

Language Proficiencies (5=Native, 1= Beginner): Spanish (5), French (4.5)

Overseas experiences: Cuba, Spain

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 10/3

Research and Teaching Specialization: Contemporary Caribbean Literature; Visual Culture; Literary Theory and Moral Philosophy; Critical Race Theory

Selected Publications:

- 2015 "Padura después del vendaval." *A Contracorriente* 13(1): 1-12, with Vicky Unruh.
- 2015 "Opacity and Sensation in Reynier Leyva Novo's Historical Installations." *InVisible Culture* 22.
- 2014 *Community and Culture in Post-Soviet Cuba*. London and New York: Routledge.

Courses Taught: Span 460: The Puerto Rican Imagination; Ethics and Aesthetics in Cuba; Span 468: Image and Text in the Caribbean; Photography and Revolution in México and Cuba; Span 982/CL750: Evil and the Caribbean Novel

Distinctions/Academic Experience: Summer Research Grants; Recipient, Wisconsin/Hilldale Undergraduate/Faculty Research Award; Member, Editorial team, American Comparative Literature Association; Member, Council of Full Professors; Member, Spanish & Portuguese Executive Committee; Director, Center for Visual Cultures; External Evaluator, Tenure and Promotion Cases; Faculty Affiliate, Department of Comparative Literature and Folklore Studies

UW-Madison

DIANA FRANTZEN, Spanish & Portuguese

Date of Appointment: 1999

Rank: Professor

Education: Ph.D. Indiana University-Bloomington, 1988

Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Bulgarian (2), Portuguese (1)

Overseas experiences: Mexico

Percent Time Dedicated to Latin America: 75%

Dissertations/Theses Directed Last Five Years: 5/10

Research and Teaching Specialization: Applied Spanish Linguistics: Pedagogy; Second Language Acquisition

Selected Publications:

Forthcoming "The Lion and the Lamb: Literature and Linguistics in Spanish Departments." *Hispania*.

2013 "Using Literary Texts to Reveal Problematic Rules of Usage." *Foreign Language Annals* 46(4): 628-645.

Courses Taught: Span 311: Advanced Language Practice; Span 320: Spanish Phonetics; Span 323: Advanced Language Practice with Emphasis on Expository Writing; Span 327: Introduction to Spanish Linguistics; Span 333/334: Structure of the Spanish Language: Phonology; Span 544: Applied Spanish Linguistics for Teachers

Distinctions/Academic Experience: Recipient, research grant, UW-Madison; Director, Spanish Language Program; Member, Faculty Appeals committee; Member, Doctoral Program in Second Language Acquisition; Referee, peer-reviewed journals

VICTOR GOLDGEL-CARBALLO, Spanish & Portuguese

Date of Appointment: 2010

Rank: Associate Professor

Education: Ph.D. University of California, Berkeley, 2009

Language Proficiencies (5=Native, 1= Beginner): Spanish (5), Portuguese (3), French (3), Italian (2)

Overseas experiences: Argentina, Chile, Cuba

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 1/2

Research and Teaching Specialization: Nineteenth-Century Latin America; Media History; Visual Culture; Comparative Race and Ethnicity

Selected Publications:

2015 "Una isla pintoresca y su horroroso colorido: Aproximaciones a la modernización y la violencia en la cultura visual cubana del siglo XIX." *Decimonónica. Journal of Nineteenth Century Hispanic Cultural Production* 12 (1): 134-150.

2014 "Unwilling Impostors, Willing Victims: Passing in Two Nineteenth-Century Cuban Novels." *Fake Identity? The Impostor Narrative in North American Culture*, eds. Caroline Rosenthal and Stefanie Schäfer. Frankfurt/New York: Campus Verlag.

2014 "Entre dandies y rastacueros. Breve historia del esnobismo en el siglo XIX latinoamericano." *Estudios de Teoría Literaria Revista digital. Artes, Letras y Humanidades* 3(5): 239-249.

2014 "The Reappropriation of Poverty and the Art of 'Making Do' in Contemporary Argentina Cultural Productions." *The Global South* 8(1): 112-127.

Courses Taught: Span 460: Románticos y Modernos; Span 468: Historia de los Medios en América Latina; La Palabra y Sus Medios; Span 501: Colonial and 19th C. Spanish American Literature Span 801: Theories of the Modern in Latin America

Distinctions/Academic Experience: Resident Fellow, Institute for Research in the Humanities; Premio Iberoamericano, Latin American Studies Association; Recipient, Warwick Transatlantic Fellowship; Recipient/main applicant, Mellon Foundation Area and International Studies Research; Fellow, Library of Congress-John W. Kluge Center

UW-Madison

PAOLA HERNÁNDEZ, Spanish & Portuguese

Date of Appointment: 2005

Rank: Associate Professor

Education: Ph.D. University of Kansas, 2004

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Portuguese (3), French (2)

Overseas Experience: Argentina, Chile, Mexico, Spain

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years: 8/1

Research and Teaching Specializations: Contemporary Latin American Literature; Theater and Performance; Globalization Theories; Memory Studies; Issues of Identity; Reception Theory

Selected Publications:

- 2013 *Imagining Human Rights in the Twenty-First-Century Theater: Global Perspectives* Eds. with Florian Becker and Brenda Werth. New York: Palgrave Macmillan.
- 2013 "Remapping Memory Discourses: Villa and Discurso by Guillermo Calderón." *South Central Review* 30(3): 60-75.
- 2011 "Biografías escénicas: Mi vida después de Lola Arias." *LATR* [Special Issue: What's New in Latin American Theatre and Performance?] 45(1): 115-128.

Courses Taught: Span 326: Introduction to Latin American Literature; Span 363: Borderlands/la Frontera: Culture, Literature, and Theatre of the Borders; Span 564: Theory and Practice of Latin American Theatre; Span 882: Latin American Visual Culture, Theatre and Performance

Distinctions/Academic Experience: Resident Fellow, Institute for Research in the Humanities; Recipient, Vilas Associate Grant, Summer Research Grant, Summer Project Travel Grant; Nominee, Excellence in Teaching Award

JESSICA HURLEY, Yucatec Maya

Date of Appointment: 2009

Rank: Faculty Associate

Education: M.A. Texas State University, 2007

Language Proficiencies (5=Native, 1= Beginner): Spanish (5), Yucatec Maya (4), Lacandon Maya (3)

Overseas experiences: Mexico

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 0/0

Research and Teaching Specialization: Cultural Anthropology; Lacandon Maya; Sexual Division of Labor and Gender Relations; Economics and Social Change; History; Popular Culture; Social Organization; Language

Courses Taught: LACIS/Anthro 376: First Semester Yucatec Maya, LACIS/Anthro 377: Second Semester Yucatec Maya

Distinctions: Lambda Alpha Anthropology Honor Society

UW-Madison

DEBORRA KAAIKIOLA STROHBUSCH, Spanish & Portuguese

Date of Appointment: 2001

Rank: Faculty Associate

Education: Ph.D. University of Michigan, 1997

Language Proficiencies (5=Native, 1=Beginner): Spanish (4), Old Spanish (2), Portuguese (2), Italian (2), Latin (2), Literary Galician-Portuguese (2), Old Provençal (2)

Overseas Experience: Mexico, Spain

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Late Medieval Poetics; Cancionero Poetry

Courses Taught: Span 222: Survey of Hispanic Literature; Span 224: Introduction to Hispanic Literature; Span 226: Intermediate Language Practice; Span 311: Advanced Language Practice; Span 319: Rhetoric and Discourse; Span 322: Survey of Hispanic Literature

Distinctions/Academic Experience: Coordinator, Spanish 101/102 Courses

JESSE LEE KERCHEVAL, English

Date of Appointment: 1987

Rank: Zona Gale Professor

Education: M.F.A. University of Iowa, 1986

Language Proficiencies (5=Native, 1=Beginner): French (5), Spanish (4)

Overseas Experience: Uruguay, France

Dissertations/Theses Advised (Last 5 Years): 3/2

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Creative Writing; Translation

Selected Publications:

2015 *Extranjera/Stranger*. Editorial Yaugarú.

2013 *My Life as a Silent Movie*. Indiana University Press.

2010 *Brazil*. Cleveland State University Poetry Center

Courses Taught: Poetry, Fiction, Memoir

Distinctions/Academic Experience: Former director, Wisconsin Institute for Creative Writing; Founding director, M.F.A program in creative writing; Grant recipient, National Endowment for the Arts, Radcliffe Research and Study Center (Harvard University), Wisconsin Arts Board

UW-Madison

LUIS MADUREIRA, Spanish & Portuguese

Date of Appointment: 1991

Rank: Professor

Education: Ph.D. University of California-San Diego, 1991

Language Proficiencies (5=Native, 1=Beginner): Portuguese (5), Spanish (4), French (4), German (3), Latin (2), Rhonga (1), Makua (1)

Overseas Experience: Mozambique

Dissertations/Theses Advised (Last 5 Years): 3/1

Percent Time Dedicated to Latin America: 60%

Research and Teaching Specializations: Luso-Brazilian Colonial and Postcolonial Studies; Modernism and Modernity in Latin America, Africa, and the Caribbean

Selected Publications:

- 2013 "Lusofonia: From Infancy to Necrology, Or, the Peregrinations of a Floating Signifier." *Portuguese Literary and Cultural Studies* [Special issue: Lusofonia and its Futures] 25: 66-81.
- 2011 "'A Flat Carnavalesque Intention of Being a Cannibal' Or, How (not) to read the Cannibal Manifesto." *Ellipsis* 9: 13-33.
- 2007 *Imaginary Geographies in Portuguese and Lusophone African Literature: Narratives of Discovery and Empire*. NY: Edwin Mellen Press.

Courses Taught: Port 221: Introduction to Luso-Brazilian Literatures; Port 312: Fourth Year Composition and Conversation; Span 324: Survey of Modern Spanish Literature; Span 326: Survey of Spanish American Literature; Port 451: Lusophone African Literature

Distinctions/Academic Experience: Member, MLA Publications Committee; Editor, *Luso-Brazilian Review*; Member, UW-Madison FLAS selection committee; Referee, External Tenure Committee; Recipient, Fulbright Teaching and Research Grant, Vilas Associate Award

RUBÉN MEDINA, Spanish & Portuguese

Date of Appointment: 1991

Rank: Professor

Education: Ph.D. UC San Diego, 1991

Language Proficiencies (5=Native, 1= Beginner): Spanish (5), English (3), French (2)

Overseas experiences: Spain

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 5/1

Research and Teaching Specialization: Mexican and Chicano/a Literature and Culture; Intellectual History; Film studies; Mexican Migration to the United States; Infrarealism

Selected Publications:

- 2016 *Perros habitados por las voces del desierto. Selección, introducción y notas*, 2nd ed. México: Universidad Autónoma de Nuevo León / Ediciones Matadero.
- 2016 "Octavio Paz, el centenario y la crisis del paradigma." *Se acabó el centenario: lecturas críticas en torno a Octavio Paz* comp. Gabriel Wolfson. Puebla, México: Universidad de la Americas Press.
- 2016 "Bolaño and Infrarealism, or Ethics as Politics." *Critical Insights. Roberto Bolaño*, ed. Ignacio López-Calvo. Massachusetts: Salem Press, 167-188.

Courses Taught: Int'l St 310: International Films; Outside of Your Comfort Zone: How to Approach Study Abroad; Span 460: The Short Novels of Roberto Bolaño; New Trends in Spanish American Narrative; Span 468: Youth Rebellion: Latin American Rock Cultures

Distinctions/Academic Experience: Recipient, Honored Instructor Award, University Housing; Editorial Reviewer; Advisory Board, University of Wisconsin Press

UW-Madison

ARMANDO MUYOLEMA, Quechua

Date of Appointment: 2002

Rank: Lecturer

Education: Ph.D. University of Pittsburgh, 2007

Language Proficiencies (5=Native, 1=Beginner): Quechua (5), Spanish (5), Portuguese (2)

Overseas Experience: Ecuador

Percent Time Dedicated to Latin America: 100%

Research and Teaching Specializations: Latin American Literature and Culture; Indigenous Movements in the Andean Region; Ecocriticism

Selected Publications:

2015 “La conaie en el ojo hel huracán del correísmo.” *Alternativas, Latin American Cultural Studies Journal* 5.

2015 “América Latina y los pueblos indígenas. Para una crítica de la razón latinoamericana.” *Teorizando las literaturas indígenas contemporáneas*, ed. Emilio del Valle Escalante.

Courses Taught: LACIS/Anthro 361: Elementary Quechua; LACIS/Anthro 362/363: Intermediate Quechua; LACIS/Anthro 364: Advanced Quechua

Distinctions/Academic Experience: Former Adviser, Confederación de Nacionalidades del Ecuador; former Pedagogical Adviser; Bilingual Education, Ecuador

MARCELO PELLEGRINI, Spanish & Portuguese

Date of Appointment: 2005

Rank: Associate Professor

Education: Ph.D. University of California-Berkeley, 2005

Language Proficiencies (5=Native, 1= Beginner): Spanish (5), English (5), Portuguese (3)

Overseas experiences: Brazil, Chile

Percent Time Dedicated to Latin America: 90%

Dissertations/Theses Directed Last Five Years: 1/2

Research and Teaching Specialization: Latin American Poetry and Poetics; Latin American Essay; Translation Studies

Selected Publications:

2017 “El río”, “El abismo se llama Eduardo Anguita”, “Un pájaro golpea a la ventana” (poems). *Latin American Literature Today* (3).

2013 *La ficción suprema: Gonzalo Rojas y el viaje a los comienzos*. Santiago de Chile: Cuarto Propio.

2013 “La poesía hoy y la crítica literaria chilena.” *Cuadernos Hispanoamericanos* 760: 23-33.

Courses Taught: Span 363: Topics in Latin American Culture Span 460: Poetry and Essay; Span 464: Topics in Latin American Literature; Span 716: Survey of Latin American Poetry; Span 802: Chilean Poetry after Pinochet

Distinctions/Academic Experience: Grant Recipient, University of Wisconsin-Madison, University of California-Berkeley; Faculty Senate, UW-Madison

UW-Madison

GUIDO PODESTÁ, Spanish & Portuguese

Date of Appointment: 1987

Rank: Professor; Vice Provost and Dean, International Division

Education: Ph.D. University of Minnesota, 1987

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Portuguese (3), Italian (3)

Overseas Experience: Andean Region

Dissertations/Theses Advised (Last 5 Years): 4/11

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Latin American Literature, Cinema, and Cultures

Courses Taught: Span 223: Introduction to Hispanic Cultures; Span 326: Survey of Spanish American Literature; Span 468: Hispanic Culture; Span 801: Spanish American Colonial Literature

Distinctions/Academic Experience: Resident Fellow, Institute for Research in the Humanities; Senior Fellow, American Council for Learned Societies; Faculty Fellow, H.I. Romnes Fellowship; Professor, Spanish & Portuguese; Associate Dean, International Studies; Director, World Affairs and the Global Economy; former Director, Latin American, Caribbean, and Iberian Studies

RAJIV RAO, Spanish Linguistics

Date of Appointment: 2009

Rank: Associate Professor

Education: Ph.D. University of California, Davis, 2007

Language Proficiencies (5=Native, 1=Beginner): Kannada (5), Spanish (4), French (3), Italian (3), Portuguese (1), Catalan (1)

Overseas Experience: Peru, Spain

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Phonetics; Phonology; Prosody; Heritage Languages; Afro-Hispanic Linguistics; Second Language Acquisition

Selected Publications:

2017 *Future Directions in the Field: A Look at Afro-Hispanic Prosody Lingua.*

2016 "On the Simplification of a Prosodic Inventory: The Afro-Bolivian Spanish Case." *Inquiries in Hispanic Linguistics: From Theory to Empirical Evidence* ed. by Alejandro Cuza, Lori Czerwionka & Daniel J. Olson. Amsterdam/Philadelphia: John Benjamins, 171-190.

2016 "On the Nuclear Intonational Phonology of Heritage Speakers of Spanish." *Advances in Spanish as a Heritage Language*, ed. by Diego Pascual y Cabo. Amsterdam/Philadelphia: John Benjamins, 51-80.

Courses Taught: Span 320: Spanish Phonetics; Span 327: Introduction to Spanish Linguistics; Span 543: Phonology; Span 446: Phonetic Data Analysis; Span 815: Modern Spanish; Experimental Approaches to Spanish Phonetics

Distinctions/Academic Experience: Recipient, Emil H. Steiger Distinguished Teaching Award; Honored Instructor, UW Housing; Director, Spanish Language Program

UW-Madison

KATHRYN SANCHEZ, Spanish & Portuguese

Date of Appointment: 2000

Rank: Professor

Education: Ph.D. University of California-Santa Barbara, 2000

Language Proficiencies (5=Native, 1= Beginner): French (5), Portuguese (4), Spanish (4), German (1), Italian (1)

Overseas Experience: Brazil, France, Portugal, Spain, the United Kingdom

Percent Time Dedicated to Latin America: 80%

Research and Teaching Specializations: 19th and 20th Century Luso-Brazilian Narrative; Visual Culture and Gender Studies; Contemporary Women Writers

Selected Publications:

2016 *Creating Carmen Miranda: Race, Camp, and Transnational Stardom*. Nashville: Vanderbilt University Press.

2015 Co-editor, "Performing Brazil: Essays on Culture, Identity, and the Performing Arts." Madison, WI: The University of Wisconsin Press.

Courses Taught: Port 226/311: Third Year Composition and Conversation; LACIS 260: Introduction to Latin America; Port 330: History of Portuguese Language; Port 467: Survey of Brazilian Literature since 1825

Distinctions/Academic Experience: Associate Editor, *Hispania*; Grant and Fellowship recipient, Fundação Luso-Americana para o Desenvolvimento, Fundação Calouste Gulbenkian (Portugal), the University of Wisconsin-Madison, the University of California-Los Angeles

ELLEN SAPEGA, Spanish & Portuguese

Date of Appointment: 1989

Rank: Professor

Education: Ph.D. Vanderbilt University, 1988

Language Proficiencies (5=Native, 1=Beginner): Portuguese (4), Spanish (4)

Overseas Experience: Brazil, Cape Verde, Portugal

Dissertations/Theses Advised (Last 5 Years): 10

Percent Time Dedicated to Latin America: 30%

Research and Teaching Specializations: 20th Century Portuguese Literature and Culture

Selected Publications:

2015 "‘Não posso viver sem sol’: O regresso de Amadeo de Sousa Cardoso à Pátria. 1915." *Orpheu* ed. Steffen Dix. Lisboa: Tinta da China, 421-430.

2014 "Almada na cidade: encomenda ou obra?" *Revista da História da Arte* Série W. 02, 126-132.

Courses Taught: Port 221: Introduction to Luso-Brazilian Literatures; Port 468: Survey of Brazilian Literature since 1890; Port 772: Portuguese Visual Culture 1880-1975

Distinctions/Academic Experience: Grant and fellowship recipient, Fulbright-Hayes, Fundação Calouste Gulbenkian, University of Wisconsin-Madison; former editor, *Luso-Brazilian Review*; former president, American Portuguese Studies Association; Faculty Director, Institute for Regional and International Studies; Resident Fellow, Institute for Research in the Humanities

UW-Madison

CATHERINE STAFFORD, Spanish & Portuguese

Date of Appointment: 2005

Rank: Associate Professor

Education: Ph.D. Georgetown University, 2005

Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Portuguese (2), German (1), Russian (1)

Overseas Experience: Spain

Percent Time Dedicated to Latin America: 100%

Research and Teaching Specializations: Applied Linguistics; Bilingualism; Heritage Languages; Second Language Acquisition

Selected Publications:

- Forthcoming “New Structural Patterns in Moribund Grammar: Case Marking in Heritage German.” *Frontiers* 6.
2014 “A Fine-Grained Analysis of the Effects of Negative Evidence with and without Metalinguistic Information in Language Development.” *Language Teaching Research* 18: 322-340.
2013 “Spanish in Wisconsin: Advantages of Maintenance and Prospects for Sustained Vitality.” *Wisconsin Talk: Linguistic Diversity in the Badger State*, eds. T. Purnell, E. Raimy, & J. Salmons. Madison: University of Wisconsin Press, 123-141.

Courses Taught: Span 320: Spanish Phonetics; Span 327: Introduction to Spanish Linguistics

Distinctions/Academic Experience: Advisor, Language Proficiency, Ph.D. Minor; Director, Ph.D. Program, Second Language Acquisition

FRANCOIS VICTOR TOCHON, Curriculum & Instruction

Date of Appointment: 2000

Rank: Professor

Education: Ph.D. Laval University, 1990; Ph.D. University of Ottawa

Language Proficiencies (5=Native, 1=Beginner): French (5), German (3), Latin (3), Spanish (2)

Overseas Experience: Argentina, Canada, Chile, Ecuador, French West Indies, Mexico, Peru, Switzerland

Dissertations/Theses Advised (Last 5 Years): 12/5

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Deep Approach to Language Teaching and Learning; World Language Teacher Education; Video; Applied Semiotics & Technologies in World Language Education; Globalization and Language Policies

Selected Publications:

- 2017 “Plurilingualism as a Policy for Peace Education.” *Policy for Peace: Language Education*. WI: Deep University Press.
2016 “Logiques d’intégration des portfolios électroniques en formation des enseignants turques et français: trois études de cas.” *Le portfolio entre ingénierie et reliance sociale* Paris: L’Harmattan.
2016 “How the Theory of Emotions May Support Multicultural Education and Peace.” *Envisioning New Possibilities of Multicultural Education*, 643-659.

Courses Taught: Curr Inst 564: Advanced Problems on the Teaching of Foreign Languages; Curr Inst 975: Postcolonial Perspectives on World Language Education

Distinctions/Academic Experience: Editor, *International Journal of Applied Semiotics*; Grant recipient, Spencer Foundation, International Research and Studies Program, U.S. Department of Education; Presidential Honor Medal, Lions Club International; Recipient, International Scholar Award (China); Former Program Head, World Language Education; Member, School of Education Institutional Review Board

UW-Madison

SARAH WELLS, Comparative Literature and Folklore Studies

Date of Appointment: 2014

Rank: Assistant Professor

Education: Ph.D. University of California-Berkeley, 2009

Language Proficiencies (5=Native, 1= Beginner): Spanish (5)

Overseas experiences: Colombia, Argentina, Brazil

Percent Time Dedicated to Latin America: 80%

Research and Teaching Specialization: Modernism and the Avant-Gardes; Science Fiction; Labor; Translation; Latin American Studies; Film and Media History

Selected Publications:

- Forthcoming *Work, Anti-Work, and Post-Work in Brazilian Cinema.*
2017 *Media Laboratories: Late Modernist Authorship in South America.* Northwestern University Press.
2016 "Mass Culture and the Laboratory of Late Modernism in Patrícia Galvão's *Industrial Park* (1933)." *Luso-Brazilian Review* 53(1): 55-76.
2015 *Simultaneous Worlds: Global Science Fiction Cinema.* University of Minnesota Press, ed. with Jennifer Feeley.

Courses Taught: Comp Lit 202/358: Global Science Fiction; Comp Lit 203: Detectives and Noir; Comp Lit 466: Gender and Technology; Comp Lit 500: Media Fictions; Comp Lit 770: Labor (Cinema, Literature, Theory); CompLit 771: Global Modernisms

Distinctions/Academic Experience: Recipient, ACLS Fellowship

CATHERINE VIEIRA, English

Date of Appointment: 2012

Rank: Associate Professor

Education: Ph.D. UW-Madison, 2010

Language Proficiencies (5=Native, 1= Beginner): Russian (4), Portuguese (4), Spanish (4), Latvian (3), French (3)

Overseas experiences: Latvia

Percent Time Dedicated to Latin America: 35%

Dissertations/Theses Directed Last Five Years: 7/0

Research and Teaching Specialization: Writing; Transnational Migration; Social History of Literacy; Qualitative Research Methodologies; Multilingual Writing; Writing and Peace; Writing and the Body; Latinx Studies; Latin American Studies

Selected Publications:

- Forthcoming *Writing for Love and Money: How Migration Drives Literacy Learning in Transnational Families.* Oxford University Press.
2016 "Writing Remittances: Migration-Driven Literacy Learning in a Brazilian Homeland." *Research in the Teaching of English* 50(4): 422-449.
2016 *'American by Paper': How Documents Matter in Immigrant Literacies.* University of Minnesota Press.

Courses Taught: English 204: Writing, Rhetoric, and Literacy: Writing and Money; English 304: Composition within and beyond the University; English 700: Introduction to Composition and Rhetoric: Why is Writing Hard?; English 702: Perspectives on Literacy; English 706: Writing, Healing, and the Body; Writing and the Global Movement of People

Distinctions/Academic Experience: Faculty Affiliate, Language Sciences, Second Language Acquisition, Chican@ and Latin@ Studies; Grant recipient, National Council of Teachers of English/College Composition and Communication, National Academy of Education, Spencer Foundation; Editorial Board Member, *College Composition and Communication*, *Literacy in Composition Studies*; Chair, English Department Committee on Underrepresented Students

Area Studies Faculty

SAMER ALATOUT, Community and Environmental Sociology

Date of Appointment: 2003

Rank: Associate Professor

Education: Ph.D. Cornell University, 2003

Overseas experiences: Mexico, Israel

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 3/5

Research and Teaching Specialization: Social Theories of Power and Government; Water Politics in the Middle East; Environmental Politics on the US/Mexico and Palestine/Israel Borders

Selected Publications:

Forthcoming “Rethinking Neoliberalization as a Framework of Government: Territorializing and Populating Water Resource Politics.”

Forthcoming *From Border to Borderland: La Paz Agreement and the Two-Hundred Kilometers that Redefined Race, Environment, and Nation along the US/Mexico Border.*

2012 “Revisiting the History of Water Politics and Policy in Israel: Policy making under Conditions of Uncertainty.” *Aridity, Scarcity, and Shared Water Resources: Arizona, Israeli and Palestinian Perspectives on Solving Water Management Challenges*, Eds. Sharon Megdal and Robert Varady.

Courses Taught: Environ St 541: International Development, Environment, and Sustainability; Environ St 900: Water Politics and Policy under Globalization; Soc 915: Social Theories of Border

Distinctions/Academic Experience: Member, Executive Council, International Water History Association; Editorial Board, *Political Geography*; Editorial Board, *Resilience: A Journal of Sustainable Critique*; Postdoctoral Fellow, Dartmouth College

BRADFORD L. BARHAM, Agricultural & Applied Economics

Date of Appointment: 1987

Rank: Professor

Education: Ph.D. Stanford University, 1988

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Argentina, Brazil, Belize, Bolivia, Colombia, Costa Rica, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, Uruguay

Dissertations/Theses Advised (Last 5 Years): 3/0

Percent Time Dedicated to Latin America: 80%

Research and Teaching Specializations: Microeconomics of Economic Development; Natural Resource Industries; Migration, Economics of Specialization and Diversification; Economic Viability of Alternative Agriculture

Selected Publications:

Forthcoming “An Experimental Approach to Comparing Similarity- and Guilt-Based Charitable Appeals.” *Journal of Behavioral and Experimental Economics*, with Jordan van Rijn and Reka Sundaram-Stukel.

2017 “Migration and the Pursuit of Education in Southern Mexico.” *Comparative Education Review* 61(1): 141-175, with Jessa Lewis Valentine, Jenna Nobles, and Seth Gitter.

2013 “Segmentation and Mobility of Women in Argentine Labor Markets.” *Económica* 59: 88-125, with Maria Pilar del Casa.

Courses Taught: Ag Econ 373: Globalization, Poverty, and Development; Int’l St 374: Growth and Development of Nations in the Global Economy; Econ 462: Economic Problems of Latin America; Ag Econ 875: Land Poverty and the Environment in Developing Countries

Distinctions/Academic Experience: Faculty Director, Greenhouse Residential Learning Center; Runner-up, Best Research Project, Global Development Network; Recipient, Vilas Associate Award; Grant Recipient, National Science Foundation, U.S. Department of Agriculture, U.S. Department of Energy

UW-Madison

PATRICK BARRETT, Sociology

Date of Appointment: 1999

Rank: Academic Staff

Education: Ph.D. UW-Madison, 1997

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Chile, Mexico, El Salvador

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Social Justice

Courses Taught: LACIS 440: U.S. and Latin America from the Colonial Era to the Present; LACIS 440: Labor in the Americas: U.S. and Mexico in Comparative and Historical Perspective

Distinctions/Academic Experience: Administrative Director, Havens Center for Social Justice

LESLEY BARTLETT, Educational Policy Studies

Date of Appointment: 2008

Rank: Professor

Education: Ph.D. University of North Carolina-Chapel Hill

Language Proficiencies (5=Native, 1=Beginner): Portuguese (5)

Overseas Experience: Brazil, Dominican Republic, Tanzania, Kenya

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Literacy Studies (including Multilingual Literacies); Migration; Educator Professional Development

Selected Publications:

2016 *Rethinking Case Study Research*. New York: Routledge, with F. Vavrus.

2015 "Anthropology of Migration and Education Across the Americas: Conceptual Developments." *Educacao e Pesquisa* 41(5): 1153-1172, with D. Rodriguez and G. Oliveira.

2015 "Nonformal Bilingual Education" *Handbook of Bilingual and Multilingual Education*, eds. W. Wright, S. Boun and O. Garcia, 428-446.

Distinctions/Academic Experience: Faculty Affiliate, Department of Anthropology; Vilas Mid-Career Award; Recipient, Fulbright-Hays Faculty Fellowship; Jackie Kirk National Book Award; Member, Council on Anthropology and Education, Comparative and International Education Society

UW-Madison

LEONELO BAUTISTA, Population Health Sciences

Date of Appointment: 2003

Rank: Associate Professor

Education: Ph.D. Johns Hopkins, 1993

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Dominican Republic

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Distribution of Cardiovascular Diseases; Risk Factors in Developing Countries

Selected Publications:

- 2015 "Environmental and Occupational Health Research and Training Needs in Colombia: A Delphi Study." *Biomédica: Revista del Instituto Nacional de Salud*, 35 pp. 58-65.
- 2013 "Major Cardiovascular Risk Factors in Latin America: A Comparison with the United States." *The Latin American Consortium of Studies in Obesity (LASO) PLOS ONE*; 8(1): e54056, with J.J. Miranda, et.al.
- 2013 "A 'Polypill' Aimed at Preventing Cardiovascular Disease Could Prove Highly Cost-Effective for Use in Latin America." *Health Aff* 32: 155-64, with L.M. Vera-Cala, et.al.

Courses Taught: Pop Hlth 798: Epidemiologic Methods

Distinctions/Academic Experience: Editorial Board Member, *American Journal of Hypertension* and *The Open Obesity Journal*; Principle Investigator, Consortium of Latin American Studies on Obesity

PAUL BLOCK, Civil and Environmental Engineering

Date of Appointment: 2013

Rank: Assistant Professor

Education: Ph.D. University of Colorado-Boulder, 2006

Overseas Experience: Brazil, Chile, Peru, Ethiopia

Dissertations/Theses Advised (Last 5 Years): 2/3

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Climate Variability Management; Water Quality; Sustainable Approaches

Selected Publications:

- 2015 "Implications of Climate Change on Hydrological Extremes in the Blue Nile Basin: A Review" *Journal of Hydrology: Regional Studies* 4: 280-293, with M. Taye and P. Willems.
- 2014 "Bridging Critical Gaps in Climate Services and Applications in Africa" *Earth Perspectives* 1:15, with T. Dinku, et.al.

Courses Taught: Civil Eng 515: Hydroclimatology for Water Resources Management; Civil Eng 919: Hydraulic Engineering and Fluid Mechanics

Distinctions/Academic Experience: Control member, American Society of Civil Engineers' Environmental and Water Resources Institute: International Committee and Systems Committee; Member, American Geophysical Union; Recipient, Polygon Outstanding Engineering Faculty Teaching Award

UW-Madison

VICTOR CABRERA, Dairy Science

Date of Appointment: 2008

Rank: Associate Professor

Education: Ph.D. University of Florida, 2004

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Ecuador, Mexico, Nicaragua, Paraguay, and Peru

Dissertations/Theses Advised (Last 5 Years): 6/3

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Dairy Farm Cost-Efficiency and Profitability; Dairy Farm Production Systems; Environmental Stewardship

Selected Publications:

- 2015 “Consequences and Economics of Metritis in Iranian Holstein Dairy Farms.” *Journal of Dairy Science* 98:6048-6057, with A. Mahnani and A. Sadeghi-Sefidmazgi.
- 2015 “Green Cheese: Partial Life Cycle Assessment of Greenhouse Gas Emissions and Energy Intensity of Integrated Dairy and Bioenergy Systems.” *Journal of Dairy Science* 98:1571-1592, with H.A. Aguirre-Villegas, et.al.
- 2015 “A Comparison Analysis of Two Alternative Dairy Cattle Replacement Strategies: Optimization Versus Simulation Models.” *Revista Economía Agraria* 18:12-24, with A.S. Kalantari and D. Solis.

Courses Taught: Dairy Sci 399: Coordinative Internship/Cooperative Education; Dairy Sci 699: Special Problems in Dairy Science

Distinctions/Academic Experience: Recipient, Vilas Faculty Mid-Career Investigator Award, Alfred Toepfer Faculty Fellow Award, USDA grants; Member, American Dairy Science Association

CLAUDIA CALDERÓN, Horticulture

Date of Appointment: 2015

Rank: Assistant Faculty Associate

Education: Ph.D. UW-Madison, 2010

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), French (4), Italian (2)

Overseas Experience: Guatemala, France, Mexico

Percent Time Dedicated to Latin America: 80%

Selected Publications:

- 2016 “Fine Mapping of a QTL Associated with Kernel Row Number on Chromosome 1 of Maize.” *PLOS One*, with Brian Yandell and John Doebley
- 2015 “The Incidence of Three Honey Bee Viruses in Collapsing Colonies in Guatemala.” *Journal of Apiculture Research* 51(1): 133-135, with Patricia Landaverde, et.al.

Courses Taught: Hort 375: Special Topics in Horticulture

Distinctions/Academic Experience: Postdoctoral Fellow, UW-Madison

UW-Madison

JAVIER CALDERÓN, Music

Date of Appointment: 1988

Rank: Professor

Education: A.D. Indiana University, 1976

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), French (3)

Overseas Experience: Bolivia, Mexico, and Spain

Dissertations/Theses Advised (Last 5 Years): 1/1

Percent Time Dedicated to Latin America: 50%

Research and Teaching Specializations: Classical Guitar

Courses Taught: Music 076: Basic Guitar; Music 140/240/440/740: Classical Guitar; Music 248: American Folk Instruments; Music 270: Ensemble Guitar; Music 572: Advanced Ensemble-Classical Guitar

Distinctions/Academic Experience: Creator and director, the Doctor, Masters, and Bachelors of Music in Guitar Performance Programs; recipient, Emily Mead Baldwin Professorship in Music From the Americas; extensive tours in Asia, Europe, and Latin America; 6 recorded and world-wide released albums

JEROME CAMAL, Anthropology

Date of Appointment: 2013

Rank: Assistant Professor

Education: PhD. Washington University, 2011

Language Proficiencies (5=Native, 1=Beginner): French (5), Guadeloupean Creole (2)

Overseas Experience: Guadeloupe, Haiti, France

Percent Time Dedicated to Latin America: 50%

Research and Teaching Specializations: Cultural Anthropology; Ethnomusicology; Caribbean

Selected Publications:

Forthcoming *The Distant Drum: Musical Paths to a Creole Postnationalism.*

2016 "Putting the Drum in Conundrum: Guadeloupean Gwoka, Intangible Heritage, and Postnationalism." *International Journal of Heritage Studies* 22(5): 395-410.

2014 "DestiNation: The Festival Gwoka, Tourism, and Anticolonialism." *Sun, Sound, and Sand: Reflections on Music Touristics in the Circum-Caribbean* eds. Daniel Neely and Timothy Rommen. New York and Oxford: Oxford University Press, 213-237.

Courses Taught: Anthro 237: Cut-n-Mix: Music and Race in the Caribbean; Anthro 606: Ethnicity, Nations, and Nationalism; Anthro 690: The Caribbean - History, Culture, Theory; Anthro 940/Music 915: Caribbean Music – Mobile Sounds, Creole Identities

Distinctions/Academic Experience: Mellon Postdoctoral Fellowship in the Humanities, UCLA; Dean's Dissertation Fellowship in Humanities; Nussbaum Travel Grant; Music Department Representative; Graduate Council, Washington University, St. Louis

UW-Madison

JILL CASID, Art History

Date of Appointment: 2002

Rank: Professor

Education: Ph.D. Harvard University, 1999

Dissertations/Theses Advised (Last 5 Years): 12/4

Percent Time Dedicated to Latin America: 35%

Research and Teaching Specializations: Colonial Cultural Studies and Postcolonial Theory; Gender Studies and Queer Theory

Selected Publications:

- 2017 "A State of Foreclosure: The Guantánamo Prison." *The Philosophical Salon: Twenty-First Century Speculations, Reflections, Interventions*, eds. Patricia Vieira and Michael Marder. London: Open Humanities Press, 2017: 226-28.
- 2014 *Art History in the Wake of the Global Turn*, co-edited with Aruna D'Souza. New Haven: Yale University Press.

Courses Taught: Cross-Cultural Arts around the Atlantic Rim; History and Theory of Photography; Topics in Visual Culture: Word and Image; Imagining Diverse Community: Theory, Politics, and Art Exhibition Practices; After the Global Turn; Afro Am/Art His 802: Visual Culture; Europe and the Americas

Distinctions/Academic Experience: Affiliate faculty member, Departments of Art, Comparative Literature, Theatre and Drama; Professor (partial appointment), Department of Gender and Women's Studies; Recipient, Chancellor's Inclusive Excellence in Teaching Award; recipient, Hamel Faculty Fellow; Fellow, Institute for Research in the Humanities; Governing board, International Association for Visual Culture; Editorial Board, *Journal of Visual Culture*

SARAH C. CLAYTON, Anthropology

Date of Appointment: 2010

Rank: Associate Professor

Education: Ph.D. Arizona State University, 2009

Language Proficiencies (5=Native, 1= Beginner): Spanish (4)

Overseas experiences: Mexico, Belize, France

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 5/0

Research and Teaching Specialization: Archaeology of Complex Societies; Urban Landscapes and Rural-Urban Dynamics; Sociopolitical Collapse; Gender and Ethnicity; Households; Migration; Ideology and Political Institutions

Selected Publications:

- 2016 "After Teotihuacan: A View of Collapse and Reorganization from the Southern Basin of Mexico." *American Anthropologist* 118(1): 104-20.
- 2015 "Teotihuacan: An Early Urban Center in its Regional Context." *The Cambridge World History, Vol. 3: Early Cities in Comparative Perspective, 4000 BCE–1200 CE*, ed, Norman Yoffee. Cambridge University Press. 279-299.
- 2013 "Hinterland Diversity and Ancient Maya Political Economy in Northwestern Belize." *Classic Maya Political Ecology: Resource Management, Class Histories, and Political Change in Northwestern Belize*, edited by Jon C. Lohse. Cotsen Institute: University of California, Los Angeles, 171-192.

Courses Taught: Anthro 102: Archaeology and the Prehistoric World; Anthro 120: Archaeology of Mesoamerica; Anthro 322: Origins of Civilization; Anthro 942: Mesoamerican States; Archeology of Migration

Distinctions/Academic Experience: Grant recipient, National Science Foundation; Associate Editor, *Society for American Archaeology Press*; Grant reviewer, National Science Foundation, National Geographic Society; member, UW-Madison Foreign Language Area Studies Committee

UW-Madison

JANE COLLINS, Community and Environmental Sociology

Date of Appointment: 1992

Rank: Professor

Education: Ph.D. University of Florida, 1982

Language Proficiencies (5=Native, 1= Beginner): Spanish (2), Portuguese (1), French (1), Aymara (1)

Overseas experiences: Peru, Brazil, Mexico

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 11/1

Research and Teaching Specialization: Sociology; Anthropology; Gender Studies

Selected Publications:

2017 *The Politics of Value: Three Movements to Change How We Think about the Economy*. IL: University of Chicago Press.

2016 "The Hijacking of a New Corporate Form? Benefit Corporations and Corporate Personhood." *Economy & Society* 45 (3-4): 325-49, with Walker Kahn.

2014 "Reclaiming the Local in Movements against Inequality: A View from the U.S." *Suomen Antropologi: Journal of the Finnish Anthropological Society* 38(4): 52-55.

Courses Taught; CE Soc 341: Labor and Food Systems in the Global Economy; CE Soc 540: International Development, Environment, and Sustainability; CE Soc 925: Labor in the Global Economy; CE Soc 940: Seminar in Social Change: Commodities in the Global Economy

Distinctions/Academic Experience: Faculty Affiliate, Institute for Research on Poverty, School of Public Affairs; Recipient, Hilldale Award; Resident Fellow, Rockefeller Center at Bellagio; Member, Society for Latin American Anthropology

SAM DENNIS, JR., Planning and Landscape Architecture

Date of Appointment: 2003

Rank: Associate Professor

Education: Ph.D. Pennsylvania State University, 2000

Language Proficiencies (5=Native, 1= Beginner): Spanish (3)

Overseas experiences: Honduras, Costa Rica, Nicaragua

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specialization: Community Development and Public Health

Courses Taught: LArc 260: History of Landscape Architecture; LArc 451: Open Space Planning and Design; LArc 699: Special Problems-Landscape Architecture; Critical Theory in Landscape Architecture

Distinctions/Academic Experience: Chair, Landscape Architecture; Director, Environmental Design Laboratory; Study Abroad Courses in Costa Rica, Honduras

UW-Madison

LORI DIPRETE BROWN, Medicine & Public Health

Date of Appointment: 2004

Rank: Distinguished Faculty Associate

Education: M.S. Harvard University, 1988

Language Proficiencies (5=Native, 1=Beginner): Spanish (4) French (4)

Overseas Experience: Bangladesh, Cameroon, Chile, Costa Rica, Ecuador, Ethiopia, Ghana, Guatemala, Honduras, Mexico, Nicaragua, Pakistan, Senegal, South Africa, Tanzania, Thailand, Zambia

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specialization: Public Health; Women's Health; Global Health Education

Selected Publications:

2017 *Foundations for Global Health Practice*. Jossey-Bass: Wiley and Sons.

2015 "Scaling Up Success to Improve Health: Towards a Rapid Assessment Guide for Decision Makers." *Global Journal of Medicine and Public Health* 4(2), with J. Paltzer and D. Magnusson.

2014 "Inter-Professional Competencies for Global Health: Insights from Educational Frameworks and Experience at UW-Madison" *Journal of Law, Medicine & Ethics* 42(4): 32-37.

Courses Taught: Pop Hlth 640: Foundations in Global Health Practice; Pop Hlth 645: Global Health Field Study: Mexico, Ecuador; Health and Human Rights; Pop Hlth 650: Vulnerable Children in Africa due to HIV AIDS and Other Causes; Health and Disease in Thailand; Pop Hlth 788: Public Health Field Experience; Pop Hlth 795: Principles of Public Health Science

Distinctions/Academic Experience: Director, 4W Women and Well-Being Initiative; Associate Director, Global Health Institute; Faculty Associate, School of Human Ecology; Consultant and Advisor, Global Health Programs and Policy; Recipient, Dean's Teaching Award; Nominee, 100 Women Leaders in Global Health

HENRY JOHN DREWAL, Art History

Date of Appointment: 1990

Rank: Professor

Education: Ph.D. Columbia University, 1973

Language Proficiencies (5=Native, 1= Beginner): Spanish (2), Portuguese (2), Yoruba (2)

Overseas experiences: Brazil, Cuba, Ghana, Mexico, Nigeria, Panama, Puerto Rico, Senegal, South Africa

Percent Time Dedicated to Latin America: 30%

Dissertations/Theses Directed Last Five Years: 5/10

Research and Teaching Specialization: African and African Diaspora Art

Selected Publications:

Forthcoming *Striking Iron: The Art of African Blacksmiths*, with Allen Roberts. LA: Fowler Museum of UCLA and University of Washington Press.

2017 "Oriki for Robert Farris Thompson." *African Arts* 50(3):62-81.

Courses Taught: Art Hist 241: Intro to African Art and Architecture; Art Hist 479: Carnival Arts of the African Diaspora; Art Hist 601-2: Curating Africa/African Diaspora Arts

Distinctions/Academic Experience: Professor in Afro-American Studies (joint appointment); Grant and Fellowship Recipient, the Smithsonian Institution, the Rockefeller Foundation, the J. Simon Guggenheim Foundation, the National Endowment for the Humanities, Fulbright, the American Institute for Indian Studies

UW-Madison

ISABELLE C. DRUC, Anthropology

Date of Appointment: 2000

Rank: Honorary Fellow

Education: Ph.D. University of Montreal Quebec (Canada), 1997

Language Proficiencies (5=Native, 1= Beginner): French (5), English (5), Spanish (5), German (3)

Overseas experiences: Peru, Argentina

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specialization: Anthropology; Ethnography; Andean Archaeology; Ceramic Analysis

Selected Publications:

- 2018 "A Preliminary Assessment of the Organization of Ceramic Production at Liangchengzhen, Rizhao, Shandong: Perspectives from Petrography." *Journal of Archaeological Science: Reports* 18: 222-238.
- 2016 *Traditional Potters: From the Andes to Vietnam*. Deep University Press / Poesis Creations
- 2013 "What is Local: Looking at Ceramic Production in the Peruvian Highlands and Beyond." *Journal of Archaeological Research* 69(4): 485-514.

Courses Taught: Humanities Curso intensivo para Postgrados Arcillas; Producción y Técnicas Analíticas de Pastas y Cerámicas Arqueológicas; Anthro 310: Topics in South American Archaeology

Distinctions/Academic Experience: Co-Principal Investigator, U.S. Department of Education Grant; Boletín del Instituto Francés de Estudios Andinos (Peru); *Journal of Field Archaeology*

EVE EMSWILLER, Botany

Date of Appointment: 2006

Rank: Associate Professor

Education: Ph.D. Cornell University, 1999

Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Quechua (1)

Overseas experiences: Bolivia, Peru

Percent Time Dedicated to Latin America: 40%

Dissertations/Theses Directed Last Five Years: 5/2

Research and Teaching Specialization: Crop Evolution; Ethnobotany; Polyploidy; Agricultural Biodiversity; Andean Root and Tuber Crops

Selected Publications:

- 2016 "Farmer Perspectives on Oca (*Oxalis tuberosa* Molina; *Oxalidaceae*) Diversity Conservation: Values and Threats." *Journal of Ethnobiology* with Lauren J. Moscoe.
- 2016 "Rhododendron Uses and Distribution of This Knowledge within Ethnic Groups in Northwest Yunnan Province, China." *Open Journal of Social Sciences* 4: 138-50, with Elizabeth Georgian.

Courses Taught: Botany; Anthropology; Ethnobotany

Distinctions/Academic Experience: Recipient, Fulbright Scholar Award, National Science Foundation Grants; Former President, Society for Economic Botany; Member, National Science Foundation Panel Service, Digital Resource Discovery and Dynamic Learning Communities for a Changing Biology; Associate Editor, *Economic Botany*

UW-Madison

FALINA ENRIQUEZ, Anthropology

Date of Appointment: 2015

Rank: Assistant Professor

Education: Ph.D. University of Chicago, 2014

Language Proficiencies (5=Native, 1= Beginner): Spanish (5), Portuguese (4), French (3), German (3), Hopi (2)

Overseas experiences: Brazil

Percent Time Dedicated to Latin America: 40%

Dissertations/Theses Directed Last Five Years: 3/0

Research and Teaching Specialization: Brazil; Semiotics of Music and Language; Cultural Objectification and Commodification; Multiculturalism; Race/Ethnicity; Neoliberalism

Selected Publications:

Forthcoming "Invited Review of *Cape Verde, Let's Go: Creole Rappers and Citizenship in Portugal* by Derek Pardue." *Luso-Brazilian Review* 54(1).

2016 "Falina Enriquez's Composing Cultura." *CaMP Anthropology* blog, Nov 28.

Courses Taught: Anthro 104: Cultural Anthropology and Human Diversity; Anthro 340: Race, Culture, and Music in Brazil; Language and Culture; Anthro 940: Culture and the State in Latin America

Distinctions/Academic Experience: Affiliate, Global Music and Sound Studies Initiative; Grant recipient, UW-Madison, University of Chicago, Fulbright Institute, National Science Foundation; Member, UW-Madison Collections Committee, UW-Madison Lectures Committee; Secretary of the Faculty; Co-organizer, panels at the American Anthropological Association Annual Meeting, Denver and Minneapolis

HOLLY GIBBS, Geography

Date of Appointment: 2011

Rank: Associate Professor

Education: Ph.D. UW-Madison, 2008

Overseas experiences: Brazil, Madagascar, Ethiopia, Malaysia, New Zealand

Percent Time Dedicated to Latin America: 60%

Dissertations/Theses Directed Last Five Years: 4/1

Research and Teaching Specialization: Tropical Land Use Change and Globalization; Food Security; Climate Change; Conservation

Selected Publications:

2016 "Did Ranchers and Slaughterhouses Respond to Zero-Deforestation Agreements in the Brazilian Amazon?" *Conservation Letters* 9(1): 32-42, with J. Munger, et.al.

2015 "Brazil's Soy Moratorium: Supply Chain Governance is Needed to Avoid Deforestation." *Science* 347(6220): 377-78, with L. Rausch, et.al.

2015 "Mapping the World's Degraded Lands." *Applied Geography* 57: 12-21, with M. Salmon.

Courses Taught: Env St/Geo 309: People, Land, and Food; The Global Land Reserve; Consumer-drive Sustainability; Emerging Market Impacts on Global Agriculture

Distinctions/Academic Experience: Faculty Affiliate, Nelson Institute for Environmental Studies, Center for Sustainability and the Global Environment; Postdoctoral Fellow, Stanford University; Recipient, Distinguished Teaching Award; Editorial Board Member, *Tropical Conservation Science*, *Environmental Research Letters*, *Land*

UW-Madison

PABLO F. GÓMEZ, History and the History of Medicine

Date of Appointment: 2012

Rank: Assistant Professor

Education: Ph.D. Vanderbilt University, 2010

Language Proficiencies (5=Native, 1= Beginner): Spanish (5), Portuguese (3), German (1), French (1)

Overseas experiences: Colombia, Brazil, Italy, Spain, Germany, Netherlands

Percent Time Dedicated to Latin America: 50%

Research and Teaching Specialization: History of Medicine and Science in the Atlantic World, in Latin America, and in African Diaspora; Race and Medicine

Selected Publications:

- 2017 *The Experiential Caribbean: Creating Knowledge and Healing in the Early Modern Atlantic*. University of North Carolina Press.
- 2015 "Researching the History of Slavery in Colombia and Brazil through Ecclesiastical and Notarial Archives." *From Dust to Digital: Ten Years of the Endangered Archives Programme*, ed. Maja Kominko. Open Book Publishers.
- 2014 "Incommensurable Epistemologies? The Atlantic Geography of Healing in the Early Modern Black Spanish Caribbean." *Small Axe: A Caribbean Journal of Criticism* 44: 95-107.

Courses Taught: Afro Am/Hist Sci 275: Science, Medicine, and Race: A History; Med Hist 507: Health and Healing I: History of Healing from Antiquity to 1750; MHB 668: Disease, Medicine, and Public Health in History of Latin America and Caribbean; Med Hist 919: History of Medicine, Science and Public Health in Africa and the African Diaspora;

Distinctions/Academic Experience: Recipient, Andres Ramos Mattei-Neville Hall Biannual Best Article Prize, Mellon Foundation Area and International Studies Research Awards, British Library Endangered Archives Program; Member, Association of Caribbean Historians, Program Committee-American Association for the History of Medicine, William H. Welch Medal Book Award Committee; Co-chair, FLAS Grants selection committee

GARY PAUL GREEN, Community and Environmental Sociology

Date of Appointment: 1993

Rank: Professor

Education: Ph.D. University of Missouri-Columbia, 1993

Percent Time Dedicated to Latin America: 30%

Dissertations/Theses Directed Last Five Years: 6/0

Research and Teaching Specialization: Community and Urban Development; Modern American Communities; Rural and Regional Studies

Selected Publications:

- Forthcoming "Green Economy." *The Cambridge Handbook of Environmental Sociology*, eds. Katharine Legun et.al. New York: Cambridge University Press, with Yifei Li.
- 2017 "Place-Based Approaches to Poverty Alleviation." *The Handbook of Community Development* eds. Sue Kenny, Brian McGrath, and Rhonda Phillips. New York: Routledge.
- 2014 "Sustainable rural communities." *Kansas Journal of Law and Public Policy* 21: 421-436.

Courses Taught: CE Soc 617: Community Development; CE Soc 699: Special Problems in Community and Environmental Sociology; CE Soc 985: Research - Community and Environmental Sociology

Distinctions/Academic Experience: Member, Faculty Senate, Social Studies Divisional Committee, University Academic Planning Council, Interdivisional Curriculum Committee; Former editor, *Rural Sociology*; Editorial Board, *Journal of Research in Rural Education*, *Community Development Research and Practice Series*; Grant recipient, UW-Madison, National Science Foundation, U.S. Department of Agriculture; Chair, Department of Community & Environmental Sociology; Former Director, Center for Community and Economic Development

UW-Madison

MARGARET HAWKINS, Curriculum & Instruction

Date of Appointment: 1998

Rank: Professor

Education: Ed.D. University of Massachusetts, 1997

Language Proficiencies (5=Native, 1= Beginner): Swahili (2)

Overseas experiences: Mexico, Uganda

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specialization: Applied Linguistics and Education; Global Digital Partnerships; Refugee and Immigrant Reception

Selected Publications:

2014 “Ontologies of Place, Creative Meaning Making and Cosmopolitan Education.” *Curriculum Inquiry* 44(1): 90-113.

Courses Taught: Curr 672: Issues in ESL Education, Curr 943: Mobility, Language & Education

Distinctions/Academic Experience: Director, ESL and Bilingual Programs; Chair, Global Education Committee, School of Education; Member, Steering Committee, Second Language Acquisition Ph.D. Program

ELIZABETH HENNESSY, Environmental Studies & History

Date of Appointment: 2014

Rank: Assistant Professor

Education: Ph.D., University of North Carolina at Chapel Hill

Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Portuguese (2)

Overseas experiences: Brazil, Costa Rica, Ecuador, Germany, Mexico

Percent Time Dedicated to Latin America: 50%

Research and Teaching Specializations: Environmental History; Human Geography; Animal Studies; Political Ecology

Selected Publications:

Forthcoming *On the Backs of Tortoises: Darwin, the Galápagos and the Consumption of an Evolutionary Eden*. Yale University Press.

2018 “Cryogenic Deposit Box.” *Future Remains: A Cabinet of Curiosities for the Anthropocene*, Robert Emmett, Marco Amerio and Gregg Mitman, editors, Chicago: University of Chicago Press

2017 “Antropoceno o Capitaloceno en fricción: Des-Encuentros entre Geociencias e Historia.” *Ecología Política Latinoamericana: Pensamiento Crítico, Diferencia Latinoamericana y Rearticulación Epistémica*, Vol. 2, Héctor Alimonda, Catalina Toro Pérez, y Facundo Martín, coordinadores. Buenos Aires, Argentina: CLASCO, pp. 265-288, with German Palacio and Alberto Vargas.

2016 “Mythologizing ‘Darwin’s Islands’” in D. Quiroga and A. M. Sevilla, editors, *Darwinism and Conservation in the Galápagos Islands*. New York: Springer, pp. 65-90.

Courses Taught: Hist & Envr 369: Thinking Through History with Animals, Hist & Envr 465: Global Environmental History: How do we live in the Anthropocene?, Hist 600: Latin American Environmental History, Hist 704: What is world history? space, nature, Hist 700/Envr 900 Historical Political Ecology

Distinctions/Academic Experience: 2018-2020: Holtz Center for Science and Technology Studies, UW-Madison Thematic Cluster Grant: Environmental Justice in a Multispecies World: Ethics, Science, Power; 2018-2019: Borghesi-Mellon Seminar: Environmental Justice in a Multispecies World, UW-Madison; 2018: Resident Fellowship, Institute for Research in the Humanities, UW-Madison; 2017, “An Environmental History of Oil Palm in the Americas,” UW-Madison; 2017: Rachel Carson Center for the Environment and Society Fellowship, Munich, Germany; 2017 First Book Seminar, Center for the Humanities, University of Wisconsin-Madison

UW-Madison

ALEXANDRA HUNEEUS, Law

Date of Appointment: 2007

Rank: Associate Professor

Education: Ph.D. UC Berkeley, 2006

Language Proficiencies (5=Native, 1= Beginner): Spanish (5), French (2)

Overseas experiences: Chile, Costa Rica, Colombia

Percent Time Dedicated to Latin America: 60%

Dissertations/Theses Directed Last Five Years: 5/10

Research and Teaching Specialization: Public international Law; Latin America; Human Rights; Judicial Policy

Selected Publications:

- 2018 "Legitimacy and Jurisdictional Overlap: The ICC and the Inter-American Court in Colombia." *Legitimacy and International Courts* eds. Neinke Grossman and Harlan Grant Cohen. NY: Cambridge University Press, 114-141.
- 2017 "Treaty Exit and Latin America's Constitutional Courts." *AJIL Unbound* 111: 456-460, with R. Uruña.
- 2016 "Pushing States to Prosecute Atrocity: The Inter-American Court and Positive Complementarity." *The New Legal Realism, Vol II* eds. Stuart Macaulay, et.al. NY: Cambridge University Press.

Courses Taught: Leg St 409: Human Rights in Law and Society; Leg St 641: Sociology of Law; Law 827: International Law; Law 904: Human Rights in Latin America

Distinctions/Academic Experience: Director, Global Legal Studies Center; Faculty Affiliate, Legal Studies, Political Science; Postdoctoral Fellow, Stanford University; Grant Recipient, National Science Foundation, Ford Foundation/Latin American Studies Association; Editorial Board Member, *American Journal of International Law*, *Brazilian Journal of Empirical/Socio-Legal Studies*; Chair, Human Rights Program, UW-Madison

PATRICK IBER, History

Date of Appointment: 2017

Rank: Assistant Professor

Education: Ph.D. University of Chicago, 2011

Language Proficiencies (5=Native, 1= Beginner): Spanish (4), French (3), Portuguese (2), German (1)

Overseas experiences: Mexico, El Salvador

Percent Time Dedicated to Latin America: 80%

Research and Teaching Specialization: 20th Century Latin American and U.S. Foreign Relations; Politics of Culture and Intellectuals; Cultural Diplomacy and Imperialism

Selected Publications:

- 2017 "Social Science, Cultural Imperialism, and the Ford Foundation in Latin America in the 1960s" *The Global Sixties: Convention, Contest, and Counterculture* eds. Jadwiga Pieper-Mooney and Tamara Chaplin, Routledge, 96-114.
- 2016 "The Cold War Politics of Literature and the Centro Mexicano de Escritores" *Journal of Latin American Studies* 48(2): 247-272.
- 2015 *Neither Peace Nor Freedom: The Cultural Cold War in Latin America*. Harvard University Press.

Courses Taught: Hist 434: U.S. Foreign Policy since 1898; Hist 600: Poverty and Inequality in the Americas; Anthro/Afro Am/Span 260: Latin America: An Introduction; Hist 706: Transnational Intellectual History

Distinctions/Academic Experience: Recipient, Latin American International Relations Book Award, UC-AFT Professional Development Grant, Mellon Fellowship of Scholars in the Humanities; Anonymous Reviewer, *Journal of Latin American Studies*, *Journal of Iberian and Latin American Research*; Member, American Historical Association, Latin American Studies Association

UW-Madison

CAROLYN KALLENBORN, Design Studies

Date of Appointment: 2007

Rank: Associate Professor

Education: M.F.A. UW-Madison, 2000

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Mexico, Costa Rica, Ecuador, Turkey, Morocco, Peru

Dissertations/Theses Advised (Last 5 Years): 3/2

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Mexican Art and Culture; Conceptual Garments and Sculptures

Selected Works and Publications:

2017 *Flor y Cantos* (solo exhibition). Museo Rufino Tamayo Oaxaca de Juarez, Oaxaca, Mexico.

2016 *La Luz y la Sombra* (solo exhibition). Biblioteca Principal, Oaxaca de Juarez, Oaxaca, Mexico.

2014 *La Vida y Los Muertos: Day of the Dead in Oaxaca Mexico Film* (writer, director, and producer)

Courses Taught: Study Abroad in Mexico; Design St 225: Apparel Design I; Design St 425: Apparel Design II; Expressive Design; Design St 501: Global Artisans; Cloth to Clothing; Design St 625: Apparel Design III

Distinctions/Academic Experience: Jane Rafferty Thiele Professorship, School of Human Ecology; Faculty Affiliate, Art Department; Executive Faculty, Arts Institute; Art exhibits in China, Korea, Mexico; Recipient, Graduate School grants, Baldwin Award; Member, Fulbright Review committee

NANCY KENDALL, Educational Policy Studies

Date of Appointment: 2005

Rank: Associate Professor

Education: Ph.D. Stanford University, 2004

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Portuguese (4), Chichewa (1), Chitumbuka (1)

Overseas Experience: Colombia, Malawi, Mozambique

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Global Development Education Policies; HIV/AIDS Education

Selected Works and Publications:

2015 *Global Policies as Practice: The Consequences of Global Efforts to Develop the World*. Charlotte, NC: Information Age Press.

2015 "Transitions: Girls, Schooling, and Reproductive Realities in Malawi." *Educating Adolescent Girls around the Globe: Challenges and Opportunities* New York: Routledge, with Z. Kaunda.

2014 "Rethinking the Purposes of Schooling in the Post-EFA Era: The case of Malawi." *Globalization and Education: Integration and Contestation across Cultures*, eds. Stromquist and Monkman. New York: Rowman & Littlefield, with R. Silver.

Courses Taught: Introduction to International Development Education; Education, Health, and Sexuality in Global Perspective; Ed Pol 805: Gender Issues in International Educational Policy; Introduction to Comparative and International Education; Education for Global Change

Distinctions/Academic Experience: Faculty Affiliate, Gender & Women's Studies, Global Health Initiative; Member, Global Health Institute Advisory Board; Recipient Vilas Associates Award, UW-Madison Global Health Initiative Grant, APSIPSE Fellowship, MacArthur Foundation; Member, Comparative and International Education Society

UW-Madison

ERIKA MARIN-SPIOTTA, Geography

Date of Appointment: 2009

Rank: Associate Professor

Education: Ph.D. University of California-Berkeley, 2006

Language Proficiencies (5=Native, 1= Beginner): English (5), Spanish (5), Portuguese (3)

Overseas experiences: Turkey; Puerto Rico; U.S. Virgin Islands; Brazil; Costa Rica

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years: 6/4

Research and Teaching Specialization: Geography; Ecology; Biogeography; Soil Science; Ecosystem Ecology; Biogeochemistry

Selected Publications:

- 2017 "Lessons from the Earth Science Women's Network." *Earthzine*, with A.S. Adams, et.al.
- 2017 "Ecosystem Processes and Biogeochemical Cycles During Secondary Tropical Forest Succession." *Annual Review of Ecology, Evolution and Systematics* 48:497-519, with J.S. Powers.
- 2017 "Land Management: Data Availability and Process Understanding for Global Change Studies." *Global Change Biology* 23: 512-533, with K.H. Erb, et.al.

Courses Taught: Geo 120: Intro to the Earth System; Geo 526: Human Transformation of Earth Surface Processes; Geo 920: Biotic Novelty and Ecosystem Function; The Role of Humans in Changing the Face of the Earth; Global Biogeochemical Cycles

Distinctions/Academic Experience: Faculty Affiliate, Forest and Wildlife Ecology, Soil Science, Nelson Institute for Environmental Studies; Recipient, NSF Postdoctoral Fellow, Department of Energy Graduate Research Environmental Fellow, Association for Women Geoscientists President's Award, National Science Foundation CAREER Award, Sulzman Award for Excellence in Education and Mentoring

BENJAMIN MARQUEZ, Political Science

Date of Appointment: 1991

Rank: Professor

Education: Ph.D. UW-Madison, 1983

Language Proficiencies (5=Native, 1= Beginner): Spanish (3)

Overseas experiences: Nicaragua, Mexico

Percent Time Dedicated to Latin America: 50%

Research and Teaching Specialization: Cause Lawyers; Immigration; Identity; Latinos; Mexican Americans; Philanthropy; Race; Social Movements; Texas

Selected Publications:

- 2014 *Democratizing Texas Politics: Race and Party Politics 1945-2002*. University of Texas Press.
- 2013 "In Defense of My People: Alonso Perales and the Moral Construction of Citizenship." *In Defense of My People: Perales and the Development of Mexican-American Public Intellectuals* Arte Publico Press.

Courses Taught: Poli Sci/Chican@ 231: Politics in Multi-Cultural Societies; Poli Sci 825: Race and Politics in the U.S.; Poli Sci 464: Mexican-American Politics; Poli Sci 428: Community Power and Grassroots Politics; Poli Sci 422: Latino History and Politics

Distinctions/Academic Experience: Recipient, Institute for Research in the Humanities Race, Ethnicity, and Indigeneity Fellow, Honored Instructor Award, Rockefeller Archive Center grant; Director, Chican@ and Latin@ Studies Program; Former consultant, Institute for International Education; Member, American Political Science Association, Southwestern Political Science Association, Latino Caucus for the Midwest Political Science Assoc

UW-Madison

SARAH MCKINNON, Communication Arts

Date of Appointment: 2010

Rank: Associate Professor

Education: Ph.D. Arizona State University, 2008

Language Proficiencies (5=Native, 1= Beginner): Spanish (4), French (3)

Overseas experiences: Mexico, El Salvador, Guatemala, Canada, France

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 4/1

Research and Teaching Specialization: Intercultural Rhetoric; Globalization/Transnational Studies; Legal Rhetoric; Transnational Feminist Theory

Selected Publications:

2016 *Gendered Asylum: Race and Violence in U.S. Law and Politics* Urbana. University of Illinois Press.

2016 "Necropolitical Voices and Bodies in the Rhetorical Reception of Iranian Women's Asylum Claims." *Communication and Critical/Cultural Studies* 13: 1-17.

2013 "Alternatives to Global Capitalism: Person-to-Person Lending, New Media, and the Conditions of Intercultural Contact." *Howard Journal of Communications* 24: 326-347, with E.A. Dickinson, et.al.

Courses Taught: Comm Arts 373: Intercultural Communication and Rhetoric; Comm Arts 573: Rhetoric of Globalization & Transnationalism; Comm Arts 671: Communication and Social Conflict; Comm Arts 969: Intercultural Rhetoric

Distinctions/Academic Experience: Faculty Affiliate, Gender and Women's Studies; Recipient, Bonnie Ritter Book Award; Grant Recipient, Wisconsin Partnership Program, Organization for the Research of Women and Communication; Former Associate Director, Rhetoric Society of America Biannual Summer Institute; Expert Witness, U.S. Political Asylum Cases, 2010-Present; Member, International Communications Association

SARLI MERCADO, Spanish and Portuguese

Date of Appointment: 2013

Rank: Senior Lecturer

Education: Ph.D. 2007 Boston University

Language Proficiencies (5=Native, 1= Beginner): Spanish (5), French (3)

Overseas experiences: Argentina, France, Mexico, Puerto Rico, Spain

Percent Time Dedicated to Latin America: 100 %

Research and Teaching Specializations: Spanish Language, Literatures and Cultures; Spanish American Contemporary Poetry; Cultural Journalism and Cultural Urban Studies

Courses Taught: Span 319: Spanish Language Practice Through Journalism. Span 363: Spanish American Civilization. Span 326: Survey of Spanish American Literature. Span 311: Spanish Language Practice. Span 325: Advance Conversation. Span 319: Latin American Cities (*Cities Icons, and Ideas*)

Selected Publications:

2014 "Cultural Snapshots of Discontinuity: Reading Exile as encryptions of Self-Invention and Eccentricity."

Book Review: Alicia Borinsky, *One-Way Tickets: Writers and the Culture of Exile*. San Antonio: Trinity University Press, 2011. *Confluencia: Revista hispánica de cultura y literatura* 29 (2):185-188.

Distinctions/Academic Experience: Division of University Housing's Honored Instructors Award. University of Wisconsin, Madison. Fall 2009, Fall 2010 and Spring 2014, Spring 2016. Publications and translation, participation in collaborative and interdisciplinary projects, international seminars, presentations in conferences local and abroad

UW-Madison

KATHRYN J. MOELLER, Educational Policy Studies

Date of Appointment: 2013

Rank: Assistant Professor

Education: Ph.D. University of California, Berkeley, 2012

Language Proficiencies (5=Native, 1= Beginner): Portuguese (3), Spanish (3)

Overseas experiences: Brazil, Honduras

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years:

Research and Teaching Specialization: Education Policy; Feminist Studies; Development & Globalization Studies

Selected Publications:

- 2014 "Searching for Adolescent Girls in Brazil: Corporate Development and the Transnational Politics of Poverty in the Girl Effect." *Feminist Studies*.
- 2014 "'The Girl Effect': Transnational Corporate Investment in Girls' Education." *Globalization and Education* eds. Nelly Stromquist and Karen Monkman. Rowman & Littlefield.
- 2013 "Proving the Girl Effect: Corporate Knowledge Production and Educational Intervention." *International Journal of Educational Development* 33(6).

Courses Taught: Ed Pol 335: Globalization and Education; Ed Pol 600: Poverty and Education
Ed Pol 780: Political Economy and Education;

Distinctions/Academic Experience: Recipient, Fulbright-Hays Fellowship, National Science Foundation Fellowship, National Academy of Education/Spencer Foundation Postdoctoral Fellow; Faculty Affiliate, Gender and Women's Studies; Founder and Organizer, Anthropology of Corporations Interest Group, American Anthropological Association

SARAH MOORE, Educational Policy Studies

Date of Appointment: 2012

Rank: Assistant Professor

Education: Ph.D. University of Kentucky, 2006

Language Proficiencies (5=Native, 1= Beginner): Spanish (3)

Overseas experiences: Mexico

Percent Time Dedicated to Latin America: 40%

Research and Teaching Specialization: Urban Geography, Postcolonial Studies and Development; Space and Social Theory

Selected Publications:

- 2012 "Garbage Matters: Concepts in New Geographies of Waste." *Progress in Human Geography*.

Courses Taught: Geo 305: Introduction to the City; Geo 503: Researching the City: Qualitative Strategies

Distinctions/Academic Experience: Faculty Affiliate, Gender and Women's Studies, Nelson Institute for Environmental Studies; Community and School Garden Program

UW-Madison

ALFONSO MORALES, Urban and Regional Planning

Date of Appointment: 2006

Rank: Associate Professor

Education: Ph.D. Northwestern University, 1993

Language Proficiencies (5=Native, 1= Beginner): Spanish (3)

Overseas Experience: Mexico

Percent Time Dedicated to Latin America: 40%

Dissertations/Theses Directed Last Five Years: 3/3

Research and Teaching Specialization: Food Systems; Public Marketplaces; Street Vendors

Selected Publications:

2016 “Fostering Multiple Goals in Farm to School.” *Gastronomica: The Journal of Critical Food Studies* 2(1) 4:58-65, with A. Lakind and L. Skipper.

2016 “Satiating the Demand: Planning for Alternative Models of Regional Food Distribution.” *Journal of Agriculture, Food Systems, and Community Development* 2(1): 227-247., with L. Day-Farnsworth.

Courses Taught: Urb Plan 711: Planning for Food Systems and Marketplaces; Urb Plan 761: Central City Planning: Issues and Approaches

Distinctions/Academic Experience: Faculty Affiliate, Chican@/o Latin@/o Studies, Agroecology, Global Studies, Collaborative Center for Health Equity-School of Medicine and Public Health; Grant recipient, USDA-AFRI, Health Resources and Services Administration; Recipient, Ford Foundation Postdoctoral Fellow, American Bar Foundation dissertation fellow; Board member, EDCO Ventures

MARIA MUNIAGURRIA, Economics

Date of Appointment: 1994

Rank: Faculty Associate

Education: Ph.D. University of Minnesota, 1989

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Argentina, Mexico

Percent Time Dedicated to Latin America: 30%

Research and Teaching Specializations: International Trade and Economic Development; Industrial Organization and Competition Policy; Dynamic Economics; Economic Growth

Selected Publications:

2017 “El Rol de la Estructura Familiar en el Acortamiento de la Estatura de Preescolares Argentinos de 2 a 5 años.” *Papeles de Población* 23(92), with Beatriz Novak.

2014 “Family Structure and Child Health in Argentina.” *International Journal of Sociology of the Family* 40(2), with Beatriz Novak.

Courses Taught: Econ 364: Survey of International Economics; Econ 365: Issues in Comparative Economics; Econ 464: International Trade and Finance; Econ 467: International Comparisons, Industrial Firms, and Industrial Organizations; Econ 475: Economics of Growth

Distinctions/Academic Experience: Grant recipient, Global Research and Curriculum Development, World Affairs and the Global Economy Research; Fellowship recipient, American Association of University Women, the Sloan Foundation, and the Center for Macroeconomic Studies of Argentina; Director, Undergraduate Studies, Department of Economics

UW-Madison

LISA NAUGHTON-TREVES, Geography

Date of Appointment: 1997

Rank: Professor

Education: Ph.D. University of Florida-Gainesville, 1996

Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Portuguese (1)

Overseas experiences: Chile, Peru, Ecuador, Uganda

Percent Time Dedicated to Latin America: 40%

Dissertations/Theses Directed Last Five Years: 2/6

Research and Teaching Specialization: Biodiversity Conservation in Developing Countries; Land use Change; Land Tenure and Property Rights; Tropical South America

Selected Publications:

- Forthcoming "Who Owns Paradise: Using Web Mapping to Enhance a Geography Course Exercise about Tropical Forest Conservation." *Journal of Maps*, with M. Weisse et.al.
- 2014 "Effects of a Conservation Policy-Induced Income Shock on Forest-Dependent Households in the Peruvian Amazon." *Ecological Economics* 97, with J. L'Roe.
- 2013 "Does Secure Land Tenure Save Forests? A Meta-Analysis of the Relationship between Land Tenure and Tropical Deforestation." *Global Environmental Change*.

Courses Taught: Geo 339: Environmental Conservation; Geo 434: People, Wildlife, and Landscapes; Geo 538: Humid Tropics: Ecology and Development; Geo 930: Biodiversity Conservation and Social Change

Distinctions/Academic Experience: Faculty Affiliate, Nelson Institute for Environmental Studies, Land Tenure Center; Department Chair, Geography; Postdoctoral Fellow, Princeton University; Member, Women in Geography (UW-Madison chapter), Association of American Geographers, American Association of University Women; Former Fulbright Scholar, Chile; Grant recipient, Fulbright, USAID, American Association of University Women

JENNA NOBLES, Sociology

Date of Appointment: 2009

Rank: Associate Professor

Education: Ph.D. University of California-Los Angeles, 2007

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Mexico

Dissertations/Theses Advised (Last 5 Years): 10/7

Percent Time Dedicated to Latin America: 33%

Research and Teaching Specializations: Demography; Sociology of Economic Change and Development; Sociology of Family and Medicine; Sociology of Gender

Selected Publications:

- Forthcoming "Migration and Parental Absence in Latin America: A Comparative Assessment." *Population, Space, and Place*, with Jack Dewaard and Katharine Donato.
- 2017 "Migration and the Pursuit of Education in Southern Mexico" *Comparative Education Review* 61(1):141-175, with Jessa Lewis Valentine, et.al.
- 2015 "Gender, Power, and Emigration from Mexico." *Demography* 52:1573-1600, with Christopher McKelvey.

Courses Taught: Soc 170: Population Problems; Soc 756: Advanced Demographic Techniques; Soc 971: Migration and Migrants; Soc/Chican@ St 470: Mexico-US Migration; Soc 997: Perspectives in Demography, Health, and Aging

Distinctions/Academic Experience: Faculty Affiliate, Department of Population Health, Center for Demography and Ecology, Chican@ and Latin@ Studies, Institute for Research on Poverty; Associate Director, Center for Demography and Ecology; Assistant Director, Health Disparities Research Scholars; Grant recipient, UW-Madison Graduate Division, National Institute of Child Health and Development, National Science Foundation

UW-Madison

CHRISTA J. OLSON, English

Date of Appointment: 2011

Rank: Associate Professor

Education: Ph.D. University of Illinois at Urbana-Champaign, 2010

Language Proficiencies (5=Native, 1= Beginner): Spanish (3)

Overseas experiences: Ecuador

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years: 1/20

Research and Teaching Specialization: Rhetorical History, Theory, and Criticism; Visual Rhetoric; Latin America; 19th and 20th Century Visual Cultures in the Americas

Selected Publications:

- 2015 “‘But in Regard to these (the American) Continents:’ U.S. National Rhetorics and the Figure of Latin America.” *Rhetoric Society Quarterly*, special issue.
- 2014 *Constitutive Visions: Indigeneity and Commonplaces of National Identity in Republican Ecuador*. Penn State University Press.
- 2013 “Pan-Historiography: The Challenges of Writing History across Time and Space.” *Theorizing Histories of Rhetoric*. Carbondale, ed. Michelle Ballif. Southern Illinois University Press, with Debra Hawhee.

Courses Taught: English 705: Rhetoric and the Americas; English 705: Intellectual Sources of Contemporary Composition Theory II - Modern

Distinctions/Academic Experience: Director, English 201 (Intermediate Composition)

JORGE OSORIO, Pathobiological Sciences

Date of Appointment: 2004

Rank: Professor

Education: Ph.D. UW-Madison, 1996

Language Proficiencies (5=Native, 1= Beginner): Spanish (5)

Overseas experiences: Colombia

Percent Time dedicated to Latin America: 25%

Research and Teaching Specialization: Pathogenesis of Human and Veterinary Diseases; Development of Methods for Vaccination and Prevention

Selected Publications:

- 2017 “Clinical and Nerve Conduction Features in Guillain-Barré Syndrome Associated with Zika Virus Infection in Cúcuta, Colombia.” *European Journal of Neurology* with A. Uncini, et.al.
- 2017 “Assessing Monkeypox Virus Prevalence in Small Mammals at the Human-Animal Interface in the Democratic Republic of the Congo” *Viruses* 9(10), with J.B. Doty, et.al.
- 2017 “Zika in the Americas, Year 2: What Have We Learned? What Gaps Remain? A Report from the Global Virus Network” *Antiviral Research* 144: 223-246, with M.T. Aliota, et.al.

UW-Madison

JONATHAN PATZ, Population Health Sciences

Date of Appointment: 2004

Rank: Professor

Education: M.P.H. Johns Hopkins University, 1992

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Peru

Dissertations/Theses Advised (Last 5 Years): 8/2

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Health Risks; Long-Term Impact of Climate and Ecological Change

Selected Publications:

- Forthcoming “Association Between El Niño, Temperature and Epidemic Dengue and Zika in Brazil, 2015-2016.” *The Lancet*.
- 2016 “Solving the Global Climate Crisis: The Greatest Health Opportunity of our Times?” *Public Health Reviews*.
- 2015 “Climate Change, Human Rights and Social Justice.” *Annals of Global Health* 81 (3): 310-322, with B.S. Levy.

Courses Taught: Environ St 400: Global Environmental Change and Disease Risk; Pop Hlth 650: Health Risk Assessment of Global Environmental Change; Pop Hlth 740: Health Impact Assessment of Global Environmental Change; Env 808: Integrative Research Methods for Humans and the Global Environment

Distinctions/Academic Experience: Recipient, Nobel Peace Prize (with Al Gore and the United Nations Intergovernmental Panel on Climate Change), the Aldo Leopold Leadership Fellows Award, the Zayed International Prize for the Environment; advisor to the United States Congress, Center for Disease Control and Prevention, Environmental Protection Agency, National Center for Atmospheric Research, National Research Council/National Academy of Sciences, the World Health Organization; Director, Global Health Institute; Faculty Affiliate, Nelson Institute for Environmental Studies, La Follette School of Public Affairs; Affiliate Scientist, National Center for Atmospheric Research

JON PEVEHOUSE, Political Science

Date of Appointment: 2000

Rank: Professor

Education: Ph.D. Ohio State University, 2000

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Dissertations/Theses Advised (Last 5 Years): 9/0

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: International Relations Theory; International Security; Foreign Policy; International Political Economy; Political Methodology

Selected Publications:

- Forthcoming “Coproduction or Cooptation? Real Time Spin and Social Media Response during the 2012 French and US Presidential Debates.” *French Politics*, with Chris Wells, et.al.
- 2015 *International Relations* 11th edition. Pearson publishing, with Joshua Goldstein.
- 2013 “Ties that Bind? International Trade Agreements and Monetary Policy.” *International Studies Quarterly*, with Mark Copelovitch.

Courses Taught: Int'l St 101: Introduction to International Studies; Pol Sci 103: Introduction to International Relations; Pol Sci 359: Problems in U.S. Foreign Policy; Poli Sci 857: Theories of International Relations; Pol Sci 945: National Security Policy; Pol Sci 960: Democracy: At Home and Abroad; Comparative Regional Integration

Distinctions/Academic Experience: Vilas Distinguished Achievement Professor; Former editor, *International Organization*; Grant recipient, National Science Foundation, UW Graduate School, Center for World Affairs and the Global Economy (WAGE); Editorial board member, *International Organization*, *International Studies Quarterly*, *Foreign Policy Analysis*

UW-Madison

BRENDA PLUMMER, History

Date of Appointment: 1991

Rank: Professor

Education: Ph.D. Cornell University, 1981

Overseas experiences: Nigeria, Haiti

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 6/0

Research and Teaching Specialization: Race and Gender; International Relations; Civil Rights

Selected Publications:

2013 “Race and the Cold War.” *The Oxford Handbook of the Cold War* eds. Richard Immerman and Petra Goode. Oxford University Press, 2013: 503-521.

2013 *In Search of Power: African Americans in the Era of Decolonization, 1956-1974*. Cambridge University Press.

Courses Taught: History 227: History of Race and Ethnicity in the United States; History 330: Afro-American and African Linkages; History 607: America’s Impact on the World: Race, Gender, and Human Rights; Afro Am/Hist 628: History of the Civil Rights Movement in the United States History 943: Race and Nationalisms: Comparative and Theoretical Perspectives

Distinctions/Academic Experience: Faculty Affiliate, Department of Afro-American Studies; Editorial board member, *American Quarterly*, *Journal of Haitian Studies*; Grant recipient, Letters & Science Chair Research Fellowship, Rockefeller Archive Center, UW Graduate School; Recipient, Institute for Research in the Humanities Fellowship, National Humanities Center Fellowship

THOMAS POPKEWITZ, Curriculum & Instruction

Date of Appointment: 1970

Rank: Professor

Education: Ed.D. New York University, 1970

Language Proficiencies (5=Native, 1= Beginner): Spanish (2)

Overseas Experience: Argentina, Belgium, Brazil, China, Colombia, Mexico, Portugal, Russia, South Africa, Spain

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Curriculum History and Studies; Cultural Sociology of School Reform/Change

Selected Publications:

Forthcoming *Political Sociology and Educational Studies: Transnational Studies of the Styles of Reason Governing Teaching, Curriculum and Teacher Education*. New York: Routledge, ed. with J. Diaz and C. Kirchgasler.

2015 “La Práctica Como Teoría Del Cambio. Investigación Sobre Profesores Y Suformación.” (The practice and theory of change. research and training teachers)” *Profesorado. Revista de curriculum y formación del profesorado* 19(3).

2014 “Comparative Studies and the Reasons of Reason: Historicizing Differences and “Seeing” Reforms in Multiple Modernities.” *Empires, Post-Coloniality, and Interculturality: New Challenges for Comparative Education* ed. L. Vega, 21-43. Rotterdam: Sense, with W. Zhao and A. Khurshid.

Courses Taught: Curr 675: Globalization, Teaching and Curriculum Planning; Curr 714: Research and Evaluation Paradigms in Curriculum and Instruction; and Curr 716: Reform and Change in Curriculum and Instruction

Distinctions/Academic Experience: Honorary doctoral degree, Umeå University (Sweden), the University of Lisbon (Portugal), University of Granada (Spain); Recipient, Lifetime Achievement Award, American Education Research Association; Grant recipient, U.S. Office of Education, National Institute of Education, Fulbright, Rockefeller Foundation, Ford Foundation; Former chair, Department of Curriculum & Instruction; Faculty Affiliate, German, Nordic & Slavic

UW-Madison

STEPHEN QUINTANA, Counseling Psychology

Date of Appointment: 1996

Rank: Professor

Education: Ph.D. University of Notre Dame, 1989

Language Proficiencies (5=Native, 1= Beginner): Spanish (3)

Overseas experiences: Mexico, Guatemala

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specialization: Ethnic Issues in Development, Counseling, and Education; Ethnic Perspective-Taking Ability in Children; Integration of Developmental and Counseling Theory

Selected Publications:

- 2014 "Ethnic and Racial Identity during Adolescence and into Young Adulthood: An Integrated Conceptualization." *Child Development*. 85: 21-39, with A. Umana-Taylor, et.al.
- 2014 "Ethnic and Racial Identity in Adolescence: Implications for Psychosocial, Academic, and Health Outcomes." *Child Development*. 85: 40 – 57, with D Rivas-Drake, et.al.
- 2014 "What Does it Mean to be Mexican American? Children's and Adolescents' Perspectives." *Mexican-American Children and Families: Multi-Disciplinary Perspectives*, eds. Y. Caldera and E. Trejos. New York: Routledge, with T. Chavez and A. Ramirez Stege.

Courses Taught: Couns Psych 230: Race and the Developing Child; Couns Psych/Ed Psych 723: Developmental Processes Across the Life-Span; Ed Psych 840: Clinical Practicum in School Psychology

Distinctions/Academic Experience: Faculty Affiliate, Educational Psychology; Grant recipient, Institute on Race and Ethnicity, Ford Foundation, Will C. Hogg Fund; Member, American Psychological Association, American Educational Research Association; Former Chair, Department of Counseling Psychology; Former committee chair, Diversity Committee, Dept. of Educational Psychology

LISA RAUSCH, Nelson Institute for Environmental Studies

Date of Appointment: 2013

Rank: Associate Researcher

Education: Ph.D. University of Kansas, 2013

Language Proficiencies (5=Native, 1= Beginner): Spanish

Overseas experiences: Brazil

Percent Time Dedicated to Latin America: 50%

Research and Teaching Specialization: Agricultural Expansion and the Cultural, Social, and Institutional Factors that promote or inhibit Conservation-Positive Behaviors; Effect of Globalization on Agriculture and the Environment

Distinctions/Academic Experience: Former Fulbright Scholar (Brazil); Affiliate, Geography department

UW-Madison

CAROLINA SARMIENTO, Civil Society and Community Studies

Date of Appointment: 2014

Rank: Assistant Professor

Education: Ph.D. University of California-Irvine, 2014

Language Proficiencies (5=Native, 1= Beginner): Spanish (3)

Overseas experiences: Mexico

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years: 1/2

Research and Teaching Specialization: Planning Theory and Practice; Chicano/as and Latino/as in the City; Community Based Planning and Cultural Development; Transnational Immigrant Communities, Community Sustainability and Resistance; Race; Immigration; Labor; Urban Inequality; Politics of Development and Urban Governance; Urban Ethnography

Selected Publications:

- 2017 "Little Free Libraries: An Examination of Micro-Urbanist Interventions." *Journal of Urbanism* 1-21, with J.R. Sims and Alfonso Morales
- 2015 "Façades of Equitable Development: Santa Ana and the Affordable Housing Complex." *Journal of Planning Education and Research* 35(3): 323-336, with J.R. Sims.
- 2013 "Traversing the Border: Community-Based Planning and Transnational Migrants." *Journal of Planning Education and Research* 33(3): 336-347, with V.A. Beard.

Courses Taught: CE Soc 375: Education for Sustainable Communities; Community Based Research and Evaluation; Community Issues and Service Learning

Distinctions/Academic Experience: Faculty Affiliate, Department of Urban and Regional Planning, Chican@ and Latin@ Studies, Nelson Institute for Environmental Studies; Grant recipient, Ira and Inerva Reilly Baldwin Wisconsin Idea Endowment; Co-founder, MASData; Member, School of Human Ecology Sustainability Task Force, Planners of Color Interest Group

LAURA SCHECHTER, Agricultural & Applied Economics

Date of Appointment: 2005

Rank: Associate Professor

Education: Ph.D. University of California-Berkeley, 2005

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Guarani (5), Mandarin Chinese (2)

Overseas Experience: Paraguay

Dissertations/Theses Advised (Last 5 Years): 3/0

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Development Economics; Behavioral Economics; Contract Theory

Selected Publications:

- Forthcoming "Receptiveness to Advice, Cognitive Ability, and Technology Adoption" *Journal of Economic Behavior and Organization* with B.L. Barham, J.-P. Chavas, and D. Fitz.
- 2015 "Stability of Social, Risk, and Time Preferences over Multiple Years." *Journal of Development Economics*, 117: 151-170, with Y. Chuang.
- 2015 "Social Networks in Developing Countries" *Annual Review of Resource Economics* 7: 451-472, with Y. Chuang.

Courses Taught: Ag Econ 374: Growth and Development; Ag Econ 462: Latin American Economic Development; Ag Econ 474: Economic Problems of Developing Areas; Ag Econ 730: Economic Development

Distinctions/Academic Experience: Faculty Affiliate, Center for Demography and Ecology; Former Visiting Associate Professor, Yale University; Grant Recipient, U.S. Department of Agriculture, Russell Sage Foundation, the Chronic Poverty Research Centre; Recipient, Taylor-Hibbard Award, the William and Flora Hewlett Foundation Fellowship, Alfred Toepfer Faculty Fellow; Co-Editor, *Journal of Economic Behavior and Organization*

UW-Madison

GAY SEIDMAN, Sociology

Date of Appointment: 1989

Rank: Professor

Education: Ph.D. University of California-Berkeley, 1990

Language Proficiencies (5=Native, 1=Beginner): Portuguese (3), Spanish (1)

Overseas Experience: Botswana, Brazil, Guatemala, India, South Africa, Swaziland

Dissertations/Theses Advised (Last 5 Years): 19/5

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Sociology of Economic Change and Development; Labor; Gender; Social Movements; Political Sociology; Demography

Selected Publications:

- 2018 Book review: *Domestic Workers of the World Unite! A Global Movement for Dignity and Human Rights* by Jennifer N. Fish. ILR Review 71(2) 558-559.
- 2017 "Beyond Disciplinary Boundaries: Leveraging Complementary Perspectives on Global Labour." Journal of Industrial Relations 59(4): 510-537, with T. Schulz-Cleven, et al.

Courses Taught: Soc 211: The Sociological Enterprise; Soc 495: Sociology of Economic Change; Soc 495: Global Sweatshops; Race and Ethnicity; Soc 620: Construction of Racial Orders; Soc 726: Population and Development; Soc 925: Transitions in the Southern Hemisphere; Soc 940: Labor in Developing Societies; Soc 940: Globalization and Development

Distinctions/Academic Experience: Faculty Affiliate, the Havens Center, Center for Demography and Ecology; Former Director, African Studies, Global Studies; Grant/Fellowship Recipient, the Ford Foundation, Social Science Research Council/American Council of Learned Societies, Princeton Institute of International and Regional Studies, John L. Simpson Memorial Fund, the Hewlett Foundation

ERICA S. SIMMONS, Political Science

Date of Appointment: 2012

Rank: Assistant Professor

Education: Ph.D. University of Chicago, 2012

Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Portuguese (2)

Overseas experiences: Mexico, Ecuador, Bolivia

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 3/2

Research and Teaching Specialization: Civic Society; Globalization; Human Rights; Latin America; Methodology; Revolution; Social Movements

Selected Publications:

- 2017 "Comparison with an Ethnographic Sensibility." *Political Science and Politics* 50(1): 26-30, with Nicholas Rush Smith.
- 2016 *Meaningful Resistance: Market Reforms and the Roots of Social Protest in Latin America*. Cambridge University Press.
- 2016 "Corn, Markets, and Mobilization in Mexico." *Comparative Politics* 48(3): 413-431.

Courses Taught: Int'l St 601: Mobilizing for Change in Latin America; Poli Sci 401/667: Introduction to Contentious Politics; Int'l St 401: From Castro to Chiapas: Social Movements and Revolutions in Latin America

Distinctions/Academic Experience: Faculty Affiliate, International Studies, Department of Sociology; Grant/Fellowship recipient, UW-Madison, Nave Faculty Publication Supplement Grant, Mellon Foundation, National Science Foundation; Recipient, Sage Paper Award, Honored Instructor Award; Member, Newman Award Selection Committee

UW-Madison

ALIKO SONGOLO, African Languages & Literature

Date of Appointment: 1991

Rank: Halverson-Bascom Professor

Education: Ph.D. University of Iowa, 1975

Language Proficiencies (5=Native, 1=Beginner): French (5), Swahili (5), Ehembe (5), Spanish (3), Italian (2), Portuguese (2)

Overseas Experience: Brazil, Puerto Rico, Guadeloupe, Martinique

Dissertations/Theses Advised (Last 5 Years): 10/3

Percent Time Dedicated to Latin America: 40%

Research and Teaching Specializations: African and Caribbean Literature; Francophone Literature and Cultural Studies; Twentieth Century Poetry

Selected Publications:

Forthcoming "Migration of African-American Writers to Paris and Encounter with African and Caribbean Writers (1930-1960)."

Courses Taught: French 271: Introduction à l'analyse littéraire; French 532: Cultures et sociétés francophones; French 665: Introduction aux études francophones; French 850: La Francophonie en question; French 947: Mouvements littéraires francophones; French 948: Créolité; Postcolonialités

Distinctions/Academic Experience: Faculty Affiliate, French & Italian Studies; Recipient, Chevalier dans l'Ordre des Palmes Académiques, French Minister of Education; Former Fulbright fellow; former President, the African Studies Association, African Literature Association; Founding Director, Wisconsin International Scholars Program

RANDY STOECKER, Community and Environmental Sociology

Date of Appointment: 2005

Rank: Professor

Education: Ph.D. University of Minnesota, 1988

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 11/4

Research and Teaching Specialization: Community-Based Research; Service Learning; Community-University Collaboration; Community Organizing and Development; Community Informatics; Research Methods

Selected Publications:

2017 "The Neoliberal Starfish Conspiracy." *Partnerships: A Journal of Service-Learning and Civic Engagement* 8: 1-17.

2016 *Liberating Service Learning, and the Rest of Higher Education Civic Engagemen.t* Philadelphia: Temple University Press.

2016 *The Landscape of Rural Service Learning, and What It Can Teach Us All.* East Lansing: Michigan State University Press, ed. with Nicholas Holton and Charles Ganzert.

Courses Taught: CE Soc 500: Community-Based Research with Urban Community Arts Network; CE Soc 573: Community Organization and Change; Soc 750: Research Design and Practice in Sociology; Soc 955: Qualitative Research Methods

Distinctions/Academic Experience: Faculty Affiliate, School of Human Ecology, Nelson Institute for Environmental Studies, Department of Urban and Regional Planning, Cooperative Extension Center for Community and Economic Development, Development Studies; Grant recipient, USDA, UW Nelson Institute Zieve Graduate Assistantship, Reilly Baldwin Wisconsin Idea Endowment; Editorial Board Member, *Engaged Scholar Journal*, *Undergraduate Journal of Service Learning and Community-Based Research*, *Rural Studies*; Member, Community Development Society, Rural Sociological Society

UW-Madison

KAREN STRIER, Anthropology

Date of Appointment: 1989

Rank: Vilas Research Professor

Education: Ph.D. Harvard University, 1986

Language Proficiencies (5=Native, 1= Beginner): Spanish (4), Portuguese (4)

Overseas experiences: Brazil, Kenya

Percent Time Dedicated to Latin America: 40%

Dissertations/Theses Directed Last Five Years: 3/6

Research and Teaching Specialization: Biological Anthropology; Primatology; Behavioral Ecology; Brazil

Selected Publications:

- 2017 "Does Climate Influence the Demography of Wild Primates? Evidence from Long-Term Life-History Data in Seven Species." *Global Change Biology* with F.A. Campos, et.al.
- 2016 "Variation in Habitat and Behavior of the Northern Sportive Lemur (*Lepilemur septentrionalis*) at Montagne des Français, Madagascar." *Primate Conservation* 30: 73-88, with M.P. Dinsmore, et.al.
- 2016 *Primate Behavioral Ecology* 5th Edition, Routledge: Taylor & Francis.

Courses Taught: Anthro 458: Primate Behavioral Ecology; Anthro 490: Ethnoprimatology; Anthro 668: Primate Conservation

Distinctions/Academic Experience: Faculty Affiliate, Department of Integrative Biology; International Collaborator, Kyoto University; Recipient, UW-Madison Honored Instructors Award; Associate Conservation Scientist, Global Wildlife Conservation; Professor Permanente, Universidade Federal do Espírito Santo (Brazil); Grant recipient, National Geographic Society, Primate Action Fund, Margot Marsh Biodiversity Foundation; President, International Primatology Society; Co-chair, Science Policy Committee, American Association of Physical Anthropology

JAMES SWEET, History

Date of Appointment: 2004

Rank: Professor

Education: Ph.D. City University of New York, 1999

Percent Time Dedicated to Latin America: 40%

Dissertations/Theses Advised (Last 5 Years): 4/0

Research and Teaching Specializations: African Diaspora; Comparative Slavery; Race and Nation in the Atlantic World; Comparative World History, History of Brazil; History of South Africa

Selected Publications:

- 2014 "Reimagining the African-Atlantic Archive: Method, Concept, Epistemology, Ontology." *The Journal of African History* 55(2): 147-159.

Courses Taught: Hist 225: Afro-Atlantic History 1808-Present; Hist 525: World and the West from 1492; Hist 533: Multi-Racial Societies in Latin America; Hist 555: History of Brazil; Hist 600: African Diaspora Peoples and History; African Images in the West

Distinctions/Academic Experience: Grant/Fellowship Recipient, Institute for Historical Studies, National Humanities Center, the National Endowment for the Humanities; Recipient, the Wesley Logan Prize

UW-Madison

ADRIAN TREVES, Nelson Institute for Environmental Studies

Date of Appointment: 2007

Rank: Professor

Education: Ph.D. Harvard University, 1997

Language Proficiencies (5=Native, 1= Beginner): Spanish (3), French (4), Rutoro (1)

Overseas experiences: Chile, Ecuador, Peru, Uganda, Rwanda, Madagascar, Congo

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 5/2

Research and Teaching Specialization: Environmental Studies; Agro-Ecosystems

Selected Publications:

2018 “Intergenerational Equity Can Help to Prevent Climate Change and Extinction.” *Nature Ecology & Evolution* 2:204-207, with W.S. Lynn, et.al.

2017 “The Achilles Heel of Participatory Conservation” *Biological Conservation* 212:139–143, with J.V. López-Bao, et.al.

Courses Taught: Envr St 651: Conservation Biology

Distinctions/Academic Experience: 2018 Nominee, Indianapolis Prize in Conservation; Recipient, Fulbright Award for Sabbatical Teaching/Research; Grant Recipient, National Geographic Society Research & Exploration; Science Advisor, Yellowstone Ecological Research Center

CHRIS WALKER, Dance

Date of Appointment: 2008

Rank: Associate Professor

Education: M.F.A. State University of New York-Brockport, 2004

Overseas Experience: Jamaica, the Caribbean, Taiwan, Panama

Percent Time Dedicated to Latin America: 40%

Research and Teaching Specializations: Fusion-Dance; Caribbean Dance; Caribbean Cultures

Recent Performances:

2018 *Moonshine* (Afro-Caribbean dance, drumming, and spoken word collection) [producer] performed at UW-Madison.

2017 *Unmasked* [choreographer/performer] performed at UW-Madison.

Courses Taught: Dance 177: African Dance; Dance 277: African Dance Performance; Dance 311: Modern/Contemporary Dance Techniques; Dance 560: First Wave Integrated Arts

Distinctions/Academic Experience: Dancer and Choreographer, the National Dance Theater Company (Jamaica); Recipient, the Friars Foundation Fellowship, the Arts Competition (New York), the American College Theatre Festival Merit Certificate, the Pylyshenko-Strasser Graduate Award; Founder and Director, the Caribbean dance company “VOICES”; Artistic Director, First Wave Hip Hop Theater Ensemble, NuMoRune Collaborative; Grant recipient, Madison Arts Commission–Signature Grant

UW-Madison

DONALD M. WALLER, Botany

Date of Appointment: 1978

Rank: Professor

Education: Ph.D. Princeton University, 1978

Language Proficiencies (5=Native, 1=Beginner): German (3), French (2), Spanish (1)

Overseas Experience: Costa Rica, Guatemala, France, Germany, Mexico, Panama

Dissertations/Theses Advised (Last 5 Years): 2/5

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Conservation Biology, Genetics and Evolution; Ecology

Selected Publications:

- Forthcoming "First Stewards -- Comparing Tribal vs. Non-Tribal Management of Forests and Wildlife." *Ecology & Society* with Nicholas Reo
- 2016 "Combining Biodiversity Resurveys Across Regions to Advance Global Change Research" *BioScience* 67(1): 73-83, with K. Verheyen, et.al.
- 2014 "Accelerated Climate Change and its Impact on Yak Herding Livelihoods in the Eastern Tibetan Plateau" *Climate Change* 123: 147-160, with M.A. Haynes, et.al.

Courses Taught: Botany 100: Survey of Botany; Botany 260: Introductory Ecology; Botany 333: Population Biology; Botany 459: Ecological Techniques for Field Monitoring; Botany 639: Field Biology of the Subtropics; Botany 651: Conservation Biology; Botany 823: Evolutionary Plant Ecology; Botany 830: Theoretical Ecology; Env 400: Suburban Sprawl and Land Use

Distinctions/Academic Experience: Faculty Affiliate, Environmental Studies; Former president, International Society for the Study of Evolution; Former editor-in-chief, *Evolution*; Fellow recipient, the American Association for the Advancement of Science; Grant recipient, the United States Department of Agriculture, National Science Foundation, National Parks Service

MICHAEL A. WATTIAUX, Dairy Science

Date of Appointment: 2000

Rank: Professor

Education: Ph.D. University of Wisconsin-Madison, 1990

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Mexico, Belgium

Dissertations/Theses Advised (Last 5 Years): 2/4

Percent Time Dedicated to Latin America: 50%

Research and Teaching Specializations: Ruminant Nutrition; Nutrient Management Systems; World Dairy Operations

Selected Publications:

- Forthcoming "Economic Impact of Reducing Nitrogen and Phosphorus Mass Balance on Wisconsin and Québec Dairy Farms" *Journal of Dairy Science*, with D. Pellerin, et.al.
- 2017 "Effect of Feeding Strategies and Cropping Systems on Greenhouse Gases Emission from Wisconsin Certified Organic Dairy Farms" *Journal of Dairy Science* 100(7): 5957-5973, with D.F. Liang, et.al.
- 2016 "Feeding and Fertilization Practices and Greenhouse Gases Emission in Specialized Dairy Farms of Dos Pinos in Costa Rica" *Tropical Grasslands* 4(3): 146-158, with J. P. Iñamagua Uyaguari, et.al.

Courses Taught: Dairy Sci 302: Dairy Cattle Husbandry Practicum; Dairy Sci 375: Agriculture in Emerging Economies; Dairying in Mexico; Dairy Sci 468: Environmental Management of Livestock Operations

Distinctions/Academic Experience: Faculty Affiliate, Nelson Institute for Environmental Studies; Recipient., International Dairy Production Award, USDA/Agricultural Sciences Excellence in College and University Teaching Award; Grant recipient, Fulbright, Hatch, USDA, the Council for International Exchange of Scholars

UW-Madison

CATHERINE WOODWARD, Nelson Institute for Environmental Studies

Date of Appointment: 2004

Rank: Faculty Associate

Education: Ph.D. University of Wisconsin-Madison, 2004

Language Proficiencies (5=Native, 1=Beginner): Spanish (4), French (2), Portuguese (1)

Overseas Experience: Costa Rica, Ecuador, Panama

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Tropical Ecology and Conservation

Selected Publications:

2007 *Patterns of Paternity and Genetic Diversity in Fragmented Populations of Two Costa Rican Understory Tree Species*, w. D.M. Waller.

2007 "Tiputinia Foetida, a New Mycoheterotrophic Genus of Thismiaceae from Amazonian Ecuador, and a Likely Case of Deceit Pollination." *Taxon* 56(1).

Courses Taught: Botany 402: Dendrology; Botany 575: Tropical Ecology and Conservation; Tropical Ecosystems: Andes to Amazon (Summer Study Abroad); and Tropical Conservation Experience (Study Abroad)

Distinctions/Academic Experience: Faculty Affiliate, Center for Biology Education, Botany Department; Grant recipient, National Science Foundation, Organization for Tropical Studies, Smithsonian Tropical Research Institute; President, Ceiba Foundation for Tropical Conservation; Recipient, Morgridge Center Award, Globally Engaged Scholarship

Program Staff

DARCY LITTLE, Latin American, Caribbean & Iberian Studies

Date of Appointment: 2008

Rank: Program Associate

Education: B.A. University of Wisconsin-Madison, 2002

Language Proficiencies (5=Native, 1=Beginner): Spanish (1)

Percent Time Dedicated to Latin America: 100%

Primary Responsibilities: Graduate program administration, management of fellowships, daily interaction with Program clientele, support of the MA students and Ph.D. minors; Maintain database for listserv with over 900 recipients; Serve as liaison with University of Wisconsin-Madison faculty and students in various academic programs; Provide general support for the director, associate director, and staff. Collect and report statistical information for FLAS, student enrollment, and courses required for the federal reporting system

SARAH K. RIPP, Latin American, Caribbean & Iberian Studies

Date of Appointment: 2008

Rank: Outreach Coordinator and Undergraduate Advisor

Education: M.A. International Administration, University of Denver, 2001

Language Proficiencies (5=Native, 1=Beginner): Spanish (3) French (1)

Overseas Experience: Canada, Costa Rica, France, Italy, Mexico, the Netherlands, Norway, Portugal, Spain, the United Kingdom

Percent Time Dedicated to Latin America: 50%

Primary Responsibilities: Responsible for advising the approximately 50 undergraduate students majoring in LACIS and managing the LACIS Outreach program, including Title VI related activities and contacts with the larger Madison community interested in Latin American, Caribbean or Iberian issues; Coordinate the proposals for the Tinker-Nave subcommittee on Visiting Scholars, Artists and Lecturers, and provides assistance to coordinate the Tinker Visiting Professorship Program

UW-Madison

HERNANDO ROJAS, Journalism

Date of Appointment: 2005

Rank: Helen Firstbook Franklin Professor

Education: Ph.D. University of Wisconsin-Madison, 2005

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Colombia

Dissertations/Theses Advised (Last 5 Years): 2/16

Percent Time Dedicated to Latin America: 60%

Research and Teaching Specializations: Mass Media; Political Conversations; Public Opinion; Collective Action

Selected Publications:

- 2014 *Hostile Media Perceptions, Presumed Media Influence, and Political Talk: Expanding the Corrective Action Hypothesis, International Journal of Public Opinion Research, Oxford University Press.*
- 2008 "Blogs, Traditional Sources Online and Political Participation: An Assessment of How the Internet is Changing the Political Environment," *New Media and Society*, w. H. Gil de Zuniga and E. Puig-Abril.

Courses Taught: Life Sci Comm 340: Contemporary Communication Technologies and Their Social Effects; Life Sci Comm 720: Communication Theory and Research; Life Sci Comm 875: New Media, Science, and Social Movements; Life Sci Comm 875: New Media Effects

Distinctions/Academic Experience: Director, Latin American, Caribbean, and Iberian Studies (LACIS); Grant recipient, USDA, Corporation for Public Broadcasting, Greater Milwaukee Foundation, Externado de Colombia University

ALBERTO VARGAS, Latin American, Caribbean & Iberian Studies

Date of Appointment: 2005

Rank: Associate Director and Faculty Associate

Education: Ph.D. University of Wisconsin-Madison, 1998

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), French (3)

Overseas Experience: Belize, Brazil, Caribbean, Chile, Colombia, Costa Rica, Dominican Republic, El Salvador, Guatemala, Ecuador, Honduras, Mexico, Peru

Percent Time Dedicated to Latin America: 100%

Research and Teaching Specializations: Environmental Conservation; Natural and Common Property Resource Management; Institutional Aspects of Development and Conservation; Land Tenure

Primary Responsibilities: Oversee and administer the program and budget; Serves as the initial adviser for all MA students in the program and the FLAS coordinator; Teaches two courses per year.

Selected Publications:

- 2018 Palacio, German, Elizabeth Hennessy and Alberto Vargas, "*L'Anthropocène en friction: Non-rencontres entre géologie et histoire.*" Rémi Beau, Catherine Larrère (dir.) *Penser l'Anthropocène*, Sciences Po Les Presses.
- 2016 "*Fostering Human Emergence: Teaching "Integral" at UW-Madison.*" pp 155 – 166, in Christensen, Tom (editor). *Innovative Development: Emerging Worldviews & Systems Change*. Integral Publishers, Tucson, AZ.
- 2014 "*Un Modelo Conceptual Integrado para Contextualizar la Calidad de Vida y el Desarrollo Humano en las Ciudades*" *Revista Legado*, (15), Facultad de Arquitectura y Diseño de la UAEM, Toluca, México.

Courses Taught: LACIS 440: Organic Agriculture in Costa Rica; People and Culture of El Salvador; IS 603: Current Issues in Latin America; ENV 977: Sustainable Development

Distinctions/Academic Experience: Faculty Support Award (2018); Honored Instructor Award 2009, 2015, 2016; President, Consortium on Latin American Studies Programs (CLASP) 2017-2018. Affiliated to the Gaylord Nelson Institute for Environmental Studies; Culture, History and Environment Program; Agroecology Program; Land Tenure Center

Campus Professional Staff

PALOMA CELIS CARBAJAL, Memorial Library

Date of Appointment: 2006

Rank: Academic Librarian

Education: M.L.S., M.A. University of Wisconsin-Madison, 2006

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Portuguese (3)

Overseas Experience: Mexico

Percent Time Dedicated to Latin America: 70%

Research and Teaching Specializations: Latin American and Iberian Librarianship

Selected Publications:

2010 *Akademia Cartonera: A Primer of Latin American Cartonera Publishers* (Parallel Press, 2009), w. Ksenija Bilbija

Courses Taught: Basic Spanish; Intermediate Spanish; Advanced Spanish; Advanced Spanish Composition; Spanish Phonetics and Phonology; Advanced Spanish Oral Skills

Distinctions: Recipient of the Emerging Leaders Generation of 2008 award by the American Library Association; elected Chair of Outreach Committee for the Seminar for the Acquisition of Latin American Library Materials (2009-2012); and elected member of the Executive Committee for the Latin American Microfilming and Digitization Project and the Center for Research Libraries (2009-2011)

NANCY HEINGARTNER, Institute for Regional & International Studies

Date of Appointment: 2007

Rank: Assistant Director for Outreach

Education: Ph.D. Brown University, 1996

Language Proficiencies (5=Native, 1=Beginner): Russian (4), Czech (3), French (1)

Overseas Experience: Czech Republic, Russia, Ukraine

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Slavic Linguistics

Distinctions: Freelance interpreter (Russian), UW Hospitals and Clinics

MARK LILLELEHT, Institute for Regional & International Studies

Date of Appointment: 2005

Rank: Assistant Director for Awards

Education: M.A. University of Wisconsin-Madison, 1998

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Digital/Social Media; African Languages and Literature

Distinctions: Founder/Editor, African Poetry Review; Program Coordinator, Go Global! UW-Madison; Manager, Title VI National Resource Center, IRIS Overseer

UW-Madison

FELICIA LUCHT, WI Summer Language Institutes

Date of Appointment: 2017

Rank: Director

Education: Ph.D. University of Wisconsin-Madison, 2012

Language Proficiencies (5=Native, 1=Beginner): German (4)

Overseas Experience: Germany, Russia, Ukraine

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: German Linguistics; Second Language Acquisition

Distinctions: Grant recipient, National Endowment for the Humanities; Grant recipient, Foreign Language Technology Center; President's Award for Excellence in Teaching, Wayne State University; Volunteer tutor, Cultural Linguistic Services, UW-Madison

RONALD MACHOIAN, Institute for Regional & International Studies

Date of Appointment: 2014

Rank: Interim Executive Director

Education: Ph.D. University of Missouri, 2002

Overseas Experience: Belgium, Brazil, Chile, Colombia, Costa Rica, France, Germany, Japan, Qatar, Russia, Singapore, South Korea, Ukraine

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Educational Leadership; Policy Studies

Distinctions: Director, International Safety and Security Division; Fellow, American Council on Education; Chair, Business Services Division Engagement, Inclusion and Diversity Committee, UW-Madison; Former Director, Institutional Culture, Climate, and Diversity, U.S. Air Force; Former Director, International Education Programs, U.S. Air Force Academy

UW-Madison

CSANÁD SIKLÓS, Institute for Regional & International Studies

Date of Appointment: 1992

Rank: Assistant Director for Students and Curriculum

Education: Ph.D. University of Washington-Seattle, 2002

Language Proficiencies (5=Native, 1=Beginner): Hungarian (5), Norwegian (4), German (3), Swedish (2), Danish (2), French (2)

Percent Time Dedicated to Latin America: 15%

Research and Teaching Specializations: Scandinavian Languages and Literature

Selected Publications:

Forthcoming “The Rise of Evil: Pär Lagerkvist’s *The Dwarf*.” *Nordic War Stories – The Second World War as Fiction, Film, and History*, ed. Marianne T. Stecher

2014 *Strong Bonds: Germany, the EU, and the U.S.* with H. Meyer, et.al. Goethe Institut.

MARY JO WILSON, Institute for Regional & International Studies

Date of Appointment: 1991

Rank: Assistant Director for Operations

Education: M.S. University of Wisconsin-Madison, 1991

Percent Time Dedicated to Latin America: 15%

Research and Teaching Specializations: Literacy, Adult Education

Distinctions: Grant recipient, Henry Luce Foundation; Member, TAPS Committee, IRIS; Member, Language Education Extramural Funding Committee; Founding member/Co-chair, Wisconsin Summer Language Institutes; Member, UW-Madison School of Music, Javanese Gamelan ensemble

Evaluation Staff

THEODORE P. GERBER, Sociology

Date of Appointment: 2003

Rank: Professor

Education: Ph.D. University of California-Berkeley, 1995

Language Proficiencies (5=Native, 1=Beginner): French (4), Russian (4), Spanish (1)

Overseas Experience: Kazakhstan, Russia, Spain

Percent Time Dedicated to Latin America: 15%

Research and Teaching Specializations: Social Stratification; Demography and Ecology

Selected Publications:

- 2017 “Public Opinion on Human Rights in Putin-Era Russia: Continuities, Changes, and Sources of Variation.” *The Journal of Human Rights* 16(3): 314-33.
- 2017 “Experiences of Homeownership and Housing Mobility after Privatization in Russia.” *Housing Wealth and Welfare*, eds. C. DeWilde and R. Ronald. Edward Elgar Press.
- 2016 “Migration, Household Tasks, and Gender: Evidence from the Republic of Georgia.” *International Migration Review* 50(2): 445-474, with Karine Torosyan and Pilar Gonalons-Pons.

Courses Taught: Soc 70/496: Population and Society in Contemporary Russia; Soc 360/361: Statistics for Sociologists I and II; Soc 633/923: Social Stratification; Soc 971: Migration and Migrants

Distinctions: Director, Title VI Evaluationm Internation Institute, University of Wisconsin-Madison; Steering Committee Member, Wisconsin Russia Project; Grant recipient, Carnegie Corporation of New York; Grant recipient, Minerva Initiative, Department of Defense; Recipient, Kellett Mid-Career Award, University of Wisconsin; Editorial Board Member, *Research in Social Stratification and Mobility*

Language and Literature Faculty

SUSANA ANTUNES, Spanish & Portuguese

Date of Appointment: 2016

Rank: Lecturer

Education: Ph.D. University of Massachusetts-Amherst, 2017

Language Proficiencies (5=Native, 1=Beginner): Portuguese (5), Spanish (4), French (4)

Overseas Experience: Brazil

Percent Time Dedicated to Latin America: 60%

Research and Teaching Specializations: Brazilian Portuguese Literature and Language

Selected Publications:

2017 "Batuque, Samba e Macumba: el movimiento en el dibujo meireliano." *Revista de Cultura Latinoamericana*, 55.

2016 *Rememorando Daniel de Sá: Escritor dos Açores e do Mundo*. Ponta Delgada: Ver Açor, with F.C. Fagundes and A.M.A. Igrejas.

Courses Taught: Port 103: First Semester; Port 104: Second Semester; Port 203: Third Semester; Port 204: Fourth Semester; Port 225: Understanding Brazil Through Film; Port 360: A Journey through the Music of the Lusophone World; The Visual Arts of the Lusophone World; Port 699: Advanced Portuguese Grammar; Listening and Speaking in Portuguese; Contemporary Portuguese and Brazilian Literature; Reading and Writing in Portuguese

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Led independent studies; created six new Portuguese courses, 2016-2018

Methodology Training: Central States Conference on the Teaching of Foreign Languages, Chicago, 2017; Seminars for National Examination in World Languages, American Councils for International Education Professional Development, Washington, D.C., 2017; Multiple workshops at the UWM Language Resource Center, 2017

Distinctions/Academic Experience: Portuguese language evaluator for FLAS Fellowship, 2017-present; CLACS Course Development Award, 2017; Co-chair and presenter, Northeast Modern Language Association Annual Convention, Baltimore, M.D., 2017; Organized Samba Day event, Milwaukee

NANCY BIRD-SOTO, Spanish & Portuguese

Date of Appointment: 2007

Rank: Associate Professor (Tenured)

Education: Ph.D. UW-Madison, 2006

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Cuba, Dominican Republic, Mexico, Puerto Rico

Percent Time Dedicated to Latin America: 75%

Research and Teaching Specializations: Puerto Rican and U.S. Latinx Literature; Women Writers; Gender Studies

Selected Publications:

Forthcoming *Dissident Spirits: The Post-Insular Imprint in Puerto Rican Literature*. Peter Lang Publishing.

2017 *Gendering XXI: Latinas, caribeñas y sus otros modos de ser*. San Juan: Editorial Tiempo Nuevo.

2016 *Aries Point o el viaje de Pleione* (novel). Santo Domingo & San Juan: Isla Negra Editores.

Courses Taught: Span 350: Introduction to Literary Analysis; Span 472: Survey of Spanish-American Literature and Civilization; Span 507/761: The Latin American Essay; Span 720: Approaches to Hispanic Literary Theory and Criticism

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Co-facilitated a workshop on Latinx & Inclusive Language, 2017; Implementation of optional Service Learning component for Spanish 373, 2015

Distinctions/Academic Experience: Graduate School Travel Award, 2017; CLACS Travel Award, 2017; Invited to guest lecture at the Université de Rennes 2, France, 2017; Guest and presenter at the XIX Feria del Libro, Santo Domingo, DR, 2016; Chair, Midwest Modern Language Association Latin American Section, Ongoing; LACS Certificate Committee, Ongoing

UW-Milwaukee

CÉSAR FERREIRA, Spanish & Portuguese

Date of Appointment: 2006

Rank: Professor (Tenured)

Education: Ph.D. University of Texas at Austin, 1991

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Portuguese (3), French (3)

Overseas Experience: Argentina, Chile, Ecuador, Mexico, Peru

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 0/2

Research and Teaching Specializations: Contemporary Latin American Novel; Peruvian Literature; Popular Culture

Selected Publications:

- 2017 *Antonio Skármeta: Nuevas lecturas/New Readings*. Lima: Editorial Universitaria-Universidad Ricardo Palma.
- 2016 "Castración y cultura popular en *Los cachorros*, de Mario Vargas Llosa." *La invención de la novela contemporánea: Tributo a Mario Vargas Llosa*, ed. Gladys Flores Heredia. Lima: Academia Peruana de la Lengua/Editorial Cátedra Vallejo/Universidad Ricardo Palma, 145-161.
- 2015 "Consideraciones en torno a la narrativa de Edgardo Rivera Martínez." *Letras-Órgano de la Facultad de Letras y Ciencias Humanas de la Universidad Mayor de San Marcos* 86(124): 213-225.

Courses Taught: Span 472: Survey of Spanish American Literature and Civilization; Span 491: Topics in Hispanic Culture: Latin American Novel and Film; Span 507/781: The Latin American Short Story and Novella; Span 508/781: Voices of the Americas in the Contemporary Latin American Novel; Masterpieces of the Latin American Novel; Span 509/781: Latin American Short Story and Poetry

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Established exchange program with Universidad San Francisco de Quito; Developed Spanish 491 (novel & film)

Distinctions/Academic Experience: Premio Nous a la Excelencia Educativa, Fundación para la Integración y Desarrollo de América Latina, Quito, Ecuador, 2017; Orden de los Descubridores, Sigma Delta Pi National Collegiate National Hispanic Honor Society, 2016; Académico Correspondiente, Academia Peruana de la Lengua, 2014

ALLISON LIBBEY, Spanish & Portuguese

Date of Appointment: 2013

Rank: Lecturer

Education: Ph.D. University of Virginia, 2013

Language Proficiencies (5=Native, 1=Beginner): Spanish (4), Italian (3)

Overseas Experience: Costa Rica, Peru

Percent Time Dedicated to Latin America: 70%

Research and Teaching Specializations: 20th Century Spanish and Latin American Novels; Gender Studies; Trauma Studies; Southern Cone Literature, Politics, and History

Selected Publications:

- 2017 "Intersections Between Narrative Theory and Politics in Los días del arcoiris." *La narrativa de Antonio Skármeta: nuevas lecturas*, eds. César Ferreira and Jason R. Jolley. Lima: Editorial Universitaria: Universidad Ricardo Palma
- 2017 "*The School of Solitude* and *Gran Jefe un Lado del Cielo* by Luis Hernández." Book review by César Ferreira, translated by Allison Libbey. *Latin American Literature Today* 1(5).

Courses Taught: Span 103: First Semester; Span 104: Second Semester; Span 203: Third Semester; Span 308: Advanced Reading and Writing

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Created Latin American focused cultural activities for Span 103/104; Created supplemental Central American cultural images/information for Span 103/104; Co-organized all five ACTFL workshops sponsored by CLACS since 2014

Distinctions/Academic Experience: Developed food pantry partnership for students to assist Spanish-speakers, Ongoing; Spanish Language Coordinator, UWM, Ongoing

UW-Milwaukee

R. JOHN MCCAW, Spanish & Portuguese

Date of Appointment: 2001

Rank: Associate Professor (Tenured)

Education: Ph.D. Princeton University, 1994

Language Proficiencies (5=Native, 1=Beginner): Spanish (4.5), French (3.5), Portuguese (2), German (2.5)

Overseas Experience: Argentina, Cuba, Ecuador, Mexico, Panama, Puerto Rico, Uruguay

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Hispanic Literatures and Cultures; Golden Age Spanish Literature/Poetry; Spanish American Colonial Literature

Selected Publications:

2013 "A Poetics Sacralized: Luis de Góngora's Soledades as Religious Rhetoric in Luis de Tejada's 'Romance sobre su vida.'" *Hispanófila* 167: 3-22.

Courses Taught: Span 350: Introduction to Literary Analysis; Span 391: Social and Historical Issues in the Hispanic World; Span 461: Topics in Hispanic Culture: Folklore of the Hispanic World; Span 470: Survey of Hispanic Literature and Civilization

Curriculum Development/Teaching Initiatives/ Technology Assisted Instruction: Spanish 461: Topics in Hispanic Culture: Folklore of the Hispanic World

Distinctions/Academic Experience: Several conference papers on Colonial Latin American topics; Review Committee, CLACS Research-Travel Award, 2017-2018

ISABEL MÉNDEZ-SANTALLA, Spanish & Portuguese

Date of Appointment: 1986

Rank: Senior Lecturer (Tenured)

Education: M.A. UW-Milwaukee, 1986

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Galician (3)

Overseas Experience: Spain

Percent Time Dedicated to Latin America: 100%

Research and Teaching Specializations: Spanish Language Teaching; Spanish for the Professions

Courses Taught: Span 308: Advanced Writing and Reading; Span 318: Advanced Listening and Speaking; Span 332: Business and Legal Spanish I; Span 442: Business and Legal Spanish II

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Coordinate Minor in Business Spanish Program

Methodology Training: ACTFL Workshop 2017: Rule of Grammar in Development of Proficiency; ACTFL Workshop 2016: Developing and Assessing Presentational Writing; ACTFL Workshop 2015: Developing and Assessing Reading and Listening Proficiency

Distinctions/Academic Experience: Organizing committee, 6th Lusophone & Hispanic Linguistics Symposium, 2017

UW-Milwaukee

GABRIEL REI-DOVAL, Spanish & Portuguese

Date of Appointment: 2004

Rank: Associate Professor (Tenured)

Education: Ph.D. University of Santiago de Compostela, 2001

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), Galician (5), Portuguese (4)

Overseas Experience: Portugal, Spain

Percent Time Dedicated to Latin America: 40%

Research and Teaching Specializations: Hispanic Sociolinguistics; Sociology of Language; Historiography of Linguistics

Selected Publications:

Forthcoming *Lusophone, Galician, and Hispanic Linguistics: Bridging Frames and Traditions*, with Fernando Tejedo. London: Routledge.

2015 *En memoria de tanto miragre: estudos dedicados ó profesor David Mackenzie*, with Francisco Dubert García and Xulio Sousa. Santiago de Compostela: Santiago de Compostela University Press.

Courses Taught: Span 308: Advanced Writing and Reading; Span 318: Advanced Listening and Speaking; Span 341: Introduction to Hispanic Linguistics; Span 441: History and Dialects of the Spanish Language; Span 446: Hispanic Sociolinguistics; Span 701: Historical Linguistics; Span 703: Seminar on Language and Society

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed and taught Spanish 545/702: History of Latin American Spanish

Methodology Training: Certified ACTFL Tester in Portuguese (limited certification)

Distinctions/Academic Experience: CLACS Faculty Research-Travel Award, 2017, 2018; Organizer, “UWM Symposium on Luso-Hispanic Linguistics,” 2013, 2015, 2017; Accredited as “Profesor Titular” (tenured professor) by the Spanish Accreditation Agency ANECA, 2016

M. ESTRELLA SOTOMAYOR, Spanish & Portuguese

Date of Appointment: 1996

Rank: Senior Lecturer (Tenured)

Education: M.A. University of Wisconsin-Milwaukee, 1996

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Argentina, Chile, Colombia, Cuba, Dominican Republic, Ecuador, El Salvador, Mexico, Panama, Peru, Puerto Rico (Vieques and Culebra)

Percent Time Dedicated to Latin America: 100%

Research and Teaching Specializations: Reproductive Rights in Latin America and the Caribbean; Spanish for Health Professionals; Advanced Writing Skills

Courses Taught: Span 308: Advanced Writing and Reading; Span 338: Spanish for Health Professionals; Span 388: Health Issues in the Hispanic World

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Changed Span 388: Health Issues in the Hispanic World format from face-to-face to hybrid; Added shadowing experience to Health Issues in the Hispanic World course

Methodology Training: ACTFL Workshop 2016: Developing and Assessing Presentational Writing

Distinctions/Academic Experience: CLACS Ruggiero-Handelman Field Research Award, 2018; CLACS Tinker Field Research Award, 2017, 2018; CLACS Course Development Award, 2016; Coordinated Sixteenth Street Clinic to host visits by bilingual health care professionals to visit classes; Coordinated and organized service-learning projects; Currently working on a Ph.D. on reproductive rights in Puerto Rico

UW-Milwaukee

ESTER SUÁREZ-FELIPE, Spanish & Portuguese

Date of Appointment: 1999

Rank: Senior Lecturer (Tenured)

Education: M.A UW-Milwaukee, 1999

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Spain

Percent Time Dedicated to Latin America: 100%

Research and Teaching Specializations: Heritage Speakers; Second Language Acquisition; Latin American Culture

Courses Taught: Span 225: Understanding the Hispanic World: Food and Culture Beyond Tacos and Paella; Cuba through its Films; Span 227: Living Learning Community; Span 308: Advanced Writing and Reading; Span 319: Advanced Reading and Writing for Heritage Speakers

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Designed and developed the topic "Cuba through its Films" for Span 225; UWM Teaching and Learning Symposium, 2016; Presenter at OPID Conference, 2015

Methodology Training: CLACS Summer Teacher Institute, 2017; ACTFL Teacher Training Workshops, 2014, 2015, 2017; College Board Spanish Language AP reader, 2015-2017; ACTFL Oral Proficiency Interview (OPI) certified tester, 2005-2015

Distinctions/Academic Experience: Academic Staff Professional Development Award, UWM, 2015; LACS Certificate Committee, Ongoing

LORENA TERANDO, Translation and Interpreting

Date of Appointment: 2003

Rank: Associate Professor (Tenured)

Education: Ph.D. SUNY Binghamton, 2001

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), French (4), Portuguese (3)

Overseas Experience: Argentina, Colombia, Mexico

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 0/1

Research and Teaching Specializations: Translation; Witnessing in Translation; Women in Conflict; Testimonial, Translation, and Memory

Selected Publications:

Forthcoming *Spiral of Silence*, by Elvira Sánchez Blake, Translated by Lorena Terando.

Courses Taught: Trnsltn 706: Introduction to Translation; Trnsltn 709: Seminar in Literary and Cultural Translation; Trnsltn 710: Comparative Systems in Translation; Translation 716: Seminar in Advanced Translation; Trnsltn 820: Translation Theory

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Accelerated B.A. to M.A. Degrees in LACUSL/Translation, French/Translation, Global Studies/Translation; Dual M.A./M.B. A in Translation and Business Administration

Distinctions/Academic Experience: Review Committee, CLACS Faculty Research-Travel Award, 2015; CLACS Review Committee, federal FLAS Fellowships, 2014

UW-Milwaukee

KATHLEEN WHEATLEY, Spanish & Portuguese

Date of Appointment: 1994

Rank: Associate Professor (Tenured)

Education: Ph.D. University of Michigan, 1995

Language Proficiencies (5=Native, 1=Beginner): Spanish (4), French (2), Hebrew (2)

Overseas Experience: Argentina, Mexico, Peru

Dissertations/Theses Directed Last Five Years: 0/1

Percent Time Dedicated to Latin America: 60%

Research and Teaching Specializations: Hispanic Linguistics; Second Language Acquisition and Methodology

Selected Publications:

2013 *Responses to Language Endangerment. In Honor of Mickey Noonan: New Directions in language documentation and language revitalization.* Amsterdam: John Benjamins

Courses Taught: Span 341: Introduction to Hispanic Linguistics; Span 443: Spanish Phonetics/Phonology; Span 444: Spanish Syntax/Morphology; Span 702: Latin American Dialectology

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Development and oversight of "Spanish Language House" Living Learning Community

Methodology Training: Workshop, "Integrated Proficiency-Based Assessment: Moving your state from Performance to Proficiency, the Ohio model," Central States Conference on the Teaching of Foreign Languages; Workshop, "Focusing on Learner Language," Center for Advanced Research on Language Acquisition

Distinctions/Academic Experience: CLACS Advisory Committee, 2016-Present; Co-organizer for Spanish event with Milwaukee Public Library, 2017; NRC Professional Development Grant, 2016; CLACS Representative, "Sustainable Partnerships for Latin American LCTLs through Distance Learning," Vanderbilt University, 2016; NRC Travel Grant, 2015; Reviewer of Spanish phonetics textbook, *Routledge*, 2015; Milwaukee Latino-Jewish Alliance; NRC Grant Program Advisory Committee, Ongoing

Area Studies Faculty

GILBERTO BLASINI, English

Date of Appointment: 2002

Rank: Associate Professor (Tenured)

Education: Ph.D. University of California-Los Angeles, 2002

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), French (3)

Overseas Experience: Canada, Puerto Rico

Dissertations/Theses Directed Last Five Years: 6/1

Percent Time Dedicated to Latin America: 50%

Research and Teaching Specializations: Latin American/Caribbean Cinema; Latin American Popular Culture; Postcolonial Cinema

Selected Publications:

2018 "The Queer Mexican Cinema of Julián Hernández." *Global Cinema Networks*, eds. T.M. Williams & E. Gorfinkel.

2016 "Recorriendo las Américas: Cars, Roads, and Latin American Cinema." *The Latin American Road Movie*, eds. V. Garbato & J. Pérez, 97-120.

Courses Taught: English 215: Introduction to English Studies; English 316: World Cinema: Latina and Latin American Women Directors; Film Std 690: Seminar in Contemporary Cinema and Media: Theory and Method in Film/TV; English 876: Seminar in Media Culture: Queer Cinema and Television

Distinctions/Academic Experience: CLACS Faculty Research-Travel Award, 2015; Graduate School Travel Grant, 2015; CLACS Advisory Committee, Ongoing; LACUSL Committee Member, Ongoing; Committee Chair, Proficiency in Spanish as a Second Language, Ongoing; Manuscript reviewer, *Journal of the Center for Puerto Rican Studies*, Ongoing; Columnist, *80 grados*, journal published by the University of Puerto Rico, Ongoing; Director, Film Studies Program; Ongoing

UW-Milwaukee

RACHEL BLOOM-POJAR, English

Date of Appointment: 2017

Rank: Assistant Professor

Education: Ph.D. University of Kansas, 2015

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Dominican Republic

Percent Time Dedicated to Latin America: 60%

Research and Teaching Specializations: Cross-Cultural Rhetorics of Health and Medicine; Composition; Public Rhetorics; Translanguaging; Community-Based Research

Selected Publications:

- Forthcoming “A Dialogue with Medical Interpreters about Rhetoric, Culture, and Language.” *Rhetoric of Health Medicine*.
- 2018 *Translanguaging outside the Academy: Negotiating Rhetoric and Healthcare in the Spanish Caribbean*. The National Council of Teachers of English: Studies in Writing and Rhetoric Series. Urbana, IL.
- 2017 “Translingual Rhetorical Engagement in Transcultural Health Spaces.” *Methodologies for the Rhetoric of Health and Medicine*, eds. Lisa Meloncon and J. Blake Scott. New York: Routledge, 214-234.

Courses Taught: English 240: Writing, Rhetoric, and Culture: Rhetoric and Contemporary Cultures of Health; English 854: Latinx Rhetorics and Community Writing

Methodology Training: Trained in Qualitative Research Methodologies

Distinctions/Academic Experience: Article Reviewer, *Technical Communication Quarterly*, 2017; Proposal reviewer for conferences, 2016-2017; Completed Qualified Medical Interpreter Training, 2016

PAUL BRODWIN, Anthropology

Date of Appointment: 1997

Rank: Professor (Tenured)

Education: Ph.D. Harvard University, 1991

Language Proficiencies (5=Native, 1=Beginner): Haitian Creole (4), French (4), Guadeloupean Creole (3)

Overseas Experience: Haiti, Guadeloupe

Percent Time Dedicated to Latin America: 50%

Research and Teaching Specializations: Medical Anthropology; Haiti & Haitian Diaspora; Global Health

Selected Publications:

- 2017 “Technologies of the Self and Ethnographic Praxis.” *Medical Anthropology: Cross-Cultural Studies in Illness and Health* 36(1): 77-82.
- 2016 “Justice, Respect, and Recognition in Mental Health Services: Theoretical and Testimonial Accounts.” *Understanding Health Inequalities and Justice: Bridging Perspectives for New Conversations*, eds. M. Rivkin-Fish, et al, 185-209.

Courses Taught: Anthro 104: Lifeways in Different Cultures: A Survey of World Societies; Anthro 440: Medical Anthropology; Anthro 460: Anthropological Theory; Anthro 560: Introduction to Research Methods in Anthropology

Methodology Training: Trained in Qualitative and Quantitative Social Research Methods, Bioethics, and Psychiatric Diagnosis for Research Purposes

Distinctions/Academic Experience: Clinical and Translational Science Award, 2015-2016; Member, Bureau National d’Ethnologie, Port-au-Prince, Haiti, Ongoing; Peer reviewer for numerous manuscripts and research proposals, Ongoing; Co-editor of book series “Anthropologies of American Medicine: Culture, Power, Practice,” Ongoing

UW-Milwaukee

BARRY CAMERON, Geosciences

Date of Appointment: 2001

Rank: Associate Professor (Tenured)

Education: Ph.D. Northern Illinois University, 1998

Language Proficiencies (5=Native, 1=Beginner): French (3), Spanish (2), Italian (2)

Overseas Experience: El Salvador, Guatemala, Nicaragua

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 1/3

Research and Teaching Specializations: Igneous Petrology; Volcanology; Terroir

Selected Publications:

- Forthcoming “Effects of Vineyard Soil Properties on the Phenolic Composition of Syrah Grapes from the Walla Walla Valley AVA.” Submitted to *Geology and Wine Series, Geoscience Canada*, with S. Karakis, et al.
- 2017 “Insight into the source of Grapevine water acquisition during key Phenological Stages using Stable Isotope Analysis.” *Australian Journal of Grape and Wine Research*, with S. Karakis and E. Gulbranson.

Courses Taught: FoodBev 102: Taste: An Introduction to the Culture and Science of Fermentation; Geo Sci 105: Earth, Air, Fire, and Water; Geo Sci 302: Elementary Petrology; Geo Sci 525: Terroir: Geology in a Glass; Geo Sci 635: Volcanology; Geo Sci 638: Advanced Igneous Petrology

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Director of new Fermentation Certificate

Distinctions/Academic Experience: NASA Habitable Worlds Program Funding, 2015; National Science Foundation Division of Polar Programs Award, 2015; Interview with the Milwaukee Journal Sentinel, 2015

BRENDA CÁRDENAS, English

Date of Appointment: 2007

Rank: Associate Professor (Tenured)

Education: MFA University of Michigan-Ann Arbor, 1995

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Mexico

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 5/0

Research and Teaching Specializations: Creative Writing; U.S. Latinx Literature; Poetry/Visual Art Interarts Works; Performance Art

Selected Publications:

- 2017 Co-editor, *Resist Much/Obey Little: Inaugural Poems to the Resistance*. Spuyten Duyvil Press and Dispatches Edition.
- 2017 “What Will We Give Our Children” (poem). *The Golden Shovel Anthropology: New Poems Honoring Gwendolyn Brook*, eds. Peter Kahn, et al. The University of Arkansas Press.
- 2016 “Placa/Roll Call” and “Our Lady of Sorrows” (poems). *Poetry* 207(6).

Courses Taught: English 523: United States Latino/a Literary Studies; Contemporary Literature of the Political Imagination; English 612: Poetry and the Creative Process; English 999: Independent Reading, Ph.D.: The Oeuvre of Poet Craig Santos Perez and Other Chamorro Poets with Franklin Cline

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed new-subtopics or foci for courses taught; Resurrected English 612 after fifteen years

Distinctions/Academic Experience: Invited lecture, “A Hybrid Poetics: Multilingual and Inter-Arts Work,” Menomonie, WI, 2016; Arts and Humanities Research Travel Award, UWM, 2015; Invited presentation, “Pintura: Palabra-Poetry Inspired by Art,” Library of Congress, Washington, D.C., 2014

UW-Milwaukee

SIMONE CONCEIÇÃO, Administrative Leadership

Date of Appointment: 1998

Rank: Professor (Tenured)

Education: Ph.D. University of Wisconsin-Madison, 2001

Language Proficiencies (5=Native, 1=Beginner): Portuguese (5), Spanish (4)

Overseas Experience: Brazil

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Adult Learning; International Education; Distance Education

Selected Publications:

- 2017 "Achieving Tenure and Promotion." *Coping with Gender Inequities: Critical Conversations of Women Faculty*, pp.17-30, eds. S. Thompson & P. Perry. Rowman & Littlefield.
- 2017 Co-editor, *Mapping the Field of Adult and Continuing Education: An International Compendium*. New Jersey: Stylus Publishing.
- 2016 "Competing in the World's Global Education and Technology Arenas." *New Directions for Adult and Continuing Education* Spring 2016 (149): 53-61.

Courses Taught: Ad Ldsp 687: Instructional Design and Teaching Strategies; Ad Ldsp 703: Self-Directed Learning; Ad Ldsp 704: Technologies for Online Student Support; Ad Ldsp 737: Distance Education for Adults; Ad Ldsp 740: Seminar in Innovative Technologies for Learning in Education

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Writes numerous works and produces podcasts on effective distance learning strategies

Distinctions/Academic Experience: Co-Editor, E-Learn Magazine, 2017-present; School of Education Research Award, 2017; Faculty Mentor, Brazilian Cultural Club, Ongoing; Department Chair, Adult, Continuing, and Higher Education Administration, Ongoing

SARAH DAVIES CORDOVA, French, Italian, Comparative Literature

Date of Appointment: 2011

Rank: Professor (Tenured)

Education: Ph.D. University of California-Los Angeles, 1993

Language Proficiencies (5=Native, 1=Beginner): French (5), Spanish (2), Haitian Creole (1)

Overseas Experience: French Guiana, Guadeloupe, Haiti, Martinique

Percent Time Dedicated to Latin America: 55%

Research and Teaching Specializations: 19th-21st Century Francophone literature from Antilles, French Guiana, and Haiti

Selected Publications:

- 2016 "Ending the Haunting, Halting Whisperings of the Unspoken: Confronting the Haitian Past in the Literary Works of Agnant, Danticat, and Trouillot." *Breaking Intergenerational Cycles of Repetition: A Global Dialect on Historical Trauma and Memory*, ed. Pumla Gobodo-Madikizela. Opladen and Berlin: Barbara Budrich Publishers, 213-233.
- 2015 Co-editor, *Hippolyte Carnot, Gunima: nouvelle africaine du dix-huitième siècle*. Editions L' Harmattan, Paris.

Courses Taught: French 145: Learning French Culture through Cuisine; French 332: Reading French Texts: Approaches to Poetry & Fiction; French 357/733: Trauma & Reconciliation in Francophone Antillean & West African Women's Stories; French 431/731: Seminar in Literature of the Francophone World: Rewriting the Caribbean through Life Stories; French 510: Seminar on Masterpieces of Literature written in French: French & Francophone Classics

Methodology Training: "3/2 BA-MA Programs," 2017; Workshop, "A Proficiency-Oriented Curriculum (K-16)," 2016; Workshop, "New Approaches to Latin American Studies," 2015

Distinctions/Academic Experience: RACAS Grant 2017-2018; CLACS Faculty Research-Travel Award, 2015-2018; Senior Research Fellow, University of Johannesburg, 2012-2017; Organizer, "A Conversation with Christiane Taubira & Raoul Peck," 2017; Organized talk with Kettly Mars, 2016; Co-organizer of annual Festival of Films in French, Ongoing

UW-Milwaukee

CHRISTOPHER DAVIS-BENAVIDES, Art and Design

Date of Appointment: 1986

Rank: Professor (Tenured)

Education: MFA University of Wisconsin-Madison, 1986

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Argentina, Brazil, Ecuador, Mexico, Peru

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 0/2

Research and Teaching Specializations: Ceramic; Sculpture; Cross Cultural Experience

Selected Exhibits:

- 2017 "Thirty: WPCA 30th Anniversary group exhibition," Walkers Point Center for the Arts, Milwaukee, WI, group.
- 2015 "American Clay: 4 Visions of American Contemporary Ceramics," Museo de Cerámica de Masises, (invitational), Valencia, Spain.
- 2014 "Mundo Imaginado," Galeria John Harriman, (curated), Centro Cultural Británico, Miraflores, Peru

Courses Taught: Art 289/489: Woodfiring; Art 383: Molds and Multiples

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Art 383: Ceramics Molds & Multiples Art

Distinctions/Academic Experience: Juror's Honorable Mention Award, XIII Bienal Internacional de Cerâmica de Aviero, Portugal, 2017; UWM Arts and Humanities Research Travel Award, 2015, 2017; Dean's Faculty Development Fund Grant, UWM; Sabbatical Award, UWM, 2016-2017; CLACS Advisory Committee, 2002-2016; Overseas Programs and Partnerships Advisory Committee, 2013-2016; CLACS Faculty Research-Travel Award, 2015

RAOUL DEAL, Art and Design

Date of Appointment: 1999

Rank: Senior Lecturer (Tenured)

Education: MVA Escuela Nacional de Artes, 1992

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Mexico

Percent Time Dedicated to Latin America: 30%

Research and Teaching Specializations: Community Art; American Art and Culture

Selected Exhibits and Publications:

- 2016 "Culture Work, the UMOS Mural." On the Butters-Fetter Building in Milwaukee, WI.
- 2016 "Art that makes Communities Strong: Transformative Partnerships with Community Artists in K-12 Settings" *Art Education* 69(2): 43-51, with Christine Woywod.

Courses Taught: Art 100: American Art and Culture; Art 306: Introduction to Community Art; Art 406: Community Arts II

Distinctions/Academic Experience: CLACS Liaison, Mexican Fiesta, 2016-present; Keynote Address, Wisconsin Visual Art Achievement Awards, "Culture Work, the Story of the UMOS Mural," Museum of Wisconsin Art, 2017; Community Mural Project, 2016-2017; Wisconsin Humanities Council Grant, 2016; Finalist, Mary L. Nohl Fund Fellowships for Individual Artists, Established Artists, 2016; Project Coordinator, United Community Center (UCC), Milwaukee, WI, Ongoing; Project Coordinator, United Migrant Opportunity Services (UMOS), Ongoing

UW-Milwaukee

ANNE DRESSEL, Nursing

Date of Appointment: 2004

Rank: Assistant Professor; Director, Center for Global Health Equity

Education: CFPH University of Michigan-Ann Arbor, 2011; Ph.D. University of Wisconsin-Milwaukee, 2006

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Ecuador, Guatemala, Mexico

Dissertations/Theses Directed Last Five Years: 3/0

Percent Time Dedicated to Latin America: 35%

Research and Teaching Specializations: Global Health; Health Policy; Immigrants and Refugees in Ecuador; Social Determinants of Health with an emphasis on Food Security and Housing

Selected Publications:

- 2017 "Local to Global: Working Together to meet the needs of Vulnerable Communities." *Journal of Interprofessional Care* 31(5): 667-669, with L. Mkandawire-Valhmu, et al.
- 2017 "Assessing Health Promotion Interventions: Limitations of Traditional Research Methods in Community-Based Studies." *Health Promotion Practice* 20 (10): 1-8, with R. Bernstein, et al.

Courses Taught: Nursing 297/497/780: Ecuador: Health, Culture and Wellness (study abroad); Nursing 365/475: Global Health: Ethics and Human Rights; Nursing 620: Global Food Security and Systems

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed and offered new study abroad course to Ecuador, 2017

Distinctions/Academic Experience: Completed intensive Spanish language study at Andean Language School, Quito, Ecuador, 2017; Collaborated with Universidad de las Americas in Quito, Ecuador on new study abroad program; Principal Investigator with the Universidad San Francisco de Quito and local NGO in Quito on a qualitative research study, "Sectoral Attitudes toward Refugees and Immigrants in Quito, Ecuador," 2017; Currently enrolled at UWM in the Spanish for Health Professionals Certificate as a professional development activity

SIMONE FERRO, Dance

Date of Appointment: 2001

Rank: Professor (Tenured)

Education: MFA University of Iowa, 2000

Language Proficiencies (5=Native, 1=Beginner): Portuguese (5), French (4), Italian (3), Spanish (2)

Overseas Experience: Brazil

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 0/21

Research and Teaching Specializations: Ballet Technique, Dance Improvisation and Composition; Brazilian Folkloric Dance; Community Engagement; Social Justice

Selected Works:

- 2017 Performance, "Dancing on the Ceiling: An evening of solos by Women of a Certain Age." Midwest Tour.
- 2012 "Traditionalism and Modernity: Choreography and Gender Portrayal in the Brazilian Popular Dance Bumba-meu-boi." *Congress on Research in Dance Conference Proceedings*, pp. 51-62, with Meredith W. Watts.

Courses Taught: Dance 211: Contemporary Dance Practice: Ballet Tradition III; Dance 414: Dance Composition III; Dance 790: Repertoire and Ensemble; Dance 889: Special Workshops: Brazilian Popular Dances and Festivals

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Designed and conducted three study abroad classes to Northeast Brazil on popular dances and music; Reshaped emphasis of Dance Composition II

Distinctions/Academic Experience: PSOA Faculty Development Award, 2017; Participated in two Brazilian interviews on *Bumba-meu-boi*, 2017; CLACS Advisory Committee, 2016-present; CLACS Faculty Research-Travel Award, 2015-2017; Career Recognition Award, Wisconsin Dance Council, 2016; Performed Academic Research in Maranhão, Brazil, 2015-2016

UW-Milwaukee

MARGARET FRAISER, Geosciences

Date of Appointment: 2012

Rank: Associate Professor (Tenured)

Education: Ph.D. University of Southern California, 2005

Language Proficiencies (5=Native, 1=Beginner): Spanish (1)

Overseas Experience: Argentina, Mexico

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years: 3/5

Research and Teaching Specializations: Mass Extinctions; Paleocology; Environmental Change; Evolution

Selected Publications:

Forthcoming “Functional Space Occupation after the Permo-Triassic Mass Extinction.” *Nature Geosciences*, with A.A. Dineen and P. Roopnarine.

Forthcoming “Paleoecology of Carboniferous Glacial and Nonglacial Faunas of Patagonia.” *Gondwana Research*, submission in February 2018, with N.L. Braun, et al.

Courses Taught: Geo Sci 102: Principles of Historical Geology; Geo Sci 108: A History of Life; Geo Sci 150: Introduction to Ocean Sciences; Geo Sci 501: Phanerozoic Evolutionary Trends; Geo Sci 697: Seminar in the Geological Sciences: Permian-Triassic Ecosystem Changes/Biotic Crises in Earth’s History

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Mentoring for Diversity in Earth System Science workshop, National Science Foundation, Seattle, W.A., 2017

Distinctions/Academic Experience: NSF Program Director 2018-2019; CLACS Advisory Committee, 2015-2017; CLACS Application Reviewer for federal FLAS Fellowships, 2016

MARIA GILLESPIE, Dance

Date of Appointment: 2012

Rank: Assistant Professor

Education: M.F.A. University of California- Los Angeles, 2011

Language Proficiencies (5=Native, 1=Beginner): Spanish (2)

Overseas Experience: Argentina, Mexico

Dissertations/Theses Directed Last Five Years: 0/12

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Contemporary Dance Practices; Technique and Choreography

Selected Choreography and Publications:

2017 *Tres historias y ... not one love song*. Tessellate Festival, UW-Milwaukee Peck School of the Arts.

2017 “Translating Metaphor through Embodiment: Choreographing a Transdisciplinary Discourse for Moving Knowledge among Embodiment, Language, and Culture” (iBook). *Intersections* (3).

2016 *The Delicate Scrutiny of Invisible Narratives*. Milwaukee Fringe Festival.

Courses Taught: Dance 113: Modern Dance Technique I/II; Dance 371: Applied Anatomy; Dance 490: Repertory and Ensemble; Dance 733: Improvisation I; Dance 762: Dance in Secondary Education; Dance 861: Research Methodology for Dance; Dance 873: Field History: Contemporary Dance Festivals

Distinctions/Academic Experience: Working toward “Vivamos La Danza” presentation at Dance Festival, Quito Ecuador, June 2018; CIE Faculty Overseas Research Award, 2017; Arts & Humanities Research Travel Award, 2017; Attendee, International Documentation of Contemporary Dance Education, Austria, 2017; UW-Milwaukee Global Studies Fellowship to work with researchers in Mexico City & Beijing, 2014-2015; LACS Certificate Committee, 2013-2015

UW-Milwaukee

GERLINDE HÖBEL, Biological Sciences

Date of Appointment: 2007

Rank: Associate Professor (Tenured)

Education: Dr. rer. Nat. University of Ulm, 2003

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Overseas Experience: Costa Rica

Percent Time Dedicated to Latin America: 25%

Dissertation/ Theses Directed Last Five Years: 1/5

Research and Teaching Specializations: Ecology and Evolution; Multimodal Signaling; Sexual Selection

Selected Publications:

- 2017 "Social Facilitation is a better Predictor of Frog Reproductive Activity than Environmental Factors." *Biotropica* 49(3): 372-381.
- 2017 "Variation in Nocturnal Light Levels does not Alter Mate Choice Behavior in Female Eastern Gray Treefrogs (*Hyla versicolor*)." *Behavior Ecology and Sociobiology* 71(10):151, with V.A. Underhill.
- 2017 "Modality Interactions Alter the Shape of the Acoustic Mate Preference Functions in Gray Treefrogs." *Evolution* 69: 2384-2398.

Courses Taught: BioSci 310: General Ecology; BioSci 440: Ecology and Evolution of Amphibians and Reptiles; BioSci 670: Dog Evolution and Behavior

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed new course, BioSci 440: Ecology and Evolution of Amphibians and Reptiles; Developed new lab section for BioSci 310

Distinctions/Academic Experience: Associate Editor for *Evolution*, 2017; Invited talks at international conferences; Referee for two grant proposals, Austrian Science Foundation, 2016, 2017; Reviewer for Journals: 55 manuscript reviews, 2017-2012; Gives talks at local Nature Centers about neotropical frogs, Ongoing

JEAN HUDSON, Anthropology

Date of Appointment: 1999

Rank: Associate Professor (Tenured)

Education: Ph.D. University of California-Santa Barbara, 1990

Language Proficiencies (5=Native, 1=Beginner): Spanish (3), French (3), German (1)

Overseas Experience: Peru

Percent Time Dedicated to Latin America: 75%

Dissertations/Theses Directed Last Five Years: 0/4

Research and Teaching Specializations: Archaeology; Human Ecology

Selected Publications:

- Forthcoming "Tradiciones de la Pesca del Valle Moche." *Boletín de Arqueología*. Pontificia Universidad Católica del Perú.
- 2018 "Fisherman, Farmer, Rich Man, Poor Man, Weaver, Parcialidad Chief? Household Archaeology at Cerro La Virgen, a Chimu Town within the Hinterland of Chan Chan." *New Perspectives on the Social Dynamics and Economic Interactions of Andean Maritime Communities*, with J. Briceño, et al.

Courses Taught: Anthro 309: Archaeology of Central and South America; Anthro 448: Cultural and Human Ecology; Anthro 497: Peru Past & Present: Archaeological Perspectives (study abroad); Anthro 942: Seminar in Prehistory and Archaeology; Ethnoarchaeology: Households and Communities

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Co-developed new online course, Anthro 214: Ancient Civilizations of Latin America; Developed and taught Peru Past and Present study abroad, 2017, 2013

Distinctions/Academic Experience: Application Reviewer for federal FLAS Fellowships, 2016, 2017; Invited participation in Mesa Redonda archaeology conference, Peru, 2015; CLACS Support for study abroad, 2015; LACS Certificate Committee, Ongoing

UW-Milwaukee

JOHN L. ISBELL, Geosciences

Date of Appointment: 1992

Rank: Distinguished Professor (Tenured)

Education: Ph.D. Ohio State University, 1990

Language Proficiencies (5=Native, 1=Beginner): Spanish (2), Portuguese (1)

Overseas Experience: Argentina, Bahamas, Brazil, Cayman Islands, Chile, Uruguay

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years: 6/9

Research and Teaching Specializations: Geology

Selected Publications:

- Forthcoming "Sedimentology of the Mid-Carboniferous fill of the Olta Paleovalley, eastern Paganzo Basin, Argentina: Implications for glaciation and controls on diachronous deglaciation in western Gondwana during the Late Paleozoic Ice Age." *Journal of South American Earth Sciences*, with L.D. Moxness, et al.
- Forthcoming "Origin of Paleovalleys on the Rio Grande do Sul Shield (Brazil): Implications for the Extent of Late Paleozoic glaciation in west-central Gondwana," *Palaeogeography, Palaeoclimatology, Palaeoecology*, with N.D. Fedorchuk, et al.
- 2018 "A new stratigraphic framework built on U-Pb single zircon TIMS ages with implications for the timing of the penultimate icehouse (Paraná Basin, Brazil)." *Geological Society of America Bulletin*.

Courses Taught: Geo Sci 511: Stratigraphy and Sedimentation; Geo Sci 696: Topics in Geological Sciences: Sequence Stratigraphy and Basin Analysis; Geo Sci 790: Graduate Seminar: Advanced Topics in Sedimentology

Distinctions/Academic Experience: Distinguished Professor, UWM, 2017; Fellow, Geological Society of America, Ongoing; 21 National Science Foundation Grants, many for research in Brazil; 3 RGI awards for research in Brazil and Argentina

RENÉ IZQUIERDO, Music

Date of Appointment: 2004

Rank: Associate Professor (Tenured)

Education: M.A. Lehman College, 2005

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), French (3)

Overseas Experience: Cuba, Colombia, Dominican Republic, Mexico, Puerto Rico, Spain

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Classical Guitar; Latin American Music

Selected Performances:

- 2018 "A lo cubano." Miami International GuitART Festival, Florida International University.
- 2017 Festival de guitarra. Salamanca, Mexico.
- 2015 Chamber Music Concert with Selections from Cuba and Venezuela. UW-Milwaukee.

Courses Taught: MusPerf 346: Lessons in Classical Guitar; Music 489: Workshop: Guitar Technique; Music 561: Advanced Chamber Music; Music 766: Advanced Instrumental Repertoire II: Guitar

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Created all syllabi and curricular studies for guitar students in the Classical Guitar Department; Developed classes incorporating ethnomusicology, analytical and performance practice; Developed course specific to guitar accompaniment and lead styles used in the Caribbean and Latin America

Academic Experience: Frequent public Latin American style guitar performances, Ongoing; Performances at area K-12 schools for recruitment of the Guitar College and Pre-College division, Ongoing; Lead workshops and masterclasses worldwide, Ongoing; Assistant Conductor, Carlo Aonzo Mandolin Workshop, Ongoing

UW-Milwaukee

JONATHAN D.W. KAHL, Mathematical Sciences

Date of Appointment: 1990

Rank: Professor (Tenured)

Education: Ph.D. University of Michigan, 1987

Language Proficiencies (5=Native, 1=Beginner): Spanish (3)

Overseas Experience: Mexico

Dissertations/Theses Directed Last Five Years: 1/2

Percent Time Dedicated to Latin America: 40%

Research and Teaching Specializations: Atmospheric Science; Air Pollution

Selected Publications:

- 2017 "Atmospheric levels of benzene and C1-C2 carbonyls in San Nicolas de Los Garza, Nuevo León, Mexico: Source implications and health risk." *Atmosphere*, with J.G. Cerón-Bretón, et al.
- 2017 "Redefining the Seasons in the Términos Lagoon Region of Southeastern México: May is a Transition Month, Not a Dry Month." *Journal of Coastal Research* 34(1): 193-201, w. J.J. Guerra-Santos.
- 2016 "Carbonyls in the urban atmosphere of Monterrey, Mexico: sources, exposure, and health risk." *Air Quality, Atmosphere and Health* 10(1): 53-67, with J.G. Cerón-Bretón, et al.

Courses Taught: Atm Sci 240: Introduction to Meteorology; Atm Sci 297/497: Mexico: Air Pollution and Ancient Cultures (study abroad); Atm Sci 330: Air Pollution Meteorology; Atm Sci 350: Atmospheric Thermodynamics; Atm Sci 505: Micrometeorology; Atm Sci 705: Air Pollution Modeling

Distinctions/Academic Experience: Speaker, LACUSL Speaker Series, 2017; Taught at the University of Carmen, Mexico, 2015-2017; Keynote Speaker, University of Nuevo León, Mexico, 2016; CLACS Faculty Research-Travel Award, 2015

JERRY KASTER, School of Freshwater Sciences

Date of Appointment: 2010

Rank: Associate Professor (Tenured)

Education: Ph.D. University of Colorado, 1978

Language Proficiencies (5=Native, 1=Beginner): Spanish (2)

Overseas Experience: Mexico

Percent Time Dedicated to Latin America: 40%

Research and Teaching Specializations: Aquatic Ecology; Biological Patterns

Selected Publications:

- 2015 "Traverse Coastal Corridor: From Freshwater Lakes to Coral Reefs Ecosystems." *Biodiversity and Conservation of the Yucatán Peninsula*, with Héctor A. Hernández-Arana, et. al.

Courses Taught: Bio Sci 152: Foundations of Biological Sciences; Frshwtr 512: Freshwater Sciences Practicum: Field Trip to Laguna Bacalar Mexico (study abroad); Frshwtr 513: Field Experimentation and Analysis in Freshwater Sciences

Distinctions/Academic Experience: NSF Grant for developing a strategic plan and infrastructure needs for the Laguna Bacalar Field Station, Bacalar Mexico, 2015; Director, Laguna Bacalar Institute in Mexico, Ongoing

UW-Milwaukee

HEIDI LUFT, Nursing

Date of Appointment: 2017

Rank: Assistant Professor

Education: Ph.D. Columbia University School of Nursing, New York, 2017

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Dominican Republic, Nicaragua

Percent Time Dedicated to Latin America: 75%

Dissertations/Theses Directed Last Five Years: 1/0

Research and Teaching Specializations: Sexual Health Promotion among Latinos in the U.S. and Abroad; Cultural Humility; Immigrant Health Disparities; Cultural Competency in Health Care

Selected Publications:

- Forthcoming “Understanding Safe Sexual Communication between Women and their Stable Partners in the Dominican Republic: A Qualitative Descriptive Study.” Submitted to the *Journal of Transcultural Nursing*, with Y. Castellanos de Belliard, et al.
- Forthcoming “Sexual Relationship Power and Safe Sex Communication among Partnered Women in the Dominican Republic.” Submitted to *Sexually Transmitted Diseases*, with W. Ke, et al.
- 2017 “Associations between Health Literacy, HIV-related knowledge, and information behavior among persons living with HIV in the Dominican Republic.” *Public Health Nursing*, with S. Stonbraker, et al.

Courses Taught: Nursing 101: Cultural Diversity in Health Care

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Re-constructed Cultural Diversity in Health Care, 2017; Multiple trainings through the Center for Excellence in Teaching and Learning, UWM, 2017

Distinctions/Academic Experience: Committee Member, Master of Sustainable Peace Building, 2017-Present; Grant Reviewer, RACAS awards, UWM, 2017; Working on Nursing Research manuscript in Latin America/Caribbean, Ongoing; Collaborating on Qualitative Study Examining Attitudes towards Colombian Refugees in Ecuador, Ongoing

AIMS MCGUINNESS, History

Date of Appointment: 2001

Rank: Associate Professor (Tenured)

Education: Ph.D. University of Michigan, 2001

Language Proficiencies (5=Native, 1=Beginner): Spanish (4), French (3), Portuguese (2), German (2)

Overseas Experience: Colombia, Cuba, Mexico, Panama

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years: 2/3

Research and Teaching Specializations: Latin America; Global/World History; 19th Century Panama

Selected Publications:

- 2017 “Mourning María Pantalones: Military Rule and the Politics of Race, Citizenship, and Nostalgia in Panama.” *Caribbean Military Encounters*, eds. S. Puri and L. Putnam. New York/London: Palgrave Macmillan.
- 2012 *New Routes for Diaspora Studies*, with S. Banerjee and S. McKay. Bloomington: Indiana University Press.

Courses Taught: Global Studies 101: People and Politics; Hist 293: Historical Methodology; Hist 372: The Left in the Americas; Hist 393: History of Mexico; Hist 400: History of Cuba; Hist 596: History and Cartography; History 840: Approaches to Global History

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Hist 393: History of Mexico; Hist 400: History of Cuba; Hist 596: History and Cartography

Distinctions/Academic Experience: CLACS Faculty Research Travel Award, 2018; Presenter, Fiesta Mexicana, 2013-2016; CLACS Faculty Travel Award, 2015; Advisory Committee for LACUSL Major and CLACS, 2009-2013

UW-Milwaukee

GLADYS MITCHELL-WALTHOUR, African and African Diaspora Studies

Date of Appointment: 2014

Rank: Assistant Professor

Education: Ph.D. University of Chicago, 2008

Language Proficiencies (5=Native, 1=Beginner): Portuguese (4)

Overseas Experience: Brazil, Costa Rica, Honduras, Mexico, Panama

Percent Time Dedicated to Latin America: 90%

Dissertations/Theses Directed Last Five Years: 2/0

Research and Teaching Specializations: Racial Politics in Latin America and Brazil

Selected Publications:

- 2018 *The Politics of Blackness: Racial Identity and Political Behavior in Contemporary Brazil*. New York: Cambridge University Press.
- 2017 "Economic Pessimism and Racial Discrimination in Brazil." *The Journal of Black Studies* 48(7): 675-697.
- 2016 *Race and the Politics of Knowledge Production: Diaspora and Black Transnational Scholarship in the USA and Brazil*, with Elizabeth Hordge-Freeman. Palgrave MacMillan Press.

Courses Taught: Afric 100: Black Reality: Survey of African American Society; Afric 334: Survey of Black American and Black Brazilian Societies; Afric 341: Black Politics and City Government; Afric 344: Global Black Social Movements; Afric 880: Seminar on Issues in Africology: Comparative Racial Politics in Afro-Latin America

Distinctions/Academic Experience: Attended talk, "The Future of Democracy in Brazil" with Brazil's former president, Dilma Rousseff, San Diego State University, 2018; Fromkin Research Grants and Lectureship, 2017; LACS Certificate Committee, 2016-2017; CLACS Faculty Research-Travel Award, 2015, 2016; Presenter, "An Intersectional Analysis of *Bolsa Familia* Recipients' Presidential Approval of Dilma Rousseff in 2012 and 2014," 2017; Brazil Studies Association Vice President, 2016-2017

KRISTIN E. PITT, French, Italian, Comparative Literature

Date of Appointment: 2003

Rank: Associate Professor (Tenured)

Education: Ph.D. UW-Madison, 2003

Language Proficiencies (5=Native, 1=Beginner): Spanish (4), Portuguese (3), French (1), Quechua (1)

Overseas Experience: Costa Rica, Dominican Republic, Mexico

Dissertations/Theses Directed Last Five Years: 0/2

Percent Time Dedicated to Latin America: 50%

Research and Teaching Specializations: Literature of the Americas

Selected Publications:

- 2016 "The Vulnerable Harvest: Farm Workers, Food, and Immigration in the Contemporary United States." *Aztlán: A Journal of Chicano Studies* 41(2): 13-36.

Courses Taught: FoodBev 101: Introduction to Food Studies; CompLit 135: Magical Realism and the Fantastic in Literature and Film; CompLit 208: Global Literature from the 17th Century to the Present; CompLit 365: Literatures and Cultures of the Americas: Comparative Caribbeans; Gender, Race, and Epidemic Violence; Border Narratives; CompLit 464: Seminar in Comparative Literary Criticism: Approaches to the Body; WGS 700: Feminist Issues and Scholarship

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed new subtitle for CompLit 365: Gender, Race, and Epidemic Violence; Developed online version of FoodBev 101: Introduction to Food Studies

Distinctions/Academic Experience: Co-organizer of language pedagogy workshop on developing inclusive pedagogy in language instruction in gendered languages for non-binary students, 2018; UWM Center for 21st Century Studies Fellowship, 2015-2016; UWM CLACS Faculty Liaison, 2014-2015; LACUSL Advisory Committee, Ongoing

UW-Milwaukee

JOHN REUTER, Political Science

Date of Appointment: 2013

Rank: Assistant Professor

Education: Ph.D. Emory University, 2010

Language Proficiencies (5=Native, 1=Beginner): Russian (4)

Overseas Experience: Venezuela

Dissertations/Theses Directed Last Five Years: 2/0

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Comparative Authoritarianism; Political Parties; Democratization

Selected Publications:

Forthcoming “Political Centralization and Blame Attribution under Electoral Authoritarianism.” *Journal of Politics*, with Quintin Beazer.

Under Review “Vote Brokers, Clientelist Appeals and Voter Turnout: Evidence from Russia and Venezuela,” with Timothy Frye and David Szakonyi.

2015 “Legislatures, Cooptation, and Social Protest in Contemporary Authoritarian Regimes.” *Journal of Politics* 77(1): 235-248, with Graeme Robertson.

Courses Taught: Pol Sci 312: The Politics of Authoritarian Regimes; Pol Sci 355: The Politics of Economic Inequality; Pol Sci 377: Elections in the Modern World; Pol Sci 952: The Politics of Developing Nations; Pol Sci 975: Comparative Authoritarianism

Distinctions/Academic Experience: National Science Foundation Research Grant, 2013-2016; Research Growth Initiative Award, 2014-2015; Peer Reviewer, *American Political Science Review*, Ongoing

ALVARO SAAR RIOS, Theatre

Date of Appointment: 2010

Rank: Assistant Professor

Education: MFA Northwestern University, 2010

Language Proficiencies (5=Native, 1=Beginner): Spanish (5)

Percent Time Dedicated to Latin America: 80%

Research and Teaching Specializations: Playwriting; Ethno-drama; Mexican Folklore and Traditions

Selected Productions:

Forthcoming *On the Wings of a Mariposa* (formerly *Remembering Abuelita*) (full-length play). First Stage, Milwaukee, WI.

2017 *The History of Mexicans in 10 Minutes* (play). Theatre Nuevo, St. Louis, MO.

2016 *Luchadora!* (full-length play). Dramatic Publishing, Woodstock, IL.

Courses Taught: Theatre 150: Multicultural America: Multicultural Theatre; Theatre 260: Storytelling; Theatre 300: Acting Topics: Devising an Adaptation; Theatre 324: Theatre in the Americas: Latin American, Caribbean, Latino/a Theatre; Theatre 359: Playwriting; Theatre 475: Rehearsal and Performance

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed subtopics for Theatre 150, Theatre 330, and Theatre 475

Distinctions/Academic Experience: Chicago Dramatists Resident Playwright 7-year residency, 2017; Distinguished Play Award for *Luchadora!*, American Alliance for Theatre and Education, 2016; Manuscript reviewer, *University of Chicago Press*, 2016; Founder, Royal Mexican Players touring performance troupe, Ongoing; Co-founder, *Nuestra Palabra*, multicultural non-profit literary organization, Ongoing

UW-Milwaukee

RAFAEL RODRÍGUEZ, Biological Sciences

Date of Appointment: 2007

Rank: Associate Professor (Tenured)

Education: Ph.D. University of Kansas, 2002

Language Proficiencies (5=Native, 1=Beginner): Spanish (5), German (3), French (1)

Overseas Experience: Costa Rica, Panama

Dissertations/Theses Directed Last Five Years: 5/0

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Behavioral Ecology; Sexual Selection; Cognitive Ecology

Selected Publications:

- 2017 "Local Population Density and Group Composition Influence Signal-preference Relationships in *Enchenopa* treehoppers (Hemiptera: Membracidae)." *Journal of Evolutionary Biology* 30(1): 13-25, with K.D. Fowler-Finn and D.C. Cruz.
- 2015 "*Nephila clavipes* spiders (Araneae: Nephilidae) keep Track of Captured Prey Counts: Testing for a Sense of Numerosity in an Orb-Weaver." *Animal Cognition* 18(1): 307-314, with R.D. Briceño, et al.

Courses Taught: Bio Sci 310: General Ecology; Bio Sci 532: General Ecology; Bio Sci 929: Graduate Seminar: Behavioral Biology: The Evolution of Objective Knowledge; Classic and Current Readings in Behavioral Ecology

Distinctions/Academic Experience: UWM Research Growth Initiative, 2016-2018; Guest lectures at University of Costa Rica for the following courses: Bioacústica, Biología de arañas, Evolución Orgánica, 2017; NSF Grant, 2011-2016; UWM Graduate School Research Committee Award, 2013-2015

ERMITTE SAINT JACQUES, African and African Diaspora Studies

Date of Appointment: 2014

Rank: Assistant Professor

Education: Ph.D. University of Florida, 2009

Language Proficiencies (5=Native, 1=Beginner): Haitian Creole (5), Spanish (3)

Overseas Experience: Bahamas, Belize, Haiti

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 1/0

Research and Teaching Specializations: Migration; Gender; Race

Selected Publications:

- 2017 Review of *My Soul is in Haiti: Protestantism in the Haitian Diaspora in the Bahamas*, by Bertin M. Louis Jr. In *New West Indian Guide* 91(3-4): 386-387.
- 2015 "Women on the Move: Reinterpreting Haitian Migration to Cuba through an Analysis of the Bahamas." *Journal of Haitian Studies* 21(2): 207-226.
- 2015 "Introduction." Theme Issue, "L'Occupation, 1915-1934." *Journal of Haitian Studies* 21(2): 6-9.

Courses Taught: Afric 215: Introduction to Black Social and Cultural Traditions; Afric 265: Psychological Effects of Racism; Afric 320: Black Cultures in Latin America and the Caribbean; Afric 418: Race, Class, Gender in Latin America and the Caribbean

Distinctions/Academic Experience: CLACS Advisory Committee, 2015-present; Undergraduate African and African Diaspora Studies Advisor, 2015-present; Committee Member, American Anthropological Association Public Education Initiative on Migration and Displacement, 2013-present

UW-Milwaukee

R. JASON SHERMAN, Anthropology

Date of Appointment: 2007

Rank: Associate Professor (Tenured)

Education: Ph.D. University of Michigan, 2005

Language Proficiencies (5=Native, 1=Beginner): Spanish (3)

Overseas Experience: Mexico

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years: 0/4

Research and Teaching Specializations: Archaeology of Mesoamerica and American Southwest; Ceramic Analysis

Selected Publications:

- 2017 "Ancient Maya Settlement, Interaction Spheres, and Geopolitics in South-Central Quintana Roo, Mexico." *Ancient Mesoamerica* 28(2): 441-461, with Laura Villamil.
- 2016 "Ceramic Provenance and the Regional Organization of Pottery Production during the later Formative Periods in the Valley of Oaxaca, Mexico: Results of Trace-element and mineralogical analyses." *Journal of Archaeological Science: Reports* 8: 28-46, with Leah D. Minc, et al.

Courses Taught: Anthro 101: Introduction to Anthropology: Human Origins; Anthro 103: Digging up the Past: Approaches to Anthropology; Anthro 225: The Aztec Empire; Anthro 310: Archaeology of Middle America; Anthro 313: Archaeology of the American Southwest; Anthro 420: Power and Ideology in Archaeology

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed new course, Anthro 313: Archaeology of the American Southwest

Distinctions/Academic Experience: Co-director, Proyecto Arqueológico Centro de Quintana Roo, Mexico, Ongoing; Attendee, "Cultural Resources of the Sierra Blanca Region," New Mexico, 2017

KRISTIN M. SZIARTO, Geography

Date of Appointment: 2011

Rank: Associate Professor (Tenured)

Education: Ph.D. University of Minnesota, 2007

Language Proficiencies (5=Native, 1=Beginner): Spanish (3), German (2)

Overseas Experience: Mexico

Dissertations/Theses Directed Last Five Years: 1/0

Percent Time Dedicated to Latin America: 25%

Research and Teaching Specializations: Feminist Political Geography

Selected Publications:

- 2016 "Whose Productive futures? Race-Biopolitics and Resistance in the Black infant mortality reduction campaigns in Milwaukee." *Environment and Planning D: Society and Space*, 35(2): 299-318.
- 2014 "Diverse Muslims in a Racialized Landscape: Race, Ethnicity, Islamophobia and Urban Space in Milwaukee, WI." *Journal of Muslim Minority Affairs*, Institute of Muslim Minority Affairs, 34(1): 1-21, with A. Mansson McGinty and C. Seymour-John.
- 2014 "Teaching Critical Thinking in World Regional Geography through Stakeholder Debate." *Journal of Geography in Higher Education* 38(4): 557-570, with L. McCarthy and N. Padilla.

Courses Taught: Geog 110: The World: Peoples and Regions; Geog 309: Nationalities and Nations; Geog 531/731: Insurgent Cities: Geographies of Social Movements; Geog 905: Geography Biopolitics: Life, Power, and Space

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Created new blended Geography 531/731 course featuring 15% of readings on Latin American social movements, 2018; Redesigned online version of Geography 110 which features Latin America, to be reviewed by CETL, 2017

Distinctions/Academic Experience: Morris Fromkin Memorial Research Award, 2015; LACUSL Advisory Committee, 2014-2015; Co-organizer of LACUSL Speaker Series, 2014

UW-Milwaukee

TANYA TIFFANY, Art History

Date of Appointment: 2004

Rank: Associate Professor (Tenured)

Education: Ph.D. Johns Hopkins University, 2004

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Peru

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 0/7

Research and Teaching Specializations: Art History of Spain and the Spanish World, 1500-1750

Selected Publications:

Forthcoming “The Infant Christ at the Spanish Court: Polychrome Sculptures in the Devotional Practice of Sor Margarita de la Cruz (1567-1633).” *Sixteenth Century Journal*.

2017 Exhibition curated: “Women of the Page: Convent Culture in the Early Modern Spanish World,” John Carter Brown Library at Brown University.

Courses Taught: Art Hist 102: Renaissance to Modern Art and Architecture; Art Hist 333: High Renaissance Art in Italy; Art Hist 343: Art and Culture in Spain and Latin America, 1500-1750; Art Hist 700: Proseminar in Art History; Art Hist 730: Gender and Art in the Spanish Empire, 1550-1750

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed two new courses: Art Hist 343: Art and Culture in Spain and Latin America and Art Hist 730: Gender and Art in the Spanish Empire, 1550-1750; Facilitated new incorporation of object-based research in graduate seminars and graduate proseminar

Distinctions/Academic Experience: Interview with Brown University on Spanish and Latin American Women, 2017; Center for 21st Century Studies Fellowship, 2016-2017; Research and Creative Activities Support, 2016; John Carter Brown Library/National Endowment for the Humanities Long-Term Fellowship, 2014-2015

CHIA YOUYEE VANG, History

Date of Appointment: 2006

Rank: Associate Professor (Tenured)

Education: Ph.D. University of Minnesota, 2006

Language Proficiencies (5=Native, 1=Beginner): Hmong (5), French (4), Spanish (2)

Overseas Experience: Argentina, French Guiana, Japan, Laos, Thailand

Percent Time Dedicated to Latin America: 25%

Dissertations/Theses Directed Last Five Years: 0/3

Research and Teaching Specializations: Asians in the Americas; Refugee Migration; Transnational and Diaspora Studies

Selected Publications:

Forthcoming *Exile, Identity Formation, and Placemaking: The Hmong Refugee Experiment in French Guiana, 1977-2015*.

Courses Taught: Ethnic 265: Hmong Americans: History, Culture, and Contemporary Life; Hist 287: The Vietnam War; Hist 840: Globalization of America: The Asian American Experience

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed all of the above courses

Distinctions/Academic Experience: Editorial Board Member, *Southeast Asian Diasporas in the Americas*, Brill book series, 2014-present; UWM Foundation Research Award, 2016; UW-Milwaukee Global Studies Fellowship, 2016; UW System Board of Regents Diversity Award, 2016; Conducted oral history interviews with Hmong Guyanese and French government officials in French Guiana, 2015; Associate Vice Chancellor, Global Inclusion and Engagement, Ongoing

UW-Milwaukee

ERIN WINKLER, African and African Diaspora Studies

Date of Appointment: 2006

Rank: Associate Professor (Tenured)

Education: Ph.D. University of California, Berkeley, 2005

Language Proficiencies (5=Native, 1=Beginner): Portuguese (1)

Overseas Experience: Brazil

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years: 4/0

Research and Teaching Specializations: Children and Race; Sociology of Race; Psychology of Race; Racial Identity; Racial Geography; Qualitative Methods

Selected Publications:

- 2017 "Racism as a threshold concept: Examining learning in a 'diversity requirement' course." *Race, Ethnicity and Education*, 1-19.
- 2015 "Why does Latino/a Youth Literature Matter? How Children and Young Adults Learn about Race." *The Americas Award: Honoring Latino/a Children's and Young Adult Literature of the Americas*, ed. L. Henderson. Landham, MD: Lexington Books, 7-26.

Courses Taught: Afric 222: Research Methods in Africology; Afric 545: Raising Children, 'Race-ing' Children; Afric 700: Foundations and Theories in Africology; Afric 800: Introduction to Qualitative Research Methods; Afric 845: Race/Ethnicity and the Psychology of Oppression

Distinctions/Academic Experience: Urban Studies Travel Grant, 2017; Arts and Humanities Research-Travel Award, 2015, 2017; Invited Consultant, Smithsonian National Museum of African American History and Culture, Washington, D.C., 2016-2017; Train Madison and Milwaukee area School Teachers about Diversity Issues, Ongoing; Collaborate with nonprofit Proyecto Bembe to teach Children about the Social Construction of Race, Ongoing

W. WARNER WOOD, Anthropology

Date of Appointment: 2012

Rank: Associate Professor (Tenured)

Education: Ph.D., University of Illinois at Urbana-Champaign, 1997

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Mexico

Percent Time Dedicated to Latin America: 50%

Dissertations/Theses Directed Last Five Years: 1/3

Research and Teaching Specializations: Museum Studies & Public Anthropology; Expressive & Material Culture; Globalization; Environmental Culture & History; Tourism

Selected Exhibits/Publications:

- In Prep "Just how important is Pristine Nature? Authenticity in Ecotourism on the Pacific Coast of Oaxaca." For submission to *Annals of Tourism Research*.
- 2017 "Art by Dispossession at El Paso Saddleblanket Company: Commodification and Graduated Sovereignty in Global Capitalism." *Art and Sovereignty in Global Politics*, eds. Douglas Howland, et al. New York: Palgrave.
- 2016 "Nuestra Casa: An Advocacy Initiative to Reduce Inequalities and Tuberculosis Along the US-Mexico Border." *International Public Health Journal* (8)2: 107-119, with Eva M. Moya, et al.

Courses Taught: Anthro 102: Introduction to Anthropology; Anthro 354: Anthropology, Aesthetics, and Art; Anthro 721: Administration and Organization of Museums; Anthro 920: Advanced Seminar in Museological Problems

Distinctions/Academic Experience: Presenter, "Exhibiting Campesino Conservation: Digital Story-Telling and the New Rurality in Oaxaca, Mexico," American Anthropological Association Annual Meeting, Washington, D.C., 2017; Smithsonian Summer Institute of Museum Anthropology Fellowship, 2016; Collaborative Research Projects in the Digital Humanities: Grant Writing Award, 2015; Consultant, Servicios Eco-turísticos de La Ventanilla, Oaxaca, Mexico, Ongoing

Program Staff

ALIDA CARDÓS WHALEY, Center for Latin American and Caribbean Studies **Date of Appointment:** 2012

Title: Academic Advisor

Education: B.A. University of Wisconsin-Madison, 2011

Language Proficiencies (5=Native, 1=Beginner): Spanish (4.5)

Overseas Experience: Costa Rica, England, Guatemala, Mexico, Panama, Puerto Rico

Percent Time Dedicated to Latin America: 70%

Primary Responsibilities: Academic Advisor and Programs Coordinator for Latin American, Caribbean, and U.S. Latin@ Studies Major and Latin American and Caribbean Studies Certificate; Coordinate, develop, and expand academic programs

Distinctions/Academic Experience: Recipient, Academic Staff Professional Development Award to attend Association for Joteria Arts, Activism, and Scholarship Conference, Minnesota, 2017; Attendee, DREAMers: Supporting Undocumented Students Workshop, 2017; Presenter, "Latinx: Beyond the Gender Binary," 2017; Attendee, Lánzate Mijente Convening, Puerto Rico, 2016; Attendee, Mijente Founding Convening, Chicago, Illinois, 2015; Recipient, Academic Staff Professional Development Award to serve as videographer in filming of CLACS' sequel documentary *El futuro maya II*, Guatemala, 2015

JULIE KLINE, Center for Latin American and Caribbean Studies

Date of Appointment: 1986

Title: Associate Director

Education: M.A. University of Wisconsin-Madison, 1985

Language Proficiencies (5=Native, 1=Beginner): Spanish (4), Portuguese (3)

Overseas Experience: Brazil, Cuba, and Guatemala

Percent Time Dedicated to Latin America: 100%

Primary Responsibilities: K-16 Outreach; Public Programming; Center Administration; Communication and Evaluation

Courses Taught: LACS 101: Introduction to Latin American and Caribbean Studies; Currins 550 (579): Using Children's Literature to Explore Latin American/Latino Cultural Heritage

Distinctions/Academic Experience: Publications Chair, Consortium of Latin American Studies (CLASP) Executive Committee, 2014-2016; Promoted to Distinguished Prefix Academic Staff, UWM, 2015; Consultant, American Girl book series, 2014-2015; Ex-Officio Review Committee Member, National Américas Award for Children and Young Adults, sponsored by CLASP, Ongoing

UW-Milwaukee

AIMEE ORNDORF, Center for Latin American and Caribbean Studies

Date of Appointment: 2018

Title: Academic Department Specialist

Education: B.A. University of Wisconsin-Milwaukee, 2017

Language Proficiencies (5=Native, 1=Beginner): Spanish (3)

Overseas Experience: Mexico, Puerto Rico

Percent Time Dedicated to Latin America: 100%

Primary Responsibilities: Manage office and fiscal operations; Oversee grant administration; Coordinate student and faculty travel and curriculum development competitions; Serve as liaison with 120 regional Latin Americanist faculty from 33 public and private institutions to promote funding opportunities available in support of travel and public programs; Serve as FLAS coordinator

Grant Writing/Management: Administrator, Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) grants, 2018-present

Distinctions/Academic Experience: Administrator, Donald Shea Scholarship in Latin American Studies, 2018-present; Participant, NCCLA Workshop, "Developing and Sustaining Latin American Studies Program, Milwaukee, WI, 2018; Recipient, Student Travel Grant to attend North Central Council of Latin Americanists Conference, Madison, WI, 2017; Participant, CLACS Summer Teacher Institute, 2017; Representative for LACUSL Major and CLACS, Mexican Fiesta, Milwaukee, WI, 2017; CLACS Project Assistant, *El futuro maya II*, 2016; Recipient, Support for Undergraduate Research Fellows to contribute to CLACS' *El futuro maya II*, 2016-2017

NATASHA BORGES SUGIYAMA, Political Science

Date of Appointment: 2007

Rank: Director and Associate Professor (Tenured)

Education: Ph.D. University of Texas at Austin, 2007

Language Proficiencies (5=Native, 1=Beginner): Portuguese (5), Spanish (4)

Overseas Experience: Argentina, Brazil, Chile, Mexico, Peru

Percent Time Dedicated to Latin America: 100%

Dissertations/Theses Directed Last Five Years: 2/2

Research and Teaching Specializations: Brazilian Politics; Human Development and Social Inclusion, Social Policy

Selected Publications:

- 2017 "Making the Newest Citizens: The Quest for Universal Birth Registration in Contemporary Brazil." *Journal of Development Studies*, with Wendy Hunter.
- 2017 "Democracy at Work: Moving beyond elections to improve well-being." *American Political Science Review* 111(1): 68-82, with Michael Touchton and Brian Wampler.
- 2016 "Pathways to Citizen Accountability: Brazil's Bolsa Família." *Journal of Development Studies* 52(8): 1192-1206.

Courses Taught: Pol Sci 325: Latin American Politics; Pol Sci 374: Health, Wealth, and Democracy; Pol Sci 372: Poverty and Politics; Pol Sci 326: Brazilian Politics and Society; Pol Sci 952: Politics of Developing Nations; Pol Sci 976: Comparative Public Policy

Curriculum Development/Teaching Initiatives/Technology Assisted Instruction: Developed new online course, Pol Sci 374: Health, Wealth, and Democracy

Distinctions/Academic Experience: Director of CLACS, 2015-present; LACUSL Advisory Committee, 2015-present; CLACS Advisory Committee, 2015-present; Secretary/Treasurer for the Directors' Section of the Latin American Studies Association, 2017-2018; Guest on Milwaukee Public Television, 2016

Campus Professional Staff

MARCY BIDNEY, UWM Libraries

Date of Appointment: 2012

Rank: Assistant Director and Curator, American Geographical Society Library

Education: M.L.S. Drexel University, 2002

Language Proficiencies (5=Native, 1=Beginner): French (2)

Research and Teaching Specialization: Information Organization and Access; Digitization; and Cartography

Percent Time Dedicated to Latin America: 15%

Selected Publications:

- 2015 "Library as a Platform: Assessing Outreach and Engagement in the Library of the Future." *Assessing Liaison Librarians: Documenting Impact for Positive Change*, eds. D. Mack and Gary White. Chicago: PIL.
- 2014 "The Digital Atlas Dilemma: Outlining the Challenges for Libraries." *Journal of Map and Geographic Libraries* 10(2): 132-156.

Primary Responsibilities: Responsible for overall direction of the American Geographical Society Library services and programs, including formulation of goals and policies, collection management, and grant writing; Collaborate with the Director of the Libraries to prepare and administer all budgeting for AGSL; Provide research and reference services related to maps, GIS and Geography for students and faculty; Coordinate AGS Library Fellowship Program; Engage in digital initiatives to provide access to a full array of scholarly information within AGSL; Represent AGSL and UWM Libraries at national and international forums

Academic Experience Relating to Latin American Studies: Oversee ongoing research collaboration with Mexican scholars on a recently discovered 17th century scroll, the Tira de Santa Catarina Ixtepeji, 2015; AGSL collection houses numerous nautical charts and photo archives of Latin America

JANET PADWAY, UWM Libraries

Date of Appointment: 1978

Title: Assistant Director, Collection and Resource Management

Education: M.L.S. University of Wisconsin-Madison, 1977

Percent Time Dedicated to Latin America: 15%

Primary Responsibilities: Administer Collection Management and Technical Services Division-wide operations (cataloging, acquisitions, preservation for monographs and serials); manage resources (budget planning, preparation, expenditures, collection development and management); serve on Library Executive Committee; work closely with Director on library, campus, and system-wide issues

Professional Organizations: Served on various committees of the American Library Association, Wisconsin Library Association, Wisconsin Association of Academic Librarians, OCLC Online Computer Center, Inc.; Wisconsin Library Services (WiLs) Peer Council Representative for UWM Libraries, 1984-present

UW-Milwaukee

MINGYU SUN, UWM Language Resource Center

Date of Appointment: 2008

Rank: Director

Education: Ph.D., Michigan State University, 2006

Language Proficiencies (5=Native, 1=Beginner): Chinese (5), German (3), Japanese (2)

Primary Responsibilities: The Language Resource Center serves as core support unit for the language programs and students on campus, with language student enrollment in fall 2012 of more than 3,400. Collaborate with faculty in applying technology to language instruction; Administer daily operations, budget, staff, and multiple functions of the LRC; Offer and organize workshops; Evaluate, test and implement multimedia materials for language learning and teaching; Provide training and support to faculty, staff, and students in computer-based pedagogy; Develop and implement hybrid and fully online courses for the language programs; Serve as liaison with the College's IT group

Software Programs: Java, C++ and XML; familiar with Flash, PHP and MySQL, Mac OS, Windows, Linux, and Unix operating systems; very familiar with the state of the art instructional technology

Distinctions: UWM Education Technology Grant, 2015-2017; U.S. Department of Education Title VI National Resource Center Professional Development Award, 2016; UWM Academic Staff Professional Development Award, 2015; UW System Office of Professional and Instructional Development Teaching and Learning Grant, 2014

MAX YELA, UWM Libraries

Date of Appointment: 1994

Rank: Senior Academic Librarian (Special Collections)

Education: M.L.S. Simmons College, 1985

Language Proficiencies (5=Native, 1=Beginner): French (1), Spanish (1)

Percent Time Dedicated to Latin America: 15%

Research and Teaching Specialization: The Book as an Art Medium; The Presence of the Book in Culture and Society

Primary Responsibilities: Direct full range of activities for an active Special Collections Program; Establish policies and procedures; Reference services; Bibliographic instruction; Preservation and security; Acquisitions; Collection management and development; Gifts and donor relations; Cataloging policy decisions; Collection outreach and promotion; Public programs and presentations; Exhibition management and production; Internal record keeping and statistics gathering; Application of automated systems; Faculty and staff liaison; Coordination with the UWM Archives program; Coordination of a graduate internship/fieldwork program

Courses Taught: Information Science 603: History of Books and Printing, 2010-present

Academic Experience Relating to Latin American Studies: Permanent acquisitions for Special Collections include a series of Cuban Artists' Books from Vigía Press and the Jewish Latin America collection, a joint CLACS, Library, donor and community initiative, which focuses on published, primary-source materials that serve as documentary evidence of Jewish life in Latin America; Special Collections Digital Exhibit "Another Place" which features Argentinean artist, 2015; Hosting of Latin American writers and specialists, Ongoing

UW-Milwaukee

Evaluation Staff

DAVID FRAZER, Center for Urban Population Health

Date of appointment: 2007

Rank: Associate Director

Education: M.P.H. Tulane University, 2002

Language Proficiencies (5=Native, 1=Beginner): Spanish (4)

Overseas Experience: Cuba, El Salvador, Peru

Primary Responsibilities: Support overall management, administrative, communication and engagement of the Center; Provide day-to-day support for Center academic and administrative staff across three institutions; Facilitate collaborative involvement of the community in local research; Lead and sustain community partnerships; Coordinate community-based research and initiatives

Community-Academic Partnerships: CORE / El Centro; Fondy Food Center; Milwaukee County Department on Aging; Sixteenth Street Community Health Center; United Way of Greater Milwaukee Health Ancillary Committee; Walnut Way Conservation Corps, Inc.

Distinctions/Academic Experience: Grant Reviewer for Federal and local/regional non-profits; Evaluator of Bilingual Healthy Choices Program, Milwaukee; Community Health Planner, Peace Corps, Peru; Water, Sanitation, and Health Specialist, Peace Corps, El Salvador; Community Partnerships and Communications Manager, Center for Urban Population Health; Assistant Director, Center for Urban Population Health; Interim Director, Center for Urban Population Health

UW-MADISON INTERNATIONAL DIVISION FINANCIAL SPECIALIST 2

Classification of Position Financial Specialist 2 (*Requesting 15% NRC funds for LACIS*)

Position Summary This position is responsible for developing and maintaining financial data and all related record-keeping activities for area studies centers in the International Institute at the University of Wisconsin-Madison. The incumbent independently performs exact accounting and analytical financial services for contributing units.

30% Provide Financial Support and Reconciliation of GPR and Non-GPR funds

- Establish and maintain a comprehensive computer-based financial system.
- Reconcile the accounting systems. Resolve discrepancies in a timely manner
- Maintain knowledge of ending dates of all funds. Monitor fund accounts to ensure that budgets are accurate. Prepare budget projections and expenditure reports for each unit, in compliance with campus and/or external funder reporting requirements.
- Maintain knowledge of auditing and oversight requirements of external granting agencies.

30% Business Support for all Institute and Area Studies Center Funds

- Develop and manage accurate procedures for processing invoices, vouchers, and other financial documents.
- Prepare expenditures for supervisors' signature for the units' accounts. Compute and prepare requisitions, requests for expense reimbursement, and fee payments
- Process e-reimbursements for guest lecturers, and serve as designee for staff on e-reimbursement.
- Assist each centers FLAS coordinator with collection of required documentation from students and tracking payments to ensure compliance with University and Federal policies.

20% Personnel/Payroll Support

- Prepare documentation for student hourly, academic staff, graduate assistant, and zero-dollar honorary fellow appointments.
- Initiate and maintain a file of forms needed for recruitment, hiring and appointment of employees.

15% General Center Support

- Assist with maintaining security of unit office and equipment; issue keys and record distribution.
- Archive records promptly and confidentially and archive or dispose of outdated materials.

5% Other Duties as Assigned

- Serve on Administrative Teams.
- Attend training seminars and workshops to keep current on changing rules and regulations and to learn new software applications and required programs.

POSITION DESCRIPTION

Official Job Title INTERDISCIPLINARY INITIATIVES & INTERNSHIPS COORDINATOR

Department Center for Latin American and Caribbean Studies, UW-Milwaukee

Position Type Limited Term Employee (part-time)

Job Summary CLACS seeks an enthusiastic, culture-minded individual to coordinate collaborations with the professional schools, including the Laguna Bacalar, Mexico Field Station project (Freshwater Sciences) and with Engineers without Borders (Engineering) who annually work on water projects in the Ixil region of Guatemala. The coordinator will organize cultural competency trainings for Science and Engineering students who participate in each location. The coordinator will also be tasked with researching and building Milwaukee internship opportunities for undergraduate LACS Certificate and LACUSL Major students including CORE/El Centro (focused on health and wellness within the Latinx community), Hispanic Chamber of Commerce, and Walker's Point Center for the Arts.

Minimum Qualifications

- Strong organizational, time-management and multitasking skills
- Strong oral and written communication skills
- Computer proficient
- Superior interpersonal skills
- Ability to work independently as well as collaboratively
- Creative and resourceful
- Commitment to inclusive excellence
- Good understanding of and sensitivity to cross-cultural differences
- Enjoys working with people from diverse lived experiences
- Familiarity with cultural competency trainings
- Proficiency with Word, Excel, platform for webinars (ex. Blackboard Collaborate) and platform for presentations (ex. PowerPoint)
- Self-starter
- Strong analytical skills
- Ability to travel within Milwaukee for meetings
- Latin American and Caribbean Studies background
- Strong research and investigation skills

Preferred Qualifications

- Spanish language proficiency (oral and written)
- Strong connections and familiarity with Milwaukee's Latinx community
- Bachelor's degree in related field
- Experience developing, promoting, and managing internship/experiential learning opportunities for students in higher education
- Experience organizing cultural competency trainings for students
- Awareness of issues and history related to Mexico and Guatemala

POSITION DESCRIPTION

Official Job Title	INFORMATION PROCESSING CONSULTANT
Working Title:	Instructional Technologist
Position Number	02192555
Division	B48 College of Letters and Science (UW-Milwaukee)
Department	B480110 L&S INFO TECH OFFICE
Position Type	Non-Teaching Academic Staff
Appointment Type	Non-Teaching, Fixed Renewable
FLSA Status	Exempt
Percent	100
Posting Type	Staff

Introduction (Description of School/College/Dept/Program) The College of Letters & Science is the largest on campus comprising 45% of ranked faculty at UWM, graduating 27% of all students at UWM annually, and securing 60% of campus research funding. UWM recently received two significant recognitions. The Carnegie Foundation granted the campus the Community Engagement Classification in 2015 for its significant work in Milwaukee and Wisconsin's southeast region. In February 2016, UWM was designated a R-1 Doctoral University – Highest Research Activity, by the Carnegie Classification of Institutions of Higher Education. Of the 115 universities designated as R-1, UWM is among a minority located in an urban setting and one of only 10 with a dedicated urban access mission. UWM enrolls 26,000 students in 14 schools and colleges. Of the total enrollment, about 4,600 are graduate students.

Job Summary Under the direction of the Interim Director of the L&S IT Office, the Information Processing Consultant serves as the primary Learning Management System (LMS) support for the College of Letters & Science online and classroom instruction. This individual supports instructor use of the LMS system and quality in course design including the preparation of accessible courses in compliance with Federal Law section 508. The incumbent supports the curation and development of instructional technology, rich media and course materials. *In exchange for partial salary support, the Instructional Technologist will assist all L&S Latin Americanist faculty with their online and hybrid course development.*

Minimum Qualifications • Bachelor's degree

- At least one year experience with Learning Management Systems (D2L, Canvas, Blackboard, etc.)
- At least two years experience teaching, or two years experience in an instructional support role

Preferred Qualifications • Master's degree in Instructional Design, Instructional Technology, Education Media, Instructional Systems Design, or related field

- Experience in developing and facilitating accessible course materials
- Higher education teaching experience
- Experience in design and delivery of competency based programs
- Experience in developing and delivering training and continuing education
- Experience that demonstrates high degree of self-direction, initiative and motivation; sense of urgency to meet established deadlines

Application Instructions Interested candidates must submit a letter of application addressing the minimum and preferred qualifications above, a resume, and a document listing the names and contact information of three professional references.

POSITION DESCRIPTION

Official Job Title STORYTELLER/MEDIA CURATOR

Department Center for Latin American and Caribbean Studies, UW-Milwaukee

Position Type Student Hourly

Job Summary CLACS seeks a highly creative, self-motivated individual who will work closely with CLACS staff to identify and design stories of impact after which they will work independently to shoot, produce and publish them on CLACS web and social media platforms. In particular, the individual will build an ongoing collection of alumni career and student grant/fellowship awardee profiles as a resource for undergraduate/graduate education.

Minimum Qualifications

- Proficiency with social media platforms (Facebook, Instagram, Twitter, YouTube)
- Some familiarity with Wordpress
- Strong organizational, time-management and multitasking skills
- Strong oral and written communication skills
- Ability to work independently as well as collaboratively
- Creative and resourceful
- Commitment to inclusive excellence
- Good understanding of and sensitivity to cross-cultural differences
- Enjoys working with people from diverse lived experiences
- Video recording and editing experience
- Safe handling of equipment

Preferred Qualifications

- Ability to work flexible hours
- Professional video recording and editing
- Audio recording
- Pre-production planning
- Closed-captioning and subtitling
- Some experience with photography
- Spanish language proficiency (oral and written)
- Adobe Creative Cloud (After Effects, InDesign, etc.)

UW-MADISON

COMPLETE LIST OF COURSES OFFERED: LANGUAGE AND AREA STUDIES

This reflects a complete list of courses that contain at least 25% Latin American & Caribbean content, not our complete course offerings for our degree candidates. We have removed courses dealing with Iberia and Latinos in the United States, as well as language courses not directly related to Latin America.

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17 Enrollment		17-18	18-19
					UG	Grad		

LANGUAGE AND LITERATURE

Cross-listed courses noted in description

PORTUGUESE

101	First-Semester Portuguese	Staff	I	4	30	0	X	X
102	Second-Semester Portuguese	Staff	II	4	24	0	X	X
201	Third-Semester Portuguese	Staff	I	4	15	0	X	X
202	Fourth-Semester Portuguese	Alves Pantaleao	II	4	8	0	X	X
221	Introduction to Luso-Brazilian Literatures	Madureira	I	4	4	0	X	X
225	3rd Yr Conversation & Composition	Albuquerque	I	3	6	1	X	X
226	3rd Yr Conversation & Composition	Hendrickson	II	3	4	2	X	X
	Introduction to Luso-Afro-Brazilian Literature	Madureira, Sanchez	I	3	30	0	X	X
301	Intensive Portuguese	Oliviera	I, II, S	4	12	9	X	X
302	Intensive Portuguese	Staff	I, S	4	0	0	X	X
311	4th Yr Composition & Conversation	Hendrickson	I, II	3	5	3	X	X
312	4th Yr Composition & Conversation	Albuquerque	I, II	3	2	6	X	X
330	History of Portuguese Language	Sapega	I, II	3	4	0		X
451	Lusophone African Literature	Madureira	II	3	4	2	X	X
	<i>Crosslisted w. African Languages & Literature.</i>							
468	Survey-Brazilian Literature since 1890	Albuquerque	II	4	4	4		

QUECHUA

^361	Elementary Quechua	Muyolema	I	4	2	4	X	X
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*Indicates that a course is new or has been significantly altered

^Courses offered with Title VI funds in 2016-17

PR/Award #P015A180132

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		

NOTE: This course was broadcasted to two additional students from Brigham Young University and one student from University of Utah. Instructor traveled to Utah for one week during the semester and delivered the class from there.

^362	Intermediate Quechua	Muyolema	I	4	1	3	X	X
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NOTE: This course was broadcasted to two additional students from Brigham Young University and one student from University of Utah. Instructor traveled to Utah for one week during the semester and delivered the class from there.

^364	Advanced Quechua	Muyolema	II	4	1	1	X	X
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YUCATEC MAYA

^376	First Semester Yucatec Maya	Hurley	I	4	3	0	X	X
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^377	Second Semester Yucatec Maya	Hurley	II	4	2	0	X	X
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SPANISH

101	First-Semester Spanish	Staff	I, II, S	4	117	2	X	X
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102	Second-Semester Spanish	Staff	I, II, S	4	345	1	X	X
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203	Third Semester Spanish	Staff	I, II, S	4	546	2	X	X
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204	Fourth Semester Spanish	Staff	I, II, S	4	509	3	X	X
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223	Introduction to Hispanic Cultures	Madureira, Close	I, II, S	3	269	2	X	X
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224	Introduction-Hispanic Literatures	Pellegrini, Staff	I, II	3	249	0	X	X
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226	Intermediate Language, Writing and Grammar	Kaikiola- Strohbusch	I, II	3	609	1	X	X
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311	Advanced Language Practice	Hildner, Staff	I, II, S	3	351	3	X	X
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319	Topics in Spanish Language Practice: Journalism	Mercado, Neumayer	I, II	3	25	2	X	X
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319	Topics in Spanish Language Practice: Medical Spanish	Pujol, Gemrich	I,S	3	52	2	X	X
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320	Spanish Phonetics	Armstrong, Staff	I, II	3	155	0	X	X
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323	Advanced Language Practice-Expository Writing	Hildner, Staff	I	3	8	5	X	X
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*Indicates that a course is new or has been significantly altered

^Courses offered with Title VI funds in 2016-17

PR/Award #IP015A180132

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
226	Introduction to Luso-Afro-Brazilian Literature	Madureira, Sanchez	I	3	30	0	X	X
325	Advanced Conversation	Kaaikola, Rodriguez-Guridi, Mercado, Gemrich, Pujol	I, II	3	134	2	X	X
327	Introduction to Spanish Linguistics	Armstrong, Stafford, Tejedo-Herrero, Frantzen	I, II	3	30	1	X	
329	Spanish for Business <i>Crosslisted w. International Business.</i>	Staff	I	3	23	0		X
331	Spanish Applied Linguistics	Stafford, Frantzen	I, II	3	74	0	X	X
359	Spanish Business Area Study	Stelter	II	3	24	0		X
446	Topics in Spanish Linguistics	Tejedo-Herrero	I	3	20	0		X
460	Literatura Hispanoamericana: Latin American Vanguard	Medina	I	3	24	0		
461	Spanish American Short Story	Bilbija	I	3	18	0	X	X
462	Spanish American Theater & Drama	Hernandez	I	3	8	0	X	
464	Spanish American Poetry & Essay	Pellegrini, Staff	I, II, S	3	24	0	X	X
465	Literature & Film in Spanish America	Staff	II	3	4	0	X	
466	Topics in Spanish American Lit	Goldgel-Carballo	II	1	5	0	X	X
468	Topics-Hispanic Cult Studies : Theories of the Modern: Latin America	Goldgel-Carballo	I	3	0	12	X	
543	Spanish Phonology	Rao	I	3	1	20	X	X

*Indicates that a course is new or has been significantly altered

^Courses offered with Title VI funds in 2016-17

PR/Award #IP015A180132

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17 Enrollment		17-18	18-19
					UG	Grad		
545	College Teaching of Spanish	Frantzen	I	2	0	8	X	X
548	Structure of Spanish Language	Armstrong	I	3	0	9	X	X
630	Linguistics: Morphosyntactic Variation	Armstrong	I	3	0	11	X	X
701	Textual Criticism: Debates and Heterodoxies	Alcala Galan	II	3	0	9	X	
802	Spanish American Literature : Contemporary Narrative	Bilbija	I	3	0	0	X	X
802	Spanish American Literature	Pellegrini	II	3	0	0	X	X

AREA STUDIES

Cross-listed courses noted in description

AGRICULTURAL AND APPLIED ECON

350	World Hunger & Malnutrition <i>An overview of the causes of hunger and poverty in developing nations. Over 25% Latin American content. Crosslisted w. Agronomy and Nutritional Sciences.</i>	Lecturers	II	3	158	1		X
373	Globalization, Poverty & Development <i>Addresses the process of globalization-trade, international capital flows, labor migration and remittances, and aid from the perspective of developing economies and the development process. 25% Latin American content. Crosslisted w. International Studies.</i>	Emshwiller, McAlvay, Schultz, Rutherford	I, II, S	3	40	1	X	X
374	Growth and Development in Global Economies <i>Explores the roles of markets, states, and civil institutions, using economic theory, computer simulations, and historical experience to better understand the forces that shape the wealth and well-being of nations and people around the world. 30% content regarding Latin America. Crosslisted w. International Studies.</i>	Barham	I	3	57	0	X	X
462	Latin American Economic Development Problems <i>100% Latin American Content. Crosslisted w. Economics and International Business.</i>	Barham	II	3	56	2	X	X
474	Economic Problems-Developing Areas	Alix-Garcia, Schechter	I, II	3	40	0	X	X

*Indicates that a course is new or has been significantly altered

^Courses offered with Title VI funds in 2016-17

PR/Award #IP015A180132

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		

Examines problems and principles of economic development in Latin America, Asia, and Africa. Includes 25% Latin American content.

730	Development Economics I	Schechter	I	3	0	7	X	X
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Theory and empirical evidence on growth and development in low-income countries. Topics may include: measurement of poverty and inequality, risk and insurance, social networks, technology adoption, education, corruption, institutions, and behavioral economics. 25% Latin American content.

AGRONOMY

377	Cropping Systems-Tropics	Picasso Risso	II	3	10	1	X	X
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Crops and cropping systems of the tropics. The environmental requirements of major crops, their botany, and how they fit into local farming systems will be emphasized. For students with broad interests in tropical agriculture and food production. 30% Latin American content.

AMERICAN INDIAN STUDIES

474	Ethnobotany	Emshwiller, McAlvay, Schultz	I, II	3	18	12	X	X
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The interactions between human cultures and plants. Topics include: traditional resource management and agriculture; crop domestication, evolution, and conservation; archaeobotany; indigenous knowledge; folk taxonomy; plants in symbolism and religion; dietary patterns; phytochemistry; global movement of plants and peoples. 35% Latin American content. Crosslisted w. Anthropology and Botany.

ANIMAL SCIENCES

370	Livestock Production & Health in Agricultural Development	Reed	I	3	28	1	X	X
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Physical, biological and social nature of animal agriculture systems and their improvement in developing countries; analysis of the state of livestock research and development in the developing countries and the world role of U.S. animal agriculture. 30% Latin American content.

ANTHROPOLOGY

102	Archaeology & Prehistoric World	Clayton	I, II	3	200	10	X	X
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Introduction to prehistoric world from origins of human culture to the beginnings of written history as revealed by archaeological research at great sites and ruins around the globe. Archaeological analyses of famous prehistoric sites as case studies to illustrate concepts and techniques used by archaeologists in their efforts to understand the rise, florescence, and demise of vanished societies. 30% Latin American content.

104	Cultural Anthropology & Human Diversity	Camal, Enriquez, Quick	I II, S	3	702	3	X	X
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Introduction to Anthropology for non-majors. Includes 25% Latin American content with a focus on Andean and other Latin American peoples as examples.

*Indicates that a course is new or has been significantly altered

^Courses offered with Title VI funds in 2016-17

PR/Award #15A180132

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
212	Principles of Archaeology <i>Introduction to the methods, historical development, and scientific principles of archaeology. Shows how archaeologists generate and interpret information about the human past. The course familiarizes students with scientific inquiry and provides a foundation for pursuing advanced archaeological courses and field research. 25% Latin American Content.</i>	Clayton	I, II	3	107	1	X	X
237	Race, Music and Culture in the Caribbean <i>Explores the history and culture of the Caribbean by focusing on its musics, both religious and secular. Special attention will be directed to the impact of colonialism on the emergence of racially stratified societies. Music will enable us to investigate the concepts of diaspora and creolization. Other topics: gender and sexuality, the role of technology in the production and distribution of music, music and politics, the impact of tourism, and the global impact of Caribbean musics.</i>	Camal	II	3	23	3	X	
322	The Origins of Civilization <i>Global archaeological survey of the origins of pristine civilizations beginning with the development of food production and ending with the emergence of the world's first civilizations. Focus of attention: Near East, Egypt, the Indus Valley, North China, Mesoamerica, and Peru. 25% Latin American content.</i>	Kim	II	3	31	10	X	X
*340	Music, Race and Culture in Brazil	Enriquez	I	3	10	1	X	X
925	Seminar: Socio-Economic Change in Underdeveloped Areas <i>50% of course content relates to Latin America. Crosslisted w. Community and Environmental Sociology, and Economics.</i>	Conti	I	3	0	16	X	X

ART HISTORY

*354	Cross-Cultural Arts-Atlantic Rim <i>Interdisciplinary study of cross-cultural exchange and conflict, focusing on the visual arts, with sections on literature, film and music from the Americas, Africa and Europe. 25% Latin American content.</i>	Casid	II	3	29	2	X	X
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CHICANA/O & LATINA/O STUDIES

461	The American West to 1850 <i>North American frontiers through the period of the Mexican War. Major Indian cultures of North America including Northern Mexico; the frontiers and differing imperial systems of Spain, France, and England; and the westward movement of the United States through 1850. 35% Latin American content. Crosslisted w. History.</i>	Johnson	I	4	99	10	X	
462	American West Since 1850	Johnson	II	4	150	10	X	X

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UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		

The West as frontier and region since 1850. Indian-white and other interethnic relations; federal policies; the development of a resource-intensive economy, its environmental effects, and political conflicts accompanying it; and the ideology of the frontier in American culture. 25% Latin American content.

470	Socio-Demographic Analysis: Mexican/American Migration <i>Crosslisted w. Sociology.</i>	Nobles	I	3	27	1		
525	Latin@ Mental Health	Quintana	II	3	18	1	X	X

COMMUNITY & ENVIRONMENTAL SOCIOLOGY

434	People, Wildlife and Landscapes <i>This course explores the relationship between humans and wildlife amidst diverse landscapes, both historic and contemporary, tropical and temperate. 25% Latin American content.</i>	Naughton	II	3	60	3	X	X
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COMPARATIVE LITERATURE

500	Topics: What does Solidarity Look Like? <i>25% Latin American content.</i>	Layoun	II	3	6	3		
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CURRICULUM AND INSTRUCTION

375	Internationalizing Education <i>25% Latin American Content</i>	Hawkins, Martinez Negrette	I	3	19	0	X	X
*675	Language and Culture in the Borderlands	Pacheco	II	3	0	7		X

ECONOMICS

464	International Trade and Finance <i>Contemporary theory of international trade and finance applied to current economic events. 30% Latin American content.</i>	Muniagurria	II, S	3	103	6	X	X
467	International Industrial Organizations <i>Study of competition among firms in an international environment (theoretical analysis and policy applications). Topics include: strategic trade, trade agreements and intellectual property rights issues, R&D and technology transfers, multinational firms. 25% Latin American content.</i>	Muniagurria	I,S	3	82	9	X	X

ENVIR ST - GAYLORD NELSON INST

339	Environmental Conservation <i>Ecological and cultural background of conservation throughout the world. Includes 25% Latin American content. Crosslisted w. Geography.</i>	Boger, Turner	I, II	4	258	0	X	X
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^Courses offered with Title VI funds in 2016-17

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UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
*402	Social Perspectives in Environmental Studies: Indigeneity and Sustainability Environmental Studies: Indigeneity and Sustainability <i>Cross Pollination of Transnational Indigenous Knowledge Systems. 60% Latin American content.</i>	Vargas	I, II	1	12	7		
977	Sustainable Development <i>35% Latin American content.</i>	Vargas	I	3	0	23	X	X

GENDER AND WOMEN'S STUDIES

102	Gender, Women & Society in Global Perspective <i>Global, interdisciplinary, social science-oriented analysis of gender, race, class and sexuality in relationship to social institutions and movements for social change. Focus on gender and women in institutions such as education, the economy, the family, law, media, medicine, and politics. 30% Latin American content.</i>	Garlough	I	3	224	6	X	X
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GEOGRAPHY

340	World Regions in Global Context <i>Survey of development and change within each of the world's regions (e.g., Africa, Southeast Asia, Latin America). Attention devoted to environment and society; history, economy, and demographic change; culture and politics; future challenges; key actors. Online course. 30% Latin American content.</i>	Olds, Staff	I, II, S	3	317	5	X	X
348	Latin America <i>A topical and historical survey of the cultural ecology and human geography of Middle and South America.</i>	Fontes	II	4	16	1		
538	Humid Tropics: Ecology, Subsistence, and Development <i>Description and analysis of humid-tropical ecosystems, with emphasis on the relationships, production potential, and human modification of biotic resources. 60% Latin American content.</i>	Naughton	I	4	10	20		

HISTORY

600	Advanced Seminar in History: World History of Alcohol <i>25% Latin American content.</i>	Sweet	I	3	16	0		X
829	Research Seminar-Latin American History	Stern	II	3	0	11		X

HORTICULTURE

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PR/Award #15A180132

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17 Enrollment		17-18	18-19
					UG	Grad		
370	World Vegetable Crops	Goodman, Nienhuis	I	3	37	1	X	X

40% of the course focuses on vegetables in Latin America, as well as the history, sociology and culture that lead to the domestication and utilization of these crops.

INTERNATIONAL BUSINESS

320	Cultural Dimensions of Business in Latin America	Ward	I	3	24	2	X	X
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Develops awareness and knowledge of cultural influences on business. Focuses on attitudes toward work, time, material possession, business, and the relationship of these attitudes to different social, religious, philosophical, and educational backgrounds of business people from cultures around the world. Crosslisted w. International Business. 25% Latin American content.

329	Spanish for Business	Neumayer	I	3	23	0	X	X
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INTERNATIONAL STUDIES

101	Introduction to International Studies	Young	I, II	3	283	0	X	X
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Familiarizes students with the field of international studies, and performs an interdisciplinary examination of the cultural, political, economic, and social patterns that have defined the modern world. 25% Latin American content.

401	Topic: Social Mobilization in Latin America	Simmons	I	3	20	0	X	X
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603	Topics: Culture-Age of Globalization: Pop Culture/Politics	Fair	I	3	28	0	X	
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40% Latin American content.

JOURNALISM AND MASS COMM

620	International Communications	Palmer	I, II	4	210	3	X	X
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Development, structure, and role of mass communication systems in Africa, Asia, and Latin America. 30% Latin American content.

LATIN AMER, CARIB & IBERIAN ST

^260	Latin America-Introduction	Sanchez	II	4	90	11		X
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Interdisciplinary course crosslisted w. Anthropology, Community & Environmental Sociology, Geography, History, LACIS, Political Science, Portuguese, Sociology, Spanish .

440	Topics: US and Latin American, Colonial Period to Present	Barrett	I	3	18	0	X	X
*440	Topics: Labor in the Americas: US & Mexico in Comparative & Historical Perspective	Barrett	II	3	22	0	X	X

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PR/Award #IP015A180132

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17 Enrollment		17-18	18-19
					UG	Grad		
982	Seminar-Latin American Area: Imagining the Amazon	Sanchez	I	3	0	13	X	
982	Seminar-Latin American Area: Race and Visual Culture in Latin America	Goldgel- Carballo	II	3	0	7		X

Crosslisted w. Agricultural and Applied Economics, Anthropology, Community & Environmental Sociology, Geography, History, Interdepartmental Studies, Political Science, Portuguese, Sociology, and Spanish.

LAW

827	International Law <i>Problems in private and governmental practice affected by international relations; the law applicable to questions of recognition and non-recognition of governments and nations; interpretation of treaties; jurisdiction of nations; effect of peace and war; formation, operation and function of various international agreements, and matters of international claims. 25% Latin American content.</i>	Huneus	II	3	2	27	X	X
871	International Trade Law <i>Legal institutions affecting international transactions with a focus on U.S. laws and the principal treaties involved. Topics include the international impact of U.S. securities, antitrust and intellectual property laws, various trade laws of the U.S. and other countries, and the effects of treaties. 25% focus is on Latin America and Caribbean.</i>	Lecturer	II	3	0	1	X	
873	Immigration Law <i>Legal institutions affecting international transactions with a focus on U.S. laws and the principal treaties involved. Topics include the international impact of U.S. securities, antitrust and intellectual property laws, various trade laws of the U.S. and other countries, and the effects of treaties. 25% Latin American content.</i>	Barbato	I	3	0	1	X	X

MUSIC

270	Latin American Music <i>Over 40% concentration on Brazilian and other South American composers.</i>	Calderon	I, II	1	3	0		
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POLITICAL SCIENCE

106	Politics Around the World <i>Political institutions of major foreign nations, stressing comparison of basic principles and techniques with those of the United States. 30% Latin American content.</i>	Shelef	I, II	4	281	0	X	X
316	Principles of International Law <i>An introductory course designed to introduce students to the complexities of international laws. 30% Latin American content.</i>	Kinsella	I	3	113	2	X	
317	The Politics of Human Rights	Staff	I, II, S	4	84	0	X	X

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^Courses offered with Title VI funds in 2016-17

PR/Award #IP1015A180132

UW-MADISON

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17 Enrollment		17-18	18-19
					UG	Grad		
	<i>Examines the origins and development of human rights in international politics. The course discusses what human rights are, international human rights movements, the international search for justice after mass crimes, and international humanitarian intervention. 30% Latin American content. Crosslisted w. International Studies.</i>							
401	Social Movements in Latin America	Simmons	I	2	28	0		X
431	Contentious Politics	Simmons	II	3	59	0	X	X
464	Mexican-American Politics	Marquez	I	3	38	0	X	X
	<i>Crosslisted w. Chicana/o and Latina/o Studies.</i>							

POPULATION HEALTH SCIENCES

203	Introduction to Global Health	Lecturers	I, II	3	497	0	X	X
	<i>Introduces students to global health concepts through multidisciplinary speakers dedicated to improving health through their unique training. It targets students with an interest in public health and those who wish to learn how their field impacts their global issues. 30 % Latin American content. Crosslisted w. Agronomy, Entomology and Nutritional Science.</i>							
645	Global Health Field Course - Ecuador	Hill	II, S	3-6	3	22	X	X
	<i>A faculty-led field experience that exposes students to global health work through discussion, observational activities and participation in applied public health activities. Students will gain knowledge about health and disease, learn and practice cross-cultural skills, and explore interdisciplinary approaches to health. 65% Latin American content.</i>							

SOCIOLOGY

940	Sociology of Economic Change: Ownership, Land Governance, Markets & Policies for Development	Reydon, Visiting Professor	I	3	0	6		
	<i>How in the present economic situation, land issues, as land governance, land markets and land policies are very important mainly based on the Brazilian experience. 70% Latin American content.</i>							

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UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		

LANGUAGE AND LITERATURE

Cross-listed courses noted in description

PORTUGUESE

103	First-Semester Portuguese	Antunes	I	4	10	0	X	X
104	Second-Semester Portuguese	Antunes	II	4	9	2	X	X
*110	Accelerated Portuguese	Antunes	II	3			X	X
203	Third-Semester Portuguese	Antunes	I	3	6	0	X	X
204	Fourth-Semester Portuguese	Antunes	II	3	6	0	X	X
225	Understanding Brazil: Various Topics	Antunes	II	3			X	X
297	Study Abroad: Brazil	Staff	I	3-6	2	0		X
310	Composition and Conversation	Antunes	I	3				X
360	Luso-Brazilian Culture: Music of the Lusophone World	Antunes	I	3	17	0		X
*	A Taste of the Lusophone World		II	3	32	0		
*	Lusophone World Visual Arts						X	
397	Study Abroad: Brazil	Staff	I	6	1	0		X
497	Study Abroad: Brazil	Staff	I, II	3-4	4	0		X
699	Independent Reading	Antunes	I, II	3	3	0	X	X

SPANISH

103	First-Semester Spanish	Lecturer, Staff	I, II, S	4	451	1	X	X
104	Second-Semester Spanish	Zeise, Lecturer	I, II, S	4	352	1	X	X
203	Third-Semester Spanish	Lecturer	I, II, S	3	227	0	X	X
204	Fourth-Semester Spanish	Wheatley, Staff	I, II, S	3	200	0	X	X
225	Understanding the Hispanic World: Beyond Tacos and Paella	Suárez-Felipe	I, II	3	40	0	X	X

UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
308	Advanced Reading and Writing	Sotomayor, Suárez-Felipe, Staff	I, II	3	158	0	X	X
318	Advanced Speaking and Listening	Méndez- Santalla, Staff	I, II	3	97	0	X	X
319	Advanced Speaking and Listening for Heritage Speakers	Suárez-Felipe, Staff	I, II	3	32	0	X	X
332	Business and Legal Spanish I	Méndez-Santalla	I	3	19	0	X	X
333	Advanced Spanish Grammar	Lecturer	I	3			X	X
338	Spanish for Health Professionals I	Sotomayor	I	3	15	0	X	X
341	Introduction to Hispanic Linguistics	Rei-Doval, Staff	I, II	3	67	0	X	X
348	Introduction to Translation: English to Spanish	Zeise	II	3	18	0		X
350	Introduction to Literary Analysis	Vater, Ferreira, McCaw	I, II	3	55	0	X	X
*^388	Health Issues in the Hispanic World	Sotomayor	II	3	15	1	X	X
391	Social and Historical Issues in the Hispanic World: Various Topics	Bird-Soto, McCaw	II	3	20	0	X	X
397	Study Abroad: Argentina	Staff	I	7	1	0	X	X
442	Business and Legal Spanish II	Méndez-Santalla	II	3	7	0	X	X
444	Spanish Syntax and Morphology	Wheatley	I	3	3	6		
470	Survey of Hispanic Literature and Civilization	McCaw	I, II	3	28	0	X	X
472	Survey of Spanish-American Literature and Civilization	Ferreira, Bird- Soto	I, II	3	30	0	X	X
497	Study Abroad: Chile	Staff	I	8-18	2	0		X
	Study Abroad: Mexico	Staff	I	6	1	0		X

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II-13

^Courses offered with Title VI funds in 2016-17

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UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17 Enrollment		17-18	18-19
					UG	Grad		
	Study Abroad: Ecuador	Staff	I	1-12	2	0		X
	Study Abroad: Peru	Staff	I	4	1	0		X
507	Seminar on Spanish-American Literature: Latin American Poetry and Short Fiction	Ferreira	I	3	8	0		X
*	The Latin American Essay	Bird-Soto	II	3	8	0		X
508	Seminar in Hispanic Literature: Voices of the Americas in the Latin American Novel	Ferreira	I	3			X	X
545	Seminar in Hispanic Linguistics	Rei-Doval, Wheatley	I	3			X	X
700	Practicum in Spanish Language Teaching Methods	Libbey	I	1	0	8	X	X
701	Historical Linguistics	Rei-Doval	II	3	0	9		X
702	Seminar in Hispanic Linguistics	Libbey	I	3			X	
703	Seminar on Language and Society: Sociolinguistics of the Spanish- Speaking World	Rei-Doval	I	3			X	
769	Seminar in 20th Century Literature of Spain and/or Spanish America: The Latin American Short Story and Novel	Ferreira	I	3				X
	Voices of the Americas in Latin American Novel	Ferreira	I	3			X	X
781	Seminar in Hispanic Literature: The Latin American Essay	Bird-Soto	II	3	0	7		X
	Latin American Poetry and Short Fiction	Ferreira	II	3	0	9		

AREA STUDIES

Cross-listed courses noted in description

AFRICAN AND AFRICAN DIASPORA

320	Black Cultures in Latin America and the Caribbean	Saint Jacques	1	3	17	0	X	X
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UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17 Enrollment		17-18	18-19
					UG	Grad		
334	Survey of Black American and Black Brazilian Societies <i>Examines similarities and differences between peoples of African descent in the United States and Brazil, with reference to society, culture, and political economy. 33% of examples taken from Latin America.</i>	Mitchell- Walthour	II	3	13	0		X
414	The Black Woman in America, Africa, and the Caribbean	Mbalia	I	3	8	0	X	X
*^497	Study Abroad: Belize: Gender, Env. Sustain & Dev in African Diaspora	Wilson	S	3	6	0	X	X
*818	Race Matters: Government and Politics in Latin America and the Caribbean	Staff	II	3				X
<u>ANTHROPOLOGY</u>								
104	Lifeways in Different Cultures: A Survey of World Societies <i>Variety and diversity of human cultural adaptations. Specific peoples and cultures are discussed with respect to their similarities and uniquenesses. 25% of case studies taken from Latin America.</i>	Applbaum, Brodwin, Ebling	I, II	3	253	0	X	X
*156	Food and Culture <i>Social and cultural implications of food; nutritional and dietetic concerns of secondary interest. 25% of case studies taken from Latin America and the Caribbean.</i>	Applbaum, Staff	I	3	46	0	X	X
225	The Aztec Empire	Sherman	II	3				X
307	World Archaeology: Foundations of Civilization <i>Cultural developments in selected areas of Old and New Worlds; emphasis on origins of plant and animal domestication, sedentary life, and transition to urban civilization. 25% of examples taken from Latin America.</i>	Arnold	I	3	28	5		X
309	Archaeology of Central and South America	Hudson	I	3	12	1		X
311	The World of the Ancient Maya	Staff	I	3				X
355	Globalization, Culture, and Environment <i>Anthropological approaches to examining the concept of environmental justice as a crucial component of global security. 25% of case studies taken from Latin America and the Caribbean.</i>	Heatherington	I	3	39	0	X	

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UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
420	Power and Ideology in Archaeology	Sherman	I	3				X
	<i>Nature of and relationship between power and ideology in past societies; theoretical perspectives and methods used by archaeologists to study power and ideology. 25% of case studies taken from Latin America.</i>							
447	The Global Politics of Human Rights	Bornstein	I	3			X	
	<i>Historical and theoretical context of human rights discourse; anthropology of human rights; case studies of efforts to protect human rights in particular social setting. 25% of the settings taken from Latin America.</i>							
497	Study Abroad: Peru Past and Present: Archaeological Perspectives	Hudson	S	6	8	0		X
525	Zooarchaeology: Analysis of Faunal Remains	Hudson	II	3	19	5		X
	<i>Theory and method, including practical labs, in the analysis of animal remains from archaeological contexts. 25% of examples taken from Peru.</i>							
543	Cross-Cultural Study of Religion	Applbaum	I	3				X
	<i>Various approaches to the study of religion; religions of selected non-Western societies including Brazil and the Caribbean. 25% of examples taken from Latin America and Caribbean.</i>							
641	Seminar in Anthropology: Various Topics	Hudson	II	3			X	X
803	Survey of Cultural Anthropology	Malaby	I	3	0	23	X	X
	<i>Surveys current theoretical and methodological concepts in archaeology, and their application to specific research problems. Readings include studies from both the old and new worlds. 25% of readings cover Latin America.</i>							
<u>ART HISTORY</u>								
104	African, New World, and Oceanic Art and Architecture	Boor	II	3	28	0	X	X
	<i>Major art forms in oceanic, pre-Columbian, American Indian, and African art - their functions and meanings. 25% examples taken from Latin America.</i>							
251	Introduction to Art and Architecture of Latin America	Negri	II	3				X
*343	Art and Culture of Spain and Latin America	Tiffany	II	3	13	2		X

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II-16

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UW-MILWAUKEE

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					Enrollment UG	Grad		

Art and culture in Spain and its empire, including Mexico and Peru. 33% of examples taken from Latin America.

372	Art of the Inca and their Ancestors	Lecturer	II	3	11	2		X
^497	Study Abroad: Mexico: Air Pollution and Ancient Cultures	Kahl	W	3	3	0	X	X

Crosslisted w. Atmospheric Science and Natural Science

ATMOSPHERIC SCIENCE

470	Tropical Meteorology	Evans	II	3				X
^497	Study Abroad: Mexico: Air Pollution and Ancient Cultures	Kahl	W	3	7	0	X	X

Dynamics and energetics of tropical circulations. Origins and evolution of equatorial disturbances and easterly waves. Structure and dynamics of tropical cyclones. Hurricane modeling and prediction. 25% of examples taken from the Caribbean and Central America.

Crosslisted w. Art History and Natural Science

BUSINESS

456	International Financial Management	Li, Wang	I, II, S	3	345	0	X	X
465	International Marketing	Blankenburg, Kang, Lecturer	I, II, S	3	520	0	X	X
496	International Business	Deng, Cheng, Lecturer	I, W, II, S	3	411	0	X	X
535	Global Information Technology Management	Zahedi, Lecturer	I, II, S	3	97	0	X	X
541	Cross-Cultural Management	Cheng, Lecturer	I, II	3	74	0	X	X

Introduction to international financial markets, exchange rate determination theory, concepts/ measurement of foreign risk exposure, financial instruments to hedge exchange risk, and financing multinational enterprises. 25% of examples taken from Latin America.

Focus is on the environment and on the modifications of marketing thinking and practices, occasioned by differences in economic, social and cultural settings of countries. 25% of examples taken from Latin America.

The study of major factors specific to the conduct of business in international markets; focuses on the integration of marketing, finance, production, and other management functions into the world business, cultural, social, and political environments. 25% of examples taken from Latin America.

Management issues surrounding the effective deployment of information systems in different regions of the world. 25% of examples taken from Latin America.

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UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
	<i>Business cultures around the world; the impact of cultural differences in international management and negotiations. 25% of examples taken from Latin America.</i>							
546	Global Innovation Management	Nambisan	I	3				X
	<i>Intensive and critical examination of a specific management problem area or a related research question regarding innovation on a global scale. 25% of examples taken from Latin America.</i>							
551	International Investments	Hutzinger, Gelfand, Lecturer	I, II	3	78	0	X	X
	<i>Introduce institutional arrangements, and innovations in global investments. Emphasize foreign currency return-risk analysis, risk management, and performance evaluation on international investment portfolios. 25% of examples taken from Latin America.</i>							
774	Global Financial Management	Kim	II	3	0	7		X
	<i>Analysis of financial problems corporations face when operating in an international environment with emphasis on management of foreign exchange risk. 25% of examples taken from Latin America.</i>							
806	International Marketing	Bhatnagar	II	3	0	9	X	X
	<i>Examines international market development including determining objectives, evaluating market opportunities, entry strategies, and marketing mix in the international environment. 25% of examples taken from Latin America.</i>							
851	Global Investments	Lecturer	I, II	3	0	11	X	X
	<i>Introduce market structure, institutions, regulations, instruments, and innovations in global investments. Focus on management of foreign currency risk and performance of global investment portfolios. 25% of examples taken from Latin America.</i>							
<u>COMMUNICATION</u>								
350	Intercultural Communication	Ahn, Dellinger, Kim	I, W, II, S	3	184	0	X	X
	<i>Overview of intercultural communication, including communication issues for interracial and interethnic communication. 25% of examples taken from Latin America/Caribbean.</i>							
450	Cross-Cultural Communication	Draeger, Lim	I, II, S	3	120	0	X	X
	<i>Advanced study of intercultural communication theories, research methods, and communication issues in cross-cultural, international interactions. 25% of examples taken from Latin America/Caribbean.</i>							
550	International and Global Communication	Lim	S	3	16	2	X	X
	<i>Models, theories, and contexts of relational communication between people from different nation states, viewed from interpersonal, small group, organizational, and rhetorical perspectives. 25% of examples taken from Latin America/Caribbean.</i>							

*Indicates that a course is new or has been significantly altered

II-18

^Courses offered with Title VI funds in 2016-17

PR/Award # P015A180132

UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
850	Seminar in Intercultural Communication <i>Examination of advanced theory and research in intercultural and international communication; methods and problems of intercultural communication research. 25% of examples taken from Latin America.</i>	Lim	I	3			X	

COMPARATIVE LITERATURE

135	Experiencing Literature in the 21st Century: Magical Realism and the Fantastic in Literature and Film <i>Critical study of literary forms (e.g. romance, comedy, short story) and their connections with other arts and media, such as cinema, TV, and music. 50% of examples taken from Latin America/Caribbean.</i>	Pitt	I	3			X	
207	World Literature from Antiquity to the 1600s <i>Literary analysis through a survey of world literature to the 1600s. 25% of readings/examples taken from Latin America.</i>	Momcilovic	I	3	14	0	X	X
208	Global Literature from the 17th Century to the Present: Cross- Cultural Contact and Exchange <i>Frames cultural relationships through a survey of literature from the 17th to the 21st centuries and from a wide range of global perspectives. 25% of examples taken from Latin America/Caribbean.</i>	Pitt	II	3	16	0	X	X
365	Literature and Cultures of the Americas: Border Narratives <i>Comparative study of the literatures and cultural expressions of three or more national, ethnic, or linguistic traditions within North and South America and the Caribbean. 50% of readings/examples taken from Latin America.</i>	Pitt	I	3	9	4		X
*461	Film-Fiction Interaction: Global Food Narratives <i>Growth and development of film in conjunction with literary devices, novels, plays, biographies, and poetry. Mutual influences of literary and cinematic arts with food as the theme. 25% of film-narrative examples taken from Latin America.</i>	Momcilovic	I	3				

CURRICULUM AND INSTRUCTION

*233	Introduction to Children's and Young Adult Literature <i>Introductory survey will focus on the literary merit and cultural contexts of works written for children and young adults. 25% of examples taken from Latin America/Caribbean.</i>	Lecturer	I, II	3	227	0	X	X
*323	Teaching of Social Studies: Early Childhood	Williamson	I, II	3	62	0	X	X

*Indicates that a course is new or has been significantly altered

II-19

^Courses offered with Title VI funds in 2016-17

PR/Award # P015A180132

UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
	Middle Childhood-Early Adolescence <i>An examination of the purposes of social studies education in the schools with work in content selection, educational process and the nature of inquiry. Recipient of course development grant to add 25% Latin American content.</i>	DeRose, Hawkins	I, II, S	3	35	0	X	X
503	Assessment Issues in Language Education <i>Approaches to assessment of first and second language learning including rationale, traditional and alternative strategies, interpretation of results for placement, instruction, and program evaluation. 33% of content applicable in Spanish language education.</i>	Lecturer	S	3				X
550	Current Topics in C&I: Using Children's Literature to Explore Latin American/ Latino Cultural Heritage	Kline	S	3				X
655	Applied Educational Linguistics <i>Explanation of linguistic principles which can be applied to language-based activities in the classroom and in solving language-learning problems. 33% of pre-service teachers and teachers are in Spanish language education; 33% of content applicable in Spanish language education.</i>	Schoenbeck, Joseph	I, II	3	23	3	X	X

DANCE

122	African Dance & Diaspora Technique I <i>Aesthetics, style elements, musical accompaniment and the role of dance as an expression of the overall socio-cultural experience in Africa and the African diaspora. 25% of content is from Brazil and the Caribbean.</i>	World-Heil, Walker	I, II	2-3	275	1	X	X
313	History of Dance in the African Diaspora <i>The dance traditions of Africa and the Diaspora. 33% of content is from Brazil and the Caribbean.</i>	Bronson	I	3				X
320	Rituals and Culture <i>Sources, dimensions, and elements of ritual; values being ritualized. Creating ritual components through storytelling, singing/chanting, movement/gestures, wearing/carrying special clothing/objects. 25% of examples taken from Latin America.</i>	Parsons	II	3				X
370	World Movement Traditions: Salsa/Merengue	World-Heil	I, II	2-3	40	0	X	X
889	Special Workshop: Brazilian Popular Dance & Festivals	Ferro	II	1	0	1		X

*Indicates that a course is new or has been significantly altered

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^Courses offered with Title VI funds in 2016-17

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UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
	African Diaspora Theory and Practicum	Bronson, Staff	S	2	0	14	X	X

ECONOMICS

351	Introduction to International Economic Relations	Arora, Imlau, Bahmani-Oskooee	I, II, S	3	123	0	X	X
	<i>Determinants and structure of international trade, commercial policy, foreign exchange markets, and balance of payments. 25% of examples taken from Latin America.</i>							
353	Economic Development	Mohtadi	I, II, S	3	83	0	X	X
	<i>Examination of determinants of growth, modernization, poverty, and inequality in developing countries of Africa, Asia, and Latin America; analysis of development strategies. 33% of examples taken from Latin America/Caribbean.</i>							
454	International Trade	Chakrabarti	I, II	3	29	5	X	X
	<i>Examination of why countries trade; who wins, who loses; facts about world trade; political economy of trade. 25% of examples taken from Latin America.</i>							
455	International Finance	Neumann	II	3	18	1	X	X
	<i>Examination of international monetary system; spot and foreign exchange markets; balance of payments; international adjustment mechanisms; international finance policy. 25% of examples taken from Latin America.</i>							
774	Economic Development - Theory	Mohtadi	I	3	0	7		X
	<i>Theories relating to production, distribution, and capital formation in less-developed nations. 25% of examples taken from Latin America.</i>							
775	Economic Development - Policy	Lazkano	II	3	0	4		X
	<i>Planning, case studies, and empirical analysis of less-developed nations. 25% of case studies taken from Latin America.</i>							
871	The Pure Theory of International Trade	Chakrabarti	I	3	0	1	X	X
	<i>Examines for both static and growing economies the impact of trade upon relative prices of goods and factors of production. 25% of examples taken from Latin America.</i>							
872	Money in the International Economy	Neumann	II	3			X	X
	<i>Examines the theory and measurement of the balance of payments, appropriate policies for internal and external balance, the problems of making international payments and the issue of exchange rate flexibility. 25% of examples taken from Latin America.</i>							

EDUCATIONAL POLICY/COMMUNITY

698	Fieldwork in International Education	Tapia	I, II	1-6				X
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UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		

Fieldwork in intercultural settings appropriate for cultural research, analysis and study. 25% Latin American/Caribbean content.

822	Global Educational Studies <i>Study of worldwide growth in learning needs and how to meet them; inequalities between and within countries; and proposed reforms, innovations and technologies. 25% of case studies taken from Latin America.</i>	Tapia	I	3				X
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ENGLISH/FILM STUDIES

316	World Cinema: Latin American Cinema	Blasini	I	3				X
	Latina and Latin American Women Directors	Blasini	I	3	13	0		X
877	Seminar in Film Theory: Colonial and Postcolonial Cinemas <i>Explores writings and manifestos by Latin American artists/filmmakers that deal with questions related to cinema and its connection to culture and politics. 50% of examples taken from Latin America/Caribbean.</i>	Blasini	II	3			X	
878	Seminar in Feminist Critical Theory: Global Feminism Texts and Concepts <i>Seminar focused on a broad issue related to feminism and critical theory. 25% of case studies taken from Latin America.</i>	Sangari	II	3	0	15		X

ETHNIC STUDIES

*255	Migration and Gender: Starbucks, Sex Trafficking, and Nannies <i>Changing roles of women in the global marketplace; effects of migration on gender and family life. 33% of examples taken from Latin America/Caribbean.</i>	Lecturer	I, II	3	49	0	X	X
375	Global Violence, Disease and Death <i>Development schemas, health policies, and the role of international organizations in global incidents of suffering, violence, and death. 25% of case studies taken from Latin America/Mexico.</i>	Ebling	II	3	18	0	X	X

FRESHWATER SCIENCES

512	Field Trip to Laguna Bacalar (Mexico)	Grundl, Kaster, Klump	W	2	1	4	X	X
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FRENCH

*357	Literature of the French-Speaking World in Translation: Women, Trauma, and Reconciliation	Cordova	I	3			X	
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UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		

Topic/genre in selected works by major writers from one or more French-speaking regions. 75% of works are from South American and Caribbean writers.

431/ 731	Seminar in Literature of the Francophone World: Rewriting the Caribbean through Life Stories	Cordova	II	3				X
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510	Seminar on Masterpieces of Literature written in French: French & Francophone Classics <i>Representative works of a major writer or writers. 50% of texts from the Caribbean.</i>	Cordova	I					X
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GEOGRAPHY

110	The World: Peoples and Regions	Sziarto, Staff	I, W, II, S	3	304	0	X	X
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Introduction to regional cultural geography through a study of representative and significant areas of the earth. 25% of examples taken from Latin America.

309	Nationalities and Nations of the World	Sziarto	I	3	20	0	X	X
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Nationalities, nations and changing borders of countries, emigration and immigration, cultural diffusion, languages and folk and popular culture. 25% of examples taken from Latin America.

315	Globalization and Economic Development	Yoon	I	3				X
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Geographic perspectives on world economy: geographic organization of contemporary production and consumption around the world; historical development of capitalist economy; economic geography of globalization processes. 25% of examples taken from Latin America.

400	Geography of Population	Sziarto	II	3				X
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Population processes and policies in different geographical contexts. Fertility, mortality, and migration; theories of population growth; urbanization and megacities; refugees; medical and health geographies. 25% of examples taken from Latin America.

443	Cities of the World: Comparative Urban Geography	Schroeder	II	3	25	4	X	X
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Geographic analysis of world urban systems with emphasis on the cultural traditions, form, function and socio-economic development of cities. 25% of examples taken from Latin America.

*^497	Study Abroad: Ecuador: Ecuadorian Indigenous Geographies	Padilla	S	3	5	0		
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UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
531	Global Geographies of Urban Social Movements <i>Current and past social movements, activism, resistance, and revolution and their multiscalar geographies, from the urban, to the national, to the global. 25% of examples taken from Latin America.</i>	Sziarto	II	3			X	X
540	Globalization and the City <i>Spatial aspects of globalization and their impact on the city. Topics include emergence of global cities, impacts on urban development, and global era urban strategies. 25% of examples taken from Latin America.</i>	McCarthy	I	3	6	2	X	X
742	Urban and Regional Dimensions of Global Economic Change <i>Geographic perspectives on urban and regional change as 'developed' and 'less developed' parts of the world become more interconnected by wider international processes of change. 25% of examples taken from Latin America/Caribbean.</i>	McCarthy	II	3				X

GLOBAL STUDIES

101	Intro to Global Studies I: Peoples and Politics <i>Fundamental aspects of globalization; how economic, political, and cultural globalism affects contemporary societies. 25% of examples taken from Latin America.</i>	Horowitz, Mirosa	I, II	3	166	0	X	X
201	Intro to Global Studies II: Economics and the Environment <i>Link between international trade and environmental change; conditions related to global economy; political impact of environmental change; human dimensions of international trade and environmental change. 25% of examples taken from Latin America.</i>	Sommers, Husi	I, II	3	61	0	X	X
202	Intro to Global Studies III: Globalization and Technology <i>Globalization and information technology: history of and current trends in global transfer of technology; contemporary issues in information technology; media convergences and divisions. 25% of examples taken from Latin America.</i>	Brand	II	3	36	0	X	X
311	Contexts for Global Management <i>How globalization can impact the success or failure of business decisions; how business decisions can impact globalization; management in a global context. 25% of examples takes from Latin America.</i>	Aneesh	II	3	29	0	X	X
351	Language, Media, and Social Practice in Global Communications	Song	I	3	27	0	X	X

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Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
	<i>Explores the impact of global communications on languages and cultures; examines implications of globalization for technologically mediated forms of communication and related social practices. 25% of examples taken from Latin America.</i>							
362	System Failure: Globalization and Language Extinction	Perley	I	3				X
	<i>Role of globalization in the projected extinction of a large number of the world's languages within the next century. 25% of examples taken from Latin America.</i>							
371	Rethinking Global Society	Howland	I	3	17	0	X	X
	<i>Basic concepts for international security in the age of globalization; sources of security and insecurity from a historical perspective. 25% of examples taken from Latin America.</i>							
447	The Global Politics of Human Rights	Bornstein	I	3			X	
	<i>Historical and theoretical context of human rights discourse; anthropology of human rights; case studies of efforts to protect human rights in particular social settings. 25% of examples taken from Latin America.</i>							
451	Security, Policy and Intercultural Contexts in Global Communication	Lim	I	3			X	X
	<i>Information equity and access in a globalized context, including issues of security, intercultural communication, and current uses of communication technologies. 25% of examples taken from Latin America.</i>							
471	Strategies for Realizing Security in Global Contexts	Miroso	I	3	10	0		
	<i>Present-day strategies of those working to create or effect greater security in a global context. 25% of examples taken from Latin America.</i>							
541	Cross-Cultural Management	Cheng	I, II	3	3	0	X	X
	<i>Business cultures around the world; the impact of cultural differences in international management and negotiations. 25% of examples taken from Latin America.</i>							
*550	Global Studies Integrated Capstone: Water Policy, Food Energy, Development	Kehl	II	3	19	0	X	X
	<i>Integration of coursework for students in the Global Communications, Health, Security, Sustainability, and Urban Development tracks. 25% of examples taken from Latin America.</i>							

HISTORY

180	Latin American Society and Culture	McGuinness	II	3				X
372	Topics in Global History: Latino, Latin American and Caribbean Cities	Martin	II	3	30	0		X

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Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
*	Cold War & Left Politics in Americas, 1947-1961	McGuinness	I	3			X	
*	Revolution in the Americas, 1750 to the Present	McGuinness	II	3				X
	Sport and Society in Latin America	Galván	I	3				X
393	History of Mexico	McGuinness	II	3			X	
400	Topics in Latin American and Caribbean History: Cuba, Past and Future	López	II	3				X
600	Seminar in History: Mapping the World: Geography, Empires, and Nations <i>In-depth investigation of a period or theme in history. Emphasis on designing and writing a research paper based on primary and secondary sources. 25% of readings taken from Latin America/Caribbean.</i>	McGuinness	I	3				X
840	Colloquium on Global History: Nationhood	Chu	II	3	0	10		X
	Gender, Sexuality, & Imperialism	Eichner	II	3			X	
	<i>Seminar topic traces historical developments from a global or comparative perspective. 25% of readings taken from Latin America/Caribbean.</i>							
940	Seminar on Global History: Soccer in History	Pease	II	3	0	11		X
	<i>Seminar topic traces historical developments from a global or comparative perspective. 25% of readings taken from Latin America/Caribbean.</i>							
<u>INTERNATIONAL STUDIES</u>								
260	Introduction to International Careers	Wolf	II	2				X
	<i>Introduction to a wide variety of career options in area of international studies, partly through lectures with academics and professionals from relevant fields; includes Latin American area specialists, 25%.</i>							
*550	Senior Seminar in International Studies:							
	Cultures and Conflicts	Seymour-Jorn	II	3	7	1		X
	Contemporary Issues	Bornstein	I	3	23	0		X
	<i>Interdisciplinary seminar with emphasis on functional/regional problems in world affairs. 25% of case studies taken from Latin America/Caribbean.</i>							
<u>JOURNALISM AND MEDIA STUDIES</u>								
620	Seminar in Global Media	Wolock	I, II	3			X	X

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					Enrollment UG	Grad		

Economic, regulatory, and cultural characteristics of national and global mass media. 25% of examples taken from Latin America/Caribbean.

LATIN AMERICAN AND CARIBBEAN STUDIES

101	Introduction to Latin American and Caribbean Studies	Lecturer	II	3	14	0	X	X
200	Special Topics in Latin American, Caribbean and US Latino Studies: Various Topics <i>Various topics that integrate the experiences of U.S. Latino populations with their countries of origin. 50% of examples taken from Latin America.</i>	Lecturer	I	3				X
201	Latin American, Caribbean, and U.S. Latin@ Arts and Culture: Various Topics	Lecturer	I	3	18	0		X

LINGUISTICS

420	Introduction to Second Language Acquisition <i>Principles and methods of describing and comparing the structure of two or more languages with emphasis on the implications of this comparison for language learning. 25% of examples using Brazilian Portuguese.</i>	Eckman	II	3	17	8	X	X
570	Issues in Bilingualism <i>Study of bilingual competence, bilingual community, and second language acquisition from sociolinguistic, psycholinguistic, and general linguistic standpoints. 25% of examples taken from Latin America/Caribbean.</i>	Pucci	I	3	7	3	X	X

M.A. IN LANGUAGE, LITERATURE, AND TRANSLATION

348	Introduction to Translation: English to Spanish <i>Basic skills necessary for professional translation. Translation of texts from English into Spanish. Summarizing texts; sight translation. 25% of translation material is in Spanish with a Latin American focus.</i>	Zeise	I	3				X
702	Introduction to Translation: English to Spanish <i>Graduate level skills necessary for professional translation. Translation of texts from English into Spanish. Summarizing texts; sight translation. 25% of translation material is in Spanish with a Latin American focus.</i>	Zeise	II	3				X
707	Introduction to Translation: Spanish to English	Olen	I	3			X	

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Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		

Basic skills necessary for professional translation. Translation of texts from Spanish into English. Summarizing texts; sight translation. 25% of translation material has a Latin American focus.

MUSIC

310	Introduction to World Musics	Sterner-Miller, Rodger	I, II	3	41	1	X	X
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Study of musical style in relation to cultural patterns among non-European peoples. 25% of examples taken from Latin America.

NATURAL SCIENCE

497	Study Abroad: Mexico: Air Pollution and Ancient Cultures	Kahl	W	3	4	0	X	X
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Crosslisted w. Art History and Atmospheric Science

NURSING

101	Cultural Diversity in Global Healthcare	Lecturer	I, W, II, S	3	523	0	X	X
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Enables students to conceptualize cultural diversity as a basic component of American society with implications for sensitivity and respect in health promotion and human relations. 25% of discussion and readings relate to individuals of Latin American/Caribbean heritage.

110	Introduction to Global Health	Galvao	I	3	20	0	X	X
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An overview of the broad field of global health, using the U.N. Millennium Development Goals as a guiding framework. 25% of discussion and readings relate to individuals of Latin American/Caribbean heritage.

*297/ 497/ 780	Study Abroad: Ecuador: Health, Culture, Wellness	Dressel, Johnson S		3	18	2		X
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475	Global Health: Ethics and Human Rights	Dressel, Galvao	I, II	3	40	0	X	X
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Ethics and human rights issues related to disparities in financial, educational, technological, environmental, and political resources available to support healthy populations across the globe. 25% of examples taken from Latin America/Caribbean.

620	Global Food Security and Systems	Dressel	II	3			X	
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This course provides an in-depth investigation of global food systems and their impact on food security and development. in many parts of the world. 25% of examples taken from Latin America/Caribbean.

PEACE STUDIES

201	Introduction to Conflict Resolution and Peace Studies	Lecturer	I, II	3	122	0	X	X
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Violent and peaceful strategies of conflict resolution; viability of various plans for permanent world peace. 25% of examples taken from Latin America.

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Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
<u>POLITICAL SCIENCE</u>								
106	Politics of the World's Nations <i>Introduction to political issues facing the governments of industrialized and developing nations, democratic and authoritarian, considering the similarities and differences between these nations and America. 25% of examples from taken Latin America/Caribbean.</i>	Horowitz	I, II	3	138	0	X	X
175	Introduction to International Relations <i>Introduction to international relations, including the major subfields. Essential characteristics of the international system and the foreign policy objectives of states are discussed to give beginning student a clearer view of world politics. 25% of examples taken from Latin America/Caribbean.</i>	Heo, Clemens	I, W	3	180	0		X
312	The Politics of Authoritarian Regimes <i>Comparison of modern authoritarian regimes. Emphasis is on their domestic politics and methods of rule. 25% of examples taken from Latin America/Caribbean.</i>	Reuter	I	3	34	0		
325	Latin American Politics	Sugiyama	I	3			X	
330	The Politics of International Economic Relations <i>Introduction to the politics of international trade and investment in industrial, developing, and post-communist countries. 25% of case study examples taken from Latin America/Caribbean.</i>	Horowitz	II	3			X	X
337	International Organizations and the United Nations <i>Collective security as an approach to international peace. Emphasis on the changing nature of the United Nations, its major problems, and the current national and bloc policies by member states. 25% of case study examples taken from Latin America/Caribbean.</i>	Horowitz	I, S	3	57	0		X
346	U.S.- Latin American Relations	Sugiyama	I	3				X
355	The Politics of Economic Inequality <i>The causes and political consequences of economic inequality. 25% of examples taken from Latin America/Caribbean.</i>	Reuter						
365	Theories and Methods in International Politics <i>Empirical, theoretical, and quantitative analyses of international relations. 25% of case study examples taken from Latin America/Caribbean.</i>	Heo	II	3			X	
370	International Conflict	Heo	II	3	57	0	X	X

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Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
	<i>Theoretical and quantitative studies of international conflict and war. Includes individual, national, and systemic approaches. 25% of case study examples taken from Latin America/Caribbean.</i>							
372	Poverty and Politics	Sugiyama	I	3	24	0		X
	<i>Causes and political consequences of poverty and social inequality worldwide. 25% of case study examples taken from Latin America/Caribbean.</i>							
*374	Health, Wealth, and Democracy	Sugiyama	II, S	3	49	0	X	X
	<i>Draws on contemporary literature in political science and public health to examine the relationship between governance, economic development, and health-related outcomes prioritized in the international development field. 25% of examples from Latin America/Caribbean.</i>							
952	The Politics of Developing Nations: Various Topics	Sugiyama, Reuter	I	3			X	
	<i>The political consequences of democracy in developing nations. 25% of case study examples taken from Latin America/Caribbean.</i>							
975	Comparative Authoritarianism	Reuter	I	3	0	10		X
	<i>Examines the question of 'who governs' in authoritarian regimes by looking at conceptual distinctions between and empirical examples of personalist, monarchical, military, and single party regimes. 25% examples from Latin America/Caribbean.</i>							
<u>SOCIOLOGY</u>								
103	World Society	Staff	I, II	3	74	0	X	X
	<i>Demographic and development trends related to political, economic, and eco-systems. Policy options and strategies regarding population growth, economic development, and selected institutional issues. 25% examples from Latin America/Caribbean.</i>							
235	Social Change in the Global Economy	Lecturer	I, II	3			X	
	<i>Global nature of contemporary economic and social change; local dimensions of globalization, economic integration, dislocation, transnationalization, popular resistance, and backlash. 25% of examples taken from Latin America.</i>							
476	Sociology of International Public Health	Lecturer	I, II	3				X
	<i>Examines social, economic, and political factors that influence inequality in health on a global level; explores how these structural factors affect individual health behaviors at a micro level. 25% of examples/case studies taken from Latin America/Caribbean.</i>							
<u>SPORT AND RECREATION</u>								
292	Social and Creative Dance:			1			X	X
	Zumba Fitness	Lecturer	I, II		45	1		
	Salsa, Merengue, and Bachata	Lecturer	I, II		39	2		

*Indicates that a course is new or has been significantly altered

II-30

^Courses offered with Title VI funds in 2016-17

PR/Award # P015A180132

UW-MILWAUKEE

Crs Num	Course Title	Instructor	Terms Offered	Credits	2016-17		17-18	18-19
					Enrollment UG	Grad		
293	Martial Arts:			1			X	X
	Capoeira	Lecturer	I, II		12	0		
	Capoeira-Intermediate	Lecturer	I, II		3	0		
	Brazilian Jiu-Jitsu	Lecturer	I, II		39	0		
	Brazilian Jiu-Jitsu II	Lecturer	I, II		23	0		

THEATRE

*324	Theatre in the Americas: Latin American, Caribbean and Latina/o Theatre	Lopez-Rios	I	3			X	X
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URBAN PLANNING

497/ 797	Study Abroad: Understanding Cuban Urbanism in Havana <i>Crosslisted w. Urban Studies</i>	Martin	W	3	2	5	X	X
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URBAN STUDIES

497	Study Abroad: Understanding Cuban Urbanism in Havana <i>Crosslisted w. Urban Planning</i>	Martin	W	3	5	3	X	X
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WOMEN'S STUDIES

401	Global Feminisms	Mansson-McGinty	I	3	21	0	X	X
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Interdisciplinary study of women and gender in international perspective, including topics such as work, religion, ideology, and UN conferences. 25% of case studies taken from Latin America.

**Project Goal #1 – Strengthen Teacher Training (AP), and Increase Collaborations with Schools of Education (CPP-2),
Minority Serving Institutions, and Community Colleges (CPP-1)**

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
<p>PM1. Develop one new collaboration per year – for a total of 4 new collaborations by the end of the grant cycle - with Consortium Schools of Education or with other regional SOEs</p>	<p>PM1 A1. Support First Year Interest Group with School of Education (MSN) A2. Build the Global Educator Certificate at the School of Education (MKE) A3. Expand LAC content in the core children's lit course (MKE)</p>	<p>Total number of new collaborations with SOEs (PM1).</p>	<p>Annual</p>	<p>Consortial records</p>	<p>0</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>PM2. Increase by at least 2 the number of new or enhanced academic programs at partner institutions with LAC/ int'l dimensions by completion of the grant cycle.</p>	<p>PM2 A1. Support LAC/global dimensions in curriculum, CMN Madison College, and Alverno College (MSNMKE) A2. Collaborate on new STEM Training Lab with NWTC, FIU (MSN/MKE)</p>	<p>The number of new or enhanced academic programs with LAC/int'l content (PM2).</p>	<p>End of Cycle</p>	<p>Partner Records</p>	<p>0</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>2</p>
<p>PM3. Increase by 60 the number of teachers who report new content/ strategies in their classroom teaching, as a result of teacher training and professional development opportunities.</p>	<p>PM3 A1. Organize Summer Institutes (MSN/MKE) A2. Support NCCLA post-secondary teaching and learning workshops for regional faculty (MSN/MKE) A3. Design Cross-Center Teacher Institutes (MSN/MKE)</p>	<p>The number of pre-service, K-16 teachers, and new partner institution faculty reporting new content/ strategies in their teaching (PM3).</p>	<p>End of Cycle</p>	<p>K-16 educators and Partner faculty survey / Case Studies</p>	<p>0</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>60</p>

Appendix III-1

Project Goal #2 – Improve Undergraduate and Graduate Education and Placement, including LCTL Training

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
<p>PM1. Develop one new collaboration per year – for a total of 4 new collaborations over the course of the 4-year grant cycle – with other LCTL partners to improve student opportunities and program efficiencies.</p> <p>PM2. Increase by at least 1 per year – for a total of 4 over the course of the grant cycle – the number of new, expanded or revised LAC courses, including collaboration with professional schools.</p> <p>PM3. Increase from 0 to 90 the number of students who report using their language or area studies skills in graduate studies or professions by the end of the cycle.</p>	<p>PM1 A1. Participate in LCTL planning nationally to develop teaching and program strategies (MSN/MKE)</p>	The total number of new LCTL collaborations (PM1).	Annual	Consortial records	0	1	2	3	4
	<p>PM2 A1. Organize four Summer Intensive Portuguese Institutes in Madison and four Summer Intensive Quechua institute in Ecuador (MSN)</p> <p>A2. Customize language modules for students in professional schools (MSN/MKE)</p> <p>A3. Support course development grants, including theme-based study abroad, online, graduate level, STEM, and professional schools (MKE)</p>	The total number of new, expanded or revised LACS courses (PM2).	Annual	Consortial records / Syllabi	0	1	2	3	4
	<p>PM3 A1. Conduct alumni and current student surveys re: global competencies and placement (MSN/MKE)</p>	The number of students who report using their language or area studies skills in graduate studies or professions (PM3).	End of Cycle GLOWS 2020 SWEPT 2021	Alumni surveys / SWEPT / GLOWS	0	n/a	n/a	n/a	90

Appendix III-2

Project Goal #3 –Strengthen Latin American Language and Area Studies At and Beyond the University

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Develop 1-2 Library collection special projects per year – for a total of 5 by the end of the 4-year grant cycle – that enhance the Consortium’s LAC collections.	PM1 A1. Support Consortial Libraries, including digitization and preservation projects (MSN/MKE)	The total number of new library special projects (PM1) over the course of the grant cycle.	Annual	Consortial records	0	2	3	4	5
PM2. Demonstrate that 200 public program participants surveyed over the four year cycle report increased knowledge of/ interest in LAC topics across all four years of the grant cycle.	PM2 A1. Organize an extensive array of scholarly conferences, symposia and lecture series (MSN/MKE) A2. Program annual LA Film Festivals (MSN/MKE)	The number of public program participants who report increased knowledge of/interest in LAC topics (PM2).	End of Cycle	Public Programs Survey	0	n/a	n/a	n/a	200
PM3. Certify at least 12 business leaders in Intercultural Communication Certificate	A3. Expand community cultural partnerships to reach diverse audiences (MKE) A4. Develop Intercultural Communication Certificate for Business (MSN)	The number of business leaders certified	Annual		0	0	4	4	4



College of Menominee Nation

June 14, 2018

Guido Podestá,
Vice Provost and Dean, International Division
University of Wisconsin-Madison
Office of the Provost
Bascom Hall
500 Lincoln Drive
Madison, Wisconsin 53706
University of Wisconsin Madison

Re: CMN SDI Letter of Support for UW Madison NRC Proposal to U.S Department of Education

Posoh (Hello) Dr. Podestá

As Director of the Sustainable Development Institute at the College of Menominee Nation I am writing to express my strong support for the UW Madison National Resource Centers application to the U.S. Department of Education Title VI competition. In the past few years we have collaborated with UW Madison in hosting international exchanges on CMN campus, at UW Madison events, and other events such as the UN Permanent Forum on Indigenous Peoples Issues. These activities provide opportunities for CMN, SDI and Menominee community members to learn more about other indigenous communities, which creates a better understanding to address issues common to our communities. Through the new proposal we hope to continue to build on these partnerships and opportunities to advance CMN SDI capacity to create and support exchanges with Indigenous communities from around the world on issues of sustainability.

If you have any questions please do not hesitate to contact me at 715/799-6226 or by e-mail ccaldwell@menominee.edu.

Respectfully,

Christopher M. Caldwell,
Director of Sustainable Development Institute
College of Menominee Nation

Cc: Dr. Paul Trebian, President, College of Menominee Nation

Main Campus

N172 State Hwy 47-55
P.O. Box 1179
Keshena, WI 54135

Phone

715.799.5600
800.567.2344

Green Bay/Oneida Campus

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Green Bay, WI 54304

Phone

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Web

www.menominee.edu



June 14, 2018

Guido Podesta
Dean, The International Division

The Native Nations - UW Working Group was established in 2016 to foster collaborative research, teaching and outreach activities among the 11 Wisconsin Tribes, the University of Wisconsin - Madison, and University of Wisconsin Extension.

As coordinators of the Working Group we strongly support the proposals of the National Resource Centers on campus to the U.S. Department of Education Title VI competition to work with the Tribal Colleges in Wisconsin, particularly the College of Menominee Nation, to incorporate international, intercultural, or global dimensions into their curriculum. We will be building on three years of successful activities and a vibrant dialogue among all the partners and we look forward to continue working with the NRCs to achieve such goals.

Best wishes,

A handwritten signature in blue ink, appearing to read 'Paul Robbins', written in a cursive style.

Paul Robbins
Director

Nelson Institute for Environmental Studies

University of Wisconsin-Madison Science Hall 550 N Park Street Madison, WI 53706 nelson.wisc.edu

Director's Office Phone: 608-265-5296 Fax: 608-262-0014

Academic Programs Office Phone: 608-262-5996 Fax: 608-262-2273



Jack E. Daniels, III, Ph.D., President

June 8, 2018

Dear Vice Provost Podestá:

Madison College is extremely pleased to support the University of Wisconsin-Madison (UW-Madison) proposals for U.S. Department of Education Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) grants. Madison College, a Title VI UISFL institution, is proud to partner with UW-Madison's International Division and the Institute for Regional and International Studies (IRIS) and its several area studies centers in a number of mutually beneficial efforts that extend across a spectrum of curriculum programming, events, and developmental opportunities that model the spirit and purpose of Title VI. I want to highlight just a few of these as irreplaceable contributions to Wisconsin's international learning community:

- A cornerstone of our partnership is the *Global Studies Passport* program – a collaborative agreement that increases international studies and language-learning opportunities for Madison College students who enroll in the Interdisciplinary Global Studies Certificate curriculum. The initiative, started in January of 2016, offers a pathway to expand student learning in the international fields of study and cultivate interest in the future completion of area studies and foreign language degrees. *Passport* provides incentives for Madison College students to enroll in globally oriented courses by providing dual credit at both institutions. Recently, we have worked together to streamline enrollment actions and work directly with classroom instructors to ensure available seats for Madison College students in UW-Madison courses. This renewed vigor should increase the number of participants as a pathway to heightened success.
- Madison College remains an enthusiastic stakeholder in the Wisconsin Language Roadmap Initiative, an effort headed by the UW-Madison Language Institute, the Department of Public Instruction, and the Wisconsin Economic Development Corporation. The Language Roadmap strengthens and expands language education in Wisconsin in a strategic framework that provides a coherent plan to match resources to opportunities and needs. An emerging pillar of this initiative is a partnership that allows Madison College students to participate in the Wisconsin Intensive Summer Language Institute (WISLI). This collaboration, once mature, will render many benefits to both institutions -- offering stipends and scholarships to support participating Madison College students while streamlining the program requirements to meet local community college students' unique living and learning circumstances.
- We also are very gratified to continue working with UW-Madison as co-sponsors for the annual International Institute for faculty members of the Wisconsin Technical College System. The International Institute is a forum in which Madison College hosts workshops to strengthen opportunities to integrate international perspectives and comparative global cultures into two-year college classrooms. This program brings together nearly 100 Madison College and other WI Technical College System faculty from around the state for a valuable day of shared learning that places international awareness at the forefront of our teaching repertoire.

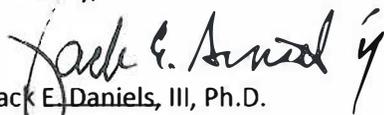
- Beginning in 2019, IRIS and other area studies centers are dedicating competitive mini-grants to Madison College and other Wisconsin Technical College System faculty to support efforts to internationalize curricula. These grants, competitively awarded via a jointly administered proposal process, will offer a much-needed means of promoting academic interest in international studies and foreign language education among community college students while invigorating faculty's intellectual pursuits and growth in the global arena.
- In addition to the highlighted programs above, Madison College and UW-Madison have been engaged in rich and substantive collaboration on numerous other initiatives for more than a decade including joint conferences and workshops, shared study abroad opportunities, development of shared Chinese and Arabic language curriculum, International Education Week activities, guest speakers, and faculty professional development.

Madison College welcomes the opportunity to collaborate with UW-Madison on these and other projects and specifically commits to support these initiatives including the following actions and activities:

- Grow enrollment in the *Passport* program through recruitment, promotion and collaboration with IRIS units;
- Recruit, promote, and foster language study dual enrollment and transfer, with particular focus on less commonly taught languages and the Wisconsin Intensive Summer Language Institute (WISLI);
- Collaborate with UW-Madison centers in hosting the annual Madison College International Education Institute;
- Collaborate on a joint proposal and review process to administer faculty mini-grants for international education initiatives;
- Provide documentation of all activities and use of funds in compliance with federal regulations and guidelines.

In summary, Madison College is pleased to support a highly robust and valuable relationship with UW-Madison's International Division and are committed to the initiatives above. This relationship will continue to pay dividends as we work in partnership to broaden students' intellectual horizons and encourage them to consider pursuing degree programs in international studies and foreign languages. The Title VI National Resource Center grants in the International and Area Studies and Foreign Language fields are invaluable to these efforts. On behalf of the Madison College community and the entire State of Wisconsin's Technical College System, I offer my wholehearted support to UW-Madison's several proposals for National Resource Center grants to enable and sustain these irreplaceable initiatives.

Sincerely,



Jack E. Daniels, III, Ph.D.
President



12 June 2018

Carolyn Collins
U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
400 Maryland Avenue, S.W., Room 3E200
Washington, D.C. 20202

Dear: Dr. Collins

I am pleased to write in support of the University of Wisconsin Consortium Title VI National Resource Center proposal for Latin American Language and Area Studies.

Both Alverno Professors Jennifer Flamboe and Margaret Crosby (World Languages) have been longstanding Regional Faculty Associates of the UW-Milwaukee Center for Latin American and Caribbean Studies (CLACS). Dr. Crosby, also active within the North Central Council of Latin Americanists, organized the April 2018 NCCLA Teaching & Learning Workshop at Alverno on the topic of “Developing and Sustaining Latin American Studies Programs.”

The topic is especially timely for our institution. Alverno College, known for its ability-based curriculum, is a four-year, independent, Catholic liberal arts college for women and was named a Hispanic Serving Institution in 2017. Professors Flamboe, Crosby, myself and several of their colleagues met with the CLACS Associate Director Julie Kline in 2015 to discuss collaboration possibilities, and Alverno was able to use seed grant support over the last four years to: 1) organize two Witness for Peace talks and interactive workshops on Honduras and Colombia; 2) invest in “Travelships” to Costa Rica to reduce cost for students participating in a short-term Costa Rica study abroad in May-June 2018; 3) purchase Latin Americanist materials for the Alverno Library; and 4) support faculty travel to Belize and Puerto Rico to develop future short-term study courses. In the fall Alverno is launching a new major, Global Studies-Latin America, which repackages an existing major (Global Studies) and minor (Spanish Language and Culture). A new one-credit capstone portfolio class in the new major will help students integrate their learning from Spanish language and Latin American Studies-related coursework.

In terms of future development of Latin American Studies at Alverno, we look forward to a continued collaboration with CLACS during 2018-22. We will continue to develop short-term travel courses that will also count for general education credits. In particular, we hope to develop a Puerto Rico exchange in which Alverno education students can gain teaching as well as service learning experience. I understand that CLACS also plans to

collaborate in outreach programming on civic engagement and diverse global perspectives proposed by the UWM Institute of World Affairs with the Alverno International and Intercultural Center. We welcome partnerships that combine the strengths of Alverno with that of National Resource Centers and look forward to our future collaborations.

It has been a delight to formally partner and work with Julie Kline at the UW-Milwaukee Center for Latin American and Caribbean Studies for many years and look forward to our continued collaboration. I enthusiastically support their grant proposal.

Sincerely,

Kevin Casey

Kevin Casey, Ph.D.
Dean of Arts and Sciences
Alverno College
3400 S. 43rd St.
Milwaukee, WI 53234



Alan R. Shoho
Dean

Enderis Hall
2400 E. Hartford

Milwaukee, WI 53211
414-229-4181
shoho@uwm.edu

June 2, 2018

Carolyn Collins
U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
400 Maryland Avenue, S.W., Room 3E200
Washington, D.C. 20202

Dear Ms. Collins,

Through this letter, as the Dean of the School of Education at the University of Wisconsin-Milwaukee, I want to express our strong support and willingness to partner with the UW-Milwaukee Center for Latin American and Caribbean Studies (CLACS) and UW-Consortium partner Latin American, Caribbean and Iberian Studies (LACIS) at UW-Madison on the Title VI National Resource Center Area Studies and Foreign Language and Area Studies (FLAS) grant.

In the School of Education, we pride ourselves on serving first generation students who face economic and other life challenges yet remain in school. We also pride ourselves on increasing and diversifying the teacher pipeline. Given our students' economic challenges, we look forward to collaborating on this initiative to further internationalize and provide diverse experiences for our students.

In the past, we have partnered with CLACS to internationalize the curriculum for future teachers. CLACS has worked with Associate Professor Jeffrey Hawkins to support the new undergraduate Global Educator certificate and with Associate Professor Barbara Bales to identify ways that the curriculum can integrate study abroad in Ecuador. CLACS is currently working with Professor Donna Pasternak to integrate the Américas Award for Children's and Young Adult Literature into one of our required courses for teachers, CURRINS 233; we just completed the pilot project with the two online sections of the course offered during spring 2018. This is a project we envision continuing in the next few years with Title VI grant support.

With the demographics in Southeast Wisconsin are rapidly changing, UWM is aspiring to become a Hispanic Serving Institution in the next decade. The student population in Milwaukee Public School District is 25% Latino. As such, it is important that future educators understand the experiences of this growing student group and reflect their experiences in the curriculum they develop. CLACS is well positioned to respond to this pressing need. It is our hope that Title VI funding will enable us to continue our collaborations with CLACS.

In closing, the University of Wisconsin-Milwaukee is committed to working together with CLACS on this initiative and it is with great pleasure that I wholeheartedly support and commit to participation as a partner in this project.

Sincerely,

Alan R. Shoho
Dean, UWM School of Education

IV-7

MADE IN MILWAUKEE. SHAPING THE WORLD.

THE CAMPAIGN FOR UWM

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Page e214

Budget Narrative File(s)

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1	A	C	D	E	G	H	I	K	L	M	O
2	SUMMARY: NRC 4-Year Budget	Year I			Year II			Year III			
3	SALARIES	Madison	Milwaukee	Total Year 1	Madison	Milwaukee	Total Year 2	Madison	Milwaukee	Total Year 3	Madison
4	ADMINISTRATIVE	9,840	-	9,840	10,052	-	10,052	10,265	-	10,265	10,265
5	LANGUAGE INSTRUCTION	66,398	4,000	70,398	67,022	4,000	71,022	67,652	4,000	71,652	71,652
6	AREA/PROFESSIONAL SCHOOL INSTRUCTION	1,395	10,000	11,395	1,404	10,000	11,404	1,413	10,000	11,413	11,413
7	OUTREACH/TEACHER TRAINING	-	20,500	20,500	-	20,500	20,500	-	20,500	20,500	20,500
8											
9	SUBTOTAL SALARIES	77,633	34,500	112,133	78,478	34,500	112,978	79,331	34,500	113,831	113,831
10											
11	FRINGE BENEFITS										
12	ACADEMIC SALARIES	20,465	4,829	25,293	21,376	4,872	26,248	22,328	4,916	27,243	27,243
13	STUDENT SALARIES	119	310	429	128	310	438	138	310	448	448
14	TEACHING/PROJECT ASSISTANT SALARIES	2,687	-	2,687	2,809	-	2,809	2,937	-	2,937	2,937
15	ADMINISTRATIVE SALARIES	3,002	-	3,002	3,142	-	3,142	3,289	-	3,289	3,289
16	LIMITED TERM EMPLOYEE SALARIES	-	1,150	1,150	-	1,160	1,160	-	1,170	1,170	1,170
17	SUBTOTAL FRINGE BENEFITS	26,273	6,289	32,562	27,456	6,342	33,798	28,691	6,396	35,087	35,087
18											
19	TRAVEL										
20	FOREIGN	2,200	1,000	3,200	2,200	1,500	3,700	2,200	1,000	3,200	3,200
21	DOMESTIC	5,600	4,350	9,950	4,500	2,750	7,250	4,500	2,750	7,250	7,250
22											
23	SUBTOTAL TRAVEL	7,800	5,350	13,150	6,700	4,250	10,950	6,700	3,750	10,450	10,450
24											
25	SUPPLIES										
26	LIBRARY ACQUISITIONS	5,000	6,000	11,000	5,000	6,000	11,000	5,000	6,000	11,000	11,000
27	EDUCATIONAL/OUTREACH & GENERAL	1,894	8,861	10,755	1,116	9,158	10,274	1,678	9,104	10,782	10,782
28											
29	SUBTOTAL SUPPLIES	6,894	14,861	21,755	6,116	15,158	21,274	6,678	15,104	21,782	21,782
30											
31	OTHER										
32	LANGUAGE INSTRUCTION	3,300	2,500	5,800	2,900	2,500	5,400	900	2,500	3,400	3,400
33	INSTRUCTION FOR PROFESSIONAL SCHOOLS	200	4,500	4,700	200	4,500	4,700	200	4,500	4,700	4,700
34	CONFERENCES/SYMPOSIA/ETC.	2,100	8,000	10,100	1,950	9,500	11,450	2,000	9,000	11,000	11,000
35	TEACHER TRAINING	4,800	16,000	20,800	5,500	16,000	21,500	5,500	16,000	21,500	21,500
36	ADDTL K-12 & POST-SECONDARY OUTREACH	3,000	12,500	15,500	2,700	11,500	14,200	2,900	12,500	15,400	15,400
37	BUSINESS/MEDIA OUTREACH	1,000	500	1,500	1,000	750	1,750	800	750	1,550	1,550
38	COMMUNITY OUTREACH	2,500	5,500	8,000	2,500	5,500	8,000	1,500	5,500	7,000	7,000
39	PROGRAM EVALUATION	2,000	2,000	4,000	2,000	2,000	4,000	2,300	2,000	4,300	4,300
40											
41	SUBTOTAL OTHER	18,900	51,500	70,400	18,750	52,250	71,000	16,100	52,750	68,850	68,850
42											
43	DIRECT CHARGES TOTAL	137,500	112,500	250,000	137,500	112,500	250,000	137,500	112,500	250,000	250,000
44											
45	INDIRECT COSTS AT 8% OF TOTAL CHARGES	11,000	9,000	20,000	11,000	9,000	20,000	11,000	9,000	20,000	20,000
46											
47	ANNUAL TOTAL UNIV. CONSORTIUM	148,500	121,500	270,000	148,500	121,500	270,000	148,500	121,500	270,000	270,000
48											
49											
50	GRAND TOTAL NRC BUDGET		1,080,000								

Summary: FLAS 4-Year Budget	Year I			Year II			Year III			Year IV		
	Madison	Milwaukee	Total year 1	Madison	Milwaukee	Total year 2	Madison	Milwaukee	Total year 3	Madison	Milwaukee	Total year 4
ACADEMIC YEAR GRADUATE FELLOWSHIPS												
Institutional Payment (6 @ \$18,000) each year	108,000		108,000	108,000		108,000	108,000		108,000	108,000		108,000
Subsistence Allowance (6 @ \$15,000) each year	90,000		90,000	90,000		90,000	90,000		90,000	90,000		90,000
ACADEMIC YEAR UNDERGRADUATE FELLOWSHIPS												
Institutional Payment (3 @ \$10,000) each year	10,000	20,000	30,000	10,000	20,000	30,000	10,000	20,000	30,000	10,000	20,000	30,000
Subsistence Allowance (3 @ \$5,000) each year	5,000	10,000	15,000	5,000	10,000	15,000	5,000	10,000	15,000	5,000	10,000	15,000
SUBTOTAL ACADEMIC YEAR	213,000	30,000	243,000	213,000	30,000	243,000	213,000	30,000	243,000	213,000	30,000	243,000
SUMMER GRADUATE FELLOWSHIPS												
Institutional Payment (7 @ \$5,000) each year	20,000	15,000	35,000	20,000	15,000	35,000	20,000	15,000	35,000	20,000	15,000	35,000
Subsistence Allowance (7 @ \$2,500) each year	10,000	7,500	17,500	10,000	7,500	17,500	10,000	7,500	17,500	10,000	7,500	17,500
SUBTOTAL SUMMER	30,000	22,500	52,500	30,000	22,500	52,500	30,000	22,500	52,500	30,000	22,500	52,500
ANNUAL TOTAL EACH CAMPUS (Fellowships):	243,000	52,500	295,500	243,000	52,500	295,500	243,000	52,500	295,500	243,000	52,500	295,500
TOTAL REQUEST (Fellowships):	1,182,000											

	A	B	C	D	E	F	G	H	J	L
1	TITLE VI NRC - YEAR 1 (2018-2019)									
2	PRIORITIES								MADISON	MILWAU
3	SALARIES		<i>Base Type</i>	<i>Rate</i>	<i>Federal % time</i>	<i>Fringes %</i>		<i>Fringes</i>		
4	<i>** Fringe rate projections differ by campus</i>									
5	ADMINISTRATIVE									
6		Student Hourly - Program Clerical Assistance	hourly	12.0	300	3.3%	S*	119	3,600	
7		Sr. Financial Specialist (Civil Service)	12-mo	41,600	15%	46.2%	CL*	2,883	6,240	
8										
9	Subtotal - Administrative Staff Salaries								9,840	
10	LANGUAGE INSTRUCTION									
11	Quechua									
12		Lecturer - "Elementary, Intermediate & Advanced Quechua" (50% time)	9-mo	46,721	50%	36.2%	A*	8,461	23,360	
13		Summer Intensive Quechua in Ecuador	2-mo	46,721	100%	36.2%		3,761	10,382	
14										
15	Yucatec Maya									
16		Faculty Instructor - "Elementary & Intermediate Yucatec Maya" (50% time)	9-mo	36,518	50%	36.2%	A*	6,613	18,259	
17										
18	Portuguese									
19		Professor "Summer Intensive Portuguese" culture modules (50% time - 2.0 summer mos.)	lump sur	4,000	100%	36.2%	A*	1,449	4,000	
20		Teaching Assistant "Summer Intensive Portuguese" (100% time - 2.5 Summer mos.)	2.5-mo	37,425	100%	23.8%		2,474	10,396	
21		Portuguese Course Development- Advanced Portuguese Grammar	lump sur	4,000	100%	33.3%	A*	1,332		
22										
23	Subtotal - Language Instruction Salaries								66,398	
24	AREA AND PROFESSIONAL SCHOOL INSTRUCTION									
25		Teaching Assistant - "Intro to Latin America" #260, 43% total (2.44% T6) - 1 section FLAC	9-mo	36,700	2.44%	23.8%	GR	213	895	
26		Visit. Assoc. Prof. "Health Issues in Rural Ecuador" (partial payment)	9-mo	86,532	50%	36.2%	A*	181	500	
27		Interdisciplinary Initiatives & Internships Coordinator (Limited Term Employee)	hourly	20.0	500	11.5%	CL*	1,150		
28										
29										
30										
31										
32										
33	Subtotal - Area and Other Instruction Salaries								1,395	
34	PUBLIC ENGAGEMENT/TEACHER TRAINING									
35	AP	Faculty Coordinator, K-16 teacher institute	lump sur	3,000	100%	33.3%	A*	999		
36		Storyteller/Media Curator	hourly	10.0	500	3.1%	S*	155		
37		Instructional Technologist	lump sur	7,500	100%	33.3%	A*	2,498		
38		Student Hourly - public engagement support	hourly	10.0	500	3.1%	S*	155		
39										
40	Subtotal - Outreach/Teacher Training Salaries								-	
41	TOTAL SALARIES								77,633	34
42										
43										

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

	A	B	C	D	E	F	G	H	J	L	
1	TITLE VI NRC - YEAR 1 (2018-2019)										
2	PRIORITIES									MADISON	MILWAU
44	FRINGE BENEFITS										
45	Academic Salaries - Faculty & Academic Staff									20,465	
46	Administrative Salaries									3,002	
47	Student Salaries - Student Hourly									119	
48	Teaching/Project Assistant Salaries									2,687	
49	Limited Term Employee										
50											
51											
52	TOTAL FRINGE BENEFITS									26,273	0
53	TRAVEL: CENTER FACULTY & STAFF										
54			#funded	Professional Service Fees	Travel & Per diem						
55	FOREIGN										
56	MSN and MKE Faculty Research Travel									1,000	
57	Library International book fair									1,200	
58											
59											
60	Subtotal - Foreign Travel									2,200	0
61											
62	DOMESTIC										
63	Director's Meeting, Washington, DC (4 staff)									1,600	
64	MSN/MKE Administrative Program Staff- LASA Congress (Boston)									1,000	
65	MKE Administrative-Program Staff - regional conference attendance									250	
66	MOLLAS - Midwest Organization of Libraries for Latin American Studies Conference									500	
67	SALALM - Seminar for the Acquisition of Latin American Library Materials									500	
68	Symposium on Indigenous Languages / Cultures (ILCLA-STLILLA) at Ohio State Univ									1,000	
69	Quichua Instructor to partner univ (Utah, BYU and UNM) and Pedagogy Workshops									1,000	
70											
71	Subtotal - Domestic Travel									5,600	0
72											
73	TOTAL TRAVEL: CENTER FACULTY & STAFF									7,800	0

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

	A	B	C	D	E	F	G	H	J	L	
1	TITLE VI NRC - YEAR 1 (2018-2019)										
2	PRIORITIES									MADISON	MILWAU
74		SUPPLIES									
75		LIBRARY ACQUISITIONS									
76		Core Program (Acquisitions, Databases)							5,000		
77		Acquisition, Preservation and Digital Projects with									
78		American Geographical Society Library, Special Collections,									
79		Américas Award Research Collection, and Digital Collections									
80		Subtotal - Library Acquisitions							5,000		
81		EDUCATIONAL / OUTREACH & GENERAL MATERIALS									
82		CLACS Faculty Fellows (S&E support)	3		2000						
83		Instructional Materials/Core Program/Center Media Collections (film and video purchase)									
84	AP	Teacher Training/Workshops (publicity, duplication, materials acquisitions for teachers, etc.)							200		
85		Summer Intensive Portuguese Institute (photocopying, teaching materials, etc.)							200		
86		Conferences/Other/Course Enrichment/Workshops/Impact Evaluation (publicity, duplication,									
87		film and equipment rental, etc.)									
88		Outreach (duplication, postage, telephone, fax, etc.)									
89		General Office (supplies, duplication, postage, telephone, etc.)							1,494		
90		Subtotal - Educational/Outreach & General Materials							1,894		
91		TOTAL SUPPLIES							6,894	14	
92		OTHER: CONFERENCES, LECTURERS, AND SPECIAL SERVICES									
93			<i>#funded</i>	<i>Professional Service Fees</i>	<i>Travel & Per diem</i>						
94		LANGUAGE INSTRUCTION									
95	AP	ACTFL Prof. Development Workshops for Teachers, S&P Staff, School of Education	1	1,500	1800				800		
96		Quichua Grammar Level 2 textbook	1	2,500					2,500		
97		Subtotal - Language Instruction							3,300		
98		INSTRUCTION FOR AREA STUDIES/PROFESSIONAL SCHOOLS									
99		Spanish/Port. Customized Language Modules for Students in Prof. Schools	1	200					200		
100		& Sciences - Professional Services of Language Specialist	1	500							
101		Area Studies interdisciplinary course development for theme-based study abroad,	2	2,000							
102		online, graduate level, STEM, or professional school									
103		Subtotal - Instruction for Professional Schools							200		

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

	A	B	C	D	E	F	G	H	J	L	
1	TITLE VI NRC - YEAR 1 (2018-2019)										
2	PRIORITIES									MADISON	MILWAU
113					<i>Professional</i>	<i>Travel &</i>					
114			<i>#funded</i>		<i>Service Fees</i>	<i>Per diem</i>					
115		CONFERENCES/SYMPOSIA/LECTURE SERIES/COURSE ENRICHMENT									
116		Upper Midwest Brazil Initiative	10		200						
117		New Course: Environment, History and Culture in Latin America Capstone	1	500				500			
118		Shared Latin American Speaker Series	2	500	250			500			
119		Conference on Caribbean Studies in Madison	1	600				600			
120		Kaleidoscope Conference in Madison (Spanish and Portuguese Graduate Students)	1	500				500			
121		Conferences & Symposia: Decline of Democracy in the Americas	5		1000						
122											
123		Subtotal - Conferences/Symposia/Lecture Series/Course Enrichment						2,100			
124											
125			<i>#funded</i>		<i>Professional</i>	<i>Travel &</i>					
126				<i>Service Fees</i>	<i>Per diem</i>						
127		TEACHER TRAINING									
127	AP	Consortium Summer Institute: Society and Politics in Contemporary Central America;	5	500	500						
128		Professional Services of Guest Speakers	1	500	500			1,000			
129	AP	Cross Area Teacher Institute in Madison	2	500	500			500			
130	AP / CPP-2	School of Education pre-service teacher programming	7	500							
131	AP/ CPP-2	Global Educator's Certificate	1	1,500							
132	AP	NCCLA Teaching & Learning workshop (post-secondary)	10		200			500			
133	AP	Digital Humanities workshops	5		300						
134	AP	IB History of the Americas workshop & podcast series	3	500							
135	AP / CPP-2	First-Year Interest Group with School of Education	1	1,800				1,800			
136		Summer Workhops on Globalizing Education for secondary teacher			1,000			1,000			
137											
138		Subtotal - Teacher Training						4,800			
139											
140			<i>#funded</i>		<i>Professional</i>	<i>Travel &</i>					
141				<i>Service Fees</i>	<i>Per diem</i>						
142		ADDITIONAL K-12 AND POST-SECONDARY OUTREACH									
142	CPP-1	Collaborations with Area Community Colleges and Title III and V eligible	2	1,500							
143		institutions (College of Menominee Nation, MATC, Alverno, WCTC, NWTC)	1	1,600				1,600			
144	CPP-1	STEM Training Lab: Digitizing the Americas: Exploring Cuba through Miami, Media and Technology	2	500	600			200			
145	CPP-1	CLASP MSI/TitleVI Annual Conference (at Tulane)	2		1350			200			
146		CLASP Collaborations (NCSS conference, Américas Award)	2		1250			500			
147		CLACS Regional Faculty Associates research-travel support	5		500			500			
148		CLACS Regional Faculty Associates- campus programming support	2	500							
149											
150		Subtotal - Additional K-12 and Post-Secondary Outreach						3,000			

AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

	A	B	C	D	E	F	G	H	J	L	
1	TITLE VI NRC - YEAR 1 (2018-2019)										
2	PRIORITIES									MADISON	MILWAU
151											
152											
153											
154											
155											
156											
157											
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161											
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AP Absolute Priority
CPP Competitive Preference Priority (1 and 2)

	A	B	C	D	E	F	G	H	J	L
1	TITLE VI NRC - YEAR 2 (2019-2020)									
2	PRIORITIES								MADISON	MILWAUKEE
3	SALARIES**		<i>Base Type</i>	<i>Rate</i>	<i>Federal % time</i>	<i>Fringes %</i>		<i>Fringes</i>		
4	** Base salaries inflated at 1% and MSN fringes at 3.5% (MKE at approx 1%) from 2018-2019 rates									
5	ADMINISTRATIVE									
6		Student Hourly - Program Clerical Assistance	<i>hourly</i>	12.5	300	3.4%	S*	128	3,750	
7		Financial Specialist III (Civil Service)	<i>12-mo</i>	42,016	15%	47.8%	CL'	3,014	6,302	
8										
9	Subtotal - Administrative Staff Salaries								10,052	-
10										
11	LANGUAGE INSTRUCTION									
12	Quechua									
13		Lecturer - "Elementary, Intermediate & Advanced Quechua" (50% time)	<i>9-mo</i>	47,188	50%	37.5%	A*	8,845	23,594	
14		Summer Intensive Quechua in Ecuador	<i>2-mo</i>	47,188	100%	37.5%		3,931	10,486	
15										
16	Yucatec Maya									
17		Faculty Instructor - "Elementary & Intermediate Yucatec Maya" (50% time)	<i>9-mo</i>	36,883	50%	37.5%	GR	6,913	18,441	
18										
19	Portuguese									
20		Professor "Summer Intensive Portuguese" culture modules (50% time - 2.0 summer mos.)	<i>lump sum</i>	4,000	100%	37.5%		1,500	4,000	
21		Teaching Assistant "Summer Intensive Portuguese" (100% time - 2.5 Summer mos.)	<i>2.5-mo</i>	37,799	100%	24.6%		2,586	10,500	
22		Portuguese Course Development- Listening & Speaking in Portuguese (intermed)	<i>lump sum</i>	4,000	100%	33.6%	A*	1,344		4,000
23										
24	Subtotal - Language Instruction Salaries								67,022	4,000
25										
26	AREA AND PROFESSIONAL SCHOOL INSTRUCTION									
27		Teaching Assistant - "Intro to Latin America" #260, 43% total (2.44% T6) - 1 section FLAC	<i>9-mo</i>	37,067	2.44%	24.6%	GR	223	904	
28		Visit. Assoc. Prof. "Health Issues in Rural Ecuador" (partial payment)	<i>9-mo</i>	87,397		37.5%	A*	187	500	
29		Interdisciplinary Initiatives & Internships Coordinator (Limited Term Employee)	<i>hourly</i>	20.0	500	11.6%	CL'	1,160		10,000
30										
31										
32										
33	Subtotal - Area and Other Instruction Salaries								1,404	10,000
34										
35	OUTREACH/TEACHER TRAINING									
36	AP	Faculty Coordinator, K-16 teacher institute	<i>lump sum</i>	3,000	100%	33.6%	A*	1,008		3,000
37		Storyteller/Media Curator	<i>hourly</i>	10.0	500	3.1%	S*	155		5,000
38		Instructional Technologist	<i>lump sum</i>	7,500	100%	33.6%	A*	2,520		7,500
39		Student Hourly - public engagement support	<i>hourly</i>	10.0	500	3.1%	S*	155		5,000
40										
41	Subtotal - Outreach/Teacher Training Salaries								-	20,500
42										
43	TOTAL SALARIES								78,478	34,500

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L	
1	TITLE VI NRC - YEAR 2 (2019-2020)										
2	PRIORITIES									MADISON	MILWAUKEE
44											
45	FRINGE BENEFITS										
46	Academic Salaries - Faculty & Academic Staff									21,376	4,876
47	Administrative Salaries									3,142	
48	Student Salaries - Student Hourly									128	31
49	Teaching/Project Assistant Salaries									2,809	
50	Limited Term Employee										1,166
51	TOTAL FRINGE BENEFITS									27,456	6,342
52											
53	TRAVEL: CENTER FACULTY & STAFF										
54			#funded	Professional Service Fees	Travel & Per diem						
55	FOREIGN										
56	MSN and MKE Faculty Research Travel									1,000	1,500
57	Library International book fair									1,200	
58	Subtotal - Foreign Travel									2,200	1,500
59											
60	DOMESTIC										
61	MSN/MKE Administrative Program Staff- LASA Congress (TBA)									1,500	2,000
62	MKE Administrative-Program Staff - regional conference attendance									250	750
63	SALALM - Seminar for the Acquisition of Latin American Library Materials and VA Conferenc									500	
64	MOLLAS - Midwest Organization of Libraries for Latin American Studies Conference									500	
65	Administrative-Program Staff - 4 trips for national program dissemination									1,000	
66	Quichua Instructor to partner univ (Utah, BYU and UNM) and Pedagogy Workshops									1,000	
67											
68	Subtotal - Domestic Travel									4,500	2,750
69											
70	TOTAL TRAVEL: CENTER FACULTY & STAFF									6,700	4,250

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L			
1	TITLE VI NRC - YEAR 2 (2019-2020)												
2	PRIORITIES									MADISON	MILWAUKEE		
71	SUPPLIES												
72	LIBRARY ACQUISITIONS												
73	Core Program (Acquisitions, Databases)										5,000	2,500	
74	Acquisition, Preservation and Digital Projects with											3,500	
75	American Geographical Society Library, Special Collections,												
76	Américas Award Research Collection, and Digital Collections												
77	Subtotal - Library Acquisitions										5,000	6,000	
78	EDUCATIONAL / OUTREACH & GENERAL MATERIALS												
79	CLACS Faculty Fellows (S&E support)											6,000	
80												300	
81	Instructional Materials/Core Program/Center Media Collections (film and video purchase)											500	
82	AP	Teacher Training/Workshops (publicity, duplication, materials acquisitions for teachers, etc.)										200	500
83	Summer Intensive Institutes (Portuguese and Quechua)										200		
84	Conferences/Other/Course Enrichment/Workshops/Impact Evaluation (publicity, duplication,											300	
85	Outreach (duplication, postage, telephone, fax, etc.)											300	
86	General Office (supplies, duplication, postage, telephone, etc.)										716	1,750	
87	Subtotal - Educational/Outreach & General Materials										1,116	9,150	
88	TOTAL SUPPLIES										6,116	15,150	
89	OTHER: CONFERENCES, LECTURERS, AND SPECIAL SERVICES												
90													
91													
92	LANGUAGE INSTRUCTION												
93	Quichua Grammar Level 2 textbook										2,500		
94	AP	ACTFL Prof. Development Workshops for Teachers, S&P Staff, School of Education										400	2,500
95	Subtotal - Language Instruction										2,900	2,500	
96	INSTRUCTION FOR PROFESSIONAL SCHOOLS												
97	Spanish/Port. Customized Language Modules/Students in Professional Schools & Sciences -												
98	Professional Services of Language Specialist										200	500	
99	Area Studies interdisciplinary course development for theme-based study abroad,											4,000	
100	online, graduate level, STEM, or professional school												
101	Subtotal - Instruction for Professional Schools										200	4,500	

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L	
1	TITLE VI NRC - YEAR 2 (2019-2020)										
2	PRIORITIES									MADISON	MILWAUKEE
108					<i>Professional</i>	<i>Travel &</i>					
109			<i>#funded</i>		<i>Service Fees</i>	<i>Per diem</i>					
110		CONFERENCES/SYMPOSIA/LECTURE SERIES/COURSE ENRICHMENT									
111		Upper Midwest Brazil Initiative	20			150				3,000	
112		Conferences: Legacies of Violence (Fall) ; Resource Extraction in LA (Spring)	2	225				450			
113		Shared Latin American Speaker Series	2	500	250			500		1,000	
114		New Course: International, Intercultural and Global for MSIs	1	500				500			
115		Kaleidoscope Conference in Madison (Spanish and Portuguese Graduate Students)	1	500				500			
116		Conferences & Symposia: Civic Engagement & Participation	5	500	600					5,500	
117		Subtotal - Conferences/Symposia/Lecture Series/Course Enrichment						1,950		9,500	
118					<i>Professional</i>	<i>Travel &</i>					
119			<i>#funded</i>		<i>Service Fees</i>	<i>Per diem</i>					
120		TEACHER TRAINING									
121	AP	Consortium Summer Institute: Faith and Religious Life in Contemporary Latin America;	5	500	500					5,000	
122		Professional Services of Guest Speakers	1	500	500			1,000			
123	AP	Cross Area Teacher Institute in Madison	2	750	750			1,500		1,500	
124	AP / CPP-2	School of Education pre-service teacher programming	7	500						3,500	
125	AP/CPP-2	Global Educator's Certificate	1	1,500						1,500	
126	AP	NCCLA Teaching & Learning workshop (post-secondary)	10		200			500		1,500	
127	AP	Digital Humanities workshops	5		400					1,500	
128	AP	IB History of the Americas workshop & podcast series	3	500						1,500	
129	AP / CPP-2	First-Year Interest Group with School of Education	1	1,500				1,500			
130		Summer Workhops on Globalizing Education for secondary teacher	1	1,000				1,000			
131											
132		Subtotal - Teacher Training						5,500		16,000	
133					<i>Professional</i>	<i>Travel &</i>					
134			<i>#funded</i>		<i>Service Fees</i>	<i>Per diem</i>					
135		ADDITIONAL K-12 AND POST-SECONDARY OUTREACH									
136	CPP-1	Collaborations with Area Community Colleges and Title III and V eligible	3	1,500				1,500		3,000	
137		institutions (College of Menominee Nation, MATC, Alverno, WCTC, NWTC)									
138	AP/CPP-1	Workshop on Civic Engagement and Diverse Global Perspectives	2	500						1,000	
139	CPP-1	CLASP MSI/TitleVI Annual Conference (at FIU)	2		1350			200		2,500	
140		CLASP Collaborations (NCSS conference, Americas Award)	2	1,000	250			500		2,000	
141		CLACS Regional Faculty Associates research-travel support	5		500			500		2,000	
142		CLACS Regional Faculty Associates- campus programming support	2	500						1,000	
143											
144		Subtotal - Additional K-12 and Post-Secondary Outreach						2,700		11,500	
145											

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L		
1	TITLE VI NRC - YEAR 2 (2019-2020)											
2	PRIORITIES									MADISON	MILWAUKEE	
146					<i>Professional</i>	<i>Travel &</i>						
147			<i>#funded</i>		<i>Service Fees</i>	<i>Per diem</i>						
148	BUSINESS/MEDIA OUTREACH											
149	Social Innovation and Entrepreneurship Programming											75
150	Intercultural Communication Certificate for Business										1,000	
151												
152	Subtotal - Business/Media Outreach									1,000	75	
153					<i>Professional</i>	<i>Travel &</i>						
154			<i>#funded</i>		<i>Service Fees</i>	<i>Per diem</i>						
155	COMMUNITY OUTREACH											
156	Fall/Spring Latin American Film Series										1,000	2,500
157	SucessWorks and LACIS Alumni Career										500	
158	Cultural Partnerships (Latino Arts, Inc., Colectivo Coffee, Milwaukee Public Library, Milwaukee Film, Mexican Fiesta) - Professional Services of Guest Lecturers/Artists											3,000
159	Outreach Madison activities (World Languages Day, World Film, Youth Summit)										1,000	
160												
161												
162	Subtotal - Community Outreach									2,500	5,500	
163												
164	PROGRAM EVALUATION											
165	Survey-based Evaluation with UW Madison Survey Center and UW-Milwaukee CUPH										2,000	2,000
166												
167	Subtotal - Program Evaluation									2,000	2,000	
168												
169	TOTAL OTHER									18,750	52,250	
170												
171	DIRECT CHARGES TOTAL									137,500	112,500	
172	INDIRECT COSTS AT 8% OF TOTAL CHARGES									11,000	9,000	
173	ANNUAL TOTAL EACH CAMPUS									148,500	121,500	

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L	N	
1	TITLE VI NRC - YEAR 3 (2020-2021)											
2	PRIORITIES									MADISON	MILWAUKEE	TOT YEAR
3	SALARIES**		Base Type	Rate	Federal % time	Fringes %		Fringes				
4	** Base salaries inflated at 1% and MSN fringes at 3.5% (MKE at approx 1%) from 2019-2020 rates											
5	ADMINISTRATIVE											
6		Student Hourly - Program Clerical Assistance	hourly	13	300	3.5%	S*	138		3,900		
7		Financial Specialist III (Civil Service)	12-mo	42,436	15%	49.5%	CL'	3,150		6,365		
8												
9	Subtotal - Administrative Staff Salaries									10,265	-	
10												
11	LANGUAGE INSTRUCTION											
12	Quechua											
13		Lecturer - "Elementary, Intermediate & Advanced Quechua" (50% time)	9-mo	47,660	50%	38.8%	A*	9,246		23,830		
14		Summer Intensive Quechua in Ecuador	2-mo	47,660	100%	38.8%		4,109		10,591		
15												
16	Yucatec Maya											
17		Faculty Instructor - "Elementary & Intermediate Yucatec Maya" (50% time)	9-mo	37,252	50%	38.8%	GR	7,227		18,626		
18												
19	Portuguese											
20		Professor "Summer Intensive Portuguese" culture modules (50% time - 2.0 summer mos.)	lump su	4,000	100%	38.8%		1,552		4,000		
21		Teaching Assistant "Summer Intensive Portuguese" (100% time - 2.5 Summer mos.)	2.5-mo	38,177	100%	25.5%		2,704		10,605		
22		Portuguese Course Development- Contemporary Brazilian Literature	lump su	4,000	100%	33.9%	A*	1,356			4,000	
23												
24	Subtotal - Language Instruction Salaries									67,652	4,000	
25												
26	AREA AND PROFESSIONAL SCHOOL INSTRUCTION											
27		Teaching Assistant - "Intro to Latin America" #260, 43% total (2.44% T6) - 1 section FLAC	9-mo	37,438	2.44%	25.5%	GR	233		913		
28		Visit. Assoc. Prof. "Health Issues in Rural Ecuador" (partial payment)	9-mo	88,271		38.8%	A*	194		500		
29		Interdisciplinary Initiatives & Internships Coordinator (Limited Term Employee)	hourly	20.0	500	11.7%	CL'	1,170			10,000	
30												
31												
32												
33	Subtotal - Area and Other Instruction Salaries									1,413	10,000	
34												
35	OUTREACH/TEACHER TRAINING											
36	AP	Faculty Coordinator, K-16 teacher institute	lump su	3,000	100%	33.9%	A*	1,017			3,000	
37		Storyteller/Media Curator	hourly	10.0	500	3.1%	S* ###	###			5,000	
38		Instructional Technologist	lump su	7,500	100%	33.9%	A*	2,543			7,500	
39		Student Hourly - public engagement support	hourly	10.0	500	3.1%	S* ###	###			5,000	
40												
41	Subtotal - Outreach/Teacher Training Salaries									-	20,500	
42												
43	TOTAL SALARIES									79,331	34,500	113

* Absolute Priority
** Invitational Priority

	A	B	C	D	E	F	G	H	J	L	N	
1	TITLE VI NRC - YEAR 3 (2020-2021)											
2	PRIORITIES									MADISON	MILWAUKEE	TOT YEAR
44	FRINGE BENEFITS											
45	Academic Salaries - Faculty & Academic Staff									22,328	4,916	
46	Administrative Salaries									3,289		
47	Student Salaries - Student Hourly									138	310	
48	Teaching/Project Assistant Salaries									2,937		
49	Limited Term Employee										1,170	
50	TOTAL FRINGE BENEFITS									28,691	6,396	35
51	TRAVEL: CENTER FACULTY & STAFF											
52												
53												
54												
55	FOREIGN											
56	MSN and MKE Faculty Research Travel									4	500	1,000
57	Library International Book fair									1	700	500
58	Subtotal - Foreign Travel									2,200	1,000	
59	DOMESTIC											
60	MSN/MKE Administrative Program Staff- LASA Congress (TBA)									4	875	1,500
61	MKE Administrative-Program Staff - regional conference attendance									3	250	750
62	Administrative-Program Staff - 2 trips for national program dissemination									2	500	1,000
63	SALALM - Seminar for the Acquisition of Latin American Library Materials									1	500	500
64	MOLLAS - Midwest Organization of Libraries for Latin American Studies Conference									1	500	500
65	Quichua Instructor to partner univ (Utah, BYU and UNM) and Pedagogy Workshops									2	500	1,000
66	Subtotal - Domestic Travel									4,500	2,750	
67	TOTAL TRAVEL: CENTER FACULTY & STAFF									6,700	3,750	10
68												
69												
70												
71												

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L	N	
1	TITLE VI NRC - YEAR 3 (2020-2021)											
2	PRIORITIES									MADISON	MILWAUKEE	TOT YEAR
72	SUPPLIES											
73	LIBRARY ACQUISITIONS											
74	Core Program (Acquisitions, Databases)											
75	Acquisition, Preservation and Digital Projects with											
76	American Geographical Society Library, Special Collections,											
77	Américas Award Research Collection, and Digital Collections											
78										5,000	2,500	
79											3,500	
80	Subtotal - Library Acquisitions									5,000	6,000	
81												
82	EDUCATIONAL / OUTREACH & GENERAL MATERIALS											
83	CLACS Faculty Fellows (S&E support)											
84				3	2000					6,000		
85	AP	Instructional Materials/Core Program/Center Media Collections (film and video purchase)										
86	Teacher Training/Workshops (publicity, duplication, materials acquisitions for teachers, etc.)											
87	Summer Intensive Institutes (Portuguese and Quechua)											
88	Conferences/Other/Course Enrichment/Workshops/Impact Evaluation (publicity, duplication, film and equipment rental, etc.)											
89	Outreach (duplication, postage, telephone, fax, etc.)											
90	General Office (supplies, duplication, postage, telephone, etc.)											
91										200	500	
92										200		
93	Subtotal - Educational/Outreach & General Materials									1,678	9,104	
94	TOTAL SUPPLIES											
95										6,678	15,104	21,782
96	OTHER: CONFERENCES, LECTURERS, AND SPECIAL SERVICES											
97												
98	LANGUAGE INSTRUCTION											
99	LCTL materials Yucatec Maya											
100	AP				1	500					500	
101	ACTFL Prof. Development Workshops for Teachers, S&P Staff, School of Education											
102	Staff/School of Education World Language Students - Professional Services of Facilitato											
103				1	1,500	1400			400	2,500		
104	Subtotal - Language Instruction									900	2,500	
105												
106	INSTRUCTION FOR PROFESSIONAL SCHOOLS											
107	Spanish/Port. Customized Language modules for Students in Professional Schools & Sciences -											
108				1	500					500		
109	Professional Services of Language Specialist											
110	Area Studies interdisciplinary course development for theme-based study abroad, online, graduate level, STEM, or professional school											
111				1	200					200	4,500	
111	Subtotal - Instruction for Professional Schools									200	4,500	

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L	N	
1	TITLE VI NRC - YEAR 3 (2020-2021)											
2	PRIORITIES									MADISON	MILWAUKEE	TOT YEAR
112												
113			#funded	Professional Service Fees	Travel & Per diem							
114		CONFERENCES/SYMPOSIA/LECTURE SERIES/COURSE ENRICHMENT										
115		Shared Latin American Speaker Series									500	1,000
116		Upper Midwest Brazil Initiative									20	3,000
117		Conference: 100th anniversary of Modern Art in Brazil									1	1,000
118		Kaleidoscope Conference in Madison (Spanish and Portuguese Graduate Students)									1	500
119		Conferences & Symposia: Social Inclusion									5	1,000
120		Subtotal - Conferences/Symposia/Lecture Series/Course Enrichment									2,000	9,000
121												
122			#funded	Professional Service Fees	Travel & Per diem							
123		TEACHER TRAINING										
124	AP	Consortium Summer Institute: The Ancient Americas;										5,000
125		Professional Services of Guest Speakers									1	500
126		Cross Area Teacher Institute in Madison									2	750
127	AP / CPP-2	School of Education pre-service teacher programming									7	500
128	AP/ CPP-2	Global Educator's Certificate									1	1,500
129	AP	NCCLA Teaching & Learning workshop (post-secondary)									10	200
130	AP	Digital Humanities workshops									5	300
131	AP	IB History of the Americas workshop & podcast series									3	500
132	AP / CPP-2	First Year Interest Group with School of Education									1	1,500
133		Summer Workshops on Globalizing Education for secondary teacher									1	1,000
134		Subtotal - Teacher Training									5,500	16,000
135												
136			#funded	Professional Service Fees	Travel & Per diem							
137		ADDITIONAL K-12 AND POST-SECONDARY OUTREACH										
138												
139	CPP-1	Collaborations with Area Community Colleges and Title III and V eligible									3	1,500
140		institutions (College of Menominee Nation, MATC, Alverno, WCTC, NWTC)										
141	CPP-1	STEM Training Lab: Digitizing the Americas: Exploring Cuba through Miami, Media and										
142	CPP-1	Technology									2	500
143		CLASP MSI/TitleVI Annual Conference (at New Mexico)									2	1,250
144		CLASP Collaborations (NCSS conference, Americas Award)									5	500
145		CLACS Regional Faculty Associates research-travel support									2	500
146		CLACS Regional Faculty Associates- campus programming support										
147		Subtotal - Additional K-12 and Post-Secondary Outreach									2,900	12,500

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L	N	
1	TITLE VI NRC - YEAR 3 (2020-2021)											
2	PRIORITIES									MADISON	MILWAUKEE	TOT YEAR
148					<i>Professional</i>	<i>Travel &</i>						
149					<i>Service Fees</i>	<i>Per diem</i>						
150					#funded							
151		BUSINESS/MEDIA OUTREACH										
152		Social Innovation and Entrepreneurship Programming		1	500	250			800	750		
153		Intercultural Communication Certificate for Business		1	800							
154		Subtotal - Business/Media Outreach							800	750		
155												
156					<i>Professional</i>	<i>Travel &</i>						
157					<i>Service Fees</i>	<i>Per diem</i>						
158		COMMUNITY OUTREACH										
159		Fall/Spring Latin American Film Series							1,000	2,500		
160		SucessWorks and LACIS Alumni Career		2	250				500			
161		Cultural Partnerships (Latino Arts, Inc., Colectivo Coffee, Milwaukee Public Library, Milwaukee Film, Mexican Fiesta) - Professional Services of Guest Lecturers/Artists		6	500					3,000		
162												
163		Subtotal - Community Outreach							1,500	5,500		
164												
165		PROGRAM EVALUATION										
166		Survey-based Evaluation with UW Madison Survey Center and UW-Milwaukee CUPH							2,300	2,000		
167												
168		Subtotal - Program Evaluation							2,300	2,000		
169												
170		TOTAL OTHER							16,100	52,750	68	
171												
172		DIRECT CHARGES TOTAL							137,500	112,500	250	
173		INDIRECT COSTS AT 8% OF TOTAL CHARGES							11,000	9,000	2	
174		ANNUAL TOTAL EACH CAMPUS							148,500	121,500	270	

* Absolute Priority
** Invitational Priority

	A	B	C	D	E	F	G	H	J	L
1	TITLE VI NRC - YEAR 4 (2021-2022)									
2	PRIORITIES								MADISON	MILWAU
3	SALARIES**									
4	** Base salaries inflated at 1% and MSN fringes at 3.5% (MKE at approx 1%) from 2020-2021 rates									
5	ADMINISTRATIVE									
6			Base Type	Rate	Federal % time	Fringes %		Fringes		
7			Student Hourly - Program Clerical Assistance	hourly	13.5	300	3.7%	S*	149	4,050
8			Financial Specialist III (Civil Service)	12-mo	42,861	15%	51.2%	CL	3,293	6,429
9	Subtotal - Administrative Staff Salaries								10,479	
10	LANGUAGE INSTRUCTION									
11	Quechua									
12			Lecturer - "Elementary, Intermediate & Advanced Quechua" (50% time)	9-mo	48,137	50%	40.2%	A*	9,665	24,068
13			Summer Intensive Quechua in Ecuador	2-mo	48,137	100%	40.2%		4,296	10,697
14	Yucatec Maya									
15			Faculty Instructor - "Elementary & Intermediate Yucatec Maya" (50% time)	9-mo	37,624	50%	40.2%	GR	7,555	18,812
16	Portuguese									
17			Professor "Summer Intensive Portuguese" culture modules (50% time - 2.0 summer mos.)	lump su	4,000	100%	40.2%		1,606	4,000
18			Teaching Assistant "Summer Intensive Portuguese" (100% time - 2.5 Summer mos.)	2.5-mo	38,559	100%	26.4%		2,826	10,711
19			Portuguese Course Development- Reading & Writing (intermed)	lump su	4,000	100%	34.2%	A*	1,368	
20	Subtotal - Language Instruction Salaries								68,288	4
21	AREA AND PROFESSIONAL SCHOOL INSTRUCTION									
22			Teaching Assistant - "Intro to Latin America" #260, 43% total (2.44% T6) - 1 section FLAC	9-mo	37,812	2.44%	26.4%	GR	243	923
23			Visit. Assoc. Prof. "Health Issues in Rural Ecuador" (partial payment)	9-mo	89,154		40.2%	A*	201	500
24			Interdisciplinary Initiatives & Internships Coordinator (Limited Term Employee)	hourly	20.0	500	11.8%	CL	1,180	10
25	Subtotal - Area and Other Instruction Salaries								1,423	10
26	OUTREACH/TEACHER TRAINING									
27	AP		Faculty Coordinator, K-16 teacher institute	lump su	3,000	100%	34.2%	A*	1,026	3
28			Storyteller/Media Curator	hourly	10.0	500	3.1%	S*	155	5
29			Instructional Technologist	lump su	7,500	100%	34.2%	A*	2,565	7
30			Student Hourly - public engagement support	hourly	10.0	500	3.1%	S*	155	5
31	Subtotal - Outreach/Teacher Training Salaries								-	20
32	TOTAL SALARIES								80,190	34,

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L
1	TITLE VI NRC - YEAR 4 (2021-2022)									
2	PRIORITIES								MADISON	MILWAU
44										
45	FRINGE BENEFITS									
46	Academic Salaries - Faculty & Academic Staff								23,323	4
47	Administrative Salaries								3,442	
48	Student Salaries - Student Hourly								149	
49	Teaching/Project Assistant Salaries								3,070	
50	Limited Term Employee									1
51	TOTAL FRINGE BENEFITS								29,983	6,
52										
53	TRAVEL: CENTER FACULTY & STAFF									
54										
55	FOREIGN									
56	MSN and MKE Faculty Research Travel								800	1
57	Library International book fair								1,200	
58										
59										
60	Subtotal - Foreign Travel								2,000	1
61										
62	DOMESTIC									
63	MSN/MKE Administrative Program Staff- LASA Congress (TBA)								1,000	2
64	MKE Administrative-Program Staff - regional conference attendance								250	
65	MOLLAS - Midwest Organization of Libraries for Latin American Studies Conference								500	
66	SALALM - Seminar for the Acquisition of Latin American Library Materials								500	
67	Quichua Instructor to partner univ (Utah, BYU and UNM) and Pedagogy Workshops								1,000	
68										
69	Subtotal - Domestic Travel								3,000	2
70										
71	TOTAL TRAVEL: CENTER FACULTY & STAFF								5,000	4,

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L		
1	TITLE VI NRC - YEAR 4 (2021-2022)											
2	PRIORITIES									MADISON	MILWAU	
72	SUPPLIES											
73	LIBRARY ACQUISITIONS											
74	LIBRARY ACQUISITIONS											
75	Core Program (Acquisitions, Databases)											
76	Acquisition, Preservation and Digital Projects with											
77	American Geographical Society Library, Special Collections,											
78	Américas Award Research Collection, and Digital Collections											
79												
80	Subtotal - Library Acquisitions									5,000	6	
81												
82	EDUCATIONAL / OUTREACH & GENERAL MATERIALS											
83	CLACS Faculty Fellows (S&E support)											
84	Instructional Materials/Core Program/Center Media Collections (film and video purchase)											
85	AP	Teacher Training/Workshops (publicity, duplication, materials acquisitions for teachers, etc.)										
86	Summer Intensive Institutes (Portuguese and Quechua)											
87	Conferences/Other/Course Enrichment/Workshops/Impact Evaluation (publicity, duplication,											
88	film and equipment rental, etc.)											
89	Outreach (duplication, postage, telephone, fax, etc.)											
90	General Office (supplies, duplication, postage, telephone, etc.)											
91												
92	Subtotal - Educational/Outreach & General Materials									1,527	9	
93												
94	TOTAL SUPPLIES										6,527	15,
95												
96	OTHER: CONFERENCES, LECTURERS, AND SPECIAL SERVICES											
97												
98	LANGUAGE INSTRUCTION											
99	LCTL materials Yucatec Maya											
100	AP	ACTFL Prof. Development Workshops for Teachers, S&P Staff, School of Education										
101	Staff/School of Education World Language Students - Prof. Services of Facilitator											
102												
103	Subtotal - Language Instruction									900	2	
104												
105												
106	INSTRUCTION FOR PROFESSIONAL SCHOOLS											
107	Spanish/Port. Customized Language Modules for Students in Professional Schools											
108	& Sciences - Professional Services of Language Specialist											
109	Area Studies interdisciplinary course development for theme-based study abroad,											
110	online, graduate level, STEM, or professional school											
111	Subtotal - Instruction for Professional Schools									200	4	

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L	
1	TITLE VI NRC - YEAR 4 (2021-2022)										
2	PRIORITIES									MADISON	MILWAU
112											
113											
114											
115											
116											
117											
118											
119											
120											
121											
122											
123											
124	AP	Consortium Summer Institute:Latin America's Mega-Cities;	5	500	500						
125		Professional Services of Guest Speakers	1	500	500			1,000			
126		Cross Area Teacher Institute in Madison	2	750	750			1,500			
127	AP / CPP-2	School of Education pre-service teacher programming	7	500							
128	AP/CPP-2	Global Educator's Certificate	1	1,500							
129	AP	NCCLA Teaching & Learning workshop (post-secondary)	10		200			500			
130	AP	Digital Humanities workshops	3		500						
131	AP	IB History of the Americas workshop & podcast series	3	500							
132	AP / CPP-2	First Year Interest Group with School of Education	1	1,500				1,500			
133		Summer Workhops on Globalizing Education for secondary teacher	1	1,000				1,000			
134											
135		Subtotal - Teacher Training						5,500		16	
136											
137											
138											
139	CPP-1	Collaborations with Area Community Colleges and Title III and V eligible	3	1,500				1,500		3	
140		institutions (College of Menominee Nation, MATC, Alverno, WCTC, NWTC)									
141	AP/CPP-1	Workshop on Civic Engagement and Diverse Global Perspectives	2	500						1	
142	CPP-1	CLASP MSI/TitleVI Annual Conference (at Vanderbilt)	2		1350			200		2	
143		CLASP Collaborations (NCSS conference, Américas Award)	2	1,250				500		2	
144		CLACS Regional Faculty Associates research-travel support	5		500			500		2	
145		CLACS Regional Faculty Associates- campus programming support	2	500						1	
146											
147		Subtotal - Additional K-12 and Post-Secondary Outreach						2,700		11	

* Absolute Priority
**Invitational Priority

	A	B	C	D	E	F	G	H	J	L
1	TITLE VI NRC - YEAR 4 (2021-2022)									
2	PRIORITIES								MADISON	MILWAU
148										
149										
150		BUSINESS/MEDIA OUTREACH								
151		Social Innovation and Entrepreneurship Programming		1	250	500				
152		Intercultural Communication Certificate for Business		1	500	500			1,000	
153										
154		Subtotal - Business/Media Outreach							1,000	
155										
156										
157		COMMUNITY OUTREACH								
158		Fall/Spring Latin American Film Series							1,000	2
159		SucessWorks and LACIS Alumni Career		1	500				500	
160		Cultural Partnerships (Latino Arts, Inc., Colectivo Coffee, Milwaukee Public Library,		6	500					3
161		Milwaukee Film, Mexican Fiesta) - Professional Services of Guest Lecturers/Artists								
162										
163		Subtotal - Community Outreach							1,500	5
164										
165		PROGRAM EVALUATION								
166		Survey-based Evaluation with UW Madison Survey Center and UW-Milwaukee CUPH							2,000	2
167										
168		Subtotal - Program Evaluation							2,000	2
169										
170		TOTAL OTHER							15,800	52,
171										
172		DIRECT CHARGES TOTAL							137,500	112,
173		INDIRECT COSTS AT 8% OF TOTAL CHARGES							11,000	9,
174		ANNUAL TOTAL EACH CAMPUS							148,500	121,

* Absolute Priority
**Invitational Priority