

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 # P015A180145

Grants.gov Tracking#: GRANT12660088

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180145

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/25/2018"/>	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="Board of Trustees of the Leland Stanford Junior University"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="1-941156365-A1"/>	* c. Organizational DUNS: <input type="text" value="009214214"/>	
d. Address:		
* Street1:	<input type="text" value="3160 Porter Drive, Suite 100"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Palo Alto"/>	
County/Parish:	<input type="text" value="Santa Clara"/>	
* State:	<input type="text" value="CA: California"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="94304-8445"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Office of Sponsored Research"/>	Division Name: <input type="text" value="Business Affairs"/>	
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="Erin"/>
Middle Name: <input type="text"/>		
* Last Name:	<input type="text" value="Kinne"/>	
Suffix: <input type="text"/>		
Title:	<input type="text" value="Contract and Grant Officer"/>	
Organizational Affiliation: <input type="text" value="Board of Trustees of the Leland Stanford Junior University"/>		
* Telephone Number: <input type="text" value="(650) 497-6089"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="ekinne@stanford.edu"/>		

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

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

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="599,804.00"/>
* 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="599,804.00"/>

*** 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

Board of Trustees of the Leland Stanford Junior University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	96,000.00	96,000.00	96,000.00	96,000.00		384,000.00
2. Fringe Benefits	23,140.00	25,350.00	25,350.00	25,350.00		99,190.00
3. Travel	5,500.00	10,500.00	5,500.00	10,500.00		32,000.00
4. Equipment						
5. Supplies	15,000.00	15,000.00	15,000.00	15,000.00		60,000.00
6. Contractual						
7. Construction						
8. Other	101,845.00	103,810.00	103,485.00	102,785.00		411,925.00
9. Total Direct Costs (lines 1-8)	241,485.00	250,660.00	245,335.00	249,635.00		987,115.00
10. Indirect Costs*	19,319.00	20,053.00	19,627.00	19,971.00		78,970.00
11. Training Stipends	339,000.00	339,000.00	339,000.00	339,000.00		1,356,000.00
12. Total Costs (lines 9-11)	599,804.00	609,713.00	603,962.00	608,606.00		2,422,085.00

***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: 09/01/2016 To: 08/31/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 56.00%.

(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 # P015A180145

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Erin Kinne</p>	<p>TITLE</p> <p>Contract and Grant Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Board of Trustees of the Leland Stanford Junior University</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 Trustees of the Leland Stanford Junior University

* Street 1: 3160 Porter Drive Street 2: Suite 100

* City: Palo Alto State: CA: California Zip: 943058445

Congressional District, if known: CA-018

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 NA Middle Name []

* Last Name NA Suffix []

* Street 1 NA Street 2 []

* City NA State [] Zip []

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

Prefix [] * First Name NA Middle Name []

* Last Name NA 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: Erin Kinne

* Name: Prefix [] * First Name Erin Middle Name []
 * Last Name Kinne Suffix []

Title: Contract and Grant Officer Telephone No.: (650) 497-6089 Date: 06/25/2018

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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.

003__GEPA_statement1008760917.pdf

Add Attachment

Delete Attachment

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GEPA Section 427 Statement

Stanford University is in compliance with all applicable Federal and State laws, and welcome students for admission to its academic programs for which they are otherwise qualified without regard to age, marital status, race color, creed, gender, sexual preference, national origin, disability, or status as a disabled veteran or veteran of the Vietnam era.

Stanford University embraces both the letter and the spirit of the Americans With Disabilities Act. Stanford University informs all students, faculty, staff, affiliates, and members of the general public of the availability of services to ensure equitable access. Access information is disseminated in both printed and electronic formats throughout the University's expansive service area.

Stanford holds outreach activities in fully accessible facilities administered by the Office of Accessible Education and works with off-site institutions for outreach activities held off campus. All information disseminated by the university is made available in a variety of formats for participants with varying disabilities and learning needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Board of Trustees of the Leland Stanford Junior University"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Erin"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Kinne"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Contract and Grant Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Erin Kinne"/>	* DATE: <input style="width: 150px;" type="text" value="06/25/2018"/>

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Alberto		Diaz	

Address:

Street1:	582 Alvarado Row
Street2:	
City:	Stanford
County:	Santa Clara
State:	CA: California
Zip Code:	94305-8545
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
650-725-0500	

Email Address:

clasdirector@stanford.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Stanford University, National Resource Center for Latin American Studies (CLAS)
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Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

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GRANT APPLICATION

for the FY2018

Latin America National Resource Center
and
Foreign Language and Area Studies Fellowships
Programs

CFDA No. 84.015 A&B

ED-GRANTS-052518-001

submitted by the

Center for Latin American Studies

on behalf of

**The Board of Trustees of the
Leland Stanford Junior University**

June 25, 2018

Stanford University FY2018 NRC & FLAS Grants Proposal
Latin American Studies
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**National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program**

Supplemental Information to Meet Statutory Requirements

Information Requirement 1: Diverse Perspectives in Funded Activities

Stanford University is a private, non-profit, non-denominational institution committed to the principle of diversity. The university has clearly articulated this in its Statement on Academic Freedom: “Stanford University’s central functions of teaching, learning, research and scholarship depend upon an atmosphere in which freedom of inquiry, thought, expression, publication and peaceable assembly are given the fullest protection. Expression of the widest range of viewpoints should be encouraged, free from institutional orthodoxy and from internal or external coercion.”

Former Stanford President John Hennessy stated: “To encourage such diversity, we prohibit discrimination and harassment and provide equal opportunity for all employees and applicants for employment regardless of race, color, religious creed, national origin, ancestry, sex (including gender, as defined under the California Fair Employment and Housing Act), sexual orientation, veteran status, marital status, age disability, medical condition, or any other trait or status protected by applicable law.” “Stanford University...reaffirms its commitment to diversity and affirmative action, as well as to equal opportunity. Our educational purposes will be served best if the country’s demographic diversity finds a presence on campus, and we thereby reflect the full range and full capacity of society.” The former President’s statements apply not only to employment at the University but also to all of its academic programs and outreach activities, including those administered by Stanford’s National Resource Centers.

Stanford departments, centers, and programs are committed to open debate and the exploration of a wide range of viewpoints. This commitment is supported by the policies and principles quoted above, and evidenced through our long record of public programming, publications, and outreach. The four-year NRC program activities outlined in this proposal are designed to foster a diversity of views and exchange of ideas by drawing on multiple constituencies both within and outside of the university. Organized research activities will explore a wide range of trans-national and trans-regional issues, with participants from the U.S. and abroad; academic courses and public programming will represent the full diversity of the culture, languages, and religions of the United States and the target region, broadly defined. Planned public lectures will foster intellectual debate and exchange from various perspectives and political viewpoints on issues affecting the target region, and outreach activities will expose community college and K-12 educators and students, as well as MSI and Stanford faculty and students, to a wide range of materials to expand understanding and discussion on regional issues.

**National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program**

Supplemental Information to Meet Statutory Requirements

Information Requirement 2: Areas of National Need

Stanford University encourages government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business and non-profit sectors by:

- 1) Staffing a dedicated **Office for Military-Affiliated Communities (OMAC)**, to provide maximum support for U.S. Military personnel seeking to study at Stanford, including Foreign Area Officers.
- 2) Training university students in 32 of the 64 languages defined by the National Security Education Program as critical to the needs of U.S. national security and national competitiveness, including advanced training in many of the foreign languages that have been identified by multiple US Federal Agencies as Priority Languages.
- 3) Training significant numbers of students in our interdisciplinary Master of Arts degree programs. Large percentages of these graduates go on to careers in the non-profit sector, government, journalism, education, and law.
- 4) Supporting and developing programs to enhance language pedagogy standards of Stanford and local institution language instructors via Modified Oral Proficiency Interview (MOPI) trainings, offered by the **Stanford Language Center (SLC)** and the Graduate School of Education's **Stanford World Language Project (SWLP)** and **Stanford Teacher Education Program (STEP)**.
- 5) Developing area studies course offerings that are among the richest in the nation. Students from multiple majors and disciplines enrolled in more than 800 non-language area studies courses last year. These students enter the national workforce with an enhanced understanding of regional issues and the ability to analyze topics within a global context. New Visiting Faculty positions proposed in this grant proposal will enhance the variety of topics and expertise on the region, and further strengthen the university's already excellent offerings.
- 6) Engaging in outreach activities to train new and veteran teachers about topics in various world regions, working with them to bring global perspectives into their classrooms. This is accomplished by working with the **Center to Support Excellence in Teaching (CSET)** within the Stanford Graduate School of Education, the **Stanford Program on International and Cross-cultural Education (SPICE)**, the **Center for Spatial and Textual Analysis (CESTA)**, and other units on campus, to enhance area studies instruction and to provide K-12 teachers and community college instructors with relevant area studies content and knowledge through lectures, workshops, institutes, downloadable curricular units, and innovative digital technology platforms.

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: 260,803 Year 2: 270,713 Year 3: 264,962 Year 4: 269,651

FLAS Request

Year 1: \$339,000.00 Year 2: \$339,000.00 Year 3: \$339,000.00 Year 4: \$339,000.00

Type of Applicant

- Single institution The Board of Trustees of the Leland Stanford Junior University
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

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

- | | |
|---|--|
| <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, Nahuatl

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COMMON ACRONYMS AT STANFORD UNIVERSITY

ACTFL	American Council on the Teaching of Foreign Languages
BEAM	Bridging Education, Ambition and Meaningful Work- Career Education
BOSP	Bing Overseas Studies Program
CDDRL	Center on Democracy, Development, and the Rule of Law
CLAS	Center for Latin American Studies
CLASP	Consortium of Latin American Studies Programs
CSET	Center to Support Excellence in Teaching (Graduate School of Education)
EPIC	Education Partnership for Internationalizing Curriculum
GSB	Graduate School of Business
GSE	Graduate School of Education
ILAC	Iberian and Latin American Cultures
IR	Program in International Relations
LAISA	Latin American Indigenous Studies Alliance
LCTL	Less Commonly Taught Languages
MOPI	Modified Oral Proficiency Interview
OPI	Oral Proficiency Interview
SGS	Stanford Global Studies
SLC	Stanford Language Center
SOPI	Simulated Oral Proficiency Interviews
SPICE	Stanford Program on International and Cross-Cultural Education
STEM	Science, Technology, Engineering, and Mathematics
STEP	Stanford Teacher Education Program

A. PROGRAM PLANNING AND BUDGET

A1. Quality and Relevance of Programs. The principal goals of the Center for Latin American Studies in the 2018-21 grant cycle are to support K-14 educators to enhance global awareness and competencies of their students by expanding educator professional development and outreach activities; to engage undergraduate and graduate students in active research and outreach efforts; and to continue to support excellence in area studies content and LCTL teaching at Stanford and beyond. We request funding for 14 programs and projects, as well as administrative, outreach, and evaluation support to implement them. All our proposed programs directly address NRC and FLAS priorities and will be overseen by Stanford faculty and other specialists to ensure quality outcomes. Budget numbers reflect Y1 costs, unless otherwise noted.

To expand professional development and outreach activities for K-14 teachers, we seek to build on and leverage existing successful collaborations between four local community colleges (Las Positas College, Foothill College, De Anza College, and College of San Mateo) and various Stanford units, including our four NRC applicants (East Asian Studies; Latin American Studies; Russian, East European and Eurasian Studies; and Center for South Asia), Stanford Global Studies, the Stanford Graduate School of Education (GSE), the Stanford Program on International and Cross-Cultural Education (SPICE), the Center for Spatial and Textual Analysis (CESTA), and Stanford University Libraries (SUL). These programs utilize technology to grow partnerships beyond our local geographic region, and broaden participation in outreach activities to include counselors, librarians, administrators, and community college students.

CLAS proposes the first six projects in collaboration with Stanford NRC applicants, under the umbrella of **Education Partnership for Internationalizing Curriculum (EPIC)**, to strengthen international and area studies curricula at community colleges and K-12 institutions.

A1a. Community College Faculty Fellowship. (Absolute Priority [AP] 1, AP 2, Competitive Preference Priority [CPP] 1) A cohort of up to ten California community college faculty and academic staff each year from various disciplines (humanities, social sciences, mathematics, hard sciences, international studies, etc.) will work collaboratively with Stanford scholars on self-designed projects aimed at developing global understanding and competencies among community college students. Featuring in-person and online meetings, the program is designed to be accessible to community college faculty across the state of California. It will begin with a three-day summer intensive workshop at Stanford, followed by monthly online seminars during which fellows will explore cutting-edge research in area and global studies with Stanford scholars; develop innovative curricular materials and extra-curricular programs to implement at their home campuses; and explore issues related to teaching international and area content. Outcomes of fellow projects will be shared online and at an end-of-year symposium at Stanford that brings together fellows with faculty and administrators from other community colleges and four-year universities across the state committed to fostering global studies on their campuses. We will engage Stanford students in this project by hiring them as Content Coordinators, working with Stanford and community college faculty to execute research and administrative tasks related to internationalizing curricula at the community college level. **Budget 8A: \$10,685**

A1b. Global Studies Educator Network. (AP 1, AP 2, CPP 1) Building on the growing network of existing partners and past participants in EPIC programs, we propose to establish a statewide Global Studies Educator Network to support educators at community colleges and MSIs across California who are trying to establish Global Studies Associate Degrees for Transfer and other co-curricular programs to internationalize the curricula on their campuses. Current community college partners (including faculty and deans) underscore the need for a more formal venue in which to share resources and develop strategies to strengthen global education at their

institutions. Y1-4, two former EPIC fellows will serve as project coordinators, building a state-wide network of community college faculty and counselors who will participate in an annual meeting at Stanford focused on global studies topics and pedagogy. The number of educators served will vary annually, and we envision the network determining and codifying membership and participation requirements so it becomes a self-sustaining state-wide entity by end of cycle.

Budget 8B: \$3,560

A1c. Topics in Global Studies Workshops. (AP 1, AP 2, CPP 1) To provide greater access to Stanford's cutting edge research and expertise, we will offer quarterly Topics in Global Studies Workshops on issues of current relevance, such as population movements, global health, and nuclear security. Open to community college and K-12 educators, workshops will leverage existing SPICE curricular and pedagogical materials to enhance transferability to the classroom. Workshops may also be offered remotely in conjunction with partner institutions where feasible, to broaden access. Workshops can serve up to 30 participants per session. **Budget 8C: \$2,000**

A1d. K-12 Professional Development Institutes. (AP 1, AP 2, CPP 1, CPP 2) In partnership with the Stanford Graduate School of Education's Center to Support Excellence in Teaching (CSET), we will offer quarterly content and pedagogy K-12 Professional Development Institutes primarily for high-school and middle-school teachers. The multi-day institutes will be organized around a central theme, such as migration, war, or revolution, and explore historical and contemporary issues across world regions, leveraging Stanford resources such as faculty guest lectures, guided visits to university libraries and archives, and relevant art and archival exhibits. Led by a GSE CSET Instructional Coach, these hands-on workshops will equip teachers to develop core pedagogical strategies and materials to enrich their curricula. These in-person institutes will be supplemented with three video-conferencing follow-up sessions to provide continued guidance and feedback on implementing this knowledge into their teaching. We will

engage Stanford students in this project by hiring them as Content Coordinators, working with Stanford faculty to execute research and administrative tasks related to internationalizing curricula at the middle- and high-school levels. Each institute can serve up to 32 participants.

Budget 8D: \$6,750

A1e. Global Topics Scholar Videos. (*AP I, CPP I*) Taking further advantage of technology, we will develop a set of thought-provoking Global Topics Scholar Videos in collaboration with SPICE. These short-form videos will feature Stanford faculty speaking on topics of historical and contemporary relevance touching on one or more NRC world region. Downloadable and publicly accessible online, these videos—with accompanying curriculum guides—will allow teachers across the U.S. to quickly and easily incorporate international issues into their curricula. In the previous year, there were over 130,000 visits to the SPICE website and over 5,000 downloads of existing curricular materials. **Budget 8E: \$2,850**

A1f. Global Careers Fair for Community College Students. (*AP I, CPP I*) Seeking to engage more broadly with early-stage students, we will host a Global Careers Fair for Community College Students at Stanford in Y 2, 3, and 4 of the grant cycle. Community college and MSI students will engage with scholars and practitioners who have careers in international and global fields; be exposed to possible articulation paths related to international or area studies; and work with Stanford faculty and staff, including our career development office, to craft their own possible global careers. The fair will also be a professional development opportunity for community college counselors who will gain additional information and resources related to international and area studies career paths. Final number of students served depends on the number of participating partner community colleges. **Budget 8F: \$2,250**

In addition to the six collaborative projects listed above, we are undertaking eight region-specific projects designed to further expand professional development and outreach activities for K-14 teachers, and foster excellence in area studies content and LCTL teaching.

A1g. Summer Teacher Institutes. (AP 1, AP 2, CPP 2) To meet the new California History-Social Science Framework (adopted summer 2016), CLAS will collaborate with the GSE's CSET and academic institutions in Latin America to develop and offer multi-disciplinary summer institutes to enhance curriculum and pedagogy skills, Y1 and 3 on-campus and Y2 and 4 abroad. Institutes will draw secondary education teachers from across California and the U.S., providing rich content knowledge from Stanford faculty on topics relating to the history of Latin America and enriching debates on themes such as environment and society, states and power, religions and philosophies, and interconnection between regions, among others. GSE's CSET Instructional Coaches will work with teachers on using primary sources, literature, and scholarly texts to build curriculum that reflects state content standards and frameworks, preparing students to explore a range of views and perspectives, think critically, and engage in analytic dialogue about key historical events. Participants in Y2 and 4 will travel to Latin America to visit key historical sites, museums, and archives while engaging with faculty from partner overseas institutions of higher education and developing their content pedagogy skills with a CSET Instructional Coach. **Budget 8G: \$15,000**

A1h. West Coast Américas Award Teacher Workshops and Curriculum. (AP 1, AP 2) CLAS will continue supporting the Consortium of Latin American Studies Programs (CLASP) Américas Award workshops in Washington, DC, and providing West Coast CLASP Américas Award workshops for teachers, librarians, and educators on the use of CLASP Américas Award literature in K-12 classrooms. For this cycle, CLAS also will work with SPICE to produce Common-Core State Standards-based online curriculum to accompany Américas Award

literature in the classroom. These materials will be developed in coordination with CLASP member institutions University of New Mexico, Tulane University, and University of Texas at Austin; made available on the CLAS, SPICE, and CLASP web sites as a resource to local, regional, and national educators; and used in Américas Book Award teacher workshops. CLAS will also co-sponsor an annual Professional Development Series on Global Children's and Young Adult Literature. This is a collaborative effort between numerous organizations, including CLASP member institutions, the Hispanic Division of the Library of Congress, the Africana Outreach Council, the Middle East Outreach Council, and the South Asia Outreach Council to provide professional development to educators and librarians throughout the country on diversity in literacy and library collections, and will culminate in Y4 with a summer intensive institute held at Tulane University. CLAS will also provide funding assistance for local teachers to attend the institute. **Budget 8H: \$10,000**

A1i. Heritage Spanish Pedagogy Seminars and Curriculum. (*AP 1, AP 2, CPP 2*) CLAS will collaborate with the GSE's Stanford World Language Project (SWLP) and SPICE to produce Spanish-language Digital Curricular Materials to accompany SWLP's Heritage Spanish Pedagogy Seminars course for instructors of Heritage Spanish language learners. This course for pre-service and in-service K-12 Spanish and Heritage-Spanish language teachers, including students in GSE's Stanford Teacher Education Program (STEP), provides educators with presentations and resources on integrating Latin American language and content into their classroom, and affords participants the critical opportunity to discuss and interact with Stanford faculty speakers (Section II). The proposed Latin America-focused digital units will consist of short videos featuring Stanford faculty speakers discussing (in Spanish) contemporary issues and research in their fields of expertise related to problems, policies, and processes that cross international borders and affect lives around the world; will be accompanied by curriculum

guides (in Spanish) to link the content to educators' classrooms; and will be publicly accessible to educators on the SPICE and CLAS websites. A total of four courses and four curricular units will be produced during the four-year grant cycle. **Budget 8I: \$7,000**

A1j. MSI/Community College Library Travel Access Grants and Student Visits. (AP I, CPP I) CLAS will partner with the Stanford University Libraries (SUL) to 1) offer up to four Library Access Travel Grants per year to invite assistant-level tenure-track faculty from MSIs and/or community college faculty to consult the SUL collections for research and the strengthening of their curriculum. Consultation and assistance will be provided by the SUL Latin American Curator as needed; and 2) host Community College First Generation Students Visits to learn about the SUL Special Collections, the David Rumsey Map Center, as it relates to Latin America and the Latin American diaspora in the U.S., and to learn about academic programs and careers relevant to the study of Latin America. SUL laid a strong foundation for this program through its work hosting first-generation community college student visits to the library with the Puente Program (Section E2). CLAS and SUL will partner with the Puente Program to formalize the visit of these educationally underrepresented students by offering a half-day itinerary of academic advising and formal interaction with Stanford faculty, professional staff, and alumni of the Puente Program who are current Stanford students. **Budget 8J: \$5,500**

A1k. Stanford CLAS-Professional Schools Certificates. (AP I) In 2017, Stanford launched a university-wide long-range planning project, inviting all schools, departments, and centers to brainstorm the future of Stanford's mission, work, and societal role(s) in the context of significant technological and social changes that have already occurred, and are yet to occur, in the broader environment. In response, the CLAS advisory board developed a proposed plan to grow CLAS programming with a focus on the following sub-areas of study, which, coincidentally, will prepare students to better meet the demands for careers in areas specified by

the U.S. Department of Education: 1) Governance, Human Rights, and Public Policy (defense, intelligence, diplomacy, economics); 2) Global Health, Environment, and Science (health sciences, STEM, education); 3) and Indigenous Peoples and Local Knowledge (education, diplomacy, intelligence). To initiate this plan, CLAS will work with Stanford professional schools to develop a Certificate in Human Rights in Latin America (Law School, Y1-2), and a Certificate in Public Health in Latin America (School of Medicine, Y3-4). **Budget 1BI: \$26,000**

All. Latin American Indigenous Studies Alliance (LAISA). (*AP 1, AP 2, CPP 1*) Building on successful initiatives coordinated by the Western Alliance for Nahuatl (WAN, Section G2) from the previous cycle, the University of Utah; University of California, Los Angeles; and Stanford will expand their programs to include collaborations with additional LAS programs interested in developing Nahuatl and other indigenous languages teacher training. This cycle's goals are to a) build capacity for the teaching of Nahuatl language across the nation, further strengthen academic research, and meet the needs of service providers in our regions who engage with monolingual Nahuatl language speakers in hospitals, courts, and schools; and b) provide pedagogy and curriculum development support to instructors of indigenous languages in U.S. academic institutions. Stanford CLAS and LAISA partners will 1) offer three levels of Nahuatl instruction during the AY (shared distance-learning classroom) and a summer intensive program at the University of Utah; 2) support the training of up to four Nahuatl language instructors by end of cycle; 3) host an annual academic Nahuatl Conference at UCLA in which international scholars present research on Nahuatl language and culture and engage with local Nahuatl-speaking populations; 4) develop by Y3 an open-source pedagogy textbook (in English) for First-Year Nahuatl; 5) organize annual Pedagogy of Indigenous Languages of Latin America Instructor Workshops at Stanford in partnership with the Stanford Language Center (SLC),

focusing on methods, materials, and best practices in the indigenous language classroom, including the development of curricula and the standardization of student learning objectives. Stanford CLAS will also co-sponsor and send Stanford Quechua and Nahuatl instructors to the biennial Symposium on Indigenous Languages and Cultures of Latin America, held at Ohio State University. Lastly, Stanford CLAS made its First Year Nahuatl course available to De Anza community college students during AY 2017-18. CLAS will open the Nahuatl and Quechua courses currently offered at Stanford to local community college partners. **Budget 8K: \$18,000**

A1m. Lingua Portuguesa for High School and Community College Teachers. (AP 1, AP 2, CPP 1, CPP 2) Inspired by and modeling the University of Pittsburgh's "Portuguese: Language of the Future" program, CLAS will work with SLC to provide Portuguese language training to high school and community college instructors who are interested in incorporating Portuguese language and culture into their curricula. We will develop and offer a year-long Portuguese language course, which will be taught by a teaching assistant under the supervision and oversight of SLC Portuguese Program Director. Classes will be offered on weekends to accommodate teachers' schedules. **Budget 8L: \$5,000**

A1n. Stanford-California MSI Academic Network. (AP 1, CPP 1) CLAS is partnering with UC Merced and UC Davis to further advance the breadth and depth of the study of Latin America. The three institutions will share academic resources and 1) coordinate up to three guest speaker lectures per year to visit the three campuses; and 2) organize an annual conference on current topics of relevance in Central and South America. The conference will be open to the public and take place in UC Davis (Y1, Y3) and UC Merced (Y2, Y4). We expect to draw faculty, scholars, researchers, and students from all three institutions and local community colleges and universities. **Budget 8M: \$7,500**

A10. Latin American Library Holdings. (*AP 1*) Stanford's Libraries (SUL) are actively engaged in digital initiatives with others institutions. The Library has collaborated with the Frei Foundation in Chile to digitize the Eduardo Frei Presidential Archives. CLAS will collaborate with the Biblioteca Palafoxiana in Puebla, Mexico, to make that library's unique holdings on colonial Mexico more accessible by digitizing key rare books. A joint project with El Colegio de Mexico Library will also archive websites for the 2018 presidential election, making them available online for the scholarly community. CLAS requests funds to support the Library's acquisitions of LAS scholarly books, periodicals, and digital resources and for LAS librarian travel to purchase collection materials, conduct research, attend meetings, and establish linkages in Latin America. **Budget 3A,B and 5A: \$20,500**

A1p. Foreign Language and Area Studies (FLAS) Fellowship. (*FLAS CPP 1, CPP 2*) As outlined in Section J, we are requesting \$339,000 per year in FLAS Fellowship funding for 8 AY graduate awards, 1 AY undergraduate award, and 8 summer awards (Appendix 1). For these purposes, CLAS requests support for **Administration** provided by the CLAS Associate Director (Budget 1Ai, \$10,000 plus fringe), **Outreach** support provided by the SPICE Curriculum Development Specialist (Budget 1Ci, \$12,000 plus fringe); SGS Outreach and Academic Coordinator (Budget 1Cii, \$12,000 plus fringe); and CLAS Public Engagement Coordinator (Budget 1Ci, \$36,000 plus fringe). Project assessment and evaluation will be carried out by external **Performance Measures Evaluators** (Budget 8N, \$8,000) at WestEd, a nonpartisan, nonprofit research, development, and service agency providing evaluation services to institutions throughout the U.S. The above costs are consistent with NRC and FLAS funding guidelines.

A2. Development plan and timeline. The current proposal has been carefully crafted, not only to enhance programming during the 2018-21 grant cycle, but to expand our capacity in the years to come. Planning for the six EPIC projects as well as the Latin America-specific activities

proposed above began in the current year and thus, all activities will be implemented beginning Y1 of the grant, with the exception of the Global Careers Fair for Community College Students, which will be implemented Y2. All projects will be carried out in Y1-4 of the grant cycle unless noted. In addition to the efforts of CLAS staff, projects will be coordinated with other Stanford NRCs and area studies departments to maximize measurable results over the life of the grant. All projects will involve significant Stanford contributions, often with multiple supporting units, and are designed to provide benefits at multiple levels: on campus; in the community; regionally; nationally; and globally. Collaborative projects are designed to be institutionalized following completion of the grant cycle, adding permanent and significant capacity to regional programs.

A3. Reasonableness of costs. We seek to leverage Title VI funds with dean's support, grants, and gifts to make these programs self-sustaining by the end of the grant cycle. Funding for community college outreach will be jointly underwritten by Stanford's four NRC applicants, in collaboration with the School of Education, Stanford Global Studies, the Stanford Language Center, and other area studies units. Library funding will be leveraged to maximize university contributions. Finally, costs for performance measurement and implementation of assessments (Budget 8N) will be shared among Stanford's four NRC applicants.

A4. Long-term impact on institution. Proposed seed funding for the outreach initiatives outlined above will help CLAS to continue collaborating with the Graduate School of Education and other partners in order to, 1) strengthen quality professional development opportunities, emphasizing the study of Latin America and LCTL training for K-16 instructors, including pre-service teachers; 2) maintain current and establish new permanent connections with K-12, community college, and MSI instructors, strengthening California secondary and post-secondary education; 3) significantly increase teaching resources regionally and nationally on international and area studies topics and foreign language acquisition; 4) incorporate Latin American Studies

content and focus in Stanford's professional schools. Activities proposed in collaboration with UCLA and University of Utah will support and expand the teaching of indigenous languages not only in our institutions but also in community colleges and MSI, thus meeting the needs of individuals in careers in education, health, law, technology, diplomacy, and health sciences. Continued FLAS support for advanced language training, including earmarked funding for FLAS grants to professional school applicants, will serve to enhance training for Stanford students most likely to enter government service or private industry. Library acquisitions will result in a strengthened availability to a broad cross-section of students and educators. Other projects will have similar program-enhancing or program-expanding effects, as mentioned above.

B. QUALITY OF STAFF RESOURCES

B1. Teaching Faculty. Qualifications. As demonstrated in Appendix 2, all of our affiliated tenure-line faculty hold PhDs and have extensive field experience, many engaged in research work in Latin America. Collectively, these faculty members serve on the editorial boards of over 50 scholarly journals; approximately 50% hold or have held endowed chairs and have received prestigious teaching awards. Many have received grants from Fulbright, SSRC, NIH, Rockefeller, Guggenheim, the Mellon Foundation, and the MacArthur Foundation.

Professional Development Opportunities. Stanford offers CLAS faculty and staff ample resources for professional development. Staff receive annual funds to pursue work-related training or coursework. Assistant-level professors receive a guaranteed year of sabbatical before coming up for tenure, and all faculty receive annual conference travel and research funds, and a sabbatical program. Internal research fellowships are available competitively from the Dean of Research, the Stanford Humanities Center, the Clayman Institute for Gender Research, and other campus programs, such as the Stanford Institute for Innovation in Developing Economies

(SEED) and the Woods Institute for the Environment, and CLAS itself funds 7-10 faculty-led conferences and events each year and offers 4-7 faculty field research travel grants each year.

Teaching, supervision and advising of students. CLAS academic programs are successful due to the engagement of CLAS-affiliated faculty from departments and professional schools across campus, and the Latin American collections curators. Full-time non-language lecturers teach six courses per year and advise students, and some teach a quarter at Stanford's overseas campuses in Santiago and Madrid. When not on leave or sabbatical, faculty are on duty as teachers, scholars, advisors and committee members (Appendix 2). As a teaching university (boasting a 1:7 faculty-undergraduate student ratio), Stanford does not pursue appointments or promotions without affirmation of excellence in teaching. CLAS Faculty Advisory Board members and affiliates serve as advisors to our master's and undergraduate minor students. They also advise doctoral students in their respective departments. CLAS' Associate Director offers academic, career, and fellowship advising to students across campus interested in Latin American studies.

B2. Oversight/Center Staff. The Stanford Latin America NRC is administered by the Center for Latin American Studies within the Stanford Global Studies Division. Eight faculty from six different disciplines and the LAS librarian serve on the CLAS Advisory Board. Approximately 15 faculty, with rotating membership, from a range of disciplines participate annually on CLAS committees to administer undergraduate student grants, graduate student grants, MA admissions, and visiting professorships.

Professor Alberto Díaz-Cayeros became director of CLAS in September 2016. Professor Díaz-Cayeros is Senior Fellow at the Center on Democracy, Development and Rule of Law (CDDRL) and Professor (by courtesy) of Political Science. His research interests include federalism, poverty relief, indigenous governance, political economy of health, violence and citizen security in Mexico and Latin America. He is author of five books, 20 peer-reviewed

publications, and 26 book chapters. He has taught numerous undergraduate and graduate courses including Mapping Poverty, Colonialism and Nation Building in Latin America; Latin American Politics; and Riesgos Globales.

CLAS staff members include an Associate Director, an Academic and Student Services Officer, an Events and Communication Coordinator, and a half-time Public Engagement Coordinator. All staff members are fluent in English and Spanish and the Associate Director is also proficient in Portuguese. Associate Director Elizabeth Sáenz-Ackermann is Vice President of the Consortium of Latin American Studies Programs (CLASP) from 2017-2018. She holds a master's degree in Latin American Studies from San Diego State University, where she taught the Latin American introductory seminar for undergraduates and was awarded the Most Influential Faculty Award. Molly Aufdermauer is the Public Engagement Coordinator and assists with the implementation and reporting of Title VI National Resource Center K-14 outreach activities and Foreign Language and Area Studies (FLAS) fellowships. She serves as a member of the CLASP Outreach Committee. She holds a BA in Spanish from Brigham Young University and an MA in Teaching English as a Second Language from San Jose State University.

B3. Nondiscriminatory Employment. Stanford University is strongly committed to non-discriminatory practices in the hiring and promotion of faculty and staff. The University leaders recognize the importance of diversity (broadly defined) in higher education and are committed to increasing it. The Office of Accessible Education ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. The office of the **Vice Provost for Faculty Development and Diversity (FDD)** assists deans and search committees in developing diverse faculty applicant pools, serves as a resource for recruits and newly hired faculty in their transition to Stanford, and promotes retention efforts to ensure continued faculty diversity. In 2009, the **President's Awards for Excellence through Diversity**

Program was established to recognize individuals and programs that make exceptional contributions to enhancing and supporting diversity, and the **Diversity and Inclusion Innovation Fund** was launched in 2013 to support faculty, student, and staff initiatives that advance diversity across the campus. As a result of these efforts, between 2011 and 2016, while the overall faculty at Stanford grew by 11%, the number of under-represented minority faculty increased 29%, from 448 to 624.

C. IMPACT AND EVALUATION

C1. Impact on the University, Community, Region, and Nation. Stanford offers one of the strongest Latin American training programs in the country (Section D).

C1a. *University Impact.* Table C.1 offers indicators of the impact of CLAS activities at the institutional, local, regional, and national levels. Locally, its impact is attested by course enrollments in language and non-language courses and event attendance. In AY 2016-17, Stanford offered 56 Spanish, Portuguese, Quechua, and Nahuatl courses (multiple sections) with a total enrollment of 1,527, and 234 courses with Latin American content in 51 different disciplines with an enrollment of 2,515. In addition to students enrolled in formal LAS degree programs, 272 undergraduate and 312 graduate students graduated with 22 or more units in LAS courses. This includes Humanities & Sciences (214 UG, 156 grad), Earth Sciences (25 UG, 31 grad), Education (19 grad), Engineering (24 UG, 44 grad), Law (9 grad, including one joint degree JD-Latin American Studies student), Medicine (31 grad), and Business (2 grads). Most of Stanford's graduating PhD's in Latin American fields find jobs in academia, government, or business. Our MA alumni go into a variety of careers that reflect the interdisciplinarity and strength of our academic program (Section C4).

C1b. *Community Audiences.* *Community events* provide a platform to disseminate knowledge about Latin America. CLAS organizes an average of 80 public lectures, conferences, and

symposia with an attendance of over 2,000 persons per year. In addition, CLAS cosponsors about 15 events per year with other Stanford departments and programs and is a major sponsor of two local film festivals: the SGS Film Festival, which takes place on campus and is free and open to the public, and the renown United Nations Association International Documentary Film Festival (UNAFF), which attracts more than 10,000 persons and offers free admission to all K-16 students and instructors. *Teachers in the Local Community*: CLAS supports up to 18 local secondary-level Spanish teachers per year in the development of unit and lessons plans that they use in their classrooms and share in their school districts' professional development workshops

Table C.1 - Impact, 2016-17		
University	Students enrolled in CLAS-sponsored courses	95
	Students enrolled in CLAS degree programs	14
	Student recipients of CLAS and SGS research/internship grants	21
	Faculty recipients of CLAS grants	5
	Students and faculty involved with CLAS working groups	10
	Students recipients of CLAS fellowships	14
Community & Region	Individuals attending CLAS-sponsored public programs*	2,662
	Individuals subscribed to CLAS event/announcement email distribution list	1,572
	Individuals subscribed to CLAS Educator Outreach email distribution list	278
	Graduates of CLAS degree programs placed in Bay Area (or CA) grad programs	1
	Graduates of CLAS degree programs placed in Bay Area (or CA) employment	7
Nation	SPICE Latin America units sold (not including summer activity)	229
	K-12 students served by SPICE materials (not including summer activity)	22,500
	Graduates of CLAS degree programs placed in graduate programs outside CA	2
	Graduates of CLAS degree programs placed in employment outside CA	7
	Graduate students presenting at conferences**	11
	Graduate students conducting field research***	6
*Data from academic year 2016-2017		
**Nine of these students presented at international conferences		
***Field research takes place in Latin America		

C1c. Region and Nation. CLAS' outreach activities (Section I) and academic programming result in significant impact at the K-12, community college, and university levels as well as in the private and public sector regionally and nationally, including in the following ways: (a)The Stanford Program on International and Cross-cultural Education (SPICE) supports efforts to

internationalize elementary and secondary school curricula by linking the research and teaching of Stanford faculty, including CLAS affiliated faculty, to K-12 education regionally and nationally, and disseminates annually over 230 Latin America-focused curricular units that serve over 24,000 K-12 students each year. CLAS also worked with SPICE to produce an *Américas Award* educator's guide, accessible to educators through the SPICE, CLAS, and CLASP web sites. CLAS is a sustaining sponsor of the *Américas Award for Children's and Young Adult Literature* and co-sponsors an annual workshop in Washington, D.C. (b) In addition, CLAS' 2016 Summer Teacher Institute abroad in Veracruz, Mexico, brought together instructors from across the U.S. to learn about biodiversity and sustainability in Mexico. These teachers developed unit and lesson plans for use in their classrooms and shared in their district and regional professional development workshops. (c) In the past two years, 16 instructors of indigenous languages of Latin America Workshops from 11 universities across the U.S. have developed their curriculum and pedagogy skills at CLAS' Pedagogy Workshops for Indigenous Languages of Latin America. (d) Finally, 64% of CLAS' 2017 MA student graduates accepted employment offers or doctoral degree programs outside of California (Tables C.1 and C.3).

K-14 curriculum development. In the 2014-17 NRC grant cycle, under the umbrella of Education Partnership for Internationalizing Curriculum (EPIC), three Stanford NRCs and other area studies units collaborated and partnered with local Community Colleges to enhance area-focused teaching. The partnership produced 25 open-access curricular units.

C2. Provisions for Equal Access and Treatment. Stanford University is committed to the expansion of the diversity of the student body and to equal access and treatment for students. Undergraduate admission is “need blind” and financial aid is widely available. Students whose parents make less than \$65,000 a year are not expected to pay tuition or contribute to the cost of room and board and other expenses. Those whose families make less than \$125,000 a year do not

pay tuition. For FY16, approximately 50% of undergraduates were awarded need-based scholarships and grants from Stanford. In addition, to encourage diversity, the University provides funds to departments for recruitment and a variety of fellowships, mentoring programs, support services and cultural centers for diversity candidates. CLAS degree programs are made accessible to students of all economic backgrounds. At least two-thirds of each incoming class is offered some form of financial aid ranging from full fellowships to half-tuition scholarships to partial course assistantships. CLAS places much importance on the diversity of the class to ensure varied perspectives will be brought to light in small seminar-style classes. CLAS accepts a range of students, including recent college graduates, those mid-career, international students, military personnel, and others. In addition, CLAS abides by non-discriminatory principles when offering teacher-training and other K-14 outreach programming. At least 75% of teachers who participate in our GSE-CLAS programs work in schools where more than 50% of the students receive free or reduced fee lunch (FRL). FRL is consider a proxy measure for Supplemental Educational Services (SES). CLAS has offered Professional Development Awards of up to \$500 per teacher to assist teachers in attending CLAS teacher professional-development programs. Title VI funding has been instrumental in allowing CLAS to provide K-14 programming free or affordable for teachers.

C3. Evaluation Plan. CLAS maintains a rigorous, on-going evaluation of its courses, programs, and activities through a variety of measures that target both quality and impact. Table C.2 summarizes these processes. Planning and design of performance measures are carried out in consultation with two independent, external evaluators from WestEd. (Budget E10), with extensive experience evaluating the impact of innovative education and professional development programs. Evaluation efforts by WestEd in the current grant cycle have informed iterative program changes and adjustments, and feedback from current partners and participants has been incorporated into the design of new programs proposed here. Evaluation of future programs will similarly allow for agile and ongoing project adjustments.

Table C.2 - Evaluations & Principal Mechanisms			
Components	Mechanism	Frequency	Evaluators
All courses	Enrollments	Quarterly	Students
	Course evaluations	End-Course	Students
Language instruction	Proficiency exams (OPI, etc.)	Start- & end-sequence	Language Center instructors
All degrees	Program evaluations	Mid- & end-degree	Students
	Ad hoc input	On-going	Faculty & students
	Program review	Every 5 years	Senate committee
CLAS program	Usage of Center	Varies	Students, faculty, public
	Participation	On-going, all events	Students, faculty, public
	Applications to CLAS	Annually	Students
Grants and gifts to CLAS	Written reports	Annually	Director & Assoc. Dir.
Awards granted by CLAS	Written reports & talks	After award periods	Faculty & student awardees
CLAS as Center	External evaluation	Every 3 years	Other NRC Director
	Publications	On-going	Peer reviewers
	National competition	Annually	Expert panels
K-12, Community College, & MSI Outreach	Workshop/Institute surveys	All events	K-12 & community college educator attendees
	Fellowship evaluations	Mid- & end-program	Community college fellows
	Written reports	Semi-annually	WestEd Evaluator & Public Engagement Coord.

Table C.3 - CLAS MA Placement, 2014-2017

Student Name	Class	Last-known Position
Colomba Alcalde Peñafiel	2014	Líder de Comunicaciones en Fundación Desafío Levantemos Chile - Chile
Makaela Anderson	2014	Program Producer at UC San Diego Extension - San Diego, CA
Valeria Collazo Cañizares	2014	Investigative Reporter at Telemundo PR - Puerto Rico
Lisa McKinnon Munde	2014	SOF Doctrine Specialist at SkyBridge Tactical/SkyBridge Resources - Coronado, CA
Hayden Rodarte	2014	Summer Law Clerk at Lawyers' Committee for Civil Rights of the San Francisco Bay Area - San Francisco, CA
Rachel Taube	2014	Data and Policy Analyst at Acumen, LLC - San Francisco, CA
Walter Thompson-Hernández	2014	Multimedia Journalist at The New York Times - Los Angeles, CA
Kiah Thorn	2014	Education and Diversity Leader; Guest Teacher at Uplift Education - Dallas, TX
Alix Van Zandt	2014	Academic Director at Starfish One-by-One - Guatemala
Stefanie Welsch Casas	2014	Special Projects Manager at Grupo Torre Médica - Mexico
Haynes Winkler	2014	Head of Operations and Customer Support at MTailor - San Francisco, CA
Shao Ang	2015	Manager at Maritime and Port Authority of Singapore - Singapore
Yuki Bailey	2015	Applying to medical schools
Katherine Bellerose	2015	Product Management Analyst at Wellington Management - Boston, MA
Gabrielle Fulco	2015	Project Producer at IDEO - Palo Alto, CA
Fajin Hu	2015	Technology startup - Palo Alto, CA
David Kotulski	2015	Private Sector - Location unknown
Linda Ivette Madrid	2015	Account Executive at Salesforce - San Francisco, CA
Iman Camila Muñiz Mella	2015	Ministry of Education of the Dominican Republic - Dominican Republic
Jennifer Nguyen	2015	Partner Operations Specialist at Collective Health - San Francisco, CA
Srihari "Hari" Seshasayee	2015	Advisor at PROCOLOMBIA - India
Victoria Virasingh	2015	Public-Private Partnerships at Palantir Technologies - Palo Alto, CA
Adriana Baird	2016	Senior International Project Manager at WikiHow - Palo Alto, CA
Allie Ballesteros	2016	Talent Operations and Programs Specialist at Nuna Inc. - San Francisco, CA
Mary Boyer	2016	Outreach Program Manager at the Stanford Precourt Institute for Energy - Stanford, CA
Amelia Farber	2016	Director, Global Partnerships at Conversica - Foster City, CA
Magdalena Fitipaldi	2016	Executive Assistant to the Director — Freeman Spogli Institute - Stanford, CA
Julieta Luévano	2016	College Completion Manager at College Track Aurora - Aurora, CO
Julia Mergendoller	2016	Vice Chair at Center for Latin American Studies at UC Berkeley - Berkeley, CA
Jess Milligan	2016	Taking time off to raise a family - San Francisco, CA
Jin Wu	2016	News Editor, Talk Show Hostess, Social Media Operator at Xinhua News Agency - China
Karen Camacho	2017	Organizing and Community Engagement Fellow at ACLU of Northern California - San Francisco, CA
Gustavo Empinotti	2017	Director of People at Mapa Educação - Brazil
Andrea Garza-Erdmann	2017	Sewa International - Houston, TX
Graciela Gomez	2017	Private Sector - Florida
Andrea Hale	2017	Translator, Part Time at The Wicks Group, PLLC - Washington, D.C.
Marie Lefebvre	2017	Venture and Fellowship Coordinator at Ashoka Mexico—US Fulbright Scholar - Mexico
Kai Medeiros	2017	Judicial Law Clerk at US Court of Appeals - Puerto Rico
Vanessa Melo	2017	Program Manager and Researcher, Program on Poverty and Governance at Stanford University - Stanford, CA
Lenica Morales-Valenzuela	2017	Analyst at The Wicks Group, PLLC - Washington, DC
Holly Moulton	2017	PhD Student at University of Oregon - Eugene, OR
Sandra Oseguera	2017	PhD Student in Anthropology at UC Berkeley - Berkeley, CA
Marjory Ruiz	2017	Researcher - Bay Area, CA
Jessica Sanchez-Flores	2017	PhD Student at University of Texas at Austin
Maria Walker	2017	PR Professional/Intern at Bread and Butter Public Relations and Communications - Los Angeles, CA

C4. Enrollments and Placement Data. As noted in Table C.3, upon leaving Stanford, CLAS alumni use their language and area knowledge acquired to secure positions in education, law, health, journalism, technology, government agencies, and nonprofit organizations. CLAS' MA program started in 1965 and has over 300 alumni to date. Our MA students use Stanford resources, such as Stanford's career services program Bridging Education, Ambition & Meaningful Work (BEAM) and the Alumni Association, to plan for life after graduate school. By graduation 9 out of 10 students have a clear path: either a job or doctoral program.

C5. National Needs and Information Dissemination. CLAS activities address national needs in many sectors from health care to commerce through strong language (LCTLs include Portuguese, Quechua, and Nahuatl) and non-language programs that prepare students for challenging public service work. CLAS has a strong record of placing students into post-graduate employment, or training in areas of national need (Table C.3). The Center is committed to increasing the number of students that go into areas of national need. Stanford graduates are dedicated to public service work and are looking for careers that will allow them to contribute to society in a positive way. The Stanford Haas Center for Public Service provides Stanford students with opportunities to engage in service learning courses, internships, and research activities. LAS students regularly engage with the Haas Center and participate in service opportunities in the U.S. and abroad.

D. COMMITMENT TO THE SUBJECT AREA

Stanford University is deeply aware of the importance of training the next generation of globally and culturally competent individuals able to operate professionally in increasingly complex intercultural and international contexts. Stanford recognizes that Latin American area and language studies are essential to broaden the perspectives of U.S. students who may join public service or pursue international careers in education, the private, or the non-profit sectors.

Command of Spanish or Portuguese allows for engaging in business with dozens of countries in Latin America, where the U.S. concentrates a fifth of its international trade. Next to Europe (with 1,900 Foreign Affairs Officers), Latin America (1,800 FAO) is the region of the world with a greatest demand of foreign affairs officers who must understand the language, culture, history and political economy of the region. Beyond Spanish and Portuguese, Latin America also has 45 million indigenous speakers, who communicate in hundreds of languages, including Nahuatl and Quechua. Stanford is committed to rise to the challenge of deepening our understanding of a region that is often neglected in the news and international crises, but is critical to the geopolitical interests of the United States. U.S. Latinos have been the fastest growing minority group attending college, and Stanford has made an effort to incorporate them into its student body, currently comprising 16 percent of the undergraduates. And thousands of Latin American international students are among the Stanford alumni, with a steady flow of students coming to the Schools of Business, Medicine, Education, and Engineering, as well as the Arts and Sciences.

Over the last 30 years, Stanford has placed considerable emphasis on interdisciplinary and comparative international research and teaching in an effort to address several of the world's most complex problems (e.g., poverty alleviation, global environmental change, etc.), and to educate leaders with the knowledge and expertise to make an impact on a global level, including in Latin America. Stanford established the Center for Latin American Studies in 1965 and opened the Freeman Spogli Institute for International Studies (FSI) in 1987, an important resource for scholars interested in Latin America most prominently through its Center for Democracy, Development, and the Rule of Law (CDDRL), the Center for International Security and Cooperation, the Program on Food Security and the Environment, and the Center for Health Policy. Stanford Latin American scholars are affiliated to virtually all the Centers in FSI.

After a highly successful International Initiative launched in 2005, Stanford raised \$350 million to promote campus collaboration and to seek solutions of global importance, including international security, governance, and the advancement of human well-being. Through this initiative, Latin Americanists from across disciplines, including economics, history, political science, and medicine, have engaged in interdisciplinary research on topics such as poverty and inequality; conservation and sustainable management of the region's prolific biological resources; and impact of higher education expansion in Brazil and other LA countries.

In 2005, CLAS joined what is now the Stanford Global Studies Division and has continued to actively collaborate with other area studies centers, leading to joint faculty conferences, an annual career development panel for our MA students, and an annual international film festival open to the public. The School of Humanities and Sciences has increased funding for collaborative projects among the SGS centers and for initiatives on global studies and multi-disciplinary faculty hires, and has instituted a new fellowship that provides funding specifically for area studies MA students for language study and research abroad. Furthermore, the Global Studies Minor at SGS and the International Policy Studies MA program at FSI have increased awareness of international and area studies issues and give students new platforms to undertake international area studies.

In 2012, the Lemann Foundation and Stanford University opened the Lemann Center for Educational Entrepreneurship and Innovation in Brazil to develop education in Brazil through professional training, policy research, and innovative projects. Part of the Stanford University Graduate School of Education (GSE), the Lemann Center provides graduate student fellowships, hosts visiting scholars and visiting student researchers, and offers research opportunities to Stanford affiliates, including graduate students, faculty, and educational entrepreneurs. In April 2013, the Stanford Law School launched the Stanford Human Rights Center (SHRC) to promote

research, student engagement, and policy development on international human rights and global social justice. SHRC, directed by CLAS affiliated professor James Cavallaro, concentrates much of its projects and programs in Latin America. The latest university-wide initiative to tackle some of the most pressing social challenges of our time is the creation of the Stanford Center on Global Poverty and Development in 2017, directed by CLAS affiliate Grant Miller. Coupled with Stanford's Center on Poverty and Inequality (co-directed by another affiliate, David Grusky), these two programs offer some of the most innovative research using big data and social scientific knowledge to alleviate poverty and enhance social mobility around the world.

Stanford's Bing Overseas Studies Program (BOSP) has centers in 13 countries, including Santiago, Chile. The Santiago Program incorporates 13 local faculty, in addition to a quarterly Stanford faculty-in-residence, offering around 20 lecture courses every year (apart from Spanish language instruction). Alternative study abroad opportunities are also available through BOSP's three-week Overseas Seminars for Stanford undergraduate students. Seminars are led by Stanford faculty at various locations around the world (Section H3).

Stanford University is currently undergoing a strategic planning process, seeking to reimagine learning, pursuing promising new areas of research and developing innovative and flexible ways of addressing problems in the world. That process has generated a vision in which research at Stanford is conducted in order to educate the next generation of intellectual pioneers, to contribute to the betterment of society and to enhance our understanding of the world. Such is the international scope and ambition of the current university leadership.

Last but not least, the Center for Latin American Studies itself is a major resource and focal point within the University, providing a diversity of perspectives (ethnic, linguistic, cultural, biological and historical) that enhance teaching and learning about Latin America. Beyond the courses and its MA program and SGS Latin American Studies Emphasis Minor,

CLAS hosts every year around six Distinguished Tinker Iberoamerican Visiting Professors; around twenty visiting speakers; eight conferences and workshops; a summer course for indigenous students from Mexico; student working groups; summer internship opportunities; and multiple sets of public engagement activities. In addition to the activities with scholars, over the past few years CLAS has hosted two former Presidents, as well as politicians, judges, ambassadors, journalists, artists, writers, musicians, and human rights activists, exposing our campus community to diverse perspectives from Latin America (Section I3).

Financial Support. *The Center for Latin American Studies.* CLAS is housed in a 5,000 sq. ft. historic home (Casa Bolívar/Bolivar House) built in the 1890s and equipped with a seminar room with A/V projection, conferencing, and streaming capabilities for hosting lectures and courses; office space for staff, the faculty director and visiting professors; and a lawn for outdoor events. CLAS is fortunate to have endowments that cover the entirety of its annual operating expenses (equipment purchases and supplies, CLAS staff salaries, Tinker Visiting Professor salaries, public programs, student financial aid, and faculty and student grants) with total annual payouts averaging \$1,200,000. In addition, CLAS receives support from the Office of the Provost and the Humanities and Sciences Dean’s Office for supplemental FLAS fellowships funding (averaging \$68,000 per year) as

well as from SGS student summer internships and research funding (\$37,000). Teaching Staff. The University provides \$6,738,636

Table D.1 - Tenure-Track Latin Americanists Appointed Since 2010	
Michele Barry	Professor of Medicine and Tropical Diseases
Paulo Blikstein	Assistant Professor of Education
James Cavallaro	Professor of Law
Guillermo Solano-Flores	Professor of Education
Angela Garcia	Associate Professor of Anthropology
Nicole Hughes	Professor of Medicine and Tropical Diseases
Ramón Antonio Martínez	Associate Professor of Education
Ana Raquel Minian Andjel	Assistant Professor of History
Jonathan Rosa	Assistant Professor of Education
Florencia Torche	Professor of Sociology
Mikael Wolfe	Assistant Professor of History

for the salaries of faculty who teach Latin America or the languages thereof. In the past eight years, Stanford has hired 11 tenured or tenure-track faculty with strong teaching and research commitments to Latin America, five of whom were appointed in the last three years (Table D.1).

Library Support. Last year, Stanford expended \$875,158 for the Library's Latin America & Iberian Collections, which includes \$212,158 staff support. In addition, Stanford supports the Foreign, Comparative and International Law Librarian and one full-time Latin American languages materials cataloger in Stanford's Robert Crown Law Library (\$140,000). Herbert S. Klein, Professor of History and former CLAS Director, serves as the curator of the Latin America collection in the Hoover Institution Library and Archives. (Section E) Linkages with Institutions Abroad. Last year, the University expended \$981,000 for the operation of the Stanford Overseas Center in

Santiago, Chile (Section H3).

Stanford also has formal agreements with universities across the world.

Outreach Support. Title VI funding has been instrumental in developing additional linkages with K-12, MSI and community colleges. This is an exciting time for international and area studies public engagement under Stanford's next leadership. President Marc

Table D.2 - Stanford University Institutional Support for Latin American Studies, 2016-2017		
Activity		Support
Operational Support		
	CLAS Administrative Support	\$312,161
	CLAS Tinker Visiting Professors	\$256,950
Teaching Staff (Salary + Fringe)		
	LAS Area Faculty	\$5,473,214
	Language Faculty	\$1,265,422
Green Library (Salaries & Acquisitions)		
	Acquisitions	\$663,000
	Salaries	\$212,158
Linkages with Institutions Abroad		
	Stanford in Santiago	\$981,000
MA Student Fellowship Aid, CLAS		
	Stanford (Provost and Dean)	\$67,410
	CLAS Endowments	\$448,858
	Course Assistantships	\$40,988
Outreach Program, CLAS		
	Lecture Series and Co-sponsored events	\$42,206
	K-14 Professional Development Programs	\$14,157
	Faculty Conference Program, CLAS	\$61,523
Undergraduate Internships & Field Research, CLAS, etc.		
	Haas Center, Latin America	\$42,000
	Vice Provost of Undergraduate Education	\$350,097
	CLAS Gifts and Endowments	\$18,200
	Graduate Student Field Research & Working Groups, CLAS	\$15,667
	Support to PhDs with Latin America Focus	\$2,429,681
	TOTAL	\$12,694,692

Tessier-Lavigne and Provost Persis Drell, in consultation with Stanford faculty, staff, and students, have developed a strategic plan with specific initiatives, and have stated that “*Stanford will pursue Purposeful Engagement with Our Region, Nation & World. The university boasts many opportunities for engagement, he said, but lacks an intentional strategy for further extending outreach to the wider community. This presidential initiative will also include launching a Global Advisory Council of external experts to aid in creating engagement strategies*”.

CLAS is under the umbrella of SGS, which is also under new leadership. Prof. Jeremy Weinstein is actively participating and engaging in the university-wide initiatives to internationalize the curriculum and support area studies’ public engagement. Among the support that CLAS has received from SGS is the funding to continue teaching the Language Across the Curriculum course (in Portuguese), which was funded in the last cycle by Title VI.

Targeted Financial Support to LAS Students. Stanford provides 2.3 million in fellowship support to PhD students in fields involving Latin America. Last year, CLAS and the university expended \$557,256 in financial aid for its MA students. In addition, CLAS and SGS provided \$33,867 in undergraduate internship and graduate research and working group grants. Undergraduate Advising and Research, the Haas Center for Public Service, and the Vice Provost for Undergraduate Education awarded \$366,000 students to carrying out research or internships in Latin America. Financial Support for FLAS Fellows. Stanford grants \$125,000 per year to cover the difference between Stanford tuition and the amount allotted for FLAS awards. The Provost and the Dean of Humanities & Sciences provide funds to “top-off” one FLAS fellow from a professional school and one enrolled in the CLAS MA program. CLAS uses its own endowed funds to partially or fully “top-off” the remaining FLAS awards granted. (Table D.2)

E. STRENGTH OF THE LIBRARY

E1. Relative Strength of Holdings. The Stanford University Library System, with an annual

budget of \$89.5 million (acquisitions and

salaries) and over 9.7 million volumes, is

one of the largest academic and research

libraries in North America. The Latin

American collection is one of the most

comprehensive in the country. The

University libraries hold over 500,000 print monographs, 30,000 digital items, and several

thousand periodicals on Latin America, principally devoted to the humanities and social

sciences. The collection is especially strong on Brazil, Chile, Mexico, and the US-Mexico

Border. The Hoover Institution Archives, one of the largest university archives in the world,

contains many primary collections of Latin America-related documents (Table E.1). Additional

specialized resources are located in the Art, Business, Education, Medicine, Law, and Music

Libraries as well as the Special Collections and Government Documents Division of the main

research library.

Support for Acquisitions and Staff. The University's current library budget for materials related

directly to Latin America is \$463,000. An additional \$150,000 is budgeted for Spanish and

Portuguese (Iberian) materials and \$50,000 for

Mexican-American collections. Each year the Latin

America office of the library receives, on average,

\$40,000 from other funds to purchase unusually

expensive collections (both print and non-print).

Working with over a dozen separate dealers in Latin

Table E.1 - Latin America Library Holdings

	Books	Periodicals	Videos
SUL	507,000	15,000	10,000+
Hoover Institution	36,000	2,000+	N.A.
	Books	Periodicals	
English	60%	40%	
Spanish	75%	25%	
Portuguese	75%	25%	

Table E.2 - Library Budget 2016-2017

Materials		
Latin American		\$406,000
Endowed Funds		\$57,600
Iberian		\$150,000
Mexican-American		\$50,000
Special Purchases		\$40,000
Staff		\$253,000
	TOTAL	\$956,600

America, the Libraries acquire between 9,500 and 10,000 current titles annually. A full-time Senior Librarian-Curator, Adan Griego, oversees this collection, assisted by a .50FTE Senior Library Specialist and a number of student assistants. Staff costs directly related to the Latin America office are in excess of \$250,000 annually. (Table E.2)

E2. Availability of Research Materials. Stanford has formal agreements with the University of California at Berkeley and the University of Texas at Austin, extending reciprocal borrowing privileges to both faculty and students from each institution. Moreover, the respective online catalogs are linked for accessing bibliographic databases, and the curatorial offices on all three campuses provide consulting to faculty and students from each institution. This reciprocal borrowing agreement also includes a framework for materials acquisition through which each institution assumes extensive collecting responsibility for specific regions of Latin America for less frequently used materials that are unusually difficult to obtain. Division of labor is by country and encompasses such material as publications of non-major universities, annual reports of small financial institutions, dissertations from Latin America, and publications from non-governmental organizations. This tripartite agreement makes available the extensive Latin American collections at Berkeley (over 700,000 volumes) and Texas (over 1 million volumes) to Stanford researchers. Through the University of California's Melvyl system, Stanford also has access to the Latin American holdings at UCLA (over 500,000 volumes). Analogous agreements exist with respect to Latin American government documents and map collections between Stanford and several University of California libraries. Nationally, Stanford contributes data to the Online Computer Library Center, the bibliographic utility that represents holdings of the major research libraries in North America. As member of the Center for Research Libraries Stanford scholars have access to a vast collection of over 700,000 items on Latin America, including the Latin American Materials Project, a cooperative preservation project. Stanford has

recently joined the Borrow Direct program of the Ivy League Plus, making available to campus researchers the Latinamericana holding of more than 3,000,000 volumes. *Internationally*, the Library is actively engaged in digital initiatives with other institutions. In Chile, the Library has collaborated with the Frei Foundation to digitize the Eduardo Frei Presidential Archives. In Mexico Stanford has collaborated with El Colegio de Mexico and the Biblioteca Palafoxiana to make the Palafoxiana's library holdings more accessible through a public catalog hosted by the Colegio, with plans to digitize key rare books of the colonial period. The Law Library is exploring a partnership with the Centro de Estudios sobre la Enseñanza y el Aprendizaje del Derecho in Monterrey, Mexico, to increase access to legal information. The particular focus of any collaboration would be with law schools that serve indigenous communities in Mexico.

Library access. The Library has engaged in extensive outreach to first-generation students in California's community colleges through the Puente Program at Cabrillo College, Cerritos College, Compton College, and Camino College. Between Winter of 2015 and Spring of 2018 over 210 students have visited the Library's Special Collection to consult unique materials related to the Mexican experience in the United States. The Latin American Curator worked with instructors and librarians from participating institutions. Over the past two years with Title VI support, CLAS and SUL have sponsored SUL access grants to five MSI and community college faculty to access the Stanford collections to further their research and strengthen the quality and depth of their course curricula (Section I2). In addition, full-time Senior Librarian-Curator Adán Griego provides special sessions in various CLAS K-12 educator professional development workshops to orient participants to SUL resources relevant to their course curricula and accessible to them as members of the public.

F. QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM

F1. Non-language Course Coverage and Availability. In 2016-17, 98 non-language courses with 100% Latin America content were offered on the home campus, including 17 overseas. 148 other courses with at least 25% Latin American content were given. (Many of these courses offer multiple sections.) These courses were found in over 30 different departments, programs, and professional schools (Table F and Appendix 3). Courses with Latin America content are plentiful in the professional schools, with 4 CLAS faculty in Medicine, 8 in Education, 4 in Engineering, and 3 in Law. The Law School is committed to internationalizing its curriculum and regularly invites Professor Rogelio Pérez-Perdomo of Universidad Metropolitana in Caracas, Venezuela, to teach Latin American Law. Participation in a global experience is a requirement for the Graduate School of Business (GSB) MBA students, and study sites include Argentina, Brazil, Chile, Guatemala, Mexico, and Peru.

F2. Depth of Specialized Course Coverage. Course offerings are especially complete with respect to Brazil, Chile, Mexico, and Peru, and, in terms of disciplinary depth, in Anthropology, Ecology, History, Literature, and Political Science, all of which offer Latin America as a special field in their PhD programs (Appendix 3).

F3. Numbers of Non-language Faculty. CLAS has 25 core affiliated faculty, who devote 100% of their time to Latin American teaching and research, and an expanded core of 63 who devote 25% or more of their time (Appendix 2). **Training of Instructional Assistants.** Pedagogical training for faculty and TAs is a high priority at Stanford. All Stanford PhD students are required to fulfill teaching assistantships, for which both departmental and university training is required. Each department provides formalized and mandatory pedagogical workshops for TAs. The Center for Teaching and Learning offers pedagogy workshops and individual consultations on teaching for faculty and graduate TAs.

Table F - Non-Language Courses* and Enrollments (2016-17)					
Humanities and Sciences	100%	>25%	UG	Grad	
Humanities and Arts					
Anthropology & Archaeology	6	4	49	15	
Art History	0	4	46	8	
Iberian and Latin American Cultures	16	10	238	56	
Classics	0	1	1	0	
Comparative Literature	1	9	123	16	
Division of Literatures, Cultures, and Languages	0	2	7	0	
English	0	4	54	5	
Film Studies	2	6	15	26	
French, German, and Italian	0	5	26	1	
History	11	9	156	39	
Music and Dance	3	2	41	9	
Theater and Performance Studies	0	5	11	6	
Interdisciplinary Programs					
Latin American Studies	7	0	13	72	
Other Interdisciplinary Programs	13	45	620	49	
Natural Sciences					
Applied Physics	0	1	10	0	
Biology	4	4	45	38	
BING Programs					
Overseas: Chile, Spain, General	24	2	268	0	
Social Sciences					
Economics	0	2	24	3	
Political Science	4	4	80	32	
Sociology	0	2	4	19	
Earth Sciences					
Earth System and Earth System Science	1	7	199	36	
Education					
Education	1	7	33	65	
Engineering					
Civil and Environmental Engineering	0	5	6	55	
Law					
Law	2	1	16	47	
Medicine					
Medicine	3	7	97	67	
	Totals	98	148	2182	664
*Course totals do not take into account multiple course sections.					

F4. Interdisciplinary Courses. CLAS supports the development of interdisciplinary courses at Stanford, which are the core of the CLAS academic program (Section H2). Many of the courses taught in the departments, programs, or schools listed in Table F are interdisciplinary, including eight courses taught by CLAS Tinker Visiting Professors. Faculty are also highly engaged in interdisciplinary research across campus (Section D). CLAS captured and furthered this support with the assistance of Title VI funding through the development of two interdisciplinary courses with Stanford's Program in International Relations and Stanford Law School, offered 2014-17.

G. QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

G1. Languages of the Subject Area. Stanford offers language courses from beginning to advanced levels in Spanish, Portuguese, Quechua, and Nahuatl (Appendix 3). Additional less commonly taught languages, such as Haitian Creole, are offered in response to demand. All foreign language instruction is coordinated by the Stanford Language Center (SLC), which requires language programs to adopt standards-based curricula with clearly articulated proficiency goals. In 2016-17, the SLC, Law School, Medical School, and Stanford in Santiago and Stanford in Madrid programs offered 41 Spanish-language courses and seven Portuguese-language courses. The Special Language Program offered three classes in Quechua and five in Nahuatl. (Most language courses offer

Table G -Spanish, Portuguese, Quechua, and Nahuatl Courses* and Enrollments (2016-17)			
	Courses	UG	Grad
Spanish	41	1247	178
Portuguese	7	44	38
Nahuatl	5	7	8
Quechua	3	3	3
*Course totals do not reflect multiple course sections.			

multiple sections.) (Table G)

Stanford undergraduates must qualify in a foreign language at the Intermediate Mid level in the cognate languages (e.g., Spanish, Portuguese) or

Novice High in the non-cognate languages (e.g., Quechua, Nahuatl). Some majors require higher proficiency, such as CLAS, ILAC, and IR (Section H). Spanish is the most popular foreign language among Stanford undergraduates; 46% of incoming students plan to study Spanish to meet the mandatory undergraduate requirement this year. A high percentage of Stanford students enroll in language courses even though they have already fulfilled the requirement, and the majority of our MA students take more than the mandated minimum in Portuguese (Section H). CLAS MA students with third-year college-level Spanish enroll in accelerated Portuguese for Spanish Speakers courses. Many graduate with a full year of accelerated Portuguese language classes (the equivalent of two college years of study) at the Advanced Low and Advanced Mid

levels in speaking and writing proficiencies. Students may elect to have proficiency notations appear on their transcripts. Quechua and Nahuatl courses have a combined average annual enrollment of 27, and, starting in 2017, De Anza Community College students are now able to take Stanford Nahuatl courses and receive credit through their home institution.

G2. Levels of Language Training. Stanford regularly offers four levels of Spanish, three levels of Portuguese and Nahuatl courses, and two levels of Quechua courses. In the *Spanish Language Program*, there is a first-year sequence of three courses for beginners, and a two-quarter accelerated sequence for those with some Spanish or knowledge of another Romance language. Second Year prepares students for study abroad at Spanish-speaking universities. There are three tracks: Cultural Emphasis; International Relations; and Spanish for Home Background Speakers. Each track has a series of three courses. Third Year courses focus on Spanish structure and writing and composition, with an optional community engagement component. All levels of conversational courses are also offered. Several course offerings are tailored to the needs of professional school students. Spanish for Medical Students is offered as a three-course sequence plus an advanced oral communications class. *The Portuguese Language Program* offers a beginning, three-quarter sequence for those without prior knowledge of Portuguese or another Romance language. First- and second-year accelerated Portuguese for Spanish Speaker courses are offered each year and recommended for students with at least two years of formal study of a Romance language. Advanced third-year courses include Reading Brazil; Brazil in Text: Advanced Grammar and Composition; and Advanced Conversation: Brazil Today. An introductory culture seminar, Spaces and Voices of Brazil, is offered to sophomores each fall. Advanced (fourth- and fifth-year) literature and culture courses are taught in Spanish and Portuguese each year by tenure-line ILAC faculty. The *Quechua language program* concentrates on the Ayacucho-Chanka dialect and the cultural and ecological background of the language.

Students who take the introductory three-quarter sequence test at the Novice High to Intermediate Low level of proficiency. Students achieve Intermediate High proficiency level after the second year. The Title VI-seeded Western Alliance for Nahuatl, a collaboration between Stanford, the University of California, Los Angeles, and the University of Utah, coordinated the development of a *Nahuatl language program*, consisting of courses (levels 1, 2, and 3) at the three institutions, developed with and taught by instructors from Instituto de Docencia e Investigación Etnológica de Zacatecas (IDIEZ) of Mexico. The three-quarter Nahuatl course sequence brings students to a Basic High/Intermediate Low proficiency. *The Stanford Overseas Studies Program* in Santiago, Chile, (Section H3) offers Stanford undergraduate students coursework in anthropology, biological sciences, ecology, earth systems, history, literature, economics, IR, political science, and public policy, all taught in Spanish (Appendix 3). *Language Across the Curriculum (LAC)*. On main campus, foreign language opportunities also exist in non-language-specific courses, including alternative sections in Spanish of Introduction to Humanities; Freshman and Sophomore Seminars in Latin American literature or film; and optional readings and lectures in Spanish or Portuguese in various political science, history anthropology, and linguistics classes. The Title VI-seeded Language Across the Curriculum course, Racial and Gender Inequalities in Latin America, was developed in the last grant cycle and has been incorporated into the School of Humanities and Sciences. Another Title VI-seeded course, Spanish in Science, was also developed during the last cycle for science students with emphasis on enhancing science students' ability to read scientific literature and on the development of science in Spanish-speaking countries or regions, particularly in the disciplines of ecology, environmental science, and sustainability. *Spanish Language and Cross-Culture Theme Housing*. Yost House promotes Spanish language, culture, and global issues while Casa Zapata focuses on Chicano/Latino history and culture. Theme programs include campus-wide

events, in-house classes, film and lecture series, group discussions, drama productions, music recitals, and readings by noted authors. With guidance from faculty affiliates, student Academic Theme Associates teach courses at these Houses each year, including Latin American Telenovelas and Spanish Intermediate Conversation.

G3. Language Faculty and Pedagogy. With Spanish, Portuguese, Quechua, and Nahuatl language enrollments totaling over 1,500 annually, these SLC programs employ a teaching staff of 15 lecturers, 12 of whom are Latin Americanists and hold advanced degrees (9 hold a PhD); 9 are native speakers. Class sizes remain small with maximum enrollment restricted to 15 students per class. The SLC oversees foreign language instruction, sets and maintains language standards, and conducts research on language pedagogy. The SLC requires all language programs to adopt standards-based curricula with clearly articulated proficiency goals in each area: reading, writing, listening, and speaking. Currently, 11 of the 15 Spanish and Portuguese lecturers are American Council on the Teaching of Foreign (ACTFL) certified Oral Proficiency Interview (OPI) raters, and 9 of them are ACTFL-certified raters in Writing Proficiency. Annual indigenous language pedagogy workshops and conferences, as well as a program to teach Portuguese to local K-14 Spanish teachers, to provide further certification and curriculum development opportunities for the teaching of Less Commonly Taught Language (LCTL) at Stanford, K-12 schools, community colleges, and institutions across the U.S. are part of our objectives for the next National Resource Center (NRC) funding cycle (Section A1).

Graduate TAs receive appropriate training for performance-based teaching. The departments in the Division of Literatures, Cultures, and Languages require that graduate students take the course Applied Linguistics 301, The Learning and Teaching of Second Languages, taught by the Director of the Language Center. The course provides students with an

overview of second language acquisition research; practice in assessing undergraduate language development; practicum experience; and a Modified Oral Proficiency Interview workshop.

G4. Quality of the Language Program. Language instruction at Stanford is performance-based, with a regularized process of assessment and evaluation and an integrated language-culture focus. Assessment of language competency is systematic. When entering and exiting courses, students are tested in proficiency and compile portfolios of their progress. SLC sponsors frequent ACTFL professional development workshops and has developed extensive materials for Simulated Oral Proficiency Interviews (SOPIs), including online assessment tools.

The SLC features classrooms with current video and audio equipment as well as cable and Internet connections, computer work stations for faculty and students, a soundproof room for recording student oral interviews and live foreign language broadcasts, and equipment for the production of student language portfolios. Students use the Digital Language Lab's state-of-the-art teaching spaces, enterprise level software resources, and expert support personnel. This lab offers reliable audio and video recording capability, foreign language digital media content, and software images to support computing in multiple foreign character sets. The lab also serves as physical and virtual cross-cultural encounter environment. For Spanish and Portuguese, the goals for first-year instruction are an Intermediate Mid level of oral proficiency. For Quechua and Nahuatl, the first-year proficiency goal is Novice High/Intermediate Low. Similar standards are set for reading and writing. These proficiency levels are based on the national Foreign Service Institute/ACTFL scale. In spring quarter of each year, the SLC initiates a self-study of language programs to document whether third-quarter students (those completing one year of language study) meet the articulated standards. Oral proficiency data in Spanish and Portuguese are collected via a SOPI administered through Stanford's online course management tool. Results from the Spring 2016 assessment indicate that the majority of students were in or beyond

expected ranges. All data indicated that Stanford programs are significantly ahead of the pace projected by the Foreign Service Institute. Substantial advancement was detected from first- to second-year. Portuguese students in particular seem to make remarkable strides. Writing Proficiency Test results for first- and second-year students of Spanish and Portuguese indicate that the writing measure outcomes are consistent with oral proficiency ratings across both years of instruction.

H. QUALITY OF CURRICULUM DESIGN

CLAS undergraduate programs and graduate degrees are structured to meet the needs of students with little academic background on Latin America. Courses provide students with a foundation in the region and draw on the strengths of Latin Americanist faculty in three main areas: (1) Culture and Society, (2) Environment, Ecology, and Sustainability, and (3) Political Economy. The rigor and requirements of the program ensure that our graduates leave Stanford with knowledge, expertise, and language skills at levels sought after by employers in many fields (see Table C.3 for placements).

H1. Undergraduate programs. CLAS offers an undergraduate minor in Global Studies with concentration in Latin American Studies and works with departments and programs to support LAS teaching in schools across campus and abroad. The minor requires 28 units, including a Global Studies survey course and a LAS introductory course, and advanced proficiency in Spanish or Portuguese. Furthermore, students in the minor are urged to pursue field experience or study abroad in Latin America. Opportunities to study and do research in Latin America abound at Stanford (Section H3). Stanford students are required to complete one year of college-level study in a *foreign language*. Students majoring in Iberian and Latin American Cultures are required to attain at least third-year Portuguese or Spanish. The LAS track in the interdisciplinary IR major requires two years of language, relevant overseas study, and five

courses in LAS in addition to IR's core of political science and economics courses. One of the *unique features* of Stanford undergraduate programs is the Introductory Freshman and Sophomore Seminars (IntroSems). CLAS faculty teach about 12% of those IntroSems, Latin American Movies of Revolution (Wolfe), Food and Security (Naylor), among others.

H2. Graduate Programs. The one-year *Master of Arts program* is designed for qualified college graduates who have previous experience working, living, or studying in Latin America. Students benefit from the interdisciplinary curriculum consisting of a core set of courses surveying the culture and society, political economy, and environment, ecology, and sustainability of the region along with advanced language training and in-depth courses. In addition, joint JD/MA, MBA/MA, and MD/MA degrees are available with CLAS' MA program. The MA program requires completion of 45 graduate units. Upon matriculation, each student is assigned a faculty advisor to plan a customized program of study. In addition to the three core courses, students must complete three related courses (with a minimum of 25% LAS content) and the remaining units are tailored to their academic and career interests. Students meet the *language requirement* upon completion of at least three units of coursework in a second Latin American language, fulfilled through accelerated Portuguese, Spanish, Nahuatl, or Quechua. The goal is that they leave Stanford with at least two Latin American languages. MA students enroll each quarter in the one-unit *Contemporary Issues in Latin American Studies Seminar*, during which they attend presentations by invited scholars on major Latin American themes and topics. Credit is based on participation and reflection papers, which are reviewed by the CLAS director. Our graduate students are also required to participate in workshops on topics such as GIS, big data, and visualization. The MA program *required capstone* consists of producing and presenting a culminating research paper. The paper is uploaded to SUL's digital repository and is available to the public for research purposes. CLAS organizes a *public symposium* in which MA students

present their final research papers. CLAS also serves MA and doctoral students, across the university, with research projects in Latin America. CLAS supports two graduate student-led Latin American Research Groups by providing them with the space to meet and hold events with faculty and peers. CLAS provides doctoral students in the dissertation write-up phase the opportunity to present their work in our MA weekly seminar. CLAS grants 12-14 awards per year to graduate students to pursue field research in Latin America or present in conferences.

H3. Advising and Study Abroad. CLAS places great importance on academic and career advising to students in our degree programs as well as to those from other departments with an interest in doing research or internships in Latin America. Advising for MA students is provided by CLAS director, affiliated faculty, associate director, and student services officer. Incoming graduate students are paired with faculty advisors prior to their arrival on campus and meet at least quarterly to discuss selected courses and academic interests and progress. The associate director serves as the general academic advisor and meets with students throughout the year. The CLAS student services officer (SSO) tracks graduate and undergraduate student progress and informs students of academic deadlines. The SSO provides guidance to students from throughout the university interested in our degree programs or funding opportunities. CLAS also provides career advising to all students in our degree programs, as well as students from across the university with an interest in working in Latin America. Each fall term CLAS holds a reception at Casa Bolívar for CLAS faculty and students to begin networking, and organizes a series of workshops in collaboration with other SGS' area studies centers, BEAM-Career Center, and the Hume Center for Writing and Speaking.

The career development series includes alumni panels, workshops on public speaking, resume and cover letter developing, policy papers writing, career panel, LinkedIn, and other topics in which students might express interest. Throughout the year, the associate director meets

individually with students to identify their interests and match and connect them with CLAS alumni. CLAS actively stays in contact with its alumni and current students, sending biweekly job opportunities mailings and weekly calendars of events, and using social media such as LinkedIn, Facebook, and Twitter to disseminate career fairs, jobs, study abroad, language programs, and other opportunities relevant to our alumni and current students.

Research and Study Abroad. Stanford offers more than 600 overseas opportunities to undergraduate and graduate students to study, intern, and undertake research and public service in 125 countries, roughly 25% of which are in Latin American, Caribbean, and Iberian countries, and strongly encourages undergraduate students to study abroad at some point during their four years of study. Over 50% of Stanford undergraduates participate in Stanford's Bing Overseas Studies Program (BOSP), another 3% study abroad with other programs, and an additional 12% participate in non-credit activities overseas such as internships, public service, and independent projects and research. Stanford's BOSP runs a center in Santiago, Chile and as well as multiple seminars in Latin America, including Brazil, Guatemala, Ecuador, Costa Rica, and Mexico.

Bechtel and has a full-time staff member who assists undergraduates and graduates with non-Stanford study abroad options. This office also administers the Fulbright, Rhodes, and other prestigious international study and research opportunities that Stanford students are awarded each year. An average of four students per year are awarded the Fulbright Scholarship to carry out research or teach English in Latin America countries. CLAS alumni provide up to \$30,000 for undergraduate summer internships in Latin America. In 2016-17, CLAS awarded four undergraduate students to carry out internships in Brazil and Argentina. Stanford's Haas Center and the Advising and Research Office also provide opportunities abroad.

I. OUTREACH ACTIVITIES

Stanford University is highly committed to public outreach and to the strengthening of K-12 and community college education. Stanford awards grants to faculty members with an interest in strengthening elementary and secondary education and provides curricular units and professional development for K-12 educators through various departments and centers, including the GSE's CSET and SWLP and the FSI's SPICE. Similarly and in collaboration with these and other Stanford centers, CLAS provides significant and measurable outreach with national and regional impact (Table C.1). CLAS' Public Engagement Coordinator coordinates outreach activities for and has built valuable relationships with local, regional, and national K-12 and community college educators, librarians, and students during the last two grant cycles.

II. Elementary and Secondary Schools. Many of the outreach efforts by Stanford University to improve K-12 education have benefited students in underrepresented communities and MSIs in the Bay Area. The GSE has numerous community partnerships that connect Stanford to a broad community of local educators and community leaders. These partnerships, which support teachers, students, policy makers, and other professionals, include a fellowship for early-career principals and a program with the San Francisco Unified School district that helps San Francisco acquire, interpret, and use Stanford research to benefit student learning.

CLAS established its foundation in educational outreach through initiatives for K-12 students. From 2011 to 2015, CLAS ran the Title VI-funded Stanford Academic Alliance for Global Enrichment (SAAGE) in partnership with East Palo Alto Academy (83% Latino, 35% English Language Learners - ELL), Puente de la Costa Sur (a community resource center), and Pescadero High School (72% Latino, 48% ELL). This year-long Latin American Studies high school course provided a platform for students to gain expansive knowledge of various aspects of Latin America. In addition, in 2013, CLAS joined forces with the Citizen Schools Initiative,

which connects the inspiration of science and technology professionals directly with schools, and the Stanford Department of Biology, to developed the CLAS-César Chavez Academy, “Stanford Science,” bringing students from East Palo Alto to Stanford to learn science. In addition, former CLAS Director Rodolfo Dirzo and Stanford's Jasper Ridge Biological Preserve Education Coordinator Cindy Wilber established “Ecology Learning by Doing” and the Redwood Environmental Academy of Leadership (REAL) at Redwood High School, a continuation school in Redwood City, California, through the Stanford Initiative on Improving K-12 Education. The REAL and SAAGE programs both received the Stanford Community Partnership Award. These highly successful programs were catalysts for the following current CLAS teacher-training activities, which foster a community of inquiry and highlight the many diverse perspectives and ideas about and originating from Latin America.

In 2014, CLAS partnered with the GSE-SWLP's long-standing Seminars for World Language Teachers to develop a 5-day seminar series that provides methods, materials, and strategies for the teaching of Heritage Spanish language courses in K-12 schools, drawing 20 teachers per year. CLAS provides faculty speakers to provide content and resources on each of these themes as they relate to Latin America.

In addition, CLAS has worked with SPICE to provide professional development seminars and curricula for teachers, focused on contemporary issues in the context of their cultural and historical underpinnings. SPICE is known nationally and internationally for its efforts to internationalize elementary and secondary school curricula by linking the research and teaching of Stanford faculty to the schools, and disseminates annually over 230 Latin America-focused curricular units that serve over 24,000 K-12 students each year. CLAS partnered with SPICE to create a SPICE Digest on Latin America relating to human rights of Indigenous peoples in Latin America, disseminated to educators across the country, as well as curricular materials for K-12

teachers on topics in Latin America, including human-environment interaction and labor and migration.

CLAS also provides financial support to the review, selection, and presentation of the CLASP Américas Award for Children's and Young Adult Literature, which encourages and commends authors, illustrators, and publishers who produce quality children's and young adult literature that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the U.S.; and provides teachers with recommendations for classroom use and an annual professional development workshop for educators, held in Washington, D.C. In 2017, 36 teachers from around the country attended the workshop. In 2015 with Title VI support, CLAS launched annual West-Coast Américas Award Workshops. These workshops bring an average of 20 teachers per year together with authors, Stanford scholars, and SPICE curriculum writers. This year, after a workshop with author Margarita Engle, a local junior-high Spanish teacher successfully added Engle's *Silver People* (2015 award winner) to her school's summer reading list, to be used across the curriculum in their science, language arts, and world language courses.

In 2016, CLAS partnered with CSET to take secondary and community college instructors on a 10-day institute to Los Tuxtlas Mexico, with Biology Professor Rodolfo Dirzo to learn about biodiversity and sustainability efforts in Mexico in order to incorporate STEM themes from Latin America into their curricula and provide professional development in their home districts. In 2017, CLAS partnered with CSET, SPICE and El Colegio de México to offer a 5-day on-campus summer institute entitled "History of the Americas: Mexican Revolution & Nation-Building" for secondary History-Social Science teachers. The institute, led by a CSET pedagogy expert, provided content to 11 participants through lectures by Colegio de México and San Francisco State University faculty, as well as four curriculum units produced by CLAS and SPICE and accessible to teachers nationwide through the SPICE and CLAS websites. The

resounding success of these two programs, both supported with Title VI funds, led to the development of a collaborative CLAS-CSET-Colegio de México History of the Americas Teacher Institute Abroad, taking 15 teachers (12 from California and 3 from east-coast schools) to Mexico City in July 2018.

I2. Post-secondary Institutions. Stanford University also has a long history of working with colleges and universities in the Bay Area and across California, co-hosting visitors to the West Coast from Latin America. PhD students and faculty from Stanford and West Coast institutions attend and are invited speakers at each other's conferences, lecture series, and events.

Each year, the Stanford Language Center (SLC) holds, as part of professional development programming, an ACTFL Modified Oral Proficiency Interview workshop for its new lecturers and graduate TAs and invites instructors from other Stanford programs, including STEP-degree students, language instructors of Stanford's BOSP and Online High School, and local universities such as San Jose State, Santa Clara, UC Berkeley, and UC Santa Cruz.

In the 2010-13 NRC cycle, CLAS partnered with two Stanford NRCs and other area studies centers to form the Stanford Human Rights Education Initiative, a partnership with California Community Colleges to enhance area-focused teaching and research on human rights within the community college setting, serving more than 175 community college instructors in the local Bay Area, and producing more than a dozen teaching resources publicly available online. In the 2014-17 NRC grant cycle, this program was broadened thematically and established a partnership with the College of San Mateo and the Foothill-De Anza Community College District to form the Education Partnership for Internationalizing Curriculum (EPIC). EPIC offers an increasingly robust series of outreach programs for the internationalization of curricula at community colleges and K-12 institutions, including of a fellows program and professional development workshops. Under EPIC, our various outreach programs for K-12 and

community college constituencies produced 25 open-access curricular units, served 29 community college fellows, and reached a combined 459 educators from 40 institutions through 17 workshops and symposia. Workshops and fellow projects have focused on a wide range of topics, including global migration, nuclear risk and nonproliferation, teaching international texts, international terrorism, and transnational perspectives in economics, among many others.

CLAS also encourages the research and teaching of Latin American studies in community colleges and MSIs by offering Stanford University Libraries (SUL) Travel Access Grants, which grant, with Title VI funding, community college and MSI faculty access to the SUL collections to further their research and strengthen the quality and depth of their course curricula. Grantees have worked on research, course development, and curriculum development on topics including Brazilian art and architecture; gender and sexual violence on the borderlands; culture and revolution in Nicaragua, Mexico, Chile, Argentina and the Latino communities of the United States; and HIV prevention and awareness in Latin America, among others.

13. Business, Media, and the General Public. CLAS maintains outreach to the business community and general public through its public programs, lecture series, conferences, film series, cultural events, and current website. CLAS maintains an electronic calendar, distributed to over 2,500 people each week and actively promotes its events and programs through social media outlets. CLAS' annual newsletter highlights alumni updates and CLAS activities and is made available on the CLAS website in PDF format and distributed widely via email. *Public Events:* Each year, CLAS sponsors or co-sponsors, on average, 80 public events, free and open to the public. Attendance ranges from 30-50 at weekly lectures and about 100 at major conferences and talks. In addition to its own events, CLAS collaborates with departments, centers, and programs across campus. CLAS and the other area centers and programs host an International Film Festival each summer, which is widely attended by community members and draws over

130 weekly attendees. Visitors: CLAS hosts a range of visits, conferences, and workshops representing varied perspectives and disciplines. Recently, CLAS hosted a joint visit with former U.S. Ambassador to Mexico Carlos Pascual and former Mexican Ambassador to the U.S. Arturo Sarukhan discussing NAFTA and the Future of U.S.-Mexico Relations (April 2017); visits from two former Latin American Presidents, Vicente Fox (April 2017) and Dilma Rousseff (April 2018); a keynote address by Brazilian Supreme Court Justice Luís Roberto Barroso at the Rule of Law in Latin America Conference with the Stanford Law School (December 2017); a conference on Venezuela at a Crossroads, held in response to Venezuela's current socio-economic and institutional crisis (March 2017); and visits by human rights activist Alejandro Solalinde (October 2016) and the relatives of missing Ayotzinapa students (November 2016). Media: CLAS frequently connects journalists, seeking content expertise, to faculty for interviews. In addition, CLAS works with the Stanford John S. Knight Fellowships for Professional Journalists Program, which brings at least three journalists from Latin America or from Spanish news services in the U.S. to Stanford each year. Many give lectures at Bolivar House and become involved in CLAS activities. CLAS' MA program often attracts professional journalists, with three over the last four years. In April 2018, CLAS, in collaboration with the Stanford John S. Knight Fellowship program and the CDDRL hosted a 3-day meeting of Mexican and U.S. journalists and Stanford scholars to discuss and empower journalism in Mexico.

J. FLAS AWARDEE SELECTION PROCEDURES

J1. FLAS Award Advertisement. Latin America FLAS awards are administered directly by CLAS, which advertises the FLAS fellowship competition through: 1) permanent posting of FLAS information on CLAS and SGS Division websites as well as in the CLAS weekly e-bulletin; 2) paid ads in the *Stanford Daily* (circulation: 13,500); and 3) personal email

notification to departmental graduate administrators, faculty, and financial aid officers who in turn will notify their own current and incoming students. Special effort is made to advertise in the professional schools and through the office of financial aid. For the new cycle, CLAS will work closer with the 10 centers and offices that comprise the Stanford's Community Engagement and Diversity in addition to the Diversity and First-Gen Office, the Haas Center for Public Service, and Student Activities and Leadership, as well as with MSI and community college partners, to reach a wider pool of eligible first generation and low income students. We will continue to target professional school and non-doctoral students who are more likely to pursue government careers. Applicants for both academic-year and summer awards complete an online application specifying their current and intended language levels, program location and cost, and budget needs, and submit a statement of purpose, transcripts, and letters of recommendation from language instructors or other faculty. Applicants without internet access may request paper application forms directly from CLAS or the Dean's office. Applications are timed to coincide with the **Free Application for Federal Student Aid (FAFSA)** application deadline to allow consideration of financial need [**FLAS CP 1**]. FLAS competitions are publicly announced in October, with an application deadline in early February.

J2. FLAS Award Application Process and Selection. Applicants for academic-year and summer awards must submit all materials by the early February deadline. Awardees are determined by a committee comprised of faculty, fellows, and administrative staff representing a wide cross-section of disciplines and departments. Applications are ranked by five criteria: 1) overall academic achievement; 2) past performance in language courses; 3) strength of recommendations; 4) clarity and feasibility of stated study/career goals; and 5) financial need. Awards are based on academic merit, with preference given to eligible students who also demonstrate financial need. The selection committee meets in mid-February to reach its award

decisions, students are notified in early March of their award and required to meet or speak on the telephone with the Associate Director before signing their acceptance form, due March 31. Summer awards are paid out as soon as study plans have been approved by the USDE Program Officer. AY awards are paid out quarterly beginning in September of the award year. Priority is given to academic excellence and achievement and to proposals demonstrating the relevance of LCTL language (Portuguese, Quechua, and Nahuatl) study to the applicant's scholarly and career goals as well as to applicants who demonstrate financial need. Additional priority is given to MA and professional school applicants who will engage in advanced study of Portuguese or intermediate study of Quechua and Nahuatl. CLAS is committed to providing at least one FLAS fellowship per year to an undergraduate (for intermediate or advanced study of Portuguese, Quechua, or Nahuatl) or a graduate student (for advanced Portuguese or intermediate Quechua or Nahuatl) in the professional schools. ***FLAS CPP 1***.

In Summer 2018, CLAS awarded a FLAS fellowship to a student in one of our partner community colleges for the study of Nahuatl in the University of Utah. All awards will be made in priority languages (***FLAS CPP 2***). CLAS will continue to offer tuition top-offs to eligible FLAS awardees with demonstrated financial aid need.

K. COMPETITIVE PREFERENCE PRIORITIES

Of the 14 proposed projects outlined in Section A, thirteen projects address Competitive Preference Priority 1 and nine address Competitive Preference Priority 2.

NRC Competitive Preference Priority 1—Collaboration with community colleges/MSIs. Nine projects involving significant and sustained collaboration with community colleges are addressed in this proposal, including programs that are designed to incorporate international, intercultural, or global dimensions into the curricula (Section A1a, A1b, A1c, A1e, A1f) and improve foreign languages, area, and intercultural studies at the institution (A1j, A1l, A1m, A1n). Sustained

partnerships include College of San Mateo, Foothill-De Anza College District, Las Positas Community College, UC Merced, and UC Davis. While not included here, it is important to note that many community college faculty also attend our workshops designed for secondary-education instructors.

NRC Competitive Preference Priority 2—Collaborative activities with teacher education

programs. Four of the proposed projects are collaborative partnerships with the Graduate School of Education, by way of the Center to Support Excellence in Teaching (CSET) and the Stanford World Language Project (SWLP), both of which work closely with students in the Stanford Teacher Education Program (STEP), as well as from teacher education programs from other institutions. The proposed activities support the integration of international, intercultural, and global dimensions into teacher education (A1d, A1g), including foreign language teachers (A1i, A1m - LCTL).

FLAS Competitive Preference Priority 1—Fellowships for students who demonstrate financial

need. All FLAS awards will be reviewed for financial need. Final award preference for all FLAS recipients will be given to those students who demonstrate financial in addition to demonstrated academic merit, as noted in section J.

FLAS Competitive Preference Priority 2—Academic year FLAS in the Less Commonly

Taught Languages. 100% of Latin America FLAS awards will be made in one of the priority LCTLs designated by the Department of Education in its document “Consultation With Federal Agencies On Areas Of National Need” revised 05/14/2014.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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

Appendix 2
Center for Latin American Studies, Stanford University
Faculty Biographical Information

Language Proficiency

5 = Fluent

4 = Excellent

3 = Good

2 = Fair

1 = Poor

% Beside Faculty Name in Bio = percentage of time devoted to Latin American studies

CLAS Affiliated Faculty

Name	Rank	Department	Page
Diaz-Cayeros, Alberto	Director / Professor	Center for Latin American Studies / Freeman Spogli Institute for International Studies	5
Andrews, Jason	Assistant Professor	Medicine	6
Asner, Gregory	Professor	Earth System Science	6
Barry, Michele	Professor	Medicine	7
Blikstein, Paulo	Assistant Professor	Education	8
Cain, Bruce	Professor	Political Science / Bill Lane Center for the American West	8
Camarillo, Albert	Professor	History	9
Carnoy, Martin	Professor	Education	9
Cavallaro, James	Professor	Law	10
Cavalleiro, Eliane	Lecturer	Center for Latin American Studies	11
Chagoza, Enrique	Professor	Art and Art History	11
Collier, George	Professor, Emeritus	Anthropology	12
Curran, Lisa	Professor	Anthropology	12
Daily, Gretchen	Professor	Biology	13
Davis, Jenna	Associate Professor	Civil and Environmental Engineering	14
Dirzo, Rodolfo	Professor	Biology	15
Duffey, Carolyn	Visiting Professor	American Studies	16
Dunbar, Rob	Professor	School of Earth Sciences	16
Durham, William	Professor	Anthropology	17
Firth Murray, Anne	Consulting Professor	Human Biology	18
Fox, James	Professor	Anthropology	18
Frank, Zephyr	Professor	History	19
Garcia, Angela	Associate Professor	Anthropology	19
Garcia, Gabriel	Professor	School of Medicine	20
Greene, Roland	Professor	English and Comparative Literature	21

Grusky, David	Professor	Sociology	22
Haber, Stephen	Professor	History	22
Hoyos, Hector	Assistant Professor	Iberian and Latin American Cultures	23
Hughes, Nicole	Assistant Professor	Division of Literatures, Cultures, and Languages	24
Jha, Saumitra	Associate Professor	Political Economy	24
Jiménez, Tomás	Associate Professor	Sociology	25
Karl, Terry	Professor	Political Science	26
Librandi Rocha, Marilia	Assistant Professor	Iberian and Latin American Cultures	26
Magaloni, Beatriz	Professor	Political Science	27
Martínez, Ramón Antonio	Assistant Professor	Education	28
Matson, Pamela	Professor	Geological and Environmental Sciences	28
Miller, Grant	Associate Professor	Medicine / Freeman Spogli Institute for International Studies	29
Minian, Ana	Assistant Professor	History	30
Mooney, Harold	Professor	Biology	30
Moya, Paula	Professor	English	31
Naylor, Rosamond	Professor	Environmental Earth System Science	32
Noll, Roger	Professor, Emeritus	Economics	32
Padilla, Amado	Professor	Education	33
Perez-Perdomo, Rogelio	Visiting Professor	School of Law	34
Ramirez, Francisco	Professor	School of Education	34
Resina, Joan Ramon	Professor	Iberian and Latin American Cultures	35
Rick, John	Associate Professor	Anthropology	36
Rickford, John	Professor	Linguistics	37
Rosa, Jonathan	Assistant Professor	Education	38
Rosenfeld, Michael	Associate Professor	Sociology	38
Ruffinelli, Jorge	Professor	Iberian and Latin American Cultures	39
Saldívar, José David	Professor	Division of Literatures, Cultures, and Languages	40
Saldivar, Ramon	Professor	English	40
Sheehan, Thomas	Professor	Religious Studies	41
Solano Flores, Guillermo	Professor	Education	42
Surwillo, Lisa	Associate Professor	Iberian and Latin American Cultures	43
Tomz, Michael	Professor	Political Science	43
Torche, Florencia	Professor	Sociology	44
Ulrich Gumbrecht, Hans	Professor	Comparative Literature	44

Valdes, Guadalupe	Professor	Education	45
Vitousek, Peter	Professor	Biology	46
Wise, Paul	Professor	School of Medicine / Freeman Spogli Institute for International Studies	46
Wolfe, Mikael	Assistant Professor	History	47

Stanford Language Center Lecturers

Name	Position	Department	Page
Brates, Vivian	Lecturer	Spanish Language Program	48
Corso, Irene	Lecturer	Spanish Language Program	49
Del Carpio, Citlalli	Lecturer	Spanish Language Program	49
Miano, Alice	Director	Spanish Language Program	49
Necochea, Marisol	Lecturer	Stanford Language Center, Quechua	50
Ortiz Cuevas, Carimer	Lecturer	Spanish Language Program	50
Prionas, Eva	Lecturer	Stanford Language Center, Nahuatl Instructor on Record	50
Reinhold, Veronika	Lecturer	Spanish Language Program	51
Sanchez, Kara	Lecturer	Spanish Language Program	51
Sierra, Ana	Lecturer	Spanish Language Program	51
Silveira, Agripino	Lecturer	Portuguese Language Program	52
Vivancos, Ana	Lecturer	Spanish Language Program	52
Wiedemann, Lyris	Senior Lecturer/Director	Portuguese Language Program	53
Winterbottom, Tom	Lecturer	Spanish Language Program	53
Won, Hae-Joon	Lecturer	Spanish Language Program	54

Faculty, Stanford in Santiago, Chile

Name	Position	Department	Page
Abad, Mabel	Professor	Stanford in Santiago, Chile	54
Agüero, Felipe	Professor	Political Science	54
Albornoz Cuevas, Cesar Eduardo	Professor	Stanford in Santiago, Chile	55
Bobbert, Andres	Professor	Stanford in Santiago, Chile	55
Correa-Diaz, German	Professor	Stanford in Santiago, Chile	55
Jaksic, Ivan	Director	Bing Overseas Studies	56
Luders Schwarzenberg, Rolf	Professor	Stanford in Santiago, Chile	56
Missana, Sergio	Professor	Stanford in Santiago, Chile	57
O'Keefe, Thomas	Lecturer	International Relations	57
Poduje, Iván	Professor	Architecture and Urban Planning	58

Pons, Hernán	Lecturer	Spanish	58
Reid, Sharon	Lecturer	Ecology	58
Rivano, Emilio	Professor	Spanish	58

Stanford University Bibliographers

Name	Position	Department	Page
Griego, Adan	Curator for Latin American, Mexican American & Iberian Collections	Green Library	59
Kam, Vanessa	Head Librarian	Bowes Art & Architecture Library	59
Klein, Herbert	Latin American Curator	Hoover Institution	60
Stone, Sergio	Foreign, Comparative and International Law Librarian	Robert Crown Law Library	61
Trujillo, Roberto	Charles & Frances Field Curator	Special Collections	61

Other Personnel

Name	Position	Department	Page
Aufdermauer, Molly	Outreach Coordinator	Center for Latin American Studies	62
Carlson, Janet	Executive Director and Associate Professor (Research), CSET	Graduate School of Education, Stanford University, CA	62
Edman, Jonas	Curriculum writer	SPICE	62
Geraci, Denise	Outreach and Academic Coordinator	Stanford Global Studies	63
Hubbard, Aleata	External Evaluator	WestEd	63
Mukai, Gary	Director	SPICE	63
Ringstaff, Cathy	External Evaluator	WestEd	64
Sáenz-Ackermann, Elizabeth	Associate Director	Center for Latin American Studies	64

DIAZ-CAYEROS, ALBERTO - 100%

Director of the Center for Latin American Studies; FSI Senior Fellow, CDDRL Affiliated Faculty, Associate Professor (by courtesy) of Political Science (Tenured)

- Education: Ph.D. in Political Science. Duke University. Durham, NC. December, 1997. Dissertation: "Political Responses to Regional Inequality: Taxation and Distribution in Mexico"; M.A. in Political Science. Duke University, Durham NC. September 1990 March 1993; Licenciatura in Economics. Instituto Tecnológico Autónomo de México (ITAM), México D.F. August 1985 - March 1990. Thesis: "The Assessment of Tax Measures: The Case of the 2% Asset Tax in Mexico"; International Baccalaureate. Collegio dell Mondo Unito Dell'Adriatico. Trieste, Italy. August 1983-May 1985. Higher Level Exams: History, Economics and Biology.
- Academic Experience: Director, Center for Latin American Studies, Stanford University (2016-present); Senior Fellow at Center for Democracy at Stanford (2013-present); Director at Center for United States—Mexican Studies at University of California, San Diego (2009-2013); Associate Professor at University of California, San Diego (2009-2013); Assistant Professor at Stanford University (2001-2008), Assistant Professor at University of California, Los Angeles (1999-2001), Researcher at CIDAC, Centro de Investigación Para el Desarrollo, A.C. (1997-1999).
- Overseas Experience: Mexico, Brazil, Central America, Caribbean, Germany.
- Languages: Spanish - 5, Italian - 4, German – 3, Portuguese - 2
- LAS Courses Taught: Mapping Poverty, Colonialism and Nation Building in Latin America, LATAM177; Seminar in Contemporary Issues in Latin American Studies, LATAM200; Latin American Politics, POLISCI 348S; Riesgos Globales.
- Recent Publications: (forthcoming 2018) Fiscal Federalism and Redistribution in Mexico. In Scott Greer, Alan Trench and Heather Elliott (eds.) *Federalism in Good Times and Bad*. Ann Arbor: University of Michigan Press; "Barriers to Egalitarianism. Distributive Tensions in Latin American Federations" with Pablo Beramendi and Melissa Rogers. *Latin American Research Review*. (2017); *Strategies of Vote-Buying: Poverty, Democracy, and Social Transfers in Mexico* (with Federico Estevez and Beatriz Magaloni). Cambridge: Cambridge University Press. (2016); "Presidential Approval in Hard Times: Mexico's War on Crime" with Vidal Romero and Beatriz Magaloni. *Latin American Politics and Society*. (2016); "Authoritarian survival and poverty traps: Land reform in Mexico." with Michael Albertus, Beatriz Magaloni, and Barry R. Weingast. *World Development*. (2016)
- Distinctions: Recipient (co-PI with Beatriz Magaloni) of the International Narcotics and Law Enforcement (INL) of the US Department of State. Grant; Victoria Schuck Faculty Scholar, School of Humanities and Sciences, Stanford, University. 2007-08; American Political Science Association. Award for the Best Paper presented in the 2000 meeting by the Comparative Politics Section; American Political Science Association. Award for the Best Dissertation in Political Economy 1998.

ANDREWS, JASON – 25%

Assistant Professor Of Medicine (Infectious Diseases) and, by courtesy, of Health Research and Policy (Epidemiology). (Tenure-track)

Education: Board Certification, American Board of Internal Medicine, Infectious Diseases (2012) ; MD, Yale University (2007) ; BA, Yale University (2002)

Academic Experience: Assistant Professor, Medicine - Infectious Diseases ; Assistant Professor (By courtesy), Health Research & Policy; Member, Bio-X ; Member, Child Health Research Institute; Faculty Fellow, Stanford Center for Innovation in Global Health (2015 - Present)

Overseas Experience: Brazil, Nepal, South Africa, India

Languages: NOT AVAILABLE

LAS Courses Taught: Independent Studies, Infectious Disease

Specialization: Infectious disease

Recent Publications: Serial QuantiFERON testing and tuberculosis disease risk among young children: an observational cohort study. The Lancet. Respiratory medicine. Andrews, J. R., Nemes, E., Tameris, M., Landry, B. S., Mahomed, H., McClain, J. B., Fletcher, H. A., Hanekom, W. A., Wood, R., McShane, H., Scriba, T. J., Hatherill, M. (2017); Assessment of global guidelines for preventive chemotherapy against schistosomiasis and soil-transmitted helminthiasis: a cost-effectiveness modelling study LANCET INFECTIOUS DISEASES. Lo, N. C., Lai, Y., Karagiannis-Voules, D., Bogoch, I. I., Coulibaly, J. T., Bendavid, E., Utzinger, J., Vounatsou, P., Andrews, J. R. (2016)

Advising: NOT AVAILABLE

Distinctions: NIH Director's New Innovator Award, NIH (2016) ; George Rosenkranz Prize for Healthcare Research In Developing Countries, Rosenkranz Prize (2015) ; The Union Young Investigator Prize, International Union Against Tuberculosis and Lung Disease (2015) ; Young Physician-Scientist Award, American Society of Clinical Investigation (2014) ; Dean's Community Service Award, Harvard Medical School (2012)

ASNER, GREGORY - 50%

Professor of Earth System Science. (Tenured)

Education: 1991 B.S., Engineering (radiative physics), U. of Colorado at Boulder, 1995 M.S., Geography (ecology), U. of Colorado at Boulder, 1997 Ph.D., Biology (biogeochemistry, remote sensing), U. of Colorado at Boulder

Academic Experience: Professor of Global Ecology, Carnegie Institution for Science; Professor of Earth System Science, Stanford University; Professor, Emmett Interdisciplinary Program in Environment and Resources, Stanford; Associate Professor of Geological & Environmental Sciences, Stanford University; Assistant Professor of Geological & Environmental Sciences, Stanford University; Assistant Professor, Geological Sciences & Environmental Studies, University of Colorado; Postdoctoral Fellow, Geological & Environmental Sciences, Stanford University; Visiting Scientist, National Center for Atmospheric Research, Boulder, CO.

Overseas Experience: Peru, Brazil, Mexico, Ukraine, Pacific Islands, United Kingdom, Canada

Languages: NOT AVAILABLE

LAS Courses Taught: Directed Research, Earth System Science; Forest Monitoring; Carbon, Climate, and Society.

Specialization: Global ecology, tropical ecology, land use change, biogeochemistry, conservation science

Recent Publications: Balzotti, C.S., and G.P. Asner. Biotic and abiotic controls over canopy function and structure in humid Hawaiian forests. *Ecosystems* (2017). Fyllas, N.M., L. Patrick Bentley, A. Shenkin, G.P. Asner, et al. Solar radiation and functional traits explain the decline of forest primary productivity along a tropical elevation gradient. *Ecology Letters* (2017). Balzotti, C.S., G.P. Asner, P.G. Taylor, R. Cole, B.B. Osborne, C.C. Cleveland, S. Porder, and A.R. Townsend. Topographic distributions of emergent trees in tropical forests of the Osa Peninsula, Costa Rica. *Ecography* (2017). Asner, G.P., R.E. Martin, R. Tupayachi, and W. Llactayo.. Conservation assessment of the Peruvian Andes and Amazon based on mapped forest functional diversity. *Biological Conservation* (2017).

Advising: Post-doctoral: 26; 13 Ph.D; 4 Master SC

Distinctions: Elected Fellow, Ecological Society of America, 2016 • Elected Fellow, American Geophysical Union, 2015 • IFOF Honoree Award in Aviation, 2015 • Association for American Geographers Outstanding Contributions Award, 2014 • Nominet Trust 100 Award for Social Innovation, 2014 • Elected to U.S. National Academy of Sciences, 2013

BARRY, MICHELE - 33%

Professor, Medicine, and by courtesy, the Graduate School of Business - (Tenured)

Education: M.D. Albert Einstein College of Medicine, New York, NY, 2009. A.B., Bryn Mawr College, Bryn Mawr, PA (magna cum laude). 1974.

Academic Experience: Professor of Medicine, Stanford University School of Medicine (2009-present); Senior Fellow, Woods Institute for the Environment, Stanford University; Professor in the School of Business, Stanford University, by courtesy (2010-present); Senior Fellow, Freeman Spogli Institute for International Studies, Stanford University (2009-present); Director Center for Innovation in Global Health, Stanford University School of Medicine (2009-present); Senior Associate Dean of Global Health, Stanford University, School of Medicine (2009-present)

Overseas Experience: Colombia, Zimbabwe, Bangladesh, Liberia, Guinea, India, Honduras, Zambia, Vietnam, Ghana, Nepal, Brazil, Cuba, Israel, South Africa, Philippines, Ecuador, Malawi, Tanzania, and Haiti.

Languages: Spanish - 4

LAS Courses Taught: Sanela Diana Jenkins International Human Rights Speaker Series: Health and Human Rights (LAW 723); Discussions in Global Health; Global Health: Beyond Diseases and International Organizations; Access and Delivery of Essential Medicines to Poor and Underserved Communities.

Specialization: Global health workforce, clinical tropical medicine, emerging infectious diseases and ethical aspects of conducting research overseas.

Recent Publications: Lo N.C, Barry M. The Perils of Trumping Science in Global Health —The Mexico City Policy and Beyond. *N Engl J Med* (2017); Hakim J.G., Matenga J., Barry M., Cowan F., Campbell T.B. Medical Education Partnership Initiative in Zimbabwe: partnerships for transformation. *The Lancet*. Volume 5, Issue 2, (2017).

Advising: M.D. theses completed: 17; Ph.D. in progress: 1

Distinctions: Fellow, American Society of Tropical Medicine and Hygiene for sustained excellence in tropical medicine, hygiene and global health; Ben Kean Medal, American Society of Tropical Medicine and Hygiene; Ambassador, Paul G. Rogers Society for Global Health Research: scientist advocate for U.S. funded global health research; Yale School of Medicine Society of

Distinguished Teachers Award; Elected to Institute of Medicine/National Academy of Sciences, Ben Kean Medal, Executive Board Consortium of Universities for Global Health, WAP 2016 Distinguished Lecturer, "Its All About the Kids" Award

BLIKSTEIN, PAULO - 75%

Assistant Professor, School of Education – (Tenure-track)

Education: Ph.D., Northwestern University, 2009

Thesis: "An Atom is Known by the Company it Keeps: Content, Representation and Pedagogy Within the Epistemic Revolution of the Complexity Sciences.

Academic Experience: Assistant Professor, Graduate School of Education; Member, Bio-X; Director, Transformative Learning Technologies Lab; Founder and Director, Lemann Center for Educational Innovation in Brazil. Research Assistant, Northwestern University; Visiting Scholar, MIT Media Lab; Design and implementation of technology-rich learning environments in low-income communities. Future of Learning Group, MIT, Cambridge, USA.

Overseas Experience: Brazil.

Languages: English - 5; Spanish - 4; Portuguese - 5

LAS Courses Taught: Topics in Brazilian Education (2015, 2016)

Specialization: Confluence of expressive technologies for learning and critical pedagogy.

Recent Publications: Interactive and scalable biology cloud experimentation for scientific inquiry and education, NATURE BIOTECHNOLOGY (2016). Towards a formal assessment of design literacy: Analyzing K-12 students' stance towards inquiry, DESIGN STUDIES (2016). Using the Bifocal Modeling Framework to Resolve "Discrepant Events" Between Physical Experiments and Virtual Models in Biology, JOURNAL OF SCIENCE EDUCATION AND TECHNOLOGY (2016). Flipping the Flipped Classroom: A Study of the Effectiveness of Video Lectures Versus Constructivist Exploration Using Tangible User Interfaces, IEEE TRANSACTIONS ON LEARNING TECHNOLOGIES (2016).

Distinctions: Stanford HSTAR-MediaX Award, Stanford VPOL award, Stanford Bio-X Program, chosen as one of "45 who will shine in 2009", Época São Paulo Magazine, Globo Ed., Brazil. Nominated for Northwestern University's Presidential Fellowship by the School of Education and Social Policy (2007).

CAIN, BRUCE - 25%

Professor in Political Science; Director of the Bill Lane Center for the American; Senior Fellow at the Woods Institute for the Environment, the Institute for Economic Policy Research, and at the Precourt Institute for Energy at Stanford. (Tenured)

Education: B.A. Bowdoin College, Brunswick, Maine, 1970, B.Phil. Oxford University, Oxford, England, 1972, Ph.D. Harvard University, Cambridge, Massachusetts, 1976

Academic Experience: The Spencer F. and Cleone P. Eccles Family Director, Bill Lane Center for the American West, Stanford University; Charles Louis Ducommun Professor in Political Science, Stanford University; Fellow at Straus Institute for the Advanced Study of Law and Justice; Heller Professor of Political Science, University of California, Berkeley; Executive Director, UC, Washington Center; Director at Institute of Governmental Studies, University of California, Berkeley, California, July; Acting Director at Institute of Governmental Studies, University of California, Berkeley, California.

LAS Courses Taught: Justice and Obligation; Democratic Theory; Ethics and Politics

Specialization: Fields: Electoral institutions, legislatures, and parties; normative issues related to representation, political reform and regulation

Recent Publications: Developments in American Politics VII, co-edited with Gillian Peele, Christopher Bailey, B. Guy Peters, Houndmills: Palgrave Macmillan (2018); Democracy More or Less: America's Political Reform Quandary, Cambridge University Press (2015); "Two Approaches to Lessening the Effects of Partisanship," in Nate Persily, editor, Solutions to Polarization in America, New York: Cambridge University Press (2015).

Distinctions: Distinguished Research Mentoring of Undergraduates Award, College of Letters and Science, University of California, Berkeley, 2003, The American Political Science Association and Pi Sigma Alpha (The National Political Science Honor Society), award for outstanding teaching in Political Science, 2003.

CAMARILLO, ALBERT - 75%

Professor of History - (Emeritus)

Education: Ph.D., University of California at Los Angeles; B.A., University of California at Los Angeles

Academic Experience: Leon Sloss Jr. Memorial Professor, Emeritus; founding Director of the Stanford Center for Chicano Research (1980-1985); founding Executive Director of the Inter-University Program for Latino Research (1985-1988); Associate Dean and Director of Undergraduates Studies in the School of Humanities and Sciences (1991-1993); founding Director of the Center for Comparative Studies in Race and Ethnicity (1996-2002). Past President of the American Historical Association-Pacific Coast Branch (2006) and of the Organization of American Historians (2012-13).

Overseas Experience: Mexico, Latin America

Languages: Spanish - 5

LAS Courses Taught: Teaching Mexican-American History in High School (parts I and II)

Specialization: Mexican-American experiences; migration

Recent Publications: Going Back to Compton: Reflections of a Native Son on Life in an Infamous American City (in progress); The Racial Borderhoods of America: Mexican Americans and the Changing Ethnic/Racial Landscapes of Cities, 1850-2000 (in press, Oxford University Press); "Navigating Segregated Life in America's Racial Borderhoods, 1910s-1950s," Journal of American History, 100:3 (December 2013)

Advising: Not available

Distinctions: National Endowment for the Humanities Fellowship and a Rockefeller Foundation Fellowship; Fellow at the Center for Advanced Study in the Behavioral Sciences, Six highest awards for excellence in teaching, service to undergraduate education and Stanford alumni, and university-related public service.

CARNOY, MARTIN - 100%

Professor, School of Education - (Tenured)

Education: Ph.D., University of Chicago, Department of Economics, 1964; M.A., University of Chicago, Department of Economics, 1961; B.S., California Institute of Technology, Electrical Engineering, June, 1960.

Academic Experience: Visiting Researcher, National Research University Higher School of Economics; Moscow Professor of Education and Economics, Stanford University; Vida Jacks Professor of Education, Stanford University; Associate Professor of Education and Economics, Stanford University; Assistant Professor

of Education and Economics, Stanford University; Research Associate in Economics, Foreign Policy Division, The Brookings Institution, Washington, D.C.; Consultant to the World Bank, Inter-American Development Bank, Asian Development Bank, UNESCO, IEA, OECD, UNICEF, International Labour Office.

Overseas Experience: Brazil, Peru, Cuba, and Argentina.
Languages: English - 5; Spanish - 5; Portuguese – 3; French - 5; Italian - 3, Polish - 2; Russian – 2.
LAS Courses Taught: Topics in Brazilian Education: Public Policy and Innovation for the 21st Century; Economics of Education in the Global Economy; Introduction to Comparative and International Education; The State and Educational Policy; Resource Allocation; Seminar on Brazilian Education.
Specialization: International Comparative Education; Economics of Education; Applied Econometrics.
Recent Publications: John, J. & Carnoy, M. Race and gender trends in computer science in the Silicon Valley from 1980-2015 (2017). Carnoy, M. School vouchers are not a proven strategy for improving student achievement. Economic Policy Institute (2017). Carnoy, M., Khavenson, T., Loyalka, P., Schmidt, W.H., Zakharov, A. Revisiting the Relationship between International Assessment Outcomes and Educational Production: Evidence from a Longitudinal PISA-TIMSS Sample. American Educational Research Journal (2016).
Advising: Ph.D: Over 25 completed, of which a fourth were on Latin America; M.A.: 35-40; Honors: 2.
Distinctions: Vidal Jacks Professor of Education; Fellow of the National and International Academy of Education; Former president of the Comparative and International Education Society; Honorary Fellow of the CIES; Fellow of the American Educational Research Association; elected member of the National Academy of Education and International Academy of Education; Vida Jacks Chair in Education.

CAVALLARO, JAMES - 100%

Professor (Teaching) of Law, Director of Stanford Law School’s International Human Rights and Conflict Resolution Clinic - (Tenured)

Education: Harvard University B.A., University of California at Berkeley) J.D., Universidad Pablo de Olavide, Spain Ph.D.
Academic: Director of the Human Rights Center at Stanford, Director of Stanford Law School’s International Human Rights and Conflict Resolution Clinic, Director of Human Rights Watch and the Center for Justice and International Law in Rio de Janeiro, Clinical Professor of Law and Executive Director of the Harvard Law School Human Rights Program
Overseas Experience: Brazil, Chile, Mexico, Central America, Costa Rica, and Spain
Languages: Portuguese - 5; Spanish – 5; Italian – 5
LAS Courses Taught: Human Rights in 21st Century Latin America; Human Rights Advocacy; Human Rights and Film; The International Human Rights Movement; Assessing its History, Work and Current Challenges.
Specialization: Human Rights, Human Rights International law
Recent Publications: Brief of Amici Curiae, Case of the San Rafael Mine (2018); Human rights advocacy reader (2017); Advancing Security and Human Rights by the Controlled Organisation of Inmates (2017); Preface for Clínica de Direitos Humanos: Uma Proposta Metodológica Para a Educação Jurídica (2014)
Advising: Doctoral not available. Advises one to three MA in LAS per year.

Distinctions: Commissioner on the Inter-American Commission on Human Rights since 2014 and president from January 2016 to March 2017.

CAVALLEIRO, ELIANE - 100%

Lecturer, Center for Latin American Studies

Education: Doctorate in Education, Universidade de São Paulo, USP; Masters in Education, Universidade de São Paulo, USP; Specialist in Early Childhood Education, Instituto de Ensino Superior Senador Flaquer, São Paulo; Bachelor of Arts, Portuguese Language and Literature, Universidade Santo André, São Paulo.

Academic Full Professor, School of Education, Universidade de Brasília/UNB; Coordinator of Diversity and Educational Inclusion at Secretariat of Continuing Education, Literacy and Diversity, Brazilian Ministry of Education MEC, Brasília; Executive Coordinator at Geledes -Institute of Black Woman. Sao Paulo; Assistant Instructor -Universidade de Sao Paulo, USP. Sao Paulo; Professor, Department of Education, Faculdade Adventista Hoyller. Sao Paulo; Administrative Director at Spassus -Centro de Educac;ao Infantil. Sao Paulo.

Overseas Experience: Brazil

Languages: Portuguese - 5

LAS Courses Taught: Racial and Gender Inequalities in Latin America (Language Across the Curriculum: taught in Portuguese).

Specialization: Brazilian Literature and Culture; Political Organization and Administration of the Brazilian Educational System; Public Policies in Education in Brazil; Education, Diversity, and Global Studies in Education.

Recent Publications: Veredas das Noites sem Fim: Socializar;ao e Pertencimento Racial em gerar;oes Sucessivas de Famflias Negras (Socialization and Racial Belonging in Successive Generations of Afro-Brazilian FamiliesJ. Brasflia: Editora da Universidade de Brasflia (2014); Racismo e Anti-Racismo na Educar;ao: Repensando Nossa Escola (Racism and Anti-Racism in Education: Rethinking our School!. Sao Paulo: Editora Summus (2012). I Catalogue - Academic Profile of Members of Brazilian Association of Black Researchers. Associa;ao Brasileira de Pesquisadores Negros -ABPN. Brasflia: ABPN (2010). I Catalogue - African Brazilian Study Groups. Associa;ao Brasileira de Pesquisadores Negros -ABPN. Brasflia: ABPN (2010).

Advising: Not available

Distinctions: Advisor for the Project Teaching Respect to All - UNESCO/PARIS; Member of the commission designated by the Minister of Education to develop a proposal to implement the Luso-Afro-Brazilian Federal University. Distrito Federal, Brazil; Member of the commission designated by the Minister of Special Secretariat for Women's Policies to develop public policies on gender education. President of Afro-Brazilian Brazilian Researchers Association - ABPN, Distrito Federal, Brazil.

CHAGOYA, ENRIQUE –100 %

Professor, Department of Art and Art History - (Tenured)

Education: M.A. and M.F.A., U.C. Berkeley, 1987; B.F.A., San Francisco Art Institute, 1984.

Academic Experience: Professor of Art and Art History, Stanford University; Curator, MFA Thesis Exhibition; Chair, Search Committee for Emerging Practices Design; Visiting Lecturer, San Francisco Art Institute; Assistant Professor, California State University; Full-time Lecturer, UC Berkeley.

Overseas Experience: Mexico, France.

Languages: Spanish – 5.
 LAS Courses Taught: Direct Readings; Project Tutorial (emphasis in Latin America)
 Specialization: Pre-Columbian codices, contemporary art, contemporary economics.
 Recent Publications: Contributor, Pedro Páramo (2016); Contributor, HALF TILT FULL LEAN (2014).
 Distinctions: Kala Master Artist Award, Kala Institute, Berkeley; Artadia, San Francisco Artist Grant, New York; American Academy of Art and Design Biennial, Elliot Medal New York; San Francisco Art Institute, President’s Award for Excellence San Francisco; Dean’s Award in the Humanities, Stanford University; Biennial Award, The Louis Comfort Tiffany Foundation, New York; Academy Award in Visual Arts, American Academy of Arts and Letters, New York; Public art commission for new SFO international terminal, San Francisco; Eureka Fellowship, Fleischacker Foundation, San Francisco; Lilla Wallace Foundation/ Foundation Monet, Artist fellowship and residency at Giverny, France; NEA fellowship, for Works on Paper; WESTAF/ NEA fellowship, for Works on Paper; Eisner Prize, UC Berkeley Art Department, Berkeley; Distinguished Alumni, SF Art Institute, San Francisco.

COLLIER, GEORGE - 100%

Professor, Department of Anthropology - (Emeritus)
 Education: Ph.D., Harvard University, 1967; B.A., Harvard University, 1963.
 Academic Experience: Senior Member, Academic Council, Stanford University; Professor of Cultural and Social Anthropology, Emeritus, Stanford University.
 Overseas Experience: Mexico, Spain.
 Languages: Spanish - 4
 Specialization: Retired. Continued consultation on research in Latin America and Spain.
 Recent Publications: 2005 Basta! Land and the Zapatista Rebellion in Chiapas. Revised, 3rd edition. Oakland, CA: Food First Books, Institute for Food and Development Policy; 2005 The Zapatista Rebellion in the Context of Globalization. With Jane F. Collier. Journal of Peasant Studies 32(3&4):450-60. Also in Rural Chiapas Ten Years after the Zapatista Rebellion, pp. 34-44, ed. by Sarah Washbrook, London and New York: Routledge, 2007.
 Distinctions: John Simon Guggenheim Foundation Fellow; University Fellow, Stanford University; Stanford Humanities Center, Fellow; Fulbright Fellow, Venezuela, Ecuador, Bolivia, Argentina, Summer Session, South America Today; Fulbright Fellow, Spain; numerous research awards from National Science Foundation.

CURRAN, LISA - 33%

Professor, Department of Anthropology – (Tenured)
 Education: Mercer Post-doctoral Fellow, Harvard University, 1996; Ph.D., Ecology & Evolutionary Biology, Princeton University, 1994; A.B., with honors, Anthropology, Harvard University, 1984; Harvard University, non-degree courses: Resource Economics, Government & Biology 1988, 1994-5.
 Academic Experience: Roger & Cynthia Lang Professor of Environmental Anthropology & Senior Fellow, Woods Institute of the Environment, Stanford University; Professor of Tropical Resource Science, School of Forestry & Environmental Studies, Yale University; Associate Professor, John Musser Director, Tropical Resource Institute, Yale University. External Faculty, Santa Fe Institute, Santa Fe.
 Overseas Experience: Brazil, Peru, Mexico, Indonesia, India, Borneo.
 Languages: Spanish – 4

LAS Courses Taught: Political Ecology of Tropical Land Use: Conservation, Natural Resource Extraction, and Agribusiness.

Specialization: Socio-ecological dynamics of tropical ecosystems; Political ecology of tropical land use and rural agrarian livelihoods; Environmental justice; and, Policies and practices of industrial logging, plantations, and mining

Recent Publications: Managing water services in tropical regions: From land cover proxies to hydrologic fluxes. with Ponette-González, A.G., Brauman, K.A., Marín-Spiotta, E. et al. *Ambio* (2015); Multiple pathways of commodity crop expansion in tropical forest landscapes. with Meyfroidt, P., Carlson, k., Fagan, M., et.al (2014)

Advising: Ph.D – 10 completed; Doctoral Committee Member – 19; Master’s Thesis/Independent Project/Research – 131 graduated.

Distinctions: American Association for Advancement of Science, Scientific Program Steering Committee; NASA, Earth Systems, Carbon Dynamics across Managed Landscapes, Proposal Review Committee; National Academy of Sciences (SERVIR, PEER): Land Use Environmental Mgmt, and Climate Change Resilience, Proposal Review Panel; John D. and Catherine T. MacArthur Foundation, Fellow; Santa Fe Institute, External Faculty (three 3-yr terms); Columbia University, Marie Tharp Visiting Fellowship, Lamont Doherty/Earth Institute; Ecological Society of America, Aldo Leopold Leadership Fellow.

DAILY, GRETCHEN – 33%

Professor, Department of Biology – (Tenured)

Education: Ph.D., Biological Sciences Stanford University, 1992; M.S., Biological Sciences Stanford University, 1987; B.S., Biological Sciences Stanford University, 1986.

Academic Experience: Bing Professor in Environmental Science, Department of Biology. Senior Fellow, Woods Institute for the Environment. Associate Professor (Research), Dept. Biological Sciences and Sr. Fellow, Institute for International Studies, Stanford University; Bing Interdisciplinary Research Scientist, Dept. Biological Sciences, Stanford University; Winslow/Heinz Postdoctoral Fellow, Energy and Resources Group, UC Berkeley Research Assistant, Ludwig Maximilian University, Munich, W. Germany; Research Assistant, Worldwatch Institute, Washington, D.C.

Overseas Experience: Costa Rica, Sweden, China.

Languages: Spanish – 3; German – 3; French – 2.

LAS Courses Taught: Ecosystem Services: Frontiers in the Science of Valuing Nature.

Specialization: Quantifying the value of agricultural and natural landscapes, for conserving both biodiversity and ecosystem services (such as water purification and crop pollination). Her lab group works in Africa, Asia, Latin America, and the United States. Works extensively with private business to incorporate environmental issues into business practice and policy.

Recent Publications: The New Economy of Nature: The Quest to Make Conservation Profitable with K. Ellison. Reply to Bridgewater and Babin: Need for a new protected area category for ecosystem services. *Proceedings of the National Academy of Sciences of the United States of America*. Xu, W., Xiao, Y., Zhang, J., Yang, W., Zhang, L., Hull, V., Wang, Z., Zheng, H., Liu, J., Polasky, S., Jiang, L., Xiao, Y., Shi, X., Rao, E., Lu, F., Wang, X., Daily, G. C., Ouyang, Z. 2017; 114 (22): E4319-E4320. Life cycle assessment needs predictive spatial modelling for biodiversity and ecosystem services. *NATURE COMMUNICATIONS* Chaplin-Kramer, R., Sim, S., Hamel, P., Bryant, B., Noe, R., Mueller, C., Rigalsford, G., Kulak, M., Kowal, V., Sharp, R., Clavreul, J., Price, E.,

Polasky, S., Ruckelshaus, M., Daily, G. 2017; 8. Strengthening protected areas for biodiversity and ecosystem services in China. Proceedings of the National Academy of Sciences of the United States of America Xu, W., Xiao, Y., Zhang, J., Yang, W., Zhang, L., Hull, V., Wang, Z., Zheng, H., Liu, J., Polasky, S., Jiang, L., Xiao, Y., Shi, X., Rao, E., Lu, F., Wang, X., Daily, G. C., Ouyang, Z. 2017; 114 (7): 1601-1606. Sustainable intensification of agriculture for human prosperity and global sustainability AMBIO Rockstrom, J., Williams, J., Daily, G., Noble, A., Matthews, N., Gordon, L., Wetterstrand, H., DeClerck, F., Shah, M., Steduto, P., de Fraiture, C., Hatibu, N., Unver, O., Bird, J., Sibanda, L., Smith, J. 2017; 46 (1): 4-17.

Advising: Ph.D: 12 completed Ph.D: 3 in progress.
 Distinctions: Blue Planet Prize (2017), the Volvo Environment Prize (2012), the Heinz Award (2010), the Midori Prize (2010), the International Cosmos Prize (2009), the Sophie Prize (2008), and the 21st Century Scientist Award (2000).

DAVIS, JENNA - 33%

Associate Professor, Department of Civil and Environmental Engineering – (Tenured)

Education: Ph.D., Environmental Management and Policy, University of North Carolina at Chapel Hill; Master of Science in Public Health, University of North Carolina at Chapel Hill; Bachelor of Arts and Sciences (Plan II Honors Program), University of Texas at Austin.

Academic Experience: Associate Professor of Civil and Environmental Engineering and Higgins-Magid Senior Fellow at the Woods Institute for the Environment, Stanford University, 2006-present; Assistant Professor, Massachusetts Institute of Technology Department of Urban Studies and Planning.

Overseas Experience: Belize, Bolivia, Colombia, Honduras, India, Indonesia (Java, Sulawesi, Kalimantan, Bali, and Lombok), Kenya, Mozambique, Pakistan, Peru, Tanzania, Uganda, Ukraine, the United Kingdom, the United States, and Venezuela.

Languages: Spanish – 3.

LAS Courses Taught: Water and sanitation in developing countries.

Specialization: The intersection of economic development and environmental protection, with particular emphasis on cost-effective and sustainable water supply and sanitation (W&S) service delivery in developing countries.

Recent Publications: Y. Crider, S. Sultana, L. Unicomb, J. Davis, S. Luby, A. Pickering. 2018. Can you taste it? Taste detection and acceptability thresholds for chlorine residual in drinking water in Dhaka, Bangladesh. *Science of the Total Environment*; L. Steinbaum, S. Njenga, J. Kihara, A. Boehm, J. Davis, C. Null, and A. J. Pickering. 2016. Soil-transmitted helminth eggs are present in soil at multiple locations within households in rural Kenya. *PLOS ONE* 11(6); L.H. Kwong, A. Ercumen, A.J. Pickering, L. Unicomb, J. Davis, and S.P. Luby. 2016. Hand- and Object-Mouthing of Rural Bangladeshi Children 3–18 Months Old. *International Journal of Environmental Research and Public Health* 13(6), 563; N. Amin, Y. Crider, L. Unicomb, K. Das, P. Gope, Z. Mahmud, M. Islam, J. Davis, S. Luby, and A. Pickering. 2016. Field trial of an automated batch chlorinator system at shared water points in an urban community of Dhaka, Bangladesh. *Journal of Water, Sanitation & Hygiene for Development* 7(3); A. Harris, A. J. Pickering, M. Harris, S. Doza, M. S. Islam, L. Unicomb, S. Luby, J. Davis, A. B. Boehm. 2016. Ruminants contribute fecal contamination to the household environment in Dhaka, Bangladesh. *Environmental Science & Technology*, 50(9), 4642-4649; S. Tilmans, K. Russel, R. Sklar, L. Page, S. Kramer, and J. Davis. 2015. Container-based sanitation: assessing costs and

effectiveness of excreta management in Cap Haitien, Haiti. *Environment and Urbanization* 2015 27: 89-104

Distinctions: Associate Editor, Water Security; Member, working group on post-2015 sanitation monitoring; Eugene L. Grant Teaching Award, Stanford University; Irwin Sizer Award for the Most Significant Improvement to MIT Education; MIT IDEAS award (supporting “innovative projects with the potential to make a positive change in the world”); Research award, Mellon-MIT Program on NGOs and Forced Migration.

DIRZO, RODOLFO - 100%

Professor, Department of Biology – (Tenured)

Education: Ph.D., Ecology, School of Plant Biology, University of Wales, Great Britain, 1980; M.Sc., Ecology, School of Plant Biology, University of Wales, UK 1977; B.Sc., Biology Universidad Autónoma de Morelos 1974.

Academic Experience: Professor in Biology; Affiliated Faculty Member, Woods Institute for the Environment; Director of the Los Tuxtlas Biological Station; Professor, Centro de Ecología, UNAM; Chair, Department of Evolutionary Ecology, Instituto de Ecología, UNAM; Coordinator of Graduate Programs in Ecology, UNAM. Stanford CLAS Director (2010-2016).

Overseas Experience: Mexico, Costa Rica, Nicaragua, Peru, Brazil, Ecuador, Kenya, Panama, Colombia, Holand, Spain, Ecuador, Uruguay, Argentina, England, Chile, Germany.

Languages: English – 5; Spanish – 5, Portuguese – 2

LAS Courses Taught: Tropical Ecology and Conservation, Topics in Latin American Studies, Ecology and biodiversity of Latin America, Conservation Problems in Latin America, Ecology, Spanish in Science, Science in Spanish.

Specialization: Tropical forest ecology and conservation, species interactions, evolutionary ecology of herbivore defense. Plant population ecology, Tropical ecology, Evolutionary ecology, Species interactions, Conservation biology, Biodiversity science, Science education at all levels.

Recent Publications: Biological annihilation via the ongoing sixth mass extinction signaled by vertebrate population losses and declines. *Proceedings of the National Academy of Sciences of the USA*, doi/10.1073/pnas.1704949114 (2018); 2018. The deadline route to collapse and the uncertainty fate of Brazilian rupestrian grasslands. *Biodiversity Conservation* <https://doi.org/10.1007/s10531-018-1556-4>

Advising: Completed: 21 Ph.D; 10 Master SC; 31 Bachelor SC

Distinctions: First Outstanding Service Award of the Organization for Tropical Studies; President, Committee of Ecology Evolution and Systematics Panel, National Council of Science and Technology (CONACYT); Presidential Award: Ecological Merit in Research 2003 by SEMARNAT, Ministry of Environment; Universidad Nacional Autónoma de México Award in Natural Sciences Research UNAM; Foreign Associate, US National Academy of Sciences; Foreign Member, American Academy of Arts and Sciences; Doctor Honoris Causa de Universidad Autónoma del Estado de Morelos, Medal of Honor in Morelos, Ecological Society of Mexico, Miriam Aaron Roland Prize for Volunteer Service.

DUFFEY, CAROLYN - 33%

Adjunct Professor, American Studies

Education: PhD, Comparative Literature, University of California, Berkeley, Dec. 2000 (French, English, Italian) ; MA, Comparative Literature, University of California, Berkeley, Dec. (French, English) ; BA, Comparative Literature (French, English), Political Science (double major) University of California, Berkeley, Phi Beta Kappa

Academic Experience: Adjunct faculty, Stanford American Studies; Adjunct faculty, San Francisco Art Institute

Overseas Experience: French Caribbean, France, Italy Brussels, United Kingdom

Languages: French

LAS Courses Taught: Re-imagining American Borders

Specialization: Caribbean and creolization, the Maghreb, the history of Islam in Europe, race, class and gender in the Americas and postcolonial and feminist theory, all with a focus on film, visual arts and literary narrative in a socio/political frame.

Recent Publications: *Tranvestism, Transgression, and Translation: Christine de Pizan and the Politics and Poetics of Gender in the French and Italian Middle Ages* (2000)

Advising: Not available

Distinctions: French Government Scholarship for dissertation work in Paris, UC Berkeley and Columbia University grants for research in Rome, Brussels and London, and was named a Stanford University "Knight Fellows Favorite Professor.

DUNBAR, ROB - 25%

Professor, School of Earth, Energy, and Environmental Sciences and Senior Fellow (By Courtesy) at the Woods Institute for the Environment

Education: Ph.D., University of California, San Diego, Oceanography (1981); B.S., University of Texas, Austin, Geology (1975)

Academic Experience: William M. Keck Professor, Earth System Science; Senior Fellow (By courtesy), Stanford Woods Institute for the Environment; Member, Bio-X; Senior Fellow, by Courtesy, Stanford Woods Institute for the Environment

Overseas Experience: New Zealand, Antarctica, South Georgia, Falklands, New Guinea, Kamchatka, Australia, Palmyra, Panama, Palau, American Samoa, Argentina, Alaska, Chile, Japan, Maldives, Seychelles, Mauritius, Chagos, Nepal, Greenland, Iceland, and Africa

LAS Courses Taught: "Uttermost Part of the Earth" The Intersection of Nature and the Human Enterprise in Patagonia

Specialization: Climate Dynamics, Oceanography, Marine Ecology, and Biogeochemistry

Recent Publications: Net community production and carbon export during the late summer in the Ross Sea, Antarctica , with DeJong, H.B., Koweek, D.A., et. al *GLOBAL BIOGEOCHEMICAL CYCLES* (2017); Examining the utility of coral Ba/Ca as a proxy for river discharge and hydroclimate variability at Coiba Island, Gulf of Chirquí, Panamá. with Brenner, L.D., Linsley, B.K. *Marine pollution bulletin* (2017). A coupled wave-hydrodynamic model of an atoll with high friction: Mechanisms for flow, connectivity, and ecological implications with Rogers, J.S., Monismith, S.G., Fringer, O.B., Koweek, D.A. *OCEAN MODELLING* (2017).

Advising: Not available

Distinctions: Antarctic Service Medal of the United States, 1983 SCAR Medal for Excellence in Antarctic Research, 2016; Victoria P. and Roger W. Sant Director of the Earth Systems Program, 2003-2012; . Frederick and Elisabeth B. Weintz University Fellow in Undergraduate Education in recognition of teaching and

mentoring of Stanford undergraduate students; Trustee for the Consortium for Ocean Leadership in Washington D.C.

DURHAM, WILLIAM - 100%

Professor, Department of Anthropology – (Emeritus, Active)

Education: Ph.D. in Ecology and Evolutionary Biology, University of Michigan 1977; M.S. in Zoology, University of Michigan 1973; A.B. in Biological Sciences, with minors in Math and Physics, Stanford 1971.

Academic Experience: Bing Professor in Human Biology; Affiliated Faculty and Senior Fellow, Woods Institute for the Environment; Co-Director, Osa and Golfito Initiative, Woods Institute; Stanford Director, Center on Ecotourism and Sustainable Development; Chair, Department of Anthropological Sciences, Stanford; Member, Advisory Board, Phoebe Hearst Museum of Anthropology, UCB. Visiting Scientist, Smithsonian Tropical Research Institute, Panama, and Program in Anthropology/Archeology, MIT.

Overseas Experience: Costa Rica, Ecuador.

Languages: Spanish – 4, Portuguese -3

LAS Courses Taught: Parks and Peoples in Patagonia: Dilemmas of Protected Area Conservation; Evolution and Conservation in Galapagos; Social and Environmental Sustainability: The Costa Rican Case; Indigenous Peoples and Environmental Problems; Darwin, Evolution, and Galapagos; Conservation and Development Dilemmas in the

Amazon; Conservation and Development Dilemmas in Latin America: Galapagos as a Microcosm; Social and Environmental Sustainability: The Costa Rican Case; Evolution and Conservation in Galapagos; Indigenous Peoples and Environmental Problems.

Specialization: Indigenous resource management, human health, and conservation issues in the tropics.

Recent Publications: Place-based education for environmental behavior: a ‘funds of knowledge’ and social capital approach. with Cruz, A., Selby, S. Environmental Education Research (2017); Using web and mobile technology to motivate pro-environmental action after a nature-based tourism experience with Wheaton, M., Ardoin, N., Hunt, C., et. al Journal of Sustainable Tourism (2015); Social Capital, Development and Resource Distribution with Hunt, C., Menke, C. (2015); Nature-based tourism's impact on environmental knowledge, attitudes, and behavior: a review and analysis of the literature and potential future research with Ardoin, N., Wheaton, M., et. al. Journal of Sustainable Tourism (2015); Positive and Negative Effects of a Threatened Parrotfish on Reef Ecosystems with McCauley, D., Young, H., Guevara, R., et. al Conservation Biology (2014).

Advising: Ph.D: 13 completed

Distinctions: Bill Durham is an internationally acclaimed human ecologist. His major contributions have been in the theory of coevolution in human populations, in the causes of scarcity and environmental degradation in Latin America, and in the dual challenges of conservation and community development in the tropics. He won a prestigious MacArthur Fellowship (“genius grant”) in 1983. Durham’s 1991 book, *Coevolution: Genes, Cultural, and Human Diversity*, has been called “one of the most important works of theory ever written by an anthropologist.” In 2012 he won the Bass University Fellow in Undergraduate Education at Stanford. Other awards: Yang and Yamazaki University Fellow, Stanford; Harry Frank Guggenheim Fellowship; Rhodes Prize for Extraordinary Teaching, Stanford.

FIRTH MURRAY, ANNE – 25%

Consulting Professor, Department of Human Biology

Education: Master of Public Administration, New York University 1977; Bachelor of Arts in Economics and Political Science, University of California, Berkeley, 1955.

Academic Experience: Consulting Professor in Human Biology and Health Research and Policy, Stanford University; Adjunct Professor, Feminist, Gender, and Sexuality Studies; Scholar-Activist, The Union Institute, Washington, DC; Regent's Lecturer, University of California, San Francisco; Consultant Program Evaluation and Policy Analysis, New York and California Retained by Chancellor's Office, University of California, San Francisco; Health Policy Program, University of California, San Francisco; Associate Editor Stanford University Press.

Overseas Experience: Hong Kong, Singapore, United Kingdom.

Languages: French – 3; Spanish – 2; Chinese – 2.

LAS Courses Taught: Global Public Health; Critical Issues in International Women's Health; International Women's Health and Human Rights.

Specialization: Women's Health and Human Rights.

Recent Publications: From Outrage To Course: Women Taking Action For Health And Justice: Common Courage Press, 2008; Paradigm Found: Leading And Managing For Positive Change, New World Library, 2007.

Advising: Ph.D: 8 completed.

Distinctions: Carl Schultz Award, American Public Health Association; Outstanding Individual of the Year, International Planned Parenthood; Honorary Fellow, Population Reference Bureau; Entrepreneur of the Year, Northern California finalist; Women of Excellence Award, Northern California Woman; General Federation of Women's Clubs National Award; Soroptomist International Women Helping Women Award; Baha'i Community Service Award; Kantor Medal for Public Service, Graduate School of Psychology; Nominee among 1000 Women: Nobel Peace Prize.

FOX, JAMES – 100%

Associate Professor, Department of Anthropology – (Tenured)

Education: Ph.D, Linguistics, The University of Chicago, 1978; M.A. Linguistic Anthropology, The University of Chicago, 1974; Arbeitsstelle für Altamerikanische Sprachen und Kulturen (Lab for Ancient American Languages and Cultures), Universität Hamburg, Germany, Fellow in Ancient America Studies, 1971-72; M.A., International Relations, The Fletcher School of Law and Diplomacy, Tufts University, 1970.

Academic Experience: Associate Professor of Anthropology and, by courtesy, of Iberian and Latin American Cultures and of Linguistics; BOSP faculty at Stanford-in-Santiago, Chile; Stanford Institutional Review Board (Human Subjects); Director, Center for Latin American Studies; Provost's Committee on Academic Computing (C-ACIS); Overseas Studies Board; Western Culture Program Committee; Affiliated faculty, Department of Linguistics. 2006-07 Visiting Professor, Australian Chair, Harvard University, 2007 Jensen Memorial Lecturer, Johann Wolfgang Goethe University of Frankfurt. 2011-12 Conjoint Professor, University of New South Wales.

Overseas Experience: Mexico.

Languages: Spanish – 5; French - 3; Yucatec (Mayan) - 3; Quiché (Mayan) – 3; Quechua – 3; Nahuatl - 3; Latin – 3.

LAS Courses Taught: Language and Culture; Maya Hieroglyphic Writing; Mayan Mythology and the Popol Vuh; Honors College in Latin American Studies; Senior Seminar in Latin American Studies.

Specialization: Historical linguistics, linguistic prehistory, and the native languages of the Americas.

Recent Publications: Fox, James A., and Eva Prionas, eds. Web-based Instruction in Less Commonly-Taught Languages. Center for the Study of Language and Information, Stanford University. Fox, James A. MS. Dictionary, Phonology, and Grammar of Ayapa Zoque. Fox, James A. MS. The Inscriptions of Chichen Itzá. Monograph on my decipherment of the inscriptions of this site, which are graphically distinct from other Maya writing, and which incorporate a more substantial phonetic component.

Advising: Not available

Distinctions: American Anthropological Association; Society for Linguistic Anthropology; American Ethnological Society; Linguistic Society of America; Sigma Xi National Scientific Honorary Society.

FRANK, ZEPHYR - 100%

Professor, Department of History – (Tenured)

Education: Ph.D. in History, University of Illinois, Urbana-Champaign 1999.

Academic Experience: Stanford University, Associate Professor; Stanford University, Assistant Professor; Illinois State University, Lecturer.

Overseas Experience: Brazil, Chile, and Argentina.

Languages: Portuguese – 5; Spanish – 4; French – 2.

LAS Courses Taught: Culture, Politics, and Society in Latin America; Latin American Development: Economy and Society, 1800-2000; Modern Brazil.

Specialization: Social History of Brazil; Latin American Economic History; Wealth and Inequality; Geographical Information Systems (GIS); Terrain of History; Spatial History.

Recent Publications: Big water : the making of the borderlands between Brazil, Argentina, and Paraguay (Contributor - Forward) (2018); Reading Rio de Janeiro: Literature and Society in the Nineteenth Century (2016); Spatial History Project with Richard White (2013); An historical land conservation analysis in the San Francisco Bay Area, USA: 1850-2010 Landscape and Urban Planning with Ferreira Santos, M., Thorne, J., Christensen, J. (2014).

Advising: Completed: 9 Ph.D. Advises one to two MA in LAS per year.

Distinctions: Dean's Award for Distinguished Achievements in Teaching, Stanford University; Graves Award for Excellence in Humanities Teaching, administered by Pomona College in conjunction with the ACLS; Fellow in the Humanities Center, Stanford University; Fulbright-Hays Dissertation Research Fellowship, Brazil.

GARCIA, ANGELA -100%

Associate Professor, Department of Anthropology - (Tenured)

Education: PhD. in Social Anthropology, Harvard University, 2007. B.A. in Anthropology, University of California, Berkeley, 1997.

Academic Experience: Assistant Professor, Department of Anthropology, Stanford University, 2011-Present. Assistant Professor, University of California, Irvine, 2008-2011.

Overseas Experience: Mexico, South Africa.

Languages: Spanish - 5

LAS Courses Taught: Life and Death in Latin America, Anthropological Methods, The Anthropology

of Drugs.

Specialization: Anthropologies of health, illness and care; drugs, addiction and incarceration; violence, inequality and citizenship; the politics of science and medicine; subjectivity; ethics; ethnographic writing and representation. Ethnographic Areas: United States; Latin America, especially Mexico.

Recent Publications: Violence, addiction, recovery: An anthropological study of Mexico's anexos. Transcultural psychiatry Garcia, A., Anderson, B. (2016); The Blue Years: An Ethnography of a Prison Archive Cultural Anthropology Garcia, A. (2016); Serenity: Violence, Inequality, and Recovery on the Edge of Mexico City MEDICAL ANTHROPOLOGY QUARTERLY Garcia, A. (2016); 'Spirituality' and 'cultural adaptation' in a Latino mutual aid group for substance misuse and mental health. BJPsych bulletin Anderson, B. T., Garcia, A. (2015); The Promise: On the Morality of the Marginal and the Illicit ETHOS Garcia, A. (2014); Regeneration: Life, Drugs and the Remaking of Hispano Inheritance Social Anthropology Garcia, A. (2014).

Advising: PhD.: 2 completed.

Distinctions: Global Underdevelopment Action Fund, Freeman Spogli Institute, Stanford University for research in Mexico. Victor Turner Prize, The Pastoral Clinic: Addiction and Dispossession Along the Rio Grande. Institute for Research in the Social Sciences Fellowship (IRiSS), Stanford University, for research on addiction and modes of religious and secular rehabilitation in Mexico City. University of California Institute for Mexico and the United States, Faculty Fellowship for ethnographic research in Mexico City. UC President's Postdoctoral Fellow, University of California, Los Angeles. National Academies of Sciences, Ford Foundation Pre-doctoral Fellow. National Institute of Mental Health Pre-doctoral Fellowship. National Science Foundation Graduate Research Fellowship.

GARCIA, GABRIEL - 50%

Professor, Department of Medicine - (Tenured)

Education: M.D., New York University, Medicine, 1977. A.B., Cornell University, Biology 1973.

Academic Experience: Senior Fellow, Center for Innovation in Global Health (2015 - Present); Professor - Med Center Line, Medicine (Gastroenterology and Hepatology); William and Dorothy Kaye University Fellow in Undergraduate Education, Bass University Fellows in Undergraduate Education (2012 - 2017); Associate Dean For Medical School Admissions, Stanford University School of Medicine (1999 - 2012); Baylor College of Medicine 1987-89.

Overseas Experience: Mexico

Languages: Spanish - 5

LAS Courses Taught: Alternative Spring Break: Healthcare of Underserved Communities in Central California; Alternative Spring Break: Rural and American Indian Health Disparities; Community Health Advocacy; Community Health in Oaxaca; Foundations for Community Health Engagement; Oaxacan Health on Both Sides of the Border; Policy Advocacy in Community Health; The Medical Interview for Spanish Speakers.

Specialization: Evaluation of an educational and agricultural intervention to enhance food diversity in rural indigenous villages in Oaxaca, Mexico (in collaboration with Puente de la Salud Comunitaria).

Recent Publications: Temporal trends in disease presentation and survival of patients with hepatocellular carcinoma: A real-world experience from 1998 to 2015. Cancer

(2018); Real-world experience with interferon-free, direct acting antiviral therapies in Asian Americans with chronic hepatitis C and advanced liver disease. *Medicine* (2017); Sex differences in disease presentation, treatment and clinical outcomes of patients with hepatocellular carcinoma: a single-centre cohort study. *BMJ open gastroenterology* (2016); Sexual and Gender Minority Identity Disclosure During Undergraduate Medical Education: "In the Closet" in Medical School *ACADEMIC MEDICINE* (2015); From Patients to Providers: Changing the Culture in Medicine Toward Sexual and Gender Minorities *ACADEMIC MEDICINE* (2015); Mutations in HBV DNA polymerase associated with nucleos(t)ide resistance are rare in treatment-naïve patients. *Clinical gastroenterology and hepatology* (2014).

Distinctions: Senior Fellow, Center for Innovation in Global Health (2015 - Present); Miriam Roland Prize, Stanford University; Inaugural Hackenberg Lecture, Society for Applied Anthropology; Governor's Award for Excellence in Research, American College of Gastroenterology; JG White Prize in Comparative Literature, Cornell University, 1972.

GREENE, ROLAND - 50%

Professor, Department of Comparative Literature – (Tenured)

Education: Ph.D., Princeton University, 1985; A.B., Brown University, 1979.

Academic Experience: Mark Pigott KBE Professor in the School of Humanities and Sciences; Professor of Comparative Literature, Stanford University; Head, Division of Literatures, Cultures, and Languages, Stanford University.

Overseas Experience: Spain.

Languages: Spanish – 5.

LAS Courses Taught: Baroque and Neobaroque; Poems, Poetry, Worlds; The Literature of the Americas; The Transatlantic Renaissance.

Specialization: Early Modern Literatures, 16th and 17th Centuries Transatlantic Culture, Literatures of the Americas, Literary and Cultural Theory Poetry, Lyric Theory Latin American Poetry, Fiction, and Criticism, Contemporary Poetry and Poetics.

Recent Publications: *Literature and Its Publics: Past, Present, and Future* PMLA-PUBLICATIONS OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA (2016); *Recent Studies in Tudor and Stuart Drama* STUDIES IN ENGLISH LITERATURE 1500-1900 (2015); *Five Words: Critical Semantics in the Age of Shakespeare and Cervantes*. University of Chicago Press (2013).

Advising: Ph.D.: 9 completed

Distinctions: Fellowships from the American Council of Learned Societies, the National Endowment for the Humanities, and the Danforth Foundation, among others. Co-chair and founder of three research workshops in which most of his Ph.D. students participate. He is past president of the International Spenser Society, and from 1999 to 2002 served on the Executive Council of the MLA; President of the Modern Language Association, the largest scholarly organization in the world; editor in chief of the fourth edition of the Princeton Encyclopedia of Poetry and Poetics.

GRUSKY, DAVID - 25%

Professor, School of Humanities and Sciences, and Senior Fellow at the Stanford Institute for Economic Policy Research - (Tenured)

Education: Ph.D., The University of Wisconsin, Madison, Sociology (1987) M.S., The University of Wisconsin, Madison, Sociology (1983) B.A., Reed College, Sociology (1980)

Academic Experience: Barbara Kimball Browning Professor in the School of Humanities and Sciences; Director, California Welfare Laboratory (2012 - Present); Director, Stanford Center on Poverty and Inequality, Stanford University (2005 - Present); Fellow, American Association for the Advancement of Science (2003 - Present); Professor, Department of Sociology, Cornell University (1999 - 2004); Founding Director, Center for the Study of Inequality, Cornell University (1997 - 2004)

LAS Courses Taught: Ending Poverty with Technology; Ending Poverty with Technology: A Practicum; Workshop: Inequality

Specialization: The changes in the amount, type, and sources of inequality; economic and social mobility; persistence of extreme gender inequality; cross-class contact; monitoring poverty, inequality, and mobility using "big data."

Recent Publications: Social Stratification: Class, Race, and Gender in Sociological Perspective edited by Grusky, D. B., Weisshaar, K. 2014; Neighborhood as Destiny? What's Unknown about Stork Drops and Mobility? PBS Newshour Magazine Grusky, D. B., Snipp, C. M. 2013.

Advising:

Distinctions: Max Weber Prize, American Sociological Association (2005); Presidential Young Investigator Five Year Career Award, National Science Foundation (1988 - 1993); Center for Demography and Ecology Traineeship, The University of Wisconsin, Madison (1984 - 1985); First Place Paper, Caroline Rose Competition, American Sociological Association (1983); Class of 1921 Award, Reed College (1980); Faculty and Divisional Commendation for Academic Excellence, Reed College (1976 - 1980); Phi Beta Kappa, Reed College (1976 - 1980)

HABER, STEPHEN - 75%

Professor, Department of History – (Tenured)

Education: Ph.D. in history, University of California, Los Angeles, 1985; M.A. in history, University of California, Los Angeles, 1981; B.A. (with distinction) in international affairs, The George Washington University, 1979.

Academic Experience: A.A. and Jeanne Welch Milligan Professor, Stanford University; Appointed Professor of History; Professor of Political Science; and Professor of Economics (by Courtesy); Peter and Helen Bing Senior Fellow, Hoover Institution, Stanford University; Director, Social Science History Program, Stanford University; Associate Dean for the Social Sciences and Director of Graduate Studies, School of Humanities and Sciences, Stanford University; Senior Fellow (by Courtesy), Hoover Institution, Stanford University; Associate Professor, Department of History, Stanford University.

Overseas Experience: Mexico, Brazil.

Languages: Spanish – 5; Portuguese – 4.

LAS Courses Taught: Comparative Political Economy; Political Economy of Development; Political Economy of Property Rights; Mexico, from the Aztecs to NAFTA; Authoritarianism, Ancient and Modern.

Specialization: Economic growth, regulation of banks and financial markets, industrial

development, myth of the resource curse, comparative politics and economic history mostly focused on Latin America, particularly Mexico and Brazil.

Recent Publications: La política de los derechos de propiedad : inestabilidad política, compromisos creíbles y crecimiento económico en México, 1876-1929 (2015); Los Buenos Tiempos Son Estos (with Musacchio, A.). Centro de Estudios Espinosa Yglesias (2014); Fragile By Design: The Political Origins of Banking Crises and Scarce Credit (with Charles W. Calomiris). Princeton University Press (2014); Foreign Entry and the Mexican Banking System, 1997-2007 (with Musacchio, A.) Economía (2012); Politics and Banking Systems Economic Development in the Americas Since 1500: Endowments and Institutions (with Engerman, S., Sokoloff, K.L.) (2012).

Advising: Ph.D: 15 Completed

Distinctions: Jonathan R. Hughes Prize for Excellence in Teaching, The Economic History Association; Academia Mexicana de Ciencias, Corresponding Member, as of 2013; Walter J. Gores Award for Excellence in Teaching, Stanford University; Premio Manuel Espinosa Yglesias; Phi Beta Kappa Teaching Prize, Stanford University; M. I. Rostovtzeff Lecture in Ancient History, Yale University; Allan V. Cox Medal for Faculty Excellence in Fostering Undergraduate Research, Stanford University; George Washington University Distinguished Alumni Scholar; Dean's Distinguished Teaching Award, Stanford University; University Fellow, Stanford University; Dean's Distinguished Teaching Award, Stanford University.

HOYOS, HECTOR - 100%

Associate Professor, Department of Iberian and Latin American Cultures – (Tenured)

Education: Ph.D. Romance Studies, Cornell University Ithaca, NY, 2008; M.A. Romance Studies, Cornell University Ithaca, NY, 2006; B.A. Philosophy with Honors, Universidad de los Andes Bogotá, Colombia, 2002; B.A. Literature, Magna cum Laude Universidad de los Andes Bogotá, Colombia, 2001.

Academic Experience: Associate Professor, Department of Iberian and Latin American Cultures; Introductory Seminars Awards Committee; Spanish and Portuguese Department Graduate Committee; Department of Iberian and Latin American Cultures Graduate Committee; Director of Undergraduate Studies ILAC.

Overseas Experience: Colombia, Chile, Germany.

Languages: Spanish - 5; English and French - 5; German - 5; Latin - 2; Portuguese -2.

LAS Courses Taught: Gender and Feminist Debates in Latin America; Introduction to Latin America: Cultural Perspectives; Latin American Aesthetics; Meat; Modern Latin American Literature; The Short Story in Latin America; Critique of Technology; Borges and Philosophy; Critical Issues of Human Rights through Literature; Fernando Vallejo: Grammar, Dogs, and Lust for Life; Roberto Bolaño; Modern Latin American Myths and Icons; The Trail of Memory; Masterpieces: García Márquez; Materialism and Literature; Latin America at the End of the Cold War; Accursed Writers; Theorizing the Novel after 1989; Contemporary Latin American Novel in Translation; Cultural Perspectives on the Luso-Hispanic Americas; Magical Realism and Globalization; The Duty of Mischief: César Aira's Writing as Cultural Critique; Latin American Current Affairs; 21st Century Chilean Literature.

Specialization: Modern and Contemporary Latin American Literature; visual culture; critical theory; comparative and philosophical approaches to literature.

Recent Publications: Beyond Bolaño: The Global Latin American Novel. Columbia University Press (2015); Theories of the Contemporary in South America Introduction REVISTA DE ESTUDIOS HISPANICOS with Librandi-Rochoa, M. (2014); In addition, Professor Hoyos has conducted over 25 peer-reviewed articles, book reviews and review essays, monographs, and encyclopedia entries combined.

Advising: Completed: 1 Masters; 5 Honors In-Progress: 1 PhD

Distinctions: Research Fellowship for Experienced Researchers, Alexander von Humboldt Foundation (2015-2016); Faculty Research Visit Grant, German Academic Exchange Service - Deutscher Akademischer Austausch Dienst (DAAD) (2014); Humanities Center Internal Faculty Fellowship (2012-2013); Vice Provost for Undergraduate Education Faculty College grant for curricular innovation in team-taught courses (2011-2012); Division of Literatures, Cultures, and Languages Research Unit funding for “Cultural Synchronization and Disjuncture,” an interdisciplinary working group on cultural theory and Latin Americanism (2009-2012); Philosophy and Literature Initiative: Curriculum development grant for “Borges and Philosophy” (2009); Institute for World Literature 3rd Summer Session, Harvard University 2013; Society for the Humanities research travel grant to Mexico City (January 2008); Sage Fellowships (2006-2007, 2003-2004).

HUGHES, NICOLE - 100%

Assistant Professor, Department of Iberian and Latin American Cultures (Tenure-track)

Education: Ph.D. at Columbia University in the Department of Latin American and Iberian Cultures and the Institute for Comparative Literature and Society; M.A. in Comparative Literature from NYU

Academic Experience: Lecturer, Iberian and Latin American Studies, Stanford University; Visiting Researcher at the Universidade Nova de Lisboa’s Centre for the Humanities and the Universidade de São Paulo; Editor of nonfiction at The Penguin Press.

Overseas Experience: Brazil. Germany.

Languages: Portuguese – 5. Spanish - 5. Nahuatl - 4.

LAS Courses Taught: Medieval and Early Modern Iberian Literatures; One World or Many? Representing Distance, Time, and Place in Iberian Expansion

Specialization: Early modern Iberian expansion, especially in New Spain and Brazil; Indigenous languages and translation practices.

Recent Publications: Stages of History: New World Spectacles and the Theater of the World in the Sixteenth Century (in development)

Advising: Ph.D: 15 Completed

Distinctions: Mellon Humanities International Travel Fellowship for the Academic Year 2015-16

JHA, SAUMITRA - 25%

Associate Professor of Political Economy at Stanford’s Graduate School of Business, and, by courtesy, of Economics and of Political Science. (Tenured)

Education: PhD, Economics, Stanford University, 2006; Master of Advanced Study: Mathematics (Part III), University of Cambridge, 2001; Master of Philosophy: Economics, Cambridge University, 2000; BA summa cum

laude, with highest honors: Economics and Mathematics, Williams College, 1999

Academic Experience: Associate Professor of Political Economy at Stanford Graduate School of Business, and, by courtesy of Economics, and of Political Science; Senior Fellow, Freeman Spogli Institute for International Studies; Senior Fellow Stanford Institute for Economic Policy Research

Overseas Experience: Mostly South Asia

Languages: Not

LAS Courses Taught: GSBGEN 350: International Internship ; POLECON 239: MSx: Strategy Beyond Markets ; POLECON 683: Political Development Economics

Specialization: comparative politics, development economics, economic history, political economy

Recent Publications: Trading for Peace Saumitra Jha. Economic Policy. 2018 ; Financial Market Exposure Raises Support for Peace Saumitra Jha, Moses Shayo. The Political Economist. April 2016, Vol. XII, Issue 1.

Advising: Seven Ph.D.

Distinctions: Winnick Family Faculty Fellow, 2017-2018; Stanford Innovation and Entrepreneurship in Developing Economies Award, 2015; Michael Wallerstein Award for best published article in Political Economy in previous year, American Political Science Association, 2014; John A. Gunn & Cynthia Fry Gunn Faculty Scholar, 2013-2014

JIMENEZ, TOMAS – 50%

Associate Professor, Department of Sociology (Tenured)

Education: Ph.D. in Sociology, Harvard University 2005; A.M. in Sociology, Harvard University 2001; B.S. in Sociology, Santa Clara University 1998 magna cum laude, Phi Beta Kappa, Class Valedictorian.

Academic Experience: Associate Professor in Sociology and Comparative Studies in Race and Ethnicity; New America Foundation Fellow; Assistant Professor in Sociology, University of California, San Diego.

Overseas Experience: FLAS Fellowship for language study in México

Languages: Spanish – 4.

LAS Courses Taught: Immigration and the Changing United States; Mexicans, Mexican Americans, and Chicanos in American Society.

Specialization: Immigration, race and ethnicity, inequality, assimilation, and Mexican Americans.

Recent Publications: Jiménez, Tomás R. (2017) The Other Side of Assimilation: How Immigrants are Changing American Life; Jiménez, Tomás R. (2010) Replenished Ethnicity: Mexican Americans, Immigration, and Identity. Berkeley, CA: University of California Press; Jiménez, Tomás R. (forthcoming) “Affiliative Ethnic Identity: A More Elastic link between Ethnic Ancestry and Culture” Ethnic and Racial Studies; Linton, April and Tomás R. Jiménez.

Advising: 15 Doctoral; Advises 1-2 MA in LAS students per year.

Distinctions: Distinguished Book Award, American Sociological Association’s Section on Latino/Latina Sociology; Distinguished Contribution to Research - Best Article Award, American Sociological Association’s Sociology Section on Latino/Latina Sociology; Professor of the Year, Center for Iberian and Latin American Studies, University of California, San Diego

KARL, TERRY – 100%

Professor, Department of Political Science – (Tenured)

Education: Doctor of Humane Letters, honoris causa, for human rights, University of San Francisco, 2005; Ph.D. with Distinction, Political Science, Stanford University, 1982; M.A., Political Science, Stanford University, 1976; B.A. with Honors, Humanities Special Programs, Stanford University, 1970.

Academic Experience: Gilded Professor of Latin American Studies, Stanford University; Professor of Political Science, Stanford University; Senior Fellow, by courtesy, Freeman and Spogli Institute of International Studies; William R. and Gretchen Kimball University Fellow in for Excellence in Teaching; Director, Center for Latin American Studies, Stanford University; Visiting Professor, European University Institute, Florence, Italy; Visiting Professor, Instituto Juan March, Madrid, Spain.

Overseas Experience: Chile, Mexico, Cuba, Venezuela, Central America, Spain, Hungary, Central and West Africa, South Africa, Italy.

Languages: Spanish - 5; French - 4; Italian - 4; Portuguese - 3; German - 2.

LAS Courses Taught: Latin America in Comparative Perspective; Central American Politics; The Global Politics of Human Rights; The Political Economy of Development; Oil, Regime, Change and Conflict.

Specialization: Courts; Politics; Human Rights.

Recent Publications: Oil-Led Development: Social, Political, and Economic Consequences, Working Paper, Terry L. Karl - Stanford University, Published By CDDRL Working Papers, page(s): 36 January 2007

Distinctions: William R. and Gretchen Kimball University Fellowship; Dean's Award for Excellence in Teaching; Allan V. Cox Medal for Faculty Excellence Fostering Undergraduate Research; Walter J. Gores Award for Excellence in Graduate and Undergraduate Teaching; the Rio Branco Prize by the President of Brazil, Fernando Henrique Cardoso, in recognition for her service in fostering academic relations between the United States and Latin America.

LIBRANDI ROCHA, MARILIA – 100%

Assistant Professor, Department of Iberian and Latin American Cultures – (Tenure-track)

Education: Ph.D, Literary Theory and Comparative Literature, Universidade de São Paulo, Brazil 2003; M.A; Literary Theory and Comparative Literature, Universidade de São Paulo, Brazil 1997; B.A, Portuguese Language and Literature, Pontificia Universidade Católica, São Paulo, Brazil 1990.

Academic Experience: Assistant Professor of Brazilian Literature and Culture, Department of Iberian and Latin American Cultures, Stanford University; Universidade Estadual do Sudoeste da Bahia (UESB, Department of Linguistic and Literary Studies, Brazil) Associate Professor of Literary Theory; Professor of Master “Memória: Linguagem e Sociedade”; Assistant Professor of Literary Theory.

Overseas Experience: Brazil.

Languages: English – 5; French - 5; Spanish – 4.

LAS Courses Taught: Octavio Paz and Haroldo de Campos; Brazilian Culture in a Latin American Perspective; Brazilian Presence: Landscape, Life and Literature. GER Education for Citizenship: Global Community.

Specialization: Modern and Contemporary Latin American Literature; Brazilian literature; comparative studies; philosophy and literature; multinaturalism.

Recent Publications: Writing by Ear: Clarice Lispector and the Aural Novel. (University of Toronto Press (2018); Uma Ponte Entre. Ficção e Filosofia na Literatura Brasileira (A Bridge Between: Fiction and Philosophy in Brazilian Literature). Prologue by Luiz Costa Lima. Rio de Janeiro:7Letras, 2009; Poemas-Vida . Antologia de Jacob P. Goldberg. (Poems-Life. Jacob Pinheiro Goldberg Anthology). Presented by João Adolfo Hansen. Rio de Janeiro:7Letras, 2008; “Driftings from Gumbrecht and Lyotard. PhD: 4 completed.

Advising: Stanford Humanities Center Faculty Fellowship (Full Academic Year Research Sabbatical) 2013-14. Stanford Institute for Creativity in the Arts, Farm Aid grant for new course (“Brazilian Songs”), 2013. Center for Latin American Studies Faculty Conference Grant. “Forum on Brazilian Literature, Cultures, and Portuguese Language.” Co-Chair with Lyris Wiedelman. (Full Academic Year) 2012-13. Stanford Institute for Creativity in the Arts, Farm Aid grant for new course (“Black Brazil”), 2011. Center for Latin American Studies Working Group, “Narrating Brazilian Spaces.” Faculty coordinator. (Full Academic Year) 2010-11. Stanford Institute for Creativity in the Arts Art Grant for “Trans-Poetic Exchange” Colloquium and Performance, 2009-10.

Distinctions:

MAGALONI, BEATRIZ - 100%

Professor, Department of Political Science – (Tenured)

Education: Ph.D and M.A. in Political Science, Duke University, Durham, NC; Law Degree, Instituto Tecnológico Autónomo de México (ITAM).

Academic Experience: Professor of Political Science, Stanford University; Visiting Professor, University of California, Los Angeles.

Overseas Experience: Mexico, Brazil, Colombia.

Languages: Spanish – 5; Portuguese – 3

LAS Courses Taught: Mexican Politics; Latin American Political Economy, Democracies and Dictatorships.

Specialization: Comparative Politics, Political Economy, Latin American politics.

Recent Publications: Strategies of Vote-Buying: Poverty, Democracy, and Social Transfers in Mexico (with Federico Estevez and Beatriz Magaloni). Cambridge: Cambridge University Press. (2016); “Presidential Approval in Hard Times: Mexico’s War on Crime” with Vidal Romero and Beatriz Magaloni. Latin American Politics and Society. (2016); "Authoritarian survival and poverty traps: Land reform in Mexico." with Michael Albertus, Beatriz Magaloni, and Barry R. Weingast. World Development. (2016); Determinantes do Uso da Força Policial no Rio de Janeiro (2016) Rio de Janeiro: UFRJ (with Ignacio Cano).

Distinctions: Leon Epstein Award; Best book award (2007), American Political Science Association’s Comparative Democratization section,; American Political Science Association’s Gabriel Almond 1998 Award for the Best Dissertation in Comparative Politics; Winner with Alberto Diaz-Cayeros and Barry Weingast of the 2001 prize for the best paper in comparative politics presented at the 96th American Political Science Association Meeting (Paper title: “Federalism and Democratization in Mexico”).

MARTINEZ, RAMON – 100%

Assistant Professor, Education – (Tenure-track)

Education: Ph.D. Education, University of California, Los Angeles, 2009; MEd (Education), University of California, Los Angeles, 1997; BA (Literature), University of California, San Diego, 1994

Academic Experience: Assistant Professor, Department of Curriculum and Instruction, University of Texas at Austin (2009-2015); Adjunct Instructor, Linguistics Department and Teacher Education Department, California State University, Long Beach (2007-2008); Adjunct Instructor, Teacher Education Program, University of California, Los Angeles (2004-2008); English Teacher, Mexico City, Mexico (2003-2004); English Teacher, Prague, Czech Republic (2002-2003); Elementary School Teacher, Los Angeles Unified School District (1996-2002).

Overseas Experience: Mexico, Czech Republic

Languages: Spanish – 4;

LAS Courses Taught: Race, Ethnicity, and Language; Language Policies and Practices.

Specialization: Intersections of language, race, and ideology in the public schooling experiences of students of color, with a particular focus on bi/multilingual Chicana/o and Latina/o children and youth.

Recent Publications: Martínez, R. A., Hikida, M., & Durán, L. (2015). Unpacking ideologies of linguistic purism: How dual language teachers make sense of everyday translanguaging. *International Multilingual Research Journal*, 9(1), 26-42; Roser, N., Wetzel, M. M., Martínez, R. A., & Price-Dennis, D. (2015). A digital tool grows (and keeps growing) from the work of a community of writers. *Reading & Writing Quarterly*, 31(2), 185-200; Martínez, R. A. & Morales, P. Z. (2014). ¿Puras groserías?: Rethinking the role of profanity and graphic humor in Latin@ students' bilingual wordplay. *Anthropology & Education Quarterly*, 45(4), 337-354; Palmer, D., Martínez, R. A., Mateus, S., & Henderson, K. (2014). Reframing the debate on language separation: Towards a vision for translanguaging pedagogies in the dual language classroom. *The Modern Language Journal*, 98(3), 757-772.

MATSON, PAMELA – 33%

Professor, School of Earth Sciences – (Tenured)

Education: Ph.D. Forest Science, Oregon State University 1983; MS Environmental Science, Indiana University 1980; BA Biology, University of Wisconsin - Eau Claire 1975.

Academic Experience: Dean of Earth Sciences and Goldman Professor of Environmental Sciences, Stanford University; Goldman Professor of Environmental Studies and Professor, Geological and Environmental Sciences, Stanford University; Professor of Environmental Science, Policy and Management, University of California, Berkeley; Research Scientist, NASA-Ames Research Center.

Overseas Experience: Mexico, China.

Languages: Spanish - 2

LAS Courses Taught: A Transition Toward Sustainability.

Specialization: Biogeochemical and ecological processes in forest and agricultural systems. Effects of land use change and other human caused changes on

biogeochemical processes and trace gas exchanges in tropical ecosystems.

Recent Publications: From Global Environmental Change to Sustainability Science: Ecosystem Studies in the Yaqui Valley, Mexico Fundamentals of Ecosystem Science. 2013. Seeds of Sustainability: Lessons from the Birthplace of the Green Revolution in Agriculture. 2012. Luers, A.L., D.B. Lobell, L.S. Sklar, C.L. Addams and P.A. Matson. 2003. A method for quantifying vulnerability, applied to the agricultural system of the Yaqui Valley, Mexico. *Global Environmental Change* 13: 255-267; Matson, P., A. Luers, K. Seto, R. Naylor, and I. Ortiz-Monasterio. 2005. People, Land Use and Environment in the Yaqui Valley, Sonora, Mexico. Pages 238-264 in *Population, Land Use, and Environment*, B. Entwisle and P. Stern, eds. National Research Council, Washington, DC; Luers, A.L., R. Naylor, and P. Matson. 2006. A Case Study of Land Reform and Coastal Land Transformation in Southern Sonora, Mexico. *Land Use Policy* 23(4): 436-447; Ahrens, T.D., J.M. Beman, J.A. Harrison, P.K. Jewett, and P.A. Matson.

Advising: Supervising two currently

Distinctions: Honorary Doctorate, McGill University; Honorary Doctorate, Princeton University; Fellow California Academy of Sciences; Doctor of Science Honorary Degree, Arizona State University; NASA Exceptional Service Medal; MacArthur Fellow; Honorary Member, British Ecological Society among others.

MILLER, GRANT – 50%

Associate Professor, School of Medicine, Center for Primary Care – (Tenure-track)

Education: Ph.D., Health Policy (Economics Track), Harvard University, 2005; Master of Public Policy, John F. Kennedy School of Government, Harvard University, 2000; B.A., Psychology (Intensive Major with Distinction), Yale University, 1995.

Academic Experience: Associate Professor of Medicine (with tenure), Stanford University, 2012 – Present; Senior Fellow, Freeman Spogli Institute for International Studies, Stanford University, 2012 – Present; Associate Professor of Economics (by courtesy), Stanford University, 2012 – Present; Associate Professor of Health Research and Policy (by courtesy), Stanford University, 2012 – Present.

Overseas Experience: Colombia, India, Bangladesh, China,

Languages: Spanish - 2

LAS Courses Taught: The Economics of Health Improvement in Developing Countries; Health Care Systems around the World; Making Things Happen in the Real World: Leadership and Implementation.

Specialization: Health and development economics, and economic demography, Health Care Systems Around the World.

Recent Publications: Ambulance Service Associated with Reduced Probabilities of Neonatal and Infant Mortality in Two Indian States (2016); Population Policy: Abortion and Modern Contraception are Substitutes (2016); Supply- vs. Demand-Side Rationing in Developing Country Health Insurance: Evidence from Colombia's 'Régimen Subsidiado' (2009); Time vs. Money in Child Health Production: The Case of Coffee Price Fluctuations and Child Survival in Colombia (2009); Contraception as Development? New Evidence from Family Planning in Colombia, *Economic Journal*

120(545): 709-736, 2010.
Advising: Currently supervising two and sponsoring one postdoctoral faculty.
Distinctions: Biennial Prize for Distinguished Contribution to Population Scholarship, American Sociological Association Section on Population; Best Student Paper Prize, American Society of Health Economists; Faculty Research Fellow, National Bureau of Economic Research (NBER); Faculty Fellow, Stanford Center for International Development.

MINIAN, ANA – 100%

Assistant Professor, Department of History (Tenured-track)
Education: PhD, Yale University, 2012. M.A., Yale University, 2009. B.A., University of Chicago, 2005.
Academic Experience: Assistant professor, Stanford University.
Overseas Experience: Mexico, Caribbean.
Languages: Spanish - 5.
LAS Courses Taught: Transnational Latin American Migration to the United States, Spring 2013, Stanford University; Borders and Borderlands in Modern Mexico, Spring 2013, Stanford University; Governance, Resistance, and Identity in Modern Mexico, Winter 2013, Stanford University.
Specialization: The history of Mexican undocumented migration to the United States from 1965 to 1986.
Recent Publications: Undocumented Lives: the untold story of Mexican migration, (2018), Indiscriminate and Shameless Sex: The Strategic Deployment of Sexuality by the United Farm Workers, American Quarterly, (Vol 65, No. 1: March 2013 pp. 63-90). Western Hemisphere Act, in Anti-Immigration in the United States: A Historical Encyclopedia, edited by Kathleen Arnold (Westport, CT: Greenwood Press, 2011).
Advising: PhD: 1 completed. Supervising 2.
Distinctions: 2013-2014 Donald D. Harrington Fellowship, UT Austin. 2012-2013, CCSRE Faculty Research Fellowship, Stanford University. 2012, Ralph Henry Gabriel Prize for best dissertation in American Studies, American Studies Association. 2011-2012, Beca CONACYT en el Extranjero, Consejo Nacional de Ciencia y Tecnología, México. 2010-2011, Leylan Fellowship in the Humanities, Yale University. 2009-2010, MacMillan Center Dissertation Research Grant, Yale University. 2009-2010, Fund for Lesbian and Gay Studies Research Grant, Yale University. 2009. Women, Religion and Globalization Fellowship, Yale University.

MOONEY, HAROLD – 33%

Professor Emeritus, Department of Biology – (Tenured)
Education: Ph.D. Duke University 1960; M.A. Duke University 1958; B.A. University of California, Santa Barbara, 1957.
Academic Experience: Instructor to Associate Professor, University of California, Los Angeles; Associate Professor, Stanford University, Professor; Paul S. Achilles Professor of Environmental Biology, Stanford University; Senior Fellow, by courtesy, Institute for International Studies, Stanford University.
Overseas Experience: NOT AVAILABLE
Languages: Spanish – 2; German – 1.
LAS Courses Taught: Independent Studies
Specialization: How plant species and groups of species respond to their environments, thereby contributing to the theoretical framework of plant physiological

ecology, and developed research methodologies for assessing how plants interact with their biotic environments.

Recent Publications: Importing food damages domestic environment: Evidence from global soybean trade (2018); The Shenzhen Declaration on Plant Sciences: Uniting plant sciences and society to build a green, sustainable Earth (2017); Linking biodiversity, ecosystem services, and human well-being: three challenges for designing research for sustainability (2015)
Professor Mooney has published over 500 works in the course of his academic career.

Advising: Ph.D: 2 completed and 9 as a reader committee member in the last five years.

Distinctions: Mercer Award, Ecological Society of America; National Science Foundation Senior Postdoctoral Fellow, Chile and France; Guggenheim Fellow; Australia and Africa; Fellow of the American Association for the Advancement of Science; Elected National Academy of Sciences; Elected American Academy of Arts and Sciences; Merit Award, Botanical Society of America; Medal of the City of Montpellier, France; Humboldt Senior Distinguished U.S. Scientist Award, Germany; Ecology Institute Prize for Terrestrial Ecology; Max Planck Research Award; Elected, California Academy of Sciences; Elected, American Philosophical Society; Eminent Ecologist Award, Ecological Society of America; Elected, World Academy of Art and Science; Elected Honorary Member, British Ecological Society; Distinguished Scientist Award, American Institute of Biological Sciences; Centennial Award, Botanical Society of America; Ramon Margalef Prize in Ecology and Environmental Sciences.

MOYA, PAULA – 33%

Professor, English and (by courtesy) Iberian and Latin American Cultures– (Tenured)

Education: Ph.D., Cornell University (1998); M.A., Cornell University (1995); B.A., University of Houston (1991)

Academic Experience: Director, Research Institute of Comparative Studies in Race and Ethnicity (2016-2019); Director of the Program in Modern Thought and Literature (2011-2015)

Overseas Experience: Italy, Germany, Latin America

Languages: Spanish - 4Not available

LAS Courses Taught: Introduction to Comparative Studies in Race and Ethnicity; After the Apocalypse; Feminist Theory: Thinking through/with/about the gendered body.

Specialization: Twentieth-century and early twenty-first century literary studies, feminist theory, critical theory, narrative theory, American cultural studies, interdisciplinary approaches to race and ethnicity, and Chicano/a and U.S. Latina/o studies.

Recent Publications: The Social Imperative: Race, Close Reading, and Contemporary Literary Criticism (2016).

Advising:

Distinctions: Dean's Award for Distinguished Teaching, Stanford University; Postdoctoral Fellowship, Ford Foundation; Outstanding Chicana/o Faculty Member Award, Stanford University; Brown Faculty Fellowship, The Brown Institute; Fellowship, Clayman Institute

NAYLOR, ROSAMOND – 33%

Professor, Environmental Earth System Sciences – (Tenured)

Education: Ph.D. in Applied Economics, Stanford University, Stanford, California 1989; Master of Science in Economics London School of Economics, London, England 1981; Bachelor of Arts in Economics, Magna Cum Laude Bachelor of Arts in Environmental Science, University of Colorado, Boulder, Colorado 1980.

Academic Experience: Professor, Department of Environmental Earth Systems Science, Stanford University; William Wrigley Senior Fellow, Freeman-Spogli Institute for International Studies and the Woods Institute of the Environment, Stanford University; Director, Program in Food Security and the Environment, Stanford University; Julie Wrigley Senior Fellow, Center for Environmental Science and Policy, Stanford University; Director of Studies, Goldman Interschool Honors Program in Environmental Science, Technology, and Policy, Stanford University; Associate Professor by courtesy, Department of Economics, Stanford University.

Overseas Experience: Sweden, Brazil, China, Africa, Bangladesh, Mexico

Languages: English – 5; Spanish – 2; French – 2.

LAS Courses Taught: Fundamentals of Sustainable Agriculture; World Food Economy.

Specialization: The environmental and equity dimensions of intensive food production.

Recent Publications: China’s aquaculture and the world’s wild fisheries (2015) The Evolving Sphere of Food Security (2014), The new economic geography of land use change: Supply chain configurations and land use in the Brazilian Amazon (2013), Feed and Fishmeal Use in the Production of Carp and Tilapia in China (2013), Naylor, R.N. and W.P. Falcon.

Advising: Currently supervising 3 Ph.D. theses, one master’s, and sponsoring one postdoctoral faculty

Distinctions: Aldo Leopold Leadership Fellow in Environmental Science and Public Policy; Pew Fellow in Conservation and the Environment; McNamara Post-doc Fellowship, The World Bank.

NOLL, ROGER - 33%

Professor Emeritus, Department of Economics - (Tenured)

Education: A.M., Ph.D. (Economics), Harvard University, 1965, 1967; B.S. (Math, Honor), California Institute of Technology, 1962.

Academic Experience: Professor of Economics, Emeritus at Stanford University; Senior Fellow at the Stanford Institute for Economic Policy Research, Co-Director of the Program on Regulatory Policy; Senior Fellow and member of the Advisory Board at the American Antitrust Institute; Member of the Advisory Board of the AEI-Brookings Joint Center on Regulation; Calif. Inst. of Tech.(1965-1983); Brookings Institution (1970-73, 1995-6, 2003); Univ. Mich. (1988); European University Institute (1991); UC San Diego (1993); London School of Economics (2001, 2002).

Overseas Experience: Zambia - 1972; Brazil - 1987; Italy - 1991; Mexico - annually since 1994; France - 1996; India - 1998, 2000, 2002, 2003, 2004, 2005, 2009, 2012; Ghana, Nigeria - 2003; South Africa - 2006, 2007.

Languages: Spanish - 5

LAS Courses Taught: Independent Studies

Specialization: Comparative Analysis of Wireless Communications in Developing Countries, Applied Microeconomics, Antitrust and Regulation, Technology Policy, Political Economics, Legal Institutions.

Recent Publications: Conditions for Judicial Independence, co-authors Mathew D. McCubbins and Barry R. Priorities for Telecommunications Reform in Mexico. In No Growth without Equity? Inequality, Interests, and Competition in Mexico, Santiago Levy and Michael Walton, eds. Palgrave MacMillan, 2009; Malleable Constitutions: Reflections on State Constitutional Reform, co-author Bruce E. Cain. Texas Law Review Vol. 87, No. 7 (June 2009), pp. 1517-44; Regionalising Infrastructure Reform in Developing Countries, co-authors Nancy C. Benjamin and Ioannis N. Kessides. World Economics Vol. 11, No. 3 (July-September 2010), pp. 79-108; Institutional Causes of California's Budget Problem, co-author Bruce E. Cain. In The Antitrust Revolution, John E. Kwoka, Jr., and Lawrence J. White, eds. Oxford University Press, 2013; Endogeneity in Attendance Demand Models. In The Econometrics of Sport, Placido Rodriguez, Stefan Kesenne and Jaume Garcia, eds. Edward Elgar, 2013.

Distinctions: 1974 Book Award, National Association of Educational Broadcasters (1975); Guggenheim Fellowship (1983-4); Rhodes Price for Undergraduate Teaching -- Stanford (1994); Distinguished Service Award, Public Utilities Research Center -- Florida (2001); Distinguished Lecture Award, Brookings-AEI Joint Center on Regulation and Markets (2006); Alfred E. Kahn Distinguished Career Award, American Antitrust Institute (2012); Distinguished Member Award, Transportation and Public Utilities Group, American Economic Association (2013).

PADILLA, AMADO – 25%

Professor, School of Education – (Tenured)
 Education: Ph.D. University of New Mexico, Experimental Psychology; M.S Oklahoma State University
 Experimental Psychology; B.A. New Mexico Highlands University, Psychology and Sociology.

Academic Experience: Assistant Professor of Psychology, State University of New York College at Potsdam; Assistant Professor of Psychology, University of California, Santa Barbara; Associate Professor of Psychology, University of California, Los Angeles; Professor of Psychology, University of California, Los Angeles; Professor of Psychological Studies in Education, Stanford School of Education; Program in Child and Adolescent Development.

Overseas Experience: Mexico
 Languages: Spanish – 4.
 LAS Courses Taught: Education of Immigrant Students: Psychological and Educational Resilience among Children and Youth; Well-being in Immigrant Children and Youth: A Service Learning Course; Second Language Acquisition Research, Culture, Class and Educational Opportunity.

Specialization: Resilience and positive school experiences of students from at-risk backgrounds; psychological acculturation and adjustment of immigrants, especially children and adolescents; and simultaneous and successive forms of bilingual development.

Recent Publications: Latino Millennials - the New Diverse Workforce: Challenges and Opportunities (2018); The Hispanic Stress Inventory Version 2:

Improving the assessment of acculturation stress (2016); "Quantitative Methods in Multicultural Education Research" In J. Banks & C. Banks (Eds.), Handbook of Research in Multicultural Education. (2004) Josey-Bass; "A Statewide Professional Development Program for California Foreign Language Teachers" (2004) in Foreign Language Annals.

Advising: Ph.D.: 3 currently; sponsoring one postdoctoral faculty

Distinctions: Undergraduate Research Participant; Who's Who Among Students in American Universities and Colleges; Pre-doctoral Fellow - Child Experimental Psychology; Foundation Research Trainee; Devereux Who's Who in Health Care; Fulbright-Hays Senior Lecturer; Academic Excellence Award; Distinguished Scholar Award; Distinguished Research Award; Paul Pimsleur Award for Research in Foreign Language Education, Distinguished Contribution through Research Award; President, Division 45, Who's Who Among Hispanic Americans; Lifetime Achievement Award; Recipient of the 6th Annual Latino Behavioral; Recipient of the Carolyn Attneave Award; Listed in Latinos in Science, Math, and Professions.

PEREZ-PERDOMO, ROGELIO – 100%

Visiting Professor, School of Law

Education: Ph.D, Law, Universidad Central de Venezuela, 1975; LLM, Harvard University, 1975; Doctoral Studies Philosophy and Sociology of Law, Universite de Paris, 1966; Law Degree, Universidad Central de Venezuela, 1964.

Academic Experience: Visiting Professor, Stanford University; Law School Dean, Universidad Metropolitana, Venezuela; Visiting Professor, Santa Clara University; Professor, Institute of Graduate Studies in Business and Public Policy, Venezuela; Academic Director, International Institute for the Sociology of Law, Spain; Professor, Universidad Central de Venezuela; Tinker Visiting Professor, Stanford University.

Overseas Experience: Venezuela

Languages: Spanish – 5; English – 5; French – 5; Portuguese – 3; Italian – 3.

LAS Courses Taught: Comparative Law and Society; Comparative Legal Cultures: Understanding for Cross-Border Legal Practice Law in Latin America

Specialization: Philosophy and Sociology of Law.

Recent Publications: Big Law in Latin America and Spain: Globalization and Adjustments in the Provision of High-End Legal Services (2018); Corporate Lawyers and Multinational Corporations in Latin America and Spain: 1990-2015 (2018); Cultura Juridica y Politicas rn Venezuela Revolucionaria: 1999-2013 (2015).

Distinctions: International Scholarship Prize of Law and Society Association, Académico Honorario; Academia de Derecho del Perú; Individuo de Número. Academia Nacional de la Historia (Venezuela); National Award, Best Book in Social Sciences; President, Venezuelan Association of the Sociology of Law.

RAMIREZ, FRANCISCO O. – 33%

Professor, School of Education – (Tenured)

Education: Ph.D., Stanford University (1974); M.A., Stanford University (1969); B.A., De La Salle University (Philippines) (1966)

Academic Experience: San Francisco State University 1973-87

Overseas Experience: Invited lectures at International Christian University (2007) and Yonsei University (2009). Stanford in Oxford 2001. Lectures in Japan and in Western Europe.

Languages: Spanish – 4

LAS Courses Taught: Education and Society; Comparative Higher Education; World, Societal, and Educational Change.

Specialization: Cross-national changes from citizenship to human rights and from human rights as legal lens to human rights as educational emphasis

Distinctions: Spencer Foundation several major grants, 2010-2012 most recent, "Globalization, Citizenship, and Education" National Science Foundation several major grants, most recent 2002-04 FSI (Bechtel Center) two major grants, most recent 2002-05 Center for Advanced Studies in the Behavioral Sciences Fellow, 2006-07 Center for Advanced Studies in the Behavioral Sciences Fellow

Recent Publications: Francisco O. Ramirez, T. Christensen, "The Formalization of the University: Rules, Roots, and Routes", Higher Education, 2012.; Francisco O. Ramirez, "The World Society Perspective: Concepts, Assumptions, and Strategies", Comparative Education, pp. 423-39, 2012.; Francisco O. Ramirez, P. Bromley and J. Meyer, "Student-Centeredness in Social Science Textbooks, 1970-2008: A Cross-National Study", Social Forces, 2011.; Francisco O. Ramirez, P. Bromley and J. Meyer, "The Worldwide Spread of Environmental Discourse in Social Science Textbooks, 1970-2010", Comparative Education Review, 2011.; Francisco O. Ramirez, J. Meyer and P. Bromley, "Human Rights in Social Science Textbooks: Cross-national Analyses, 1975-2008", Sociology of Education 83, pp. 111-134, 2010.; Francisco O. Ramirez, "Accounting for Excellence: Transforming Universities Into Organizational Actors", In Val Rust, Laura Portnoi, and Sylvia Bagely, eds., Higher Education, Policy, and The Global Competition Phenomenon, Palgrave, 2010.

Advising: Ph.D: 10 completed

Distinctions: Spencer Foundation several major grants; "Globalization, Citizenship, and Education" National Science Foundation several major grants.

RESINA, JOAN RAMON – 100%

Professor, Department of Iberian and Latin American Cultures – (Tenured)

Education: Ph.D. in Comparative Literature at U.C. Berkeley, 1986; M.A. program in Comparative Literature at U.C. Berkeley, 1984; Doctoral degree in English Philology, University of Barcelona, 1988; Licenciatura and Grado de Licenciatura in English Philology, University of Barcelona, 1980; B.A. with major in English Literature at Brandeis University 1978.

Academic Experience: Professor/Chair, Iberian and Latin American Cultures, Stanford University; Visiting Professor, Bing Overseas Studies Program, Stanford in Florence; Cornell University, Professor in the Department of Romance Studies and in the Department of Comparative Literature; Associate Professor, Department of Hispanic Languages and Literature at the State University of New York, Stony Brook; Associate Professor, Department of Hispanic Studies at Northwestern University; Assistant Professor, Department of Romance Languages and in the program of Literary

Studies at Williams College; Assistant Professor, English Department at the University of Barcelona.

Overseas Experience: France, Mexico, Spain, Germany, Italy,
 Languages: Spanish – 5; English – 5; Catalan - 5; German – 3; French - 3; Italian – 3; Portuguese – 3.

LAS Courses Taught: The Cinema of Pedro Almodovar; War and the Modern Novel; Introduction to Iberia: Cultural Perspectives

Specialization: Spanish and Catalan literatures with emphasis in the modern period.

Recent Publications: Catalunya al món. Com es lidera la projecció exterior d'una nació sense estat? ESADE. Quaderns de lideratge No. 37. Barcelona: Càtedra LideratgeS i Governança Democràtica, 2011, Del Hispanismo a los Estudios Ibéricos. Una propuesta federativa para el ámbito cultural. Trans. Antonio de Murcia. Madrid: Biblioteca Nueva, 2009, Hispanismo y Estado. La cultura al servicio de una idea imperial. Trans. Antonio de Murcia. Madrid: Biblioteca Nueva, 2009. Barcelona's Vocation of Modernity: Rise and Decline of an Urban Image.

Advising: Ph.D: 10 completed

Distinctions: Stanford University. DLCL Research grant for Journalism project, 2012-2013, Stanford University. DLCL Research grant for Exiles project, 2011-2012, Research grant for one month at the Simon Dubnow Institute for Jewish History and Culture. Leipzig University. July 2010. Stanford University. DLCL Research grant for Neoruralism project. Three years of support: 2008-2011. Serra d'Or Award for Literary Criticism.

RICK, JOHN – 100%

Associate Professor, Department of Anthropology – (Tenured)

Education: Ph.D. Anthropology, University of Michigan, 1978; M.A. Anthropology, University of Michigan, 1973; B.A. Anthropology, University of California (Santa Cruz), 1972.

Academic Experience: Chair, Department of Anthropological Sciences; Director, Archaeology Center (Stanford); Associate Professor, Department of Anthropological Sciences, Stanford University; Associate Chair, Department of Anthropological Sciences, Stanford University; Resident Fellow, Adams House Human Biology Focus House, Stanford University; Curator of Anthropology Collections, Archaeology Center; Visiting Scholar, Department of Archaeology, University of Cambridge teaching "Archaeology of the Americas"; Visiting Teacher, Zuni and Twin Buttes High Schools, Zuni New Mexico; Assistant Professor, Department of Anthropology, Stanford University; Visiting Professor, Instituto de Pré-História, Universidade de São Paulo; Invited Professor, Instituto Andino de Estudios Arqueológicos, Lima, Peru.

Overseas Experience: Visiting Professor, Instituto de Pré-História, Universidade de São Paulo. Invited Professor, Instituto Andino de Estudios Arqueológicos, Lima. Visiting Fellow, Clare Hall, Cambridge, England. Consultant for the Xingu Project, Museu Paraense Emilio Goeldi (Pará, Brasil). National Science Foundation Grant for Doctoral Dissertation Research, Perú. Ford Foundation Program for Accompanied Graduate Student Research, Perú.

Languages: Spanish - 5; Portuguese – 3.

LAS Courses Taught: Inca and their Ancestors; Chavin de Huantar Research Seminar; Archeology: The Emergence of a Discipline

Specialization: New World archaeology, with an ongoing focus on the excavations at Chavín de Huántar, Peru. His specific interests include band-level hunter-gatherers, stone tool studies, analytical methodology, and animal domestication.

Publications: 1997 Landscapes of Civilization. CD-ROM of virtual reality exploration of Peruvian archaeological sites and artifacts. Published with The Fine Arts Museums of San Francisco, 200 mb. With Darkin Hart and Rosa Rick. 1999 Web site on Chavín de Huántar, Winay Wayna, Peruvian Preceramic.

Advising: Ph.D: 5 completed

Distinctions: Research/Conservation Grants from Global Heritage Fund, Antamina, Fundacion Telefonica and Barrick Gold Corp. for research in Chavín de Huántar. Research Grants from the Mack Family Foundation for Guatemalan research. Richard W. Lyman Award, Stanford Alumni Association. Allan Cox Medal for Faculty Excellence Fostering Undergraduate Research, Stanford University.

RICKFORD, JOHN – 25%

Professor, Department of Linguistics – (Tenured)

Education: Ph.D, Linguistics, University of Pennsylvania 1979; MA, Linguistics, University of Pennsylvania 1973; BA, Sociolinguistics, University of California, Santa Cruz 1971.

Academic Experience: Pritzker University Fellow in Undergraduate Education; Professor, with tenure, Linguistics, Stanford; Professor, by courtesy, Education, Stanford; Director, Stanford Overseas Studies Summer Focus Program, Oxford Instructor, LSA Linguistics Institute, Ohio State University; Vice-Chair, Department of Linguistics, Stanford; Director, Program in African and African American Studies, Stanford, and holder of the Martin Luther King, Jr., Centennial Chair; Endowed chair: J.E. Wallace Sterling Professor of Linguistics and the Humanities, Stanford.

Overseas Experience: Guyana, England, New Zealand, Jamaica, Caribbean

Languages: Guyanese Creole – 5; Spanish – 2; French -2; German – 2.

LAS Courses Taught: Languages in Contact (includes a focus on pidgins and creoles, in the Caribbean as well as other parts of the Atlantic and Pacific).

Specialization: Sociolinguistics, particularly in the relation between language and ethnicity. He has studied numerous pidgin and creole languages, with an emphasis on Gullah, Guyanese, and other Caribbean creoles. Additionally, he has done extensive research into the Ebonics issue.

Recent Publications: 1976 (Ed.), A Festival of Guyanese Words. Georgetown: University of Guyana. Second edition, revised and expanded, 1978. 1987a Dimensions of a Creole Continuum. Stanford: Stanford University Press. 1987 (Ed.), Sociolinguistics and Pidgin-Creole Studies. Issue #71, International Journal of the Sociology of Language. Mouton, The Hague. 1999 Creole Genesis, Attitudes and Discourse: Studies Celebrating Charlene Sato, ed. (with Suzanne Romaine). Amsterdam: John Benjamins.

Advising: Ph.D: 5 completed

Distinctions: Professor Rickford has won several awards. He was nominated and elected as the Vice-President and President Elect, Linguistic Society of America. He won the Dean's Award for distinguished teaching, and the Bing Fellowship for excellence in teaching. He also won the

Distinguished Alumni award at the University of California, Santa Cruz. Professor Rickford has also been the recipient of numerous grants and fellowships, including multiple grants from the National Science Foundation.

ROSA, JONATHAN – 100%

Assistant Professor, Education – (Tenure-track)

Education: Ph.D., Sociocultural and Linguistic Anthropology, University of Chicago, 2010; M.A., Sociocultural and Linguistic Anthropology, University of Chicago, 2006; B.A., Linguistics and Educational Studies, Swarthmore College, 2003.

Academic Experience: Assistant Professor (By Courtesy), Linguistics; Assistant Professor (By Courtesy), Anthropology; Assistant Professor, Anthropology, University of Massachusetts.

Languages: Spanish – 4

LAS Courses Taught: Language, Culture, and Power; Introduction to Chicana/Latina Studies: Race, Ethnicity, and Language; Language Policies and Practices; Public Policy Institute; Service Learning Practicum

Specialization: Co-naturalization of language and race; youth socialization, raciolinguistic formations, and structural inequity in urban contexts.

Recent Publications: Looking like a Language, Sounding like a Race: Raciolinguistic Ideologies and the Learning of Latinidad (Forthcoming, 2018, Oxford University Press); Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts (2016); Racializing language, regimenting Latinas/os: Chronotope, social tense, and American raciolinguistic futures (2016); Invited Forum: Bridging the "Language Gap" (2015).

ROSENFELD, MICHAEL – 25%

Professor, Sociology - (Tenured)

Education: Ph.D. Sociology, University of Chicago, Chicago, Illinois 2000; MA Latin American Studies, University of Chicago, Chicago, Illinois 1991; BA Mathematics, Brown University, Providence, Rhode Island 1989.

Academic Experience: Associate Professor, with tenure, Department of Sociology, Stanford University; Assistant Professor, Department of Sociology, Stanford University.

Overseas Experience: Canada

Languages: Spanish - 4.

LAS Courses Taught: The Changing American Family, Sociology of the Family, Family Workshop: Sociology Phd students present and critique work on family and demography. Sociological Methodology, Race, Ethnic, and National Identities: Imagined Communities.

Specialization: The study of race, ethnicity, immigration, and family structure, and has conducted research on alternative family forms, including interracial marriage.

Recent Publications: M. Rosenfeld. 2013 "Reply to Allen et al," Demography 50 (3): 963-969, The age of independence: Interracial unions, same-sex unions and the changing american family (2009) Derrida Before The Law: Deconstruction and Legal Theory (Palgrave MacMillian Ltd. 2008) (forthcoming) (co-editor with Peter Goodrich, Florian Hoffman and Cornelia Viesmann).

Advising: Ph.D: 2 completed, Dissertation Committees: 10
Distinctions: Winner of the Stanford University Phi Beta Kappa teaching award (2012), Winner of the Teaching Award from the Stanford Urban Studies class of 2009, Winner of the 2007-2008 Stanford University Dean's Award for Distinguished Achievements in Teaching; Winner of Roger V. Gould memorial prize, for "Exchange Theory in Mate Selection," judged the best paper in the AJS in the previous year; Consulting Editor, Social Forces; Consulting Editor, American Journal of Sociology; Hellman Faculty Scholar (\$10,000 award).

RUFFINELLI, JORGE – 100%

Professor, Department of Iberian and Latin American Cultures – (Tenured)

Education: Graduate Study, Department of Spanish American Literature, School of Humanities and Sciences, University of Uruguay 1963-1967, 1971-1973.

Academic Experience: Full Professor, Stanford University; Professor of Prose and Verse, School of Drama, University of Veracruz; Professor of Spanish American Literature, School for Foreign Students, University of Veracruz; Professor of Spanish American Literature, School of Humanities, University of Veracruz; Director, Center for Linguistic and Literary Research, University of Veracruz (México); Adjunct Professor of Spanish-American Literature, School of Philosophy and Humanities, University of Buenos Aires.

Overseas Experience: Mexico, Argentina, Uruguay, Cuba, España, Italia, Chile.

Languages: Spanish – 5; English – 5; Portuguese – 3; Italian – 3; French – 3; German – 2.

LAS Courses Taught: Latin American Literatures (including Brazil) and Latin American Cinema (including Brazil).

Specialization: One of the foremost experts on Latin American cinema in the United States. He teaches courses on Latin American literature and film and is currently involved in the compilation of a comprehensive encyclopedia of Latin American film.

Recent Publications: He has published thirteen books of literary and cultural criticism and more than five hundred articles, critical notes and reviews in journals throughout the world. His two most recent books are: *Locas Mujeres; 130 directoras en America Latina* (2015) and *Para verte mayor: el nuevo cine uruguayo y todo lo anterior* (2015)

Advising: Ph.D: 4 completed

Distinctions: National Prize for Essay -Literatura e ideología; el primer Mariano Azuela, 1896-1918, awarded by the National Institute of Fine Arts, México, and the Cultural House of Gómez Palacio, Durango, México. Honorary Member, Center for Studies of Literature and Civilizations of Rio de la Plata, University of Paris, Sorbonne Nouvelle, France. Named "National Researcher", National System of Researchers, Secretary of Public Education, México. Honorary member of the National Hispanic Society, Sigma Delta Pi, United States. Fellow at Stanford Humanities Center. Named Académico, Academy of Letters, Uruguay. Elected Member of the Advisory Board to Pukara Fortitude Art & Cultural Organization (Providence, RI/Boston, Mass.) Elected Member of the Advisory Board of Fundación Juan Rulfo, México.

SALDIVAR, JOSE DAVID – 50%

Professor, School of Earth Sciences – (Tenured)

Education: Ph.D. in English and Comparative Literature, Stanford University (1983); BA, Literature Major (Combined English and Spanish Literature) Yale University (1977)

Academic Experience: University of California, Santa Cruz faculty (1985-1994); University of California, Berkeley faculty 1994-2010; Duke University (Literature faculty, 2007-2008); Stanford University faculty since January 2010.

Overseas Experience: Mexico,

Languages: Spanish -4

LAS Courses Taught: US-Mexico Border Fictions: Writing La Frontera, Tearing Down the Wall; Batman, Hamilton, Diaz, and other Wondrous Lives; The Laboring of Diaspora & Border Literary Cultures.

Specialization: Border Thinking; Literary and Cultural Criticism; Cultural Studies; Transamerican Literatures; Modernity/Coloniality

Recent Publications: Junot Diaz: On the Half Life of Love (forthcoming); Junot Diaz and the Decolonial Imagination (2016)

Distinctions: Personal research grants from The Ford Foundation, American Council of Learned Societies, UC President's Research Fellowship in the Humanities; William Rice Kimball Fellowship, Stanford Humanities Center; 2003 Distinguished Achievement Award for Literary and Cultural Criticism, Western Literature Association; 2005 Chicano Scholar of the Year, Modern Language Association; 2007 Sarlo Distinguished 2 Graduate Student Mentoring Award, University of California, Berkeley; Leon Sloss, Jr. Professor (May 2016-present); Jay B. Hubbell Medal for Lifetime Achievement in American Literary Scholarship—the American Literature Society & MLA (January 2017)

SALDIVAR, RAMON – 50%

Professor, Department of English – (Tenured)

Education: Ph. D., Comparative Literature, Yale University, 1977; MA, Philosophy, Yale University, 1976; B. A., Plan II Honors Program, With Highest Honors and Phi Beta Kappa, University of Texas at Austin, 1972.

Academic Experience: Current Director of the Bing Overseas Studies Program at Stanford; former Director of the Center for Comparative Studies in Race & Ethnicity; Hoagland Family Professor of Humanities & Sciences, Stanford University; Milligan Family University Fellow in Undergraduate Education, Stanford University; Chair of the Department of English and the Department of Comparative Literature at Stanford University; Professor, Departments of English & Comparative Literature, Stanford University; Professor, Department of English, University of Texas at Austin; Associate Professor, Department of English, UT Austin; Assistant Professor, Department of English, UT Austin.

Overseas Experience: Germany, China, Switzerland, Korea, Japan, Cuba, Italy

Languages: Spanish – 5; French – 3.

LAS Courses Taught: Modern Thought & Literature/English, The "Postrace" Aesthetic in Post-postmodern American Fiction, Novel of the Americas; The Ethnic Bildungsroman and Historical Novel; Colloquium on Chicano Cultural Studies.

Specialization: Literary criticism and literary theory, the history of the novel, 19th and early 20th century literary studies, cultural studies, globalization and

Recent Publications: issues concerning transnationalism, and Chicano and Chicana studies. The Imaginary and Its Worlds: American Studies after the Transnational Turn. Edited by Ramón Saldívar, Laura Bieger, and Johannes Voelz. University Press of New England, 2013.

The Borderlands of Culture: Américo Paredes and the Transnational Imaginary. Duke University Press, 2006. Winner of the Modern Language Association Prize for best book in the area of US Latino/a and Chicana/o Studies, 2007

Advising: Ph.D: 35 completed Ph.D: 3 in progress. M.A: 10 completed

Distinctions: National Humanities Medal (2012), Appointed By President Barack Obama to the National Council on the Humanities (2013): The Hoagland Family Professor of Humanities and Sciences; Milligan Family University Fellow in Undergraduate Education; Awarded Fifth Annual Modern Language Association Prize for best book in the area of US Latina and Latino and Chicana and Chicano Literary and Cultural Studies for *The Borderlands of Culture: Américo Paredes and the Transnational Imaginary* (Duke University Press); Named Distinguished Scholar (career achievement for leadership and scholarship) by the Division on Chicana and Chicano Literature of the Modern Language Association; The Western Literature Association Distinguished Achievement Award.

SHEEHAN, THOMAS – 25%

Professor, Department of Religious Studies – (Tenured)

Education: Ph.D. Fordham University, New York City 1971; M.A. Fordham University, New York City 1968; M.A. course work University of California at Berkeley, Comparative Literature 1965-6; B.A. 1961 St. Patrick's, Menlo Park, California Philosophy (B.A., 1963); Theology (1963-65).

Academic Experience: Stanford University, Professor, Department of Religious Studies; Loyola University Chicago: Professor Emeritus, Full Professor, Associate Professor, Assistant Professor; St. Mary's College, Indiana (at the campus in Rome, Italy), Assistant Professor, Department of Religion and Philosophy; Loyola University Chicago (at the campus in Rome, Italy), Adjunct Assistant, Professor, Department of Theology; Catholic University of America, Adjunct Assistant Professor, Department of Religious Studies.

Overseas Experience: El Salvador, Guatemala, Nicaragua, Italy,

Languages: Spanish – 4; Italian - 4; French – 2; German – 1.

LAS Courses Taught: Theories of the State from the Ancient World to the Present.

Specialization: Contemporary European philosophy, emphasizing the study of Heidegger, Roman Catholicism, and liberation movements in Central America.

Recent Publications: “What, After All, Was Heidegger About?” *Continental Philosophy Review*, forthcoming (2014), “A Heidegger Bibliography: His Gesamtausgabe Texts and Their English Translations,” *Continental Philosophy Review*, forthcoming (2014), “Prolegomeni alla questione di Heidegger e Dio” (“Prolegomena to the Question of Heidegger and God”), in the journal *Humanitas* (Brescia, Italy) LXVIII, no. 4 (July to August 2013): 509-529, translated into Italian by Alberto Anelli. (2013),

Distinctions: “What If Heidegger Were a Phenomenologist?” in Mark Wrathall, editor, *The Cambridge Companion to Heidegger’s “Being and Time,”* Cambridge, U.K.: Cambridge University Press, 2013, pp. 381-401 (2013) Ford Foundation Grant: research on ethics and right-wing political philosophy in Italy (articles in *New York Review of Books*, *Social Research*, *Alfabeta*, etc.); Resident Scholar, American Academy in Rome: research on first-century Christianity, preliminary to *The First Coming*); National Endowment for the Humanities Grant for translating M. Heidegger, *Logic: Die Frage nach der Wahrheit*.

SOLANO FLORES, GUILLERMO – 100%

Professor, Education – (Tenured)

Education: Postdoctorate, Measurement and Assessment Development, University of California, Santa Barbara, 1994; Ph.D., Education, University of California, Santa Barbara, 1994; M.A., Education Psychology, National University of Mexico, 1989; B.A., Psychology National University of Mexico, 1978

Academic Experience: Professor, Education, Stanford University; Professor, Bilingual Education and English as a Second Language, University of Colorado Boulder, Consultant, Smarter Balance Assessment Consortium (2012-) among the most recent.

Overseas Experience: Mexico, Latin America, Northern Africa, Asia, Europe, Middle East.

Languages: Spanish – 4;

LAS Courses Taught: Foundational Course in Testing; Using International Test Results in Educational Research. Language Issues in Educational Research Practice; Language, Culture, Cognition, and Assessment.

Specialization: Academic language and testing, formative assessment practices for culturally diverse science classrooms, and the design and use of illustrations in international test comparisons and in the testing of English language learners.

Recent Publications: Solano-Flores, G. (2016). *Assessing English language learners: Theory and practice*. New York: Routledge; Solano-Flores, Guillermo & Milbourn, Tamara (2016). Assessment Capacity, Cultural Validity, and Consequential Validity in PISA. *RELIEVE*, 22(1), M12. DOI: <http://dx.doi.org/10.7203/relieve.22.1.8281>; Solano-Flores, G., Wang, C., & Shade, C. (2016). Language shift and the inclusion of indigenous populations in large-scale assessment programs. *International Journal of Testing*, 15(2), 136–152. DOI: 10.1080/15305058.2014.947649

Distinctions: 2017 Fellow of the American Educational Research Association (AERA). He has been principal investigator in several National Science Foundation-funded projects. He is the author of the theory of test translation error, which addresses testing across cultures and languages. Also, he has investigated the use of generalizability theory—a psychometric theory of measurement error—in the testing of English language learners and indigenous populations.

SURWILLO, LISA – 50%

Associate Professor, Department of Iberian and Latin American Cultures – (Tenure-track)

Education: Ph.D. Romance Languages and Literatures, University of California, Berkeley 2002; B.A. History and Spanish, University of Wisconsin, Madison 1994.

Academic Experience: Assistant Professor, Stanford University; Assistant Professor, The Pennsylvania State University, University Park; Lecturer, University of California, Santa Cruz; Program Assistant for the UC Berkeley Summer Sessions Program in Madrid; Graduate Student Instructor, University of California, Berkeley.

Overseas Experience: Spain.

Languages: Spanish - 5; Portuguese - 5; French - 3; Catalan - 2.

LAS Courses Taught: Capitals: How Cities Shape Cultures, States, and People
Introduction to Literary and Scholarly Research; Humanities Education, Race and Slavery in Nineteenth-Century Spanish Empire.

Specialization: Property, modernity and the individual as they are manifested by literary works, especially dramatic literature, dealing with colonial slavery, abolition and Spanish citizenship.

Recent Publications: Monsters by Trade: Slave Traffickers in Modern Spanish Literature (2014); Copyright, Buildings, Spaces, and the Nineteenth Century Stage (2012).

Distinctions: Hewlett Faculty Grant, Stanford University; Spanish Ministry of Culture Program for Cultural Cooperation; Gilder Lehrman Institute of American History Fellowship; Africana Research Center Faculty Grant, Penn State University; Institute for the Arts and Humanities, Penn State University,

TOMZ, MICHAEL – 25%

Professor, Department of Political Science – (Tenured)

Education: Ph.D. in Political Science, Harvard University 2001; MA. Philosophy in Politics, Oxford University 1994, Marshall Scholar; B.S., summa cum laude, in International Relations, Georgetown University 1992.

Academic Experience: Stanford University, Stanford, California: Associate Professor, Department of Political Science, Assistant Professor, Department of Political Science, Assistant Professor (Subject to Ph.D.), Department of Political Science, Senior Fellow, Stanford Center for International Development, Senior Fellow, Stanford Institute for Economic Policy Research.

Overseas Experience: Japan, India, Tel Aviv, Canada.

Languages: Spanish – 3.

LAS Courses Taught: Introduction to International Relations; The Politics of Economic Development; International Relations Theory II.

Specialization: International political economy, with an emphasis on Latin America.

Recent Publications: Conditional Cooperation and Climate Change (with Dustin Tingley). *Comparative Political Studies* 47, no. 3 (March 2014), forthcoming.
Public Opinion and the Democratic Peace (with Jessica Weeks). *American Political Science Review* 107, no. 4 (November 2013): 849–865.
Empirical Research on Sovereign Debt and Default (with Mark Wright). *Annual Review of Economics* 5 (May 2013): 247–272.
International Finance. In *Handbook of International Relations*, 2nd ed., eds. Walter Carlsnaes, Thomas Risse, and Beth Simmons, pp. 692–719. New York: Sage, 2012.

Advising: Ph.D: 14 completed.
Distinctions: American Political Science Association, Jack L. Walker, Jr. Outstanding Article Award (for making an outstanding contribution to research and scholarship on political organizations and parties), 2009. National Science Foundation, “Candidate Ambiguity and Voter Choice” (with Robert Van Houweling), Allan V. Cox Medal for Faculty Excellence Fostering Undergraduate Research, Stanford University, 2005. Dean’s Award for Distinguished Teaching, School of Humanities & Sciences,

TORCHE, FLORENCIA - 75%

Professor of Sociology, Stanford University – (Tenured)
Education: 2004 Ph.D. Sociology, Columbia University Dissertation Mobility Patterns in Chile in Comparative Perspective approved with distinction; 2000 M.A. Sociology, Columbia University; 1995 BA. Sociology. Summa Cum Laude, Universidad Católica de Chile.
Academic Experience: Social Determinants of Health: Spring 2018 Inequality in Society: Fall 2012 8 Senior Seminar on Social Inequality: Fall 2007, Fall 2008. Wealth, Power, and Status: Spring 2007, Spring 2009.
Overseas Experience: Canada, Italy, Chile
Languages: English, Spanish
LAS Courses Taught: The Social Determinants of Health; Sociological Methodology; Sociology Colloquium; Workshop in Inequality.
Specialization: Quantitative Methods, Social Demography, Social Inequality and Stratification, Sociology of Education
Recent Publications: Torche, Florencia and Peter Rich. 2017. “Declining Racial Stratification in Marriage Choices? Trends in Black/White Status Exchange in the US 1980-2010” *Sociology of Race and Ethnicity* 3(1): 31-49. Mizala, Alejandra and Florencia Torche. 2017. “Means-Tested School Vouchers and Educational Achievement: Evidence from Chile’s Universal Voucher System” *The Annals of the American Academy of Political and Social Science* 674 (1): 163-183. Gratz, Michael and Florencia Torche. 2016. “Compensation or Reinforcement? The Stratification of Parental Responses to Children’s Early Ability” *Demography* 53(6): 1883–1904.
Advising: Dissertation Chair or Co-Chair (institution/current position): Julia Behrman (NYU / Assistant Professor, Northwestern University) Monica Caudillo (NYU / Assistant Professor, University of Maryland) Peter Rich (NYU / Assistant Professor, Cornell University) Hassan Abdel Salam (NYU / Assistant Professor, University of Minnesota)
Distinctions: 2013 William Julius Wilson Early Career Award, Section on Inequality, Poverty and Mobility, American Sociological Association; 2013 Elected to Sociological Research Association; 2013 James Coleman Award for Best Article in the field of Sociology of Education, Sociology of Education Section, American Sociological Association.

ULRICH GUMBRECHT, HANS – 25%

Professor, Department of Comparative Literature – (Tenured)
Education: Ph.D. Universität Konstanz, 1971
Academic Experience: Albert Guérard Professor in Literature in the Departments of Comparative Literature, of French & Italian, of Spanish & Portuguese (by courtesy), and is affiliated with German Studies, and the Program in Modern Thought & Literature at Stanford University. He is also

Professeur Associé au Département de Littérature comparée at the Université de Montréal, Directeur d'études associé at the Ecole des Hautes Etudes en Sciences Sociales (Paris), Professeur attaché au Collège de France.

Overseas Experience: Visiting Professorships in Bogotá, Buenos Aires, Mexico City, Ouro Preto, and Rio de Janeiro; to Montreal, Aarhus, Barcelona, Berlin, Budapest, Lisbon, Manchester (2009-2011), München, Paris, and Riga; to Capetown, Jerusalem, and Kyoto. In May/June 2007, he was the Leibniz Professor at the Simon Dubnow Institute of the University of Leipzig.

Languages: English – 5; German – 5; Portuguese – 5; Spanish – 5; French – 5; Italian – 5.

LAS Courses Taught: Chile – Another “End of the World”?; Literature and Bliss; Philosophical Reading Group.

Specialization: Medieval "literature" and culture; Spanish, French, German, and (to a lesser extent) Italian literatures since the Renaissance; Argentinian and Brazilian literatures in the 19th and 20th centuries; Aesthetics; History of Ideas, History of Scholarship.

Recent Publications: The Future of Reading? Memories and Thoughts toward a Genealogical Approach (2014); After 1945 – Latency as Origin of the Present, appeared in 2013 at Stanford University Press (German translation, 2012; Portuguese, Russian, Spanish translations forthcoming).

Advising: Ph.D: 10 completed – 3 in progress.

Distinctions: Fellow of the American Academy of Arts & Sciences; Who's Who; Wer Ist Wer; 50 Great Minds of the Early 21st Century; International Directory of Distinguished Leadership; 2000 Outstanding Scholars of the 20st Century; Brockhaus Enzyklopaedie; Munzinger / Internationales biographisches Archiv.

VALDES, GUADALUPE – 50%

Professor, School of Education – (Tenured)

Education: PhD in Spanish, Florida State University, 1972; MA in Spanish, Florida State University, 1970; BA Spanish, University of West Florida, 1968.

Academic Experience: Assistant Professor, Department of Language and Literature, Western New Mexico University; Assistant Professor, Department of Foreign Languages, New Mexico State University; Associate Professor, Professor; Professor, Division of Language and Literacy, School of Education, University of California, Berkeley; Bonnie Katz Tenenbaum Professor of Education, Stanford University.

Overseas Experience: Residence in Mexico until 1961.

Languages: Spanish – 5.

LAS Courses Taught: English Language Learner Tutoring and Curriculum Development; Growing Up Bilingual; Critical Perspectives on Teaching and Tutoring English Language Learners; Theory and Issues in the Study of Bilingualism; Second Language Acquisition Theories: Implications for Policy, Instruction and Teacher Preparation

Specialization: Issues of bilingualism relevant to teachers in training, including methods of instruction, typologies, measurement of progress, and the role of education in national policies on immigration.

Recent Publications: Conceptualizing Language Learners: Socioinstitutional Mechanisms and

their Consequences (2016); What does Standards-based Educational Reform Mean for English Language Learner Populations in Primary and Secondary Schools (2014).

Advising: Ph.D: 12 completed. 3 in progress.
Distinctions: Member, National Academy of Education; AERA Fellow; Member, Board of Trustees, Educational Testing Service; Member, Editorial Board Written Communication; Member, Editorial Board, Modern Language Journal; Member, Editorial Board, Español en Contexto; Member, Editorial Board, Language Policy; Member Editorial Board, Research on the Teaching of English; Member Editorial Board, Journal of Language, Identity and Education.

VITOUSEK, PETER – 33%

Professor, Department of Biology – (Tenured)

Education: Ph.D. in Biology, Dartmouth College, 1975; B.A. cum laude in Political Science, Amherst College, 1971.

Academic Experience: Clifford G. Morrison Professor of Population and Resource Studies, Stanford University; Associate Professor and Professor of Biological Sciences, Stanford University; Associate Professor of Botany and Biology, University of North Carolina—Chapel Hill; Assistant Professor of Zoology and Biology, Indiana University.

Overseas Experience: Costa Rica, China, Brazil

Languages: Spanish – 2.

LAS Courses Taught: Amazonian Ecosystems; Biology and Global Change.

Specialization: Nutrient cycling in tropical and temperate forests.

Recent Publications: Nutrient Imbalances in Agricultural Development, Journal Article AUTHORS. Peter Vitousek - Stanford University Rosamond L. Naylor - Stanford University et al PUBLISHED BY Science, Vol. 324, page(s) 1519-1520 June 19, 2009, Agriculture in Brazil: Impacts, Costs, and Opportunities for a Sustainable Future. Journal Article AUTHORS Luiz Martinelli, Rosamond L. Naylor - Stanford University, Peter Vitousek - Stanford University, Paulo Moutinho - IPAM, Brazil, PUBLISHED BY Current Opinion in Environmental Sustainability, Vol. 2, page(s) 431-438, December 2010.

Advising: Ph.D: 3 completed

Distinctions: Science and Technology Foundation of Japan, 2010 Japan Prize in the field of biological production and environment for contributions to progress in science and technology and advancement of world peace and prosperity. Pew Scholar in Conservation and Environment; W.S. Cooper Award, Ecological Society of America; R.H. MacArthur Award, Ecological Society of America; Time/CNN America's best ecologist; Princeton Environmental Prize; Marsh Ecology Book Award, British Ecological Society; Tansley Lecturer, British Ecological Society.

WISE, PAUL – 50%

Professor, School of Medicine, Department of Pediatrics – (Tenured)

Education: M.P.H. General Studies, Harvard School of Public Health 1978; M.D. Medicine, Cornell University Medical College 1978; A.B. Latin American Studies, Cornell University 1974.

Academic Experience: Core Faculty, Center for Health Policy, Freeman-Spogli Institute for International Studies Stanford University; Core Faculty, Center for

Primary Care and Outcomes Research, Department of Medicine, Stanford University School of Medicine; Director Center for Policy Outcomes and Prevention, Department of Pediatrics Stanford University School of Medicine; Professor, Department of Pediatrics Stanford University School of Medicine; Richard E. Behrman Professor of Child Health and Society Stanford University; Professor (by courtesy), Department of Health Research and Policy Stanford University School of Medicine; Senior Fellow, Freeman-Spogli Institute for International Studies Stanford University.

Overseas Experience: Guatemala, Jamaica, South Africa, India.

Languages: Spanish – 4; French - 2, Kaqchikel– 2.

LAS Courses Taught: International Health

Specialization: Children's health policy; disparities in health outcomes by race, ethnicity and socioeconomic status; the impact of medical technologies on disparities in healthcare treatment and outcomes.

Recent Publications: Health Care Utilization and Costs of Publicly-Insured Children with Diabetes in California (2015); Strategic governance: Addressing neonatal mortality in situations of political instability and weak governance (2015); Maternal pregnancy body mass index and risk of spontaneous preterm birth (2014).

Advising: Supervised 2 M.A. and 10 honors undergraduate theses in the last five years.

Distinctions: William Root Lecturer and AOA Visiting Professor, Kansas University School of Medicine; Susan Packard Orr Lecturer, Lucile Packard Children's Hospital; Hugh and Alison Westgate Award in Justice and International Pediatrics, Minnesota Children's Hospital; Christus Distinguished Lecturer in Public Health, Christus Santa Rosa Health Care, San Antonio, Texas; Certificate of Appreciation, National Institute of Child Health and Human Development, NIH.

WOLFE, MIKAEL – 100%

Assistant Professor, Department of History – (Tenure-track)

Education: PhD, University of Chicago, 2009. M.A., University of Chicago, 1999. B.A., Columbia University, 1995.

Academic Experience: Assistant Professor, UCLA, 2010-2012. Assistant Professor, UCSD, 2009-2010.

Overseas Experience: Mexico, Argentina

Languages: Spanish - 5, French -5, Japanese -3

LAS Courses Taught: Modern Mexican history, Latin American Environmental History, US Intervention in Latin America, Global Environmental History, Comparative Historical Development of Latin American and East Asia.

Specialization: The historical climatology of the Mexican Revolution.

Recent Publications: Mikael D. Wolfe, “Watering the Revolution: An Environmental and Technological History of Agrarian Reform in Mexico; Mikael D. Wolfe , “The Sociolegal Redesignation of Ejido Land Use, 1856-1912,” in Matthew Butler and Antonio Escobar-Ohlmstede, ed. Mexico in Transition: New perspectives on Mexican Agrarian History, Nineteenth and Twentieth Centuries/ México y sus transiciones: reconsideraciones sobre la historia agraria mexicana, siglos XIX y XX, University of Texas-Austin and Centro de Investigaciones y Estudios Superiores en Antropología Social-Guadalajara, 2013.

Advising: PhD: 1 completed. Supervising four PhD.

Distinctions: Fulbright-Garcia Fellowship 2005-6. Rachel Carson Fellowship 2011-12 (declined).

LANGUAGE CENTER LECTURERS

BRATES, VIVIAN — 100%

Lecturer, Spanish Language Program

Education: M.A., Latin American Studies Program, Georgetown University, Washington, DC, 1990; M.A. Spanish and Latin American Literature, University of California at Santa Barbara, 1987; Spanish and Spanish-American Literature, University of California at Berkeley, 1985; BA, Classics, University of Buenos Aires, Facultad de Filosofía y Letras, Argentina, 1984.

Academic Experience: Stanford University, Stanford Language Center, Full Time Lecturer; Georgetown University, Department of Spanish / School of Foreign Service Lecturer; Georgetown University, Latin American Studies Program, Film Series Coordinator; University of California, Santa Barbara, Department of Spanish and Portuguese, Teaching Assistant; International Institute of the Bay Area, Immigration and Citizenship Program, Redwood City, CA, Volunteer Instructor & Sophomore College Program Coordinator; Prison University Project, San Quentin State Prison, San Quentin, CA, Volunteer Instructor.

Overseas Experience: United Nations Human Rights Observer - Information Officer., Port Au Prince, Haiti. Startup Consultant/Editor, Finances-Technologies-Affaires-Internationales, Paris, France..

Languages: Spanish – 5; English – 5; French – 4; Portuguese – 3; Haitian Creole – 3.

LAS Courses Taught: Accelerated First Year Spanish, Second-Year Spanish: Emphasis on International Relations, Language Specials, Graduate Studies in Spanish, Teaching, translating and interpreting foreign languages, especially Spanish.

Specialization: Teaching, translating and interpreting foreign languages, especially Spanish.

Recent Publications: Brates, V., Del Carpio, C., Miano, A., Houts, P., Carvajal, I., & Barco, M. (2018). Abriendo caminos: Breaking new ground in community-engaged learning. Engaging the world: Social pedagogies and language learning (Vol. 2017). Cengage; Miano, A. A., Bernhardt, E. B., & Brates, V. (2016). Exploring the Effects of a Short-Term Spanish Immersion Program in a Postsecondary Setting. FOREIGN LANGUAGE ANNALS, 49(2), 287–301; Brates, V. (1990). Theater and Censorship in Argentina. Reflexiones sobre teatro latinoamericano del siglo XX. Galerna-Lemcke Verlag.

Distinctions: Member of World Affairs Council and ACTFL. Stanford Partnership Award, Stanford Office of Public Service (2016); Global Engagement Initiative Award, American Council on the Teaching of Foreign Languages (2016); Certificate of Recognition, State of California Senate (2016)

CORSO, IRENE — 100%

Senior Lecturer, Spanish Language Program
Senior Lecturer, Health Research & Policy, School of Medicine
Education: Ph.D., Education, M.A., Education and Sociology, Stanford University.
Academic Experience: Senior Lecturer (20 + years of experience).
Overseas Experience: Venezuela
Languages: Spanish – 5; English – 5; French – 2.
LAS Courses Taught: Medical Spanish, Spanish, Cross Cultural Medicine, Language Curriculum Development.
Specialization: Sociology of Education and Health.
Distinctions: Teaching Undergraduate Education – Stanford Introductory Seminars.

DEL CARPIO, CITLALLI — 100%

Lecturer, Spanish Language Program
Education: M.A., Spanish Language and Culture, Arizona State University, Tempe, AZ 1996; B.A., Science in Communications, Universidad Anáhuac, Mexico City, Mexico 1990.
Academic Experience: Spanish Language Lecturer, Stanford University; Lecturer, UC Santa Cruz; Lecturer, Cabrillo Community College; Adjunct Faculty, National Hispanic University; Adjunct Faculty, Evergreen Community College; Spanish Teacher, Beechwood School; Lecturer, San Jose State University; Lecturer, Santa Clara University; Lecturer, UCSC Extension; Spanish Instructor, Metropolitan Education District; Teaching Assistant, Arizona State University.
Overseas Experience: Ministry of Foreign Relations Public Relations Assistant to the Director of Media, Mexico City, Mexico.
Languages: Spanish – 5; English – 5; Portuguese – 3; French – 3.
LAS Courses Taught: First-year Spanish, Second-year Spanish; Cultural Emphasis, Graduate Studies in Spanish Conversation, Accelerated First-year Spanish; Creative Writing in Spanish.
Specialization: Spanish as a Second Language following, Spanish for Spanish speakers, Spanish conversation, writing in Spanish through the MLA standards, public speech, Spanish Literature, Culture, and film.

MIANO, ALICE — 100%

Senior Lecturer and Director, Spanish Language Program
Education: Ph.D, Education, UC Berkeley, expected 2010; MA, Romance Linguistics and Literature, University of California, Los Angeles, 1990; BA, Spanish and Linguistics, University of California, Los Angeles, 1982.
Academic Experience: Lecturer in Spanish, Stanford University; Research Assistant, University of California, Berkeley; Adjunct Lecturer in Spanish, Santa Clara University; Spanish Instructor, UC Santa Cruz Summer Language Institute; Teaching Assistant, University of California, Los Angeles; Bilingual Teaching Assistant, Los Angeles Unified School District.

Overseas Experience: Mexico
 Languages: Spanish – 5; French – 3; Italian – 3.
 LAS Courses Taught: First-Year Spanish, First Quarter; First-Year Spanish, Second Quarter; The Structure of Spanish; Graduate Studies in Spanish.
 Specialization: Mexican immigrant mothers' participation in their children's schooling and their own.
 Recent Publications: Abriendo caminos: Breaking new ground in community-engaged learning Engaging the world: Social pedagogies and language learning Brates, V., Del Carpio, C., Miano, A. A., Houts, P., Carvajal, I., Barco, M. Cengage. 2018: 87–108; Exploring blended learning in a postsecondary Spanish Language Program: Observations, perceptions and proficiency ratings Foreign Language Annals Romeo, K., Bernhardt, E. B., Miano, A. A., Malik Lefell, C. 2017; 50 (4): 681-696; Exploring the Effects of a Short-Term Spanish Immersion Program in a Postsecondary Setting FOREIGN LANGUAGE ANNALS Miano, A. A., Bernhardt, E. B., Brates, V. 2016; 49 (2): 287-301
 Distinctions: Faculty Fellow, Stanford University Haas Center for Public Service (2018); Flanders Fellow, UC Berkeley; Gores Award for Excellence in Teaching at Stanford; Phi Beta Kappa Alpha Lambda Delta Honor Society; Delta Sigma Pi Spanish Honor Society; UCLA Byron Holland Scholarship; Alliance Française Scholarship.

NECOCHEA, MARISOL — 100%

Lecturer, Stanford Language Center

Education: Teacher, Instituto Pedagógico "La Salle", Education (1998)
 Academic Experience: Lecturer, Stanford Language Center
 Overseas Experience: Peru
 Languages: Spanish, Quechua
 LAS Courses Taught: SPECLANG 174A,B,C – Quechua Year 1: three-quarter sequence; SPECLANG 175A,B,C – Quechua, Year 2; three-quarter sequence.

ORTIZ CUEVA, CARIMER — 100%

Lecturer, Spanish Language Program

Languages: Spanish – 5
 LAS Courses Taught: SPANLANG 11C: Second-Year Spanish: Cultural Emphasis, First Quarter; SPANLANG 12C: Second-Year Spanish: Cultural Emphasis, Second Quarter; SPANLANG 15: Intermediate Oral Communication; SPANLANG 1A: Accelerated First-Year Spanish, Part 1; SPANLANG 2: First-Year Spanish, Second Quarter

PRIONAS, EVA - 25%

Lecturer, Special Languages Director

Education: Ph.D., Stanford University, Education; M.A., Stanford University, Education; B.A., National Kapodistrian University, Athens Greece, Literature, Classics
 Academic Experience: Teaches Modern Greek Language Literature and Culture courses at the Stanford Language Center. She is the Coordinator of the Special Language Program which offers Less Commonly Taught Languages (LCTLs)
 Distinctions: President, American Association of Teachers of Modern Greek (2005 - Present); Board member, National Council of Less Commonly Taught

Languages (2010 - 2012); Chair, ACTFL Modern Greek SIG (2011 - 2015)

REINHOLD, VERONIKA – 100%

Lecturer, Stanford Language Center

Education: Master, LMU - Munich, Education (2004); Master, LMU -Munich, Psychology with mayor in School Psychology (2004)

Academic Experience: Lecturer, Stanford Language Center

LAS Courses Taught: SPANLANG 1: First Year Spanish, First Quarter; SPANLANG 2: First-Year Spanish, Second Quarter; SPANLANG 3: First-Year Spanish, Third Quarter

SANCHEZ, KARA — 100%

Lecturer, Spanish Language Program

Education: MA, Latin American and Spanish Language and Literature, Washington University in St. Louis, 2000; BA, Modern Hebrew Language and Literature, Spanish Language and Literature, Washington University in St. Louis, 1999.

Academic Experience: Lecturer, Spanish Language Stanford University; Multimedia Consultant, Stanford University; Hebrew and World Languages Department Chair, Hebrew Instructor, Spanish Instructor, Jewish Community High School of the Bay, San Francisco, CA; Spanish Instructor/Teaching Assistant, Washington University in St. Louis.

Languages: Spanish – 5; Hebrew – 4.

LAS Courses Taught: First-year Spanish.

Specialization: Spanish Language and Literature.

Distinctions: Mylonis Scholar: Four year, full tuition scholarship presented by Washington University for excellence in the Humanities.

SIERRA, ANA— 100%

Lecturer, Spanish Language Program

Education: Ph.D., School of Education, Language, Literacy and Culture, Stanford University, 1993; M.A. Bilingual Education, Stanford University, 1984; M.A. Linguistics, University of Michigan, 1978; B.A. English Language and Literature, National University of Mexico, Mexico 1977; Certificate in Applied Linguistics awarded with Academic Distinction, University of Essex Colchester, Great Britain 1976; Certificate in the Teaching of English as a Foreign Language, Anglo-Mexican Institute, Mexico 1973; Diploma in American Studies Smith College, Northampton MA 1971.

Academic Experience: Spanish Language Lecturer Stanford Language Center, Stanford University; Bilingual Support Teacher, Clifford Elementary School, Redwood City, School District, CA; Spanish Language Lecturer, University of California, Santa Cruz; Bilingual Teacher, Newcomer Center, César E. Chávez Academy, Ravenswood School District, East Palo Alto, CA; Associate Professor, Autonomous Metropolitan, University-Xochimilco, Mexico City; Part-time Lecturer, Mexican Institute of Audition and Language Therapy in Mexico City.

Overseas Experience: Mexico

Languages: Spanish – 5; English – 5; French – 3.

LAS Courses Taught: Second-year Spanish: Emphasis on International Relations, Reading Spanish, Spanish for Heritage and Foreign Language Pre-Med and Public Health Students.

Specialization: Language Literacy and Culture.

Recent Publications: "United States' Hegemony and Purposes for Learning English in Mexico," with Amado M. Padilla in *Language: Issues of Inequality*. Edited by Phyllis M. Ryan & Roland Terborg. Mexico City: National Univer Language Teaching Center, 2003.

Distinctions: NOT AVAILABLE

SILVEIRA, AGRIPINO — 100%

Lecturer, Portuguese Language Program

Education: PhD. University of New Mexico, 2012. M.A. University of New Mexico, 2004. B.A. Federal University of Cearai, Brazil, 2000.

Academic Experience: Sept 2011 – present Lecturer in Portuguese, Stanford Language Center, Stanford University, 2008 – Summer 2011 Teaching Assistant, Spanish and Portuguese Department, University of New Mexico. 2009 – 2010 ESL (English as a Second Language instructor, CELAC (Center for English Language and Culture), University of New Mexico.

Overseas Experience: Brazil

Languages: Portuguese – 5.

LAS Courses Taught: Portuguese 511 (Reading, Writing, and Culture), Portuguese 512 (Speech Acts, Conversation, and Culture)

Specialization: Agripino Silveira focuses on the interaction between constructions and language change and language acquisition, more specifically, the acquisition of Portuguese as a third language.

Recent Publications: 2013: Constructions in the Teaching of Portuguese. *The Portuguese Newsletter*, Vol. 27, 1 (Fall), 8-9. 2013 Practice to the Use of Constructions in the Teaching of Portuguese as a Third Language. *Portuguese Language Journal*, Vol. 7 (Fall). 2010 Data Driven Program Development. Co-authored with Margo Milleret. *Portuguese Language Journal*, Vol. 4 (Fall). 2008: Frequency Effects, Specialization of Forms, and Subject Expression in Brazilian Portuguese. *Proceedings of the High Desert Linguistics Society VII Linguistics Conference* (pp. 1-19). Albuquerque, New Mexico. 2007: Patterns of Subjectivity in Spoken Brazilian Portuguese. In Clemilton Lopes Pinheiro & Kilpatric M. R. Campelo (Eds.), *PortuguÃ's Oral Culto de Fortaleza: estudos descritivos* (pp. 200-247). Fortaleza, CE: Eduece.

Distinctions: Fall 2010 – Spring 2010 Dean's Fellowship, Spring 2008 – Spring 2009 Latin American and Iberian Institute Title VI Ph.D. Fellowship

VIVANCOS, ANA -100%

Lecturer, Spanish Language Program

Education: Master, Universitat Autònoma de Barcelona, TV and Film; ABD, Universitat de Barcelona, Commonwealth Literatures and Cultures Master, UIUC, Comparative Literature PhD, UIUC, Comparative Literature (2010)

Languages: Spanish – 5

LAS Courses Taught: First-year Spanish, Accelerated First- and Second-year Catalan

WIEDEMANN, LYRIS — 100%

Senior Lecturer, Director of Portuguese Language Program, Language Center – (Tenured)

Education: Ph.D. in Education Stanford University 1983; M.A. in Linguistics, Stanford University 1982; M.A. in Education, Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil 1976; Specialist in Applied Linguistics and Latin-American Literature, Pontificia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brazil 1975; B.A. in Romance Languages, Pontificia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brazil 1965.

Academic Experience: Director of the Portuguese Language Program, Stanford University; Senior Lecturer, Stanford Language Center; Lecturer, University of California, Berkeley, Department of Spanish and Portuguese; Visiting Lecturer, Stanford University, Department of Spanish and Portuguese; Research Associate, Stanford University, Department of Spanish and Portuguese; Associate Professor of Education; Assistant Professor of Education, Department of Curriculum and Instruction; Lecturer; School of Education, Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil.

Overseas Experience: Brazil

Languages: Portuguese - 5

LAS Courses Taught: ILAC 193Q Spaces and Voices of Brazil through Film (PORTLANG 193Q). First-Year Portuguese, First Quarter; Accelerated First-Year Portuguese, Part 1; Accelerated First-Year Portuguese, Part 2; Accelerated Second-Year Portuguese, Part 1; Accelerated Second-Year Portuguese, Part 2; Language Specials; Reading Brazil; Advanced Conversation: Brazil Today; Spaces and Voices of Brazil through Film; Directed Reading; Graduate Studies in Portuguese.

Specialization: Language and culture, sociolinguistic variation, and language acquisition.

Recent Publications: "Portuguese for Spanish Speakers -- What Research Tells Us". Individual paper presented in the 2009 AATSP Annual Conference, July 10, 2009, in Albuquerque, NM. "Vamos Blogar – Three Years of Bringing Together Two Worlds". Organized, chaired and presented in this session in the 2009 ACTFL Annual Conference, in San Diego, CA, November 20, 2009. "Portuguese for Spanish Speakers – Redefining Research in the Area"—Individual presentation in the 2009 ACTFL Annual Conference, November 20, 2009.

Distinctions: AATSP Prize Maria Isabel Abreu for best research article on the teaching of Portuguese published between 2004-2009, co-authored with Maria Antonia Cowles. 2004-2006; Beta Phi Mu, inducted April, 2005.

WINTERBOTTOM, THOMAS – 100%

Lecturer, Spanish Language Program

Education: Ph.D. in Iberian and Latin American Cultures, Stanford University.

Languages: Spanish – 5; Portuguese - 5

LAS Courses Taught: LAC 256A: Landscapes in Latin American Cinema; ILAC 269: Realismo Mágico vs. Real Maravilloso; SPANLANG 11C: Second-Year Spanish: Cultural Emphasis, First Quarter; SPANLANG 12C: Second-Year Spanish: Cultural Emphasis, Second Quarter; SPANLANG 15: Intermediate Oral Communication; SPANLANG 1A: Accelerated First-

Year Spanish, Part 1; SPANLANG 2: First-Year Spanish, Second Quarter

WONG, HAE-JOON – 100%

Lecturer, Spanish Language Program

Languages: Spanish – 5

LAS Courses Taught: SPANLANG 10SC: Spanish Immersion: Language and Community; SPANLANG 1A: Accelerated First-Year Spanish, Part 1; SPANLANG 2A: Accelerated First-Year Spanish, Part 2; SPANLANG 395: Graduate Studies in Spanish

STANFORD PROGRAM IN SANTIAGO, CHILE

ABAD, MABEL – 100%

Adjunct Faculty, Stanford University in Santiago, Chile

Education: Degree in Spanish Teaching, Universidad de Valparaiso, Chile 1977; B.A., Languages and Literature, Universidad Catolica de Valparaiso, Chile 1975.

Academic Experience: Spanish Professor, Stanford University in Santiago Chile (2002-Present), Spanish Professor, Pontificia Universidad Católica de Chile, Spanish Instructor, Peace Corps in Santiago Chile.

Overseas Experience: Chile

Languages: Spanish – 5.

LAS Courses Taught: Accelerated Second-Year Spanish, Part I and II: Chilean Emphasis; Spanish Language Tutorial.

Specialization: Teaching English as a Second Language.

Recent Publications: Blunders in Spanish and Language Aids, Aim & Hit in Spanish as a Second Language, and 12 Verbs in Contexts of Speaking.

Distinctions: Not available

AGÜERO, FELIPE - 100 %

Adjunct Faculty, Stanford University in Santiago, Chile

Education: Ph.D. in Political Science. Duke University. Durham, NC; M.A. in Political Science. Duke University, Durham NC; B.A. in Sociology, Pontificia Universidad Católica de Chile.

Academic Experience: Professor in Political Science, Instituto de Asuntos Públicos (INAP) at the Universidad de Chile; Former faculty in the Department of Political Science at Ohio State University and in Department of International Studies at the University of Miami.

Overseas Experience: Chile

Languages: Spanish

LAS Courses Taught: Latin American in the International System

Specialization: Indigenous rights, institutionalization, military politics

Recent Publications: Agüero, Felipe. (2017). "Derechos Indígenas e Institucionalidad: Visiones desde las candidaturas presidenciales". Documento de trabajo ICSO N° 44; Agüero, Felipe y Brückner, Julian (2017). "Historical Legacies and Institutionalization of Military Rule in Latin America". En Christoph Stephes y Johannes Gerschewski (Eds.) Crisis in Autocratic

Regimes. Boulder, Colorado: Lynne Rienner Publishers; Aguero, Felipe (2016). "Chile en deuda: reparación o conflicto". En Díaz-Romero, P., Rodríguez, A., Varas, A. (Eds.) *Un futuro imperfecto. Temas pendientes de una política sin programas*. Santiago: Barómetro de Política y Equidad, Fundación Equitas, Sur Ediciones, FES.

ALBORNOZ CUEVAS, CESAR EDUARDO — 100%

Adjunct Faculty, Stanford University in Santiago, Chile

Education: Ph.D., History, Pontificia Universidad Catolica de Chile, 2003; MA, History, Pontificia Universidad Catolica de Chile, 1989.

Academic Experience: Professor, Pontificia Universidad Catolica de Chile, Professor, Stanford University, Santiago Program, Professor, Instituto Profesional Los Leones, Chile; Professor, Centro de Formacion Tecnica Simon Bolivar, Chile.

Overseas Experience: NOT AVAILABLE

Languages: Spanish – 5.

LAS Courses Taught: History of Rock Music in Chile.

Specialization: Chilean popular music, Popular culture during the Allende period.

Recent Publications: "Porque esta vez no se trata de cambiar un presidente. La cultura en la Unidad Popular". En Cuando hicimos historia. La experiencia de la Unidad Popular. Pinto, Julio, editor. Santiago; Ediciones Lom, 2005. Una forma para comprender la música popular". En Pausa N° 2. Revista del Consejo Nacional de la Cultura y las Artes. Noviembre de 2004.

Distinctions: Member of IASPM, International Association for the Study of Popular Music; Executive member of electronic magazine: "Pensamiento crítico". www.pensamientocritico.cl.

BOBBERT, ANDRES – 100%

Adjunct Faculty, Stanford University in Santiago, Chile

Education: M.A., Linguistics, Universidad Antonio de Nebrija, Madrid Spain 2002; B.A. Linguistics with a focus in Spanish, Pontificia Universidad Catolica de Chile, 1999.

Academic Experience: Professor of Spanish as a foreign language, Stanford University Santiago Program; Professor of Spanish as foreign language, Pontificia Universidad Catolica de Chile; Professor of Spanish as a foreign language, Goethe-Institut Santiago de Chile.

Overseas Experience: NOT AVAILABLE

Languages: Spanish – 5; German – 5; English – 5; French – 5.

LAS Courses Taught: Composition and Writing Workshop for Students in Santiago.

Specialization: Teaching Spanish as a foreign language.

CORREA-DIAZ, GERMAN — 100%

Adjunct Faculty, Stanford University in Santiago, Chile

Education: Ph.D., Sociology, University of California – Berkeley, 1970; BA, Sociology, Universidad de Chile, Santiago, 1966.

Academic Experience: Professor, Stanford University, Santiago Program; Member of the Board of Trustees of the University of La Serena, Chile; Director of the Magister Program on Public Management at the Universidad Tecnológica Metropolitana in Santiago, Chile; Professor at the Public Management Master Programme of the University of Santiago, Chile;

Professor in the Department of Sociology of the University of Chile; Fellow of the Center for Latin American Studies and Research Assistant of the Institute for International Studies of the University of California at Berkeley; Teacher Assistant of the Department of Sociology of the University of Chile; Assistant Researcher of the Institute of Social Pathology of the University of Chile; Teacher Assistant in the School of Law of the University of Chile in Valparaiso.

Overseas Experience: Chile, Panama, Guatemala, Poland, Guyana, Bolivia, Holand, Switzerland, Ecuador, Filipines

Languages: Spanish – 5; English – 5; French – 5.

LAS Courses Taught: Modernization & its Discontents: Chilean Politics at the Turn of the Century.

Specialization: Public policies, reform and modernization of the State and decentralization.

Recent Publications: 2009 “Un nuevo paradigma descentralizador: organizar la oferta central desde la demanda regional” (“A new decentralization paradigm: to organize central supply from regional demand”, in Von Baer, Heinrich, Editor, Pensando Chile desde sus Regiones (Thinking Chile from its Regions), Ediciones Universidad de la Frontera, Temuco, Chile. (October).

Distinctions: Between 1990-92 he was Minister of Transportation and Telecommunications of the Chilean Government under the Presidency of Mr. Patricio Aylwin (1990-92). He was national president of the Socialist Party of Chile (1992-93) and he was also Minister of Interior under the Presidency of FMr. Eduardo Frei Ruiz Tagle (1994).

JAKSIC, IVAN - 100%

Director, Bing Overseas Studies, Santiago de Chile

Education: Ph.D. in History, State University of New York, Buffalo; B.A. in History, University Chile, Santiago

Academic Experience: Director, Stanford University BOSP-Santiago; Associate Professor of History and Director Center for Latin American Studies, University of Wisconsin, Milwaukee; Visiting Assistant Professor, UC-Berkeley.

Overseas Experience: Chile

Languages: Spanish -5

LAS Courses Taught: Topics in Chilean History; The Emergence of Nations in Latin America; Academic Internship

Specialization: Nineteenth-century Latin American history

Distinctions: Guggenheim and NEH fellow

LÜDERS SCHWARZENBERG, ROLF— 100%

Adjunct Faculty, Stanford University in Santiago, Chile

Education: The University of Chicago. Ph.D. in Economics (1968) Graduate School of Business of the University of Chicago Master Degree in Business Administration (1960).

Academic Experience: Professor, Stanford University Santiago Program; Professor of Economics at the Pontifical Catholic University in Chile (Public Finance, Macroeconomics)

Languages: Spanish – 5, English – 5.

LAS Courses Taught: Spanish Language Tutorial.

Specialization: Chilean Economy

Distinctions: Member, Asociación Nacional de Especialistas en Laboratorios de Idioma; Member, Sociedad Nacional de Profesores de Lenguas Extranjeras en la Enseñanza Superior; Member Nacional de Profesores de Fonética Inglesa; Member, Colegio de Profesores de Chile; Member, Sociedad Chilena de Lingüística; Member, Asociación de Lingüística y Filología de América Latina.

MISSANA, SERGIO — 100%

Adjunct Faculty, Stanford University in Santiago, Chile

Education: Ph.D., Spanish Literature, Stanford University 2002; MA, Spanish Literature, Stanford University 1998; BA, Journalism and Communications, Universidad de Chile 1994.

Academic Experience: Professor, Stanford University, Santiago Program.

Overseas Experience Chile, Argentina, South Africa, Kenya, Zambia, Brazil, Tanzania, Spain, Mexico

Languages: Spanish – 5; English – 5; Portuguese – 3; French – 3; Italian – 3.

LAS Courses Taught: Borges and Argentina; Women Writers of Latin America in the 20th Century.

Specialization: Spanish Literature.

Recent Publications: El discipulo (The Disciple), Editorial Seix Barral, Chile, 2014. Las muertes paralelas (Parallel Deaths), Editorial Era, Mexico, 2010, Editorial Seix Barral, Chile, 2011. El dia de los muertos (The Day of the Dead), Fondo de Cultura Economica, Chile, Mexico, 2007. La distraccion y otros textos (The Distraction), Editorial Universidad Alberto Hurtado, Chile, Editorial Era, Mexico, 2015. Travel pieces. La lengua de los dioses: Notas sobre literatura y religion, Verbum et Lingua, Universidad de Guadalajara, 2014. Borges, reaccionario, Revista Casa de las Americas, Cuba, 2014. El orden de las familias: Resea de Hasta ya no ir y otros textos de Beatriz Garcia-Huidobro, Revista Chilena de Literatura, Santiago, 2014.

Distinctions: Finalist, Premio Romulo Gallegos; Award Municipal Literature, Santiago Chile.

O'KEEFE, THOMAS- 100%

Adjunct Faculty, Stanford University in Santiago, Chile

Education: M.Phil., Latin American Studies (History and Economics), University of Oxford, St. Antony's College, 1992; J.D., Villanova University Law School, 1985; B.A., History, Columbia University, 1982

Academic Experience: Adjunct Faculty, Stanford; Adjunct Faculty, The George Washington University; Adjunct Faculty, John Hopkins University,

Overseas Experience Chile, Argentina, South Africa, Kenya, Zambia, Brazil, Tanzania, Spain, Mexico

Languages: Spanish – 5; English – 5; Portuguese – 3; French – 3

LAS Courses Taught: Energy and Climate Cooperation in the Americas; Major Themes in U.S.-Latin America Diplomatic History

Specialization: Latin America Trade Agreements, Energy and Climate.

Recent Publications: Bush II, Obama, and the Decline of U.S. Hegemony in the Western Hemisphere (2018).

Distinctions: Fulbright Senior Specialist Award (2011); Fulbright Scholar Award (2005).

PODUJE, IVAN- 100%

Adjunct Faculty, Stanford University in Santiago, Chile

Education: M.A. in Urban Planning and an Architecture degree from the Pontifical Catholic University of Chile.

Academic Experience: Professor, Architecture, Catholic University of Chile; Research Associate at the Centro de Estudios Públicos.

Overseas Experience Chile

Languages: Spanish – 5

LAS Courses Taught: Santiago Urban Planning, Public Policy, and the Built Environment

Specialization: Architecture, Urban Planning.

PONS, HERNAN- 100%

Adjunct Faculty, Stanford University in Santiago, Chile

Education: Ph.D., Linguistics, University of Illinois; M.Sc. in Linguistics, New York University

Academic Experience: Professor, Linguistics, Pontifical Catholic University of Chile;

Overseas Experience Chile

Languages: Spanish – 5; English – 5

LAS Courses Taught: Spanish Language Tutorial

Specialization: Linguistics; Spanish Language Teaching

Distinctions: Official Language Examiner at the Embassy of Great Britain in Chile

REID, SHARON -100%

Adjunct Faculty, Stanford University in Santiago, Chile

Education: Ph.D., Ecology, Pontifical Catholic University of Chile

Academic Experience: Adjunct Faculty, Stanford-Santiago Program

Overseas Experience Chile, Australia, United Kingdom

Languages: Spanish – 5; English – 5

LAS Courses Taught: Biodiversity and Ecology in the Southern Cone; Living Chile: A Land of Extremes

Specialization: Biodiversity, ecology and conservation

Recent Publications: Prof. Reid has published numerous journal articles on the ecology and conservation of birds, with a central interest in birds as seed dispersers for plant regeneration and forest biodiversity. She has also authored book chapters on the practices of forest landscape restoration (IUCN 2011) and co-authored book chapters on the diversity and conservation of forest birds.

RIVANO, EMILIO

Adjunct Faculty, Stanford University in Santiago, Chile

Education: Ph.D., Linguistics, Lund University (Sweden)

Academic Experience: Adjunct Faculty, Stanford-Santiago program

Overseas Experience Chile, Sweden

Languages: Spanish – 5; English – 5

LAS Courses Taught: Spanish Language Tutorial

Specialization: Linguistics; Spanish Language Teaching

Recent Publications: Recently published teaching material specifically adapted to American students learning Spanish, in general, and Chilean Spanish, in particular.

STANFORD UNIVERSITY BIBLIOGRAPHERS

GRIEGO, ADAN - 100%

Curator for Latin American, Mexican American and Iberian Collections, University Libraries

Education: Master of Arts Library & Information Studies, University of Wisconsin-Madison, 1988; Master of Arts, Spanish Literature, University of Wisconsin-Madison, 1985; Bachelor of Arts, History, cum laude. St. Mary's University, San Antonio, 1982.

Academic Experience: Stanford University Libraries, Curator for Latin American, Mexican American & Iberian Collections; Bibliographer for Latin American & Iberian Collections, Davidson Library, University of California at Santa Barbara; Associate Librarian: Area, Ethnic & Gender Collections Coordinator (rotating position); Associate Librarian: Reference Collections and Desk Coordinator (rotating position); Assistant Librarian; (summers): University of Wisconsin-Milwaukee, Center for Latin America Native Instructor of Spanish-Training High School Teachers.

Overseas Experience: Argentina, Chile, Mexico

Languages: Spanish – 5; French – 4; Portuguese – 3; Catalan – 3; Italian - 3.

Specialization: Latin American, Mexican American & Iberian Collections.

Recent Publications: Iberoamerican Book Fairs 2011, a Librarian's Year in Review. Publishing Perspectives. Dec. 27. 2011; Editor: Crossing Borders, Latin American Migrations: Collections and Services for/from New Library Users; Seminar on the Acquisition of Latin American Library Materials 51st Meeting 2006 : Santo Domingo, Dominican Republic). New Orleans: SALALM Secretariat, c2009; ¿Dónde están los usuarios del nuevo milenio? Los nativos digitales y las bibliotecas universitarias. Interview by Javier Pérez Iglesias. Educación y biblioteca, Año nº 20, Nº 167, 2008 Págs. 33-37; Exhibit Curator (with Vanessa Kam). José Guadalupe Posada and the Taller de Gráfica Popular: Mexican Popular Prints. Stanford University Libraries November 1, 2002-March 15, 2003; California Rare Book School: Seminar on the History of the Book in Latin America. UCLA (2007).

Distinctions: Buenos Aires Book Fair Honoree-2012: Top 50 People in Spanish Language Publishing; Guadalajara Book Fair Honoree-2011: Personaje del Coloquio Internacional de Bibliotecarios; Received 2011 RBMS Leab Exhibition Award. 2011; First Group of Librarians Nominated for Library Journal's Movers & Shakers, 2001.

KAM, VANESSA — 33%

Head Librarian of the Bowes Art & Architecture Library

Education: Bachelor's Degree with Individual Concentration, University of Massachusetts at Amherst; Master's Degree in Art History, The University of Texas at Austin; Master's Degree in Library and Information Science, The University of Texas at Austin

Academic Experience: Head Librarian of the University of British Columbia's Music, Art and Architecture Library in Vancouver, Canada (2005–2016); Associate Art Librarian and Exhibits and Publications Manager at the Stanford University Libraries (2000–2005); Kress Fellow at the Arts Library, Yale

University (2000); Rockefeller Foundation Research Fellow in the Humanities at the University of Texas at Austin (1997–1998); Member, Strategic Planning Committee, 2015 - present

Overseas Experience: Cuba, Canada

Languages: Spanish-5

LAS Courses Taught: Not available

Specialization: Art, Art history

Recent Publications: "The Tenacious Book, Part 1: The Curious State of Art and Architecture Library Collections in a Digital Era," *Art Documentation: Journal of the Art Libraries Society of North America* 33:1 (spring 2014).; "The Tenacious Book, Part 2: Publishers' Views on the Once and Future State of the Art Book," *Art Documentation: Journal of the Art Libraries Society of North America* 33:1 (spring 2014).

Distinctions: ARLIS/NA's Worldwide Art Books Publications Award (2015)

KLEIN, HERBERT – 100%

Hoover Institution Curator, Latin America Collection / Research Fellow

Education: Ph.D., University of Chicago 1963; M.A., University of Chicago 1959; A.B., University of Chicago 1957.

Academic Experience: Instructor in Latin American History, University of Chicago; Assistant Professor and Chairman of the Latin American Civilization; Program in the College (Undergraduate Division) University of Chicago; Associate Professor and Founding Chairman of the Committee on Latin American Studies (Graduate Division) University of Chicago; Associate Professor of Latin American History, Columbia University; Professor of Latin American History, Columbia University; Faculty Fellow, ISERP (Institute for Social and Economic Research and Policy), Columbia University; Gouverneur Morris Professor of History; Gouverneur Morris Professor Emeritus, Columbia University; Research Fellow, Hoover Institution, Stanford University; Senior Fellow, Hoover Institution, Stanford University; Professor of History and Director Center for Latin American Studies, Stanford University; Visiting Scholar, California Center for Population Research, UCLA.

Overseas Experience: Mexico, Brazil, Bolivia, Uruguay, France

Languages: Spanish – 5; Portuguese – 5.

LAS Courses Taught: Social Change in Latin America since 1900; Colonial Latin America.

Specialization: Latin American history.

Recent Publications: Ensayos sobre Real Hacienda del Imperio Español (España, Mexico, Peru y el Rio de La Plata, Siglos XVI-XVIII) accepted for publication by the Instituto Mora, in their series "Itinerarios" in March 2013, forthcoming in late 2014; (with Francisco Vidal Luna), *The Economic and Social History of Brazil since 1899*. New York and Cambridge: Cambridge University Press, 2014), 439pp.; (with Laird Bergad), *Hispanics in the United States, 1980-2005*. New York & Cambridge: Cambridge University Press, 2010, 444 pp.; (with Francisco Vidal Luna) "Conference Prize" of the Conference of Latin American Historians (CLAH) for "Peasant Communities in Revolt". Primer Premio of the Municipality of La Paz, Bolivia, for the best work in the history of Bolivia published in 1968, for *Orígenes de la Revolución Nacional Boliviana* book. Honorable Mention "Robertson Prize" of CLAH for the best article to appear in the *Hispanic American Historical Review* in

Distinctions:

1973-1974, for "Structure and Profitability of Royal Finance". Made "Corresponding Member," Sociedad Boliviana de Historia. "Socio-Psychological Prize" of the AAAS (American Association for the Advancement of Science), joint with Jonathan Kelley (Australian National University) for an earlier version of the Revolution and the Rebirth of Inequality book.

STONE, SERGIO - 50%

Foreign, Comparative, and International Law Librarian, Robert Crown Law Library

Education: Master of Library and Information Science, University of Denver, Denver, Colorado 2004; Juris Doctor, New York University School of Law, New York, New York 2002; Bachelor of Arts, magna cum laude, Carleton College, Northfield, Minnesota 1989.

Academic Experience: Foreign, Comparative & International Law Librarian, Stanford Law School, Robert Crown Law Library; Foreign, Comparative & International Law Librarian, University of Denver Law Library; Reference Librarian, University of Denver Law Library; Acquisitions Assistant, University of Denver Law Library.

Overseas Experience: Co-Chair of the Chinese American Forum on Legal Information and Law Libraries, 2012-2014. Planned the Third CAFLL Conference in Shanghai, China, June 2013.

Languages: Spanish - 5.

LAS Courses Taught: Foreign and International Legal Research.

Specialization: Foreign, Comparative, and International Law.

Recent Publications: A Study of Dictionaries in U.S. and Latin American Courts, 36 Colo. Law. 115 (2007).

Distinctions: American Association of Law Libraries; Northern California Law Library; Colorado Association of Law Libraries, membership chair.

TRUJILLO, ROBERTO- 100%

Charles and Frances Field Curator, Department of Special Collections - (Tenured)

Education: M.A. in Library Science, California State University Fullerton, 1974; B.A. in Education/Journalism, University of New Mexico, 1972.

Academic Experience: Head of Special Collections and Charles and Frances Field Curator of Special Collections, Stanford University; University of California Santa Barbara 1976-1982; teaching at University of Arizona, UCLA, UC Berkeley (Library School adjunct lecturer appointments).

Overseas Experience: Professional travel to Mexico, Brazil, Chile, Spain 1984-present.

Languages: Spanish - 3.

LAS Courses Taught: Developing Archive Collections for Major Research Libraries.

Specialization: The Mexican Artist's Book.

Recent Publications: New Views on R. Buckminster Fuller. Edited by Hsiao-Yun Chu and Roberto G. Trujillo. Stanford University Press 2009; "Libros de artistas unicos y en ediciones limitadas." In Gustavo Ramos Rivera. San Jose Museum of Art, San Jose California. 2005.

OTHER PERSONNEL

AUFDERMAUER, MOLLY — 100%

Project Personnel; Outreach Coordinator, Center for Latin American Studies

Education: M.A. TESOL, San Jose State University, 2008; B.A. Spanish, Brigham Young University, 2003

Overseas Experience: Spain

Languages: Spanish-3

Professional Experience: Stanford University School of Medicine, 2004-2012; Stanford University Center for Latin American Studies, 2012-present.

Specialization: Second language acquisition and teaching; English syntax, writing, and editing.

CARLSON, JANET — 25%

Executive Director and Associate Professor (Research), CSET, Graduate School of Education, Stanford University, CA

Education: Ph.D. University of Colorado, 1999, M.S. Kansas State University, 1986

Academic Experience: 1999 - 2001 Assistant Professor of Education, Mercer University, Macon, GA Chair, Macon Teacher Education Program

Overseas Experience: No data

Languages: No data

Professional Experience: 2013-present Executive Director and Associate Professor (Research), CSET, Graduate School of Education, Stanford University, CA, 2007 – 2013; Executive Director, BSCS, Colorado Springs, CO, 2001 - 2007; Associate Director and Chief Science Education Officer, BSCS, 1999 - 2001; Assistant Professor of Education, Mercer University, Macon, GA.

Specialization: Impact of educative curriculum materials. Transformative professional development on science teaching and learning.

EDMAN, JONAS — 25%

Curriculum Writer, SPICE

Education: Single Subject Teaching Credential in Social Science, California State University, 2010, BA in History, Stockholm University, 2008.

Academic Experience: Stanford Program on International and Cross-Cultural Education, Freeman-Spogli Institute for International Studies; Teacher of history and geography in Elk Grove, California, and teacher of Theory of Knowledge at Stockholm International School in Stockholm, Sweden.

Overseas Experience: Stockholm International School, Sweden Sweden

Languages: Swedish – 5

Professional Experience: Curriculum and instruction and teacher professional development, with a special interest in online education development.

Specialization: Curriculum writing.

Recent Publications: "Silver People: Voices of the Panama Canal Teachers Guide" Educator Guide, Jonas Edman (2016); "Traditional and Contemporary Korean Culture" Comprehensive Unit, Jonas Edman (2014); "The Dynamics of the Korean-American Experience" Waka Takahashi Brown, Jonas Edman (2013); "Mapping Africa" Jonas Edman (2013); "Colonial Korea in Historical Perspective" Jonas Edman (2012); "Chinese American Voices: Teaching with Primary Sources" Jonas Edman, Selena Lai (2012); "Angel Island: The Chinese-American Experience" Jonas Edman (2011).

GERACI, DENISE — 25%

Project Personnel; Outreach and Academic Coordinator, Stanford Global Studies

Education: Ph.D., Anthropology, The Graduate Center of the City University of New York; M.A., Anthropology, Hunter College, City University of New York; B.A., Anthropology, College at Geneseo, State University of New York.

Academic Experience: Writing Fellow, Borough of Manhattan Community College; Instructor in Women's Studies, College of Staten Island, City University of New York.

Overseas Experience: Dissertation research, Puebla, Mexico; research assistant, Chiapas, Mexico; undergraduate semester abroad, Cuernavaca, Mexico; language study, Quetzaltenango, Guatemala; ESL instructor, La Paz, Bolivia.

Languages: Spanish-5, Italian-2

Specialization: Latin America; migration; gender; children and family in the global economy; reproduction; health.

HUBBARD, ALEATA

External Evaluator; Research Associate, WestEd

Education: Ph.D., Northwestern University (Learning Sciences); M.A., Northwestern University (Learning Sciences); B.S., Carnegie Mellon University (Computer Science; French and Francophone Studies)

Overseas Experience: France 2004-05; Ghana 2008-09

Languages: French - 3

Specialization: Evaluation of educational programs; research on computer science teaching and teacher knowledge. External evaluator for multiple education projects at the secondary and tertiary level funded by NSF, U.S. DOE, and corporate sponsors; Project manager and data manager for large-scale randomized control trial studies of educational interventions.

Recent Publications: Kao, Y., D'Silva, K., Hubbard, A., Green, J., & Cully, K. (2018). Applying the Mathematical Work of Teaching Framework to Develop a Computer Science Pedagogical Content Knowledge Assessment. In Proceedings of the 49th ACM Technical Symposium on Computer Science Education (pp. 888–893). New York, NY, USA: ACM. <https://doi.org/10.1145/3159450.3159521>

MUKAI, GARY — 25%

Director, SPICE

Education: M.A., Stanford, 1981; B.A., U.C. Berkeley, 1976

Overseas Experience: Japan: 1977-80

Languages: Japanese - 3

Professional Experience: No data

Specialization: Curriculum development for K-12 education; teacher professional development; distance-learning education.

Recent Publications: "Indigo: A Color That Links the World" Comprehensive Unit (2010); "Early encounters : the first Japanese embassy to the United States, 1860" Teacher's Guide (2010); Teacher's Guide for Calliope Magazine, "Music Travels the Silk Road," SPICE (2009); Author, Wings of Defeat Teacher's Guide. SPICE, Stanford University and Edgewood Pictures, Inc. (2008); "American Pastime" Teacher's Guide, Warner Bros., Los Angeles (2008); Co-Author, The Road to Beijing. SPICE, Stanford University (2008); "Citizen Tanouye" Teacher's Guide, Tanouye Memorial Foundation, Los Angeles (2007).

RINGSTAFF, CATHY

External Evaluator, Senior Research Associate, WestEd

Education: PhD., Stanford University, Educational Psychology; Ed.S (Educational Specialist in Evaluation), Stanford; B.A., Whittier College

Specialization: Research and Evaluation; 30 years of evaluation and research experience, including PI of IES and NSF studies

Distinctions: N/A

Recent Publications: Ringstaff, C., & Sandholtz, J.H. (in press). From Budgets to Bus Schedules: Contextual Barriers and Supports for Science Instruction in Elementary Schools. In (Eds.) Uzzo, S.M, Graves, S.B., Shay, E., Harford, M., & Thompson, R, Pedagogical Content Knowledge in STEM. New York: Springer. Sandholtz, J.H., Ringstaff, C., & Matlen, B. (2016). Temporary Fix or Lasting Solution? Investigating the Longitudinal Impact of Teacher Professional Development on K-2 Science Instruction. The Elementary School Journal. 117(2), 192-215.

SÁENZ-ACKERMANN, ELIZABETH

Project Personnel; Center for Latin American Studies, Associate Director

Education: M.A. in Latin American Studies, San Diego State University; B.A. in Business Administration, Universidad Autónoma de Ciudad Juárez, Mexico

Academic Experience: 2011-12, Lecturer in Latin American Studies, SDSU

Overseas Experience: Mexico, Brazil, Bolivia

Languages: Spanish – 5; Portuguese – 3; Italian – 2

Professional Experience: Stanford University (2012-Present); San Diego State University (2002-2012)

LAS Courses Taught: N/A

Specialization: Latin American Studies; Indigenous Autonomy, Identity, and Territory

Recent Publications: M.A. Thesis (Dec. 2012): Indigenous Peoples' Struggle for Territory in Mexico: The Kumiai of San José de la Zorra: A Case Study.

**Position Description—STUDENT CONTENT COORDINATOR
(Budget item 8Dii)**

Note: Not all unique aspects of the job are covered by this job description

JOB PURPOSE:

Working under the supervision of area studies faculty and collaboratively with an instructional coach from the Stanford Graduate School of Education's Center to Support Excellence in Teaching (CSET), the Student Content Coordinator will assist in conceptualizing a professional development workshop on global topics for K-12 instructors: identifying major themes, potential guest faculty speakers, and campus archives, events, and activities related to the theme.

CORE DUTIES*:

- Provide disciplinary and area knowledge for creation of a K-12 pedagogy workshop.
- Act on behalf of the supervisor, department manager, or chair in regards to establishing priorities and identifying and resolving problems.
- Oversee and/or perform duties associated with scheduling, organizing, and operating complex conferences, seminars, and events.
- Compose and draft documents and correspondence for presentations, course handouts, grants, conferences, seminars, and reports; perform substantial editing and fact checking. Create, maintain, modify, and/or ensure accuracy of content in various unit documents, displays, reports, brochures, social media, and/or websites.
- Plan and schedule calendar(s) with limited consultation, resolve calendaring conflicts, and arrange travel in compliance with unit, university, and sponsor policies.

* - *Other duties may also be assigned*

MINIMUM REQUIREMENTS:

Education & Experience:

Bachelor's degree, and currently enrolled in an advanced degree program.

Knowledge, Skills and Abilities:

- Advanced computer skills and demonstrated experience with office software and email applications.
- Demonstrated success in following through and completing projects.
- Excellent organizational skills and attention to detail.
- Strong verbal and written communication skills.
- Excellent customer service and interpersonal skills.
- Ability to prioritize, multi-task, and assign work to others.
- Ability to take initiative and ownership of projects.
- Ability to routinely and independently exercise sound judgment in making decisions.

Certifications and Licenses:

None

COMPENSATION:

Graduate student: \$25/hour

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Course Number	Cross Listing	Course Title	Instructors	% LA	Units	Term	2016-17			Offered	
							UG	Grad	Total	17-18	18-19
African American Studies											
AFRICAAM 73A	DANCE 73, CSRE 73	Introduction to Afro-Caribbean Folkloric & Popular Dances	Jones,A	100	1	F	4	0	4	-	+
AFRICAAM 74A	DANCE 74, CSRE 74A	Beginning Contemporary Caribbean Dance Techniques	Jones,A	50	1	F	2	2	4	-	+
AFRICAAM 133	FRENCH 133, JEWISHST 143, AFRICAST 132	Literature and Society in Africa and the Caribbean	Ulloa,M	50	4	W	1	0	1	+	+
AFRICAAM 148	AFRICAST 145B, COMPLIT 145B, COMPL IT 345B, CSRE 145B, FRENCH 145B, FRENCH 345B	The African Atlantic	Ikoku,A	50	3-5	W	3	0	3	+	+
AFRICAST 145B	AFRICAAM 148, COMPLIT 145B, COMPLIT 345B, CSRE 145B, FRENCH 145B, FRENCH 345B	The African Atlantic	Ikoku,A	50	3-5	W	1	0	1	+	+
American Studies											
AMSTUD 73	HISTORY 73, HISTORY 173, CHILATST 173	Mexican Migration to the United States	Minian Andjel,A; Nestler,M	100	3	F	2	0	2	-	+
AMSTUD 183	CSRE 183, FEMGEN 183	Re- Imagining American Borders	Duffey,C	50	5	F	9	0	9	+	+
Anthropology											
ANTHRO 100D	ARCHLGY 100D	Chavin de Huantar Research Seminar	Rick,J	100	3-5	F	2	0	2	+	+
ANTHRO 106	ANTHRO 206A, ARCHLGY 102B	Incas and their Ancestors: Peruvian Archaeology	Rick,J	100	3-5	W	6	0	6	+	+

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ANTHRO 166	ANTHRO 266	Political Ecology of Tropical Land Use: Conservation, Natural Resource Extraction, and Agribusiness	Curran,L	33	3-5	W	7	1	8	+	+
ANTHRO 171	ANTHRO 271, HUMBIO 145L	The Biology and Evolution of Language	Fox,J; Bautista San Miguel,S	50	4-5	W	23	0	23	-	+
ANTHRO 178	ANTHRO 278	Evolution and Conservation in Galapagos	Durham,W	100	5	Sp	5	0	5	+	+
ANTHRO 266	ANTHRO 166	Political Ecology of Tropical Land Use: Conservation, Natural Resource Extraction, and Agribusiness	Curran,L	33	3-5	W	1	12	13	+	+
ANTHRO 271	ANTHRO 171, HUMBIO 145L	The Biology and Evolution of Language	Fox,J; Bautista San Miguel,S	50	4-5	W	1	0	1	-	+
ANTHRO 278	ANTHRO 178	Evolution and Conservation in Galapagos	Durham,W	100	5	Sp	0	1	1	+	+
Applied Physics											
APPPHYS 79Q		Energy Options for the 21st Century	Fox,J	25	3	F	10	0	10	+	+
Archaeology											
ARCHLGY 100D	ANTHRO 100D	Chavin de Huantar Research Seminar	Rick,J	100	3-5	F	2	0	2	+	+
ARCHLGY 102B	ANTHRO 106, ANTHRO 206A	Incas and their Ancestors: Peruvian Archaeology	Rick,J	100	3-5	W	2	1	3	+	+
Art History											
ARTHIST 3	CLASSICS 54	Introduction to World Architecture	Barry,F	25	5	Sp	30	3	33	+	+
ARTHIST 190A	ARTHIST 490A, PUBLPOL 190, PUBLPOL 290	Indigenous Cultural Heritage: Protection, Practice, Repatriation	De La Barre de Nanteuil,S	25	3	F	12	0	12	-	+
ARTHIST 211	NATIVEAM 211, CSRE 111	The California Missions: Art History and Reconciliation	Kinew,S	50	5	W	4	1	5	+	+
ARTHIST 490A	PUBLPOL 190, ARTHIST 190A, PUBLPOL 290	Indigenous Cultural Heritage: Protection, Practice, Repatriation	De La Barre de Nanteuil,S	25	3	F	0	4	4	-	+

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Biology											
BIO 138	BIO 238	Ecosystem Services: Frontiers in the Science of Valuing Nature	Daily,G	25	3	F	7	4	11	+	+
BIO 143		Evolution	Petrov,D; Rosenberg,N; Armstrong,E; Kinsler,G	25	3	W	8	0	8	+	+
BIO 144	HUMBIO 112, BIO 234	Conservation Biology: A Latin American Perspective	Dirzo,R; McFadden,T; Davis,C	100	3	Sp	24	2	26	+	+
BIO 208	EARTHSYS 207, LATINAM 207	Spanish in Science/Science in Spanish	Dirzo,R	100	2	Sp	4	3	7	-	+
BIO 234	HUMBIO 112, BIO 144	Conservation Biology: A Latin American Perspective	Dirzo,R; McFadden,T; Davis,C	100	3	Sp	0	2	2	+	+
BIO 238	BIO 138	Ecosystem Services: Frontiers in the Science of Valuing Nature	Daily,G	25	3	F	0	11	11	+	+
BIO 328		Managing Biodiversity Change: from Science to Policy	Pereira,H	25	3	W	0	10	10	-	-
BIO 331		The Genetic Footprint of Latin America and its Impact in a Multicultural Society	Moreno Estrada,A	100	3	Sp	2	6	8	-	-
Civil and Environmental Engineering											
CEE 165D	CEE 265D	Water and Sanitation in Developing Countries	Davis,J	25	1-3	F	4	1	5	-	+
CEE 265A		Sustainable Water Resources Development	Ortolano,L; Krishnaswami,A	25	3	Sp	2	20	22	+	+
CEE 265D	CEE 165D	Water and Sanitation in Developing Countries	Davis,J	25	1-3	F	0	22	22	+	+
CEE 374W		Advanced Topics in Water, Health and Development	Davis,J	25	1-18	F, W, Sp, Su	0	7	7	+	+
CEE 375A		Water, Climate, and Health	Boehm,A; Davis,J	25	3	Sp	0	5	5	+	+

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Chicano Latino Studies											
CHILATST 109		GENTE: An incubator for transforming national narratives	Gonzales,M	100	5	F	7	0	7	+	+
CHILATST 110		Sabias Creadoras y Activistas: Chicana/Latina Ways of Knowing	Prieto,L	100	4	Sp	4	1	5	+	+
CHILATST 121F	CSRE 121F	Latinidad in Schools: Cultural and Psychological Perspectives on the Experience of Latinx Students	Rodriguez,V	50	3	Sp	2	0	2	-	+
CHILATST 173	HISTORY 73, HISTORY 173, AMSTUD 73	Mexican Migration to the United States	Minian Andjel,A; Nestler,M	100	5	F	4	0	4	-	+
CHILATST 177A	EDUC 177A, HUMBIO 29A, CSRE 177E	Well-Being in Immigrant Children & Youth: A Service Learning Course	Padilla,A	100	3	F, W	7	0	7	+	+
CHILATST 179F	TAPS 179F, TAPS 279F, CSRE 179F, NATIVEAM 179F	Flor y Canto: Poetry Workshop	Moraga,C; Ormiston,R	75	4	W	5	1	6	-	-
CHILATST 180E	CSRE 180E	Introduction to Chicanx/Latinx Studies	Rosa,J	100	5	W	10	1	11	+	+
CHILATST 200	ILAC 280, CSRE 200, ILAC 382	Latin@ Literature	Yarbro-Bejarano,Y; Jimenez Ruvalcaba,L	100	3-5	F	6	0	6	-	+
Classics											
CLASSICS 54	ARTHIST 3	Introduction to World Architecture	Barry,F	25	5	Sp	1	0	1	+	+
Comparative Literature											
COMPLIT 55N		Batman, Hamilton, Díaz, and Other Wondrous Lives	Saldivar,J	25	3-5	Sp	13	0	13	+	+
COMPLIT 57		Human Rights and World Literature	Palumbo-Liu,D	25	5	Su	22	4	26	+	+

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COMPLIT 100	DLCL 100, FRENCH 175, GERMAN 175, ITALIAN 175, HISTORY 206E, ILAC 175, URBANST 153	CAPITALS: How Cities Shape Cultures, States, and People	Edelstein,D; Surwillo,L; Daub,A	25	3-5	W	19	1	20	+	+
COMPLIT 121	DLCL 141	Poems, Poetry, Worlds	Greene,R; Olidort,S; Rodriguez-Rincon,L	25	5	F	36	0	36	+	+
COMPLIT 123	ENGLISH 184, DLCL 143	The Novel, the Global South	Saldivar,J; Valderrama,P	25	5	Sp	19	0	19	+	+
COMPLIT 145B	AFRICAAM 148, AFRICAST 145B, COMPL IT 345B, CSRE 145B, FRENCH 145B, FRENCH 345B	The African Atlantic	Ikoku,A	50	3-5	W	1	0	1	+	+
COMPLIT 153C	COMPLIT 253C	Aesthetics	Gumbrecht,H	25	1-5	W	12	0	12	-	+
COMPLIT 253C	COMPLIT 153C	Aesthetics	Gumbrecht,H	25	1-5	W	0	4	4	-	+
COMPLIT 345B	AFRICAAM 148, AFRICAST 145B, COMPLIT 145B, CSRE 145B, FRENCH 145B, FRENCH 345B	The African Atlantic	Ikoku,A	50	3-5	W	0	4	4	+	+
COMPLIT 348	ILAC 348	US-Mexico Border Fictions: Writing La Frontera, Tearing Down the Wall	Saldivar,J	100	3-5	W	1	3	4	+	+

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Comparative Studies in Race and Ethnicity											
CSRE 12	AFRICAAM 12, POLISCI 74, CSR E 112, P OLISCI 123A, AFRICAAM 109	Presidential Politics: Race, Gender, and Inequality in the 2016 Election	Moya,P; Jimenez,T; Orozco,M; Segura,G	25	1	F	23	13	36	+	+
CSRE 29SI		Migration is Beautiful: Histories, Realities, and Policies of Immigrant Justice	Jimenez,T	25	1	W	14	0	14	+	+
CSRE 34SI		The Chicago Gap: Bridging Latinx Youth Education	Rosa,J	50	1	W	16	0	16	-	+
CSRE 73	DANCE 73, AFRICAAM 73A	Introduction to Afro-Caribbean Folkloric & Popular Dances	Jones,A	100	1	F	3	0	3	-	+
CSRE 112	CSRE 12, AFRICAAM 12, POLISC I74, POLISCI 123A, AFRICAAM 109	Presidential Politics: Race, Gender, and Inequality in the 2016 Election	Moya,P; Jimenez,T; Orozco,M; Segura,G	25	3	F	10	0	10	-	+
CSRE 121F	CHILATST 121F	Latinidad in Schools: Cultural and Psychological Perspectives on the Experience of Latinx Students	Rodriguez,V	50	3	Sp	1	0	1	-	+
CSRE 145B	AFRICAAM 148, AFRICAST 145B, COMPL IT 145B, COMPLIT 345B, FRENCH 145B, FRENCH 345B	The African Atlantic	Ikoku,A	50	3-5	W	1	0	1	+	+
CSRE 162Z		Dance on the Move: Migration, Border Zones, and Citizenship	staff	50	3-4	Sp	2	0	2	-	+
CSRE 177E	EDUC 177A, HUMBIO 29A, CHILATST 177A	Well-Being in Immigrant Children & Youth: A Service Learning Course	Padilla,A	50	3	F, W	4	1	5	+	+

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CSRE 177F	EDUC 177B, CHILATST 177B	Well-Being in Immigrant Children & Youth: A Service Learning Course	Padilla,A	50	1-2	W	1	0	1	+	+
CSRE 179F	TAPS 179F, TAPS 279F, CHILATST 179F, NATIVEAM 179F	Flor y Canto: Poetry Workshop	Moraga,C; Ormiston,R	75	4	W	1	0	1	-	-
CSRE 179G	TAPS 279G, CSRE 279G, FEMGEN 179G, TAPS 179G, NATIVEAM 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	Moraga,C	75	4	Sp	7	0	7	+	+
CSRE 180E	CHILATST 180E	Introduction to Chicanx/Latinx Studies	Rosa,J	100	5	W	6	0	6	+	+
CSRE 183	AMSTUD 183, FEMGEN 183	Re- Imagining American Borders	Duffey,C	50	5	F	8	0	8	+	+
CSRE 200	ILAC 280, CHILATST 200, ILAC 382	Latin@ Literature	Yarbro-Bejarano,Y; Jimenez Ruvalcaba,L	100	3-5	F	3	1	4	-	+
CSRE 202A	ILAC 202, SOC 288	Identity is a Skin: Identity Debates in Europe and Latin America from Essence to Appearance	Cardus Ros,S	50	3-5	F	1	1	2	-	+
CSRE 279G	TAPS 279G, CSRE 179G, FEMGEN 179G, TAPS 179G, NATIVEAM 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	Moraga,C	75	4	Sp	0	4	4	-	+
Dance											
DANCE 73	AFRICAAM 73A, CSRE 73	Introduction to Afro-Caribbean Folkloric & Popular Dances	Jones,A	100	1	F	16	2	18	-	+
DANCE 74	AFRICAAM 74A, CSRE 74A	Beginning Contemporary Caribbean Dance Techniques	Jones,A	50	1	F	5	1	6	+	+
DANCE 162Z	TAPS 162Z	Dance on the Move: Migration, Border Zones, and Citizenship	Akbarzadeh,H	50	3-4	Sp	0	1	1	-	+

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Division of Literatures, Cultures, and Languages											
DLCL 100	FRENCH 175, GERMAN 175, ITALIAN 175, COMPLIT 100, HISTORY 206E, ILAC 175, URBANST 153	CAPITALS: How Cities Shape Cultures, States, and People	Edelstein,D; Surwillo,L; Daub,A	25	3-5	W	6	0	6	+	+
DLCL 141	COMPLIT 121	Poems, Poetry, Worlds	Greene,R; Olidort,S; Rodriguez-Rincon,L	25	5	F	1	0	1	+	+
Earth Systems											
EARTHSYS 106	ESS 106, EARTHSYS 206, ESS 2 06, ECON 206, ECON 106	World Food Economy	Burke,M; Naylor,R; Maue,C; Bieler,S; Budiansky,E	25	5	Sp	11	0	11	-	+
EARTHSYS 111	ESS 111, BIO 117	Biology and Global Change	Arrigo,K; Vitousek,P; Paulus,E	33	4	W	42	4	46	+	+
EARTHSYS 112	ESS 112, HISTORY 103D	Human Society and Environmental Change	Wolfe,M; Naylor,R	25	4	F	39	5	44	+	+
EARTHSYS 188	EARTHSYS 288	Social and Environmental Tradeoffs in Climate Decision-Making	Matson,P; Monroe,I	25	1-2	W	4	0	4	+	+
EARTHSYS 206	EARTHSYS 106, ESS 106, ESS 2 06, ECON 206, ECON 106	World Food Economy	Burke,M; Naylor,R; Maue,C; Bieler,S; Budiansky,E	25	5	Sp	0	9	9	-	+
EARTHSYS 207	LATINAM 207, BIO 208	Spanish in Science/Science in Spanish	Dirzo,R	100	2	Sp	2	3	5	-	+
EARTHSYS 288	EARTHSYS 188	Social and Environmental Tradeoffs in Climate Decision-Making	Matson,P; Monroe,I	25	1-2	W	0	14	14	+	+
Earth System Science											
ESS 112	EARTHSYS 112, HISTORY 103D	Human Society and Environmental Change	Wolfe,M; Naylor,R	25	4	F	2	1	3	+	+

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Economics											
ECON 106	EARTHSYS 106, ESS 106, EARTHSYS 206, ESS 206, ECON 206	World Food Economy	Burke,M; Naylor,R; Maue,C; Bieler,S; Budiansky,E	25	5	Sp	23	0	23	-	+
ECON 206	EARTHSYS 106, ESS 106, EARTHSYS 206, ESS 206, ECON 106	World Food Economy	Burke,M; Naylor,R; Maue,C; Bieler,S; Budiansky,E	25	5	Sp	1	3	4	-	+
Education											
EDUC 149	EDUC 249	Theory and Issues in the Study of Bilingualism	Valdes,G	50	3-5	F	7	0	7	+	+
EDUC 177A	HUMBIO 29A, CSRE 177E, CHILATST 177A	Well-Being in Immigrant Children & Youth: A Service Learning Course	Padilla,A	75	3	F, W	4	1	5	+	+
EDUC 177B	CSRE 177F, CHILATST 177B	Well-Being in Immigrant Children & Youth: A Service Learning Course	Padilla,A	75	1-2	W	4	0	4	+	+
EDUC 203		Using International Test Results in Educational Research	Carnoy,M	25	4	W	0	4	4	+	+
EDUC 249	EDUC 149	Theory and Issues in the Study of Bilingualism	Valdes,G	50	3-5	F	0	8	8	+	+
EDUC 256	HUMBIO 149	Psychological and Educational Resilience Among Children and Youth	Padilla,A	25	4	F	5	8	13	+	+
EDUC 306A		Economics of Education in the Global Economy	Loyalka,P; Costa da Fonseca,I	25	5	F	9	28	37	+	+
EDUC 404		Topics in Brazilian Education: Public Policy and Innovation for the 21st Century	Plank,D; Carnoy,M	100	1-2	F, W, Sp	4	16	20	+	+

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English											
ENGLISH 76		After the Apocalypse	Moya,P; Leal,J	25	3	Sp	16	0	16	-	+
ENGLISH 161		Narrative and Narrative Theory	Moya,P	25	5	F	32	0	32	+	+
ENGLISH 184	COMPLIT 123, DLCL 143	The Novel, the Global South	Saldivar,J; Valderrama,P	75	5	Sp	6	0	6	+	+
ENGLISH 363D	FEMGEN 363D	Feminist Theory: Thinking Through/With/About the Gendered Body	Moya,P	50	5	W	0	5	5	-	+
Feminist and Gender Studies											
FEMGEN 3B	HISTORY 3B	Trans History: The Long View	Freedman,E; Minian Andjel,A; Griffiths,F; Stokes,L; Findlen,P; Sommer,M	50	1	Sp	15	0	15	+	+
FEMGEN 129	HUMBIO 129	Critical Issues in International Women's Health	Murray,A; Wickersham,L	50	4	W	2	0	2	+	+
FEMGEN 179G	TAPS 279G, CSRE 179G, CSRE 279G, TAP S 179G, NATIVEAM 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	Moraga,C	75	4	Sp	4	0	4	+	+
FEMGEN 183	AMSTUD 183, CSRE 183	Re- Imagining American Borders	Duffey,C	50	5	F	2	0	2	+	+
FEMGEN 282	ILAC 282	Queer Film	Yarbro-Bejarano,Y; Jimenez Ruvalcaba,L	25	3-5	F	1	2	3	-	+
FEMGEN 363D	ENGLISH 363D	Feminist Theory: Thinking Through/With/About the Gendered Body	Moya,P	50	5	W	0	4	4	+	+
Film Studies											
FILMSTUD 100C	FILMSTUD 300C	History of World Cinema III, 1960-Present	Iyer,U	25	4	Sp	10	0	10	+	+
FILMSTUD 116	FILMSTUD 316	International Documentary	Keca,S	25	4	F	1	0	1	-	+
FILMSTUD 147	FILMSTUD 347	Iberian and Latin American Experimental Cinemas, 1960s to the Present	Suarez Sanchez,J	100	4	Sp	2	0	2	-	-

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FILMSTUD 213	FILMSTUD 413	Global Melodrama	Iyer,U	25	5	Sp	2	0	2	-	+
FILMSTUD 300C	FILMSTUD 100C	History of World Cinema III, 1960-Present	Iyer,U	25	4	Sp	0	2	2	+	+
FILMSTUD 316	FILMSTUD 116	International Documentary	Keca,S	25	4	F	0	16	16	-	+
FILMSTUD 347	FILMSTUD 147	Iberian and Latin American Experimental Cinemas, 1960s to the Present	Suarez Sanchez,J	100	4	Sp	0	6	6	-	-
FILMSTUD 413	FILMSTUD 213	Global Melodrama	Iyer,U	25	5	Sp	0	2	2	-	+
French											
FRENCH 133	JEWISHST 143, AFRICAAM 133, AFRICAST 132	Literature and Society in Africa and the Caribbean	Ulloa,M	33	4	W	13	0	13	+	+
FRENCH 145B	AFRICAAM 148, AFRICAST 145B, COMPLIT 145B, COMPLIT 345B, CSRE 145B, FRENCH 345B	The African Atlantic	Ikoku,A	50	3-5	W	1	0	1	+	+
FRENCH 175	DLCL 100, GERMAN 175, ITALIA N 175, COMPLIT 100, HISTORY 206E, ILAC 175, URBANST 153	CAPITALS: How Cities Shape Cultures, States, and People	Edelstein,D; Surwillo,L; Daub,A	25	3-5	W	1	1	2	+	+

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German											
GERMAN 175	DLCL 100, FRENCH 175, ITALIAN 175, COMPLIT 100, HISTORY 206E, ILAC 175, URBANST 153	CAPITALS: How Cities Shape Cultures, States, and People	Edelstein,D; Surwillo,L; Daub,A	25	3-5	W	10	0	10	+	+
Global Studies											
GLOBAL 101		Global Studies Gateway Course	Rakove,R	25	3	W	8	0	8	+	+
History											
HISTORY 1B		Global History: The Early Modern World, 1300 to 1800	Stokes,L	25	3-5	W	21	0	21	+	+
HISTORY 3B	FEMGEN 3B	Trans History: The Long View	Freedman,E; Minian Andjel,A; Griffiths,F; Stokes,L; Findlen,P; Sommer,M	50	1	Sp	13	0	13	+	+
HISTORY 70	HISTORY 170B	Culture, Politics, and Society in Latin America	Selvidge,S	100	3	W	8	0	8	-	+
HISTORY 73	HISTORY 173, AMSTUD 73, CHILATST 1 73	Mexican Migration to the United States	Minian Andjel,A; Nestler,M	100	3	F	3	0	3	-	+
HISTORY 76F	HISTORY 176F, HISTORY 376F	City, Urbanization Processes and Urban Policies in Latin America and the Caribbean	Gonzalez Perez,J	100	3-5	F	1	0	1	-	+

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HISTORY 78	HISTORY 178	Film and History of Latin American Revolutions and Counterrevolutions	Wolfe,M; Nestler,M	100	3	Sp	13	0	13	-	+
HISTORY 103D	EARTHSYS 112, ESS 112	Human Society and Environmental Change	Wolfe,M; Naylor,R	25	4	F	2	1	3	+	+
HISTORY 106B		Global Human Geography: Europe and Americas	Lewis,M	33	5	W	20	2	22	+	+
HISTORY 109E		Global Women Leaders: Past, Present, and Future	Horn,M	25	3-4	Su	25	1	26	-	+
HISTORY 170B	HISTORY 70	Culture, Society and Politics in Latin America	Selvidge,S	100	5	W	6	1	7	-	+
HISTORY 173	HISTORY 73, AMSTUD 73, CHILATST 17 3	Mexican Migration to the United States	Minian Andjel,A; Nestler,M	100	5	F	4	2	6	-	+
HISTORY 176F	HISTORY 76F, HISTORY 376F	City, Urbanization Processes and Urban Policies in Latin America and the Caribbean	Gonzalez Perez,J	100	3-5	F	5	0	5	-	-
HISTORY 178	HISTORY 78	Film and History of Latin American Revolutions and Counterrevolutions	Wolfe,M; Nestler,M	100	5	Sp	9	6	15	-	+

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							UG	Grad	Total	17-18	18-19
HISTORY 206E	DLCL 100, FRENCH 175, GERMAN 175, ITALIAN 175, COMPLIT 100, ILAC 175, URBANST 153	CAPITALS: How Cities Shape Cultures, States, and People	Edelstein,D; Surwillo,L; Daub,A	25	3-5	W	20	1	21	-	+
HISTORY 263D	ILAC 127E	Junipero Serra	Surwillo,L	50	3-5	F	4	0	4	-	+
HISTORY 271D		The Country and the City in Colonial Latin America	Selvidge,S	100	5	Sp	1	0	1	-	+
HISTORY 371		Graduate Colloquium: Explorations in Latin American History and Historiography	Wolfe,M	100	4-5	F	0	15	15	+	+
HISTORY 376F	HISTORY 76F, HISTORY 176F	City, Urbanization Processes and Urban Policies in Latin America and the Caribbean	Gonzalez Perez,J	100	4-5	F	1	7	8	-	-
HISTORY 477	FEMGEN 477	Graduate Research Seminar: Migration	Minian Andjel,A	33	4-5	W	0	2	2	-	+
HISTORY 477B		Graduate Research Seminar: Migration	Minian Andjel,A	33	4-5	Sp	0	1	1	-	+
Healthy Research Policy											
HRP 290		Advanced Medical Spanish Oral Communication	Corso,I	100	2	F, W, Sp	0	7	7	+	+
Human Biology											
HUMBIO 2A		Genetics, Evolution, and Ecology	Durham,W; Preston,K; Talbot,W	25	5	F	184	0	184	+	+
HUMBIO 8P		Pre-field Course for Bolivia Impact Abroad in Child Family Health International	Ikoku,A	100	1	Sp	8	0	8	-	+

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HUMBIO 29A	EDUC 177A, CSRE 177E, CHILATST 177 A	Well-Being in Immigrant Children & Youth: A Service Learning Course	Padilla,A	25	3	F, W	8	0	8	+	+
HUMBIO 122M	PEDS 212	Challenges of Human Migration: Health and Health Care of Migrants and Autochthonous Populations	Rodriguez,E	25	3	Sp	18	0	18	+	+
HUMBIO 126A		Advanced Seminar in Health and Security	Stedman,S; Wise,P	25	3	W	9	3	12	-	+
HUMBIO 129	FEMGEN 129	Critical Issues in International Women's Health	Murray,A; Wickersham,L	50	4	W	18	0	18	+	+
HUMBIO 129S		Global Public Health	Wise,P; Darmstadt,G	25	4	W	41	1	42	+	+
HUMBIO 145L	ANTHRO 171, ANTHRO 271	The Biology and Evolution of Language	Fox,J; Bautista San Miguel,S	50	4-5	W	9	0	9	-	+
HUMBIO 149	EDUC 256	Psychological and Educational Resilience Among Children and Youth	Padilla,A	50	4	F	17	0	17	+	+
Iberian and Latin American Cultures											
ILAC 110N		Brazil: Musical Culture and Films	Librandi Rocha,M	100	3-5	Sp	8	0	8	+	-
ILAC 117Q		The Short Story in Latin America	Hoyos,H	100	3-5	Sp	28	0	28	-	+
ILAC 127E	HISTORY 263D	Junipero Serra	Surwillo,L	50	3-5	F	3	0	3	-	+
ILAC 130		Introduction to Iberia: Cultural Perspectives	Resina,J	25	3-5	F	15	0	15	+	+
ILAC 131		Introduction to Latin America: Cultural Perspectives	Hoyos,H	100	3-5	W	21	1	22	+	+
ILAC 133		The Animal Within: Animals in Modern and Contemporary Latin American Narrative	Briceno,X	100	3-5	W	6	0	6	-	+
ILAC 134		In the First Person: Women's Self Writing in Latin America	Briceno,X	100	3-5	Sp	26	0	26	-	+
ILAC 136		Modern Iberian Literatures	Surwillo,L	25	3-5	W	13	0	13	+	+
ILAC 161		Modern Latin American Literature	Librandi Rocha,M; Dancu,E	100	3-5	F	16	3	19	+	+

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ILAC 175	DLCL 100, FRENCH 175, GERMAN 175, ITALIAN 175, COMPLIT 100, HISTORY 206E, URBANST 153	CAPITALS: How Cities Shape Cultures, States, and People	Edelstein,D; Surwillo,L; Daub,A	25	3-5	W	9	0	9	+	+
ILAC 193		The Cinema of Pedro Almodovar	Resina,J; Guinart Lopez,P	50	3-5	W	28	0	28	+	+
ILAC 202	SOC 288, CSRE 202A	Identity is a Skin: Identity Debates in Europe and Latin America from Essence to Appearance	Cardus Ros,S	50	3-5	F	2	4	6	-	+
ILAC 230		Freedom and Unfreedom in Colonial Spanish America	More,A	100	3-5	W	1	2	3	-	+
ILAC 235	STS 200L	Critique of Technology	Hoyos,H	75	3-5	W	9	1	10	-	+
ILAC 240E		Borges and Philosophy	Hoyos,H; Gibson,S	100	3-5	Sp	17	1	18	-	+
ILAC 246		Critical Issues of Human Rights through Literature	Gonzalez Jacome,J	80	3-5	Sp	8	6	14	-	-
ILAC 270	ILAC 370	Afro-Brazil: Oral Culture, Literature and Digital Media	Librandi Rocha,M	100	3-5	W	1	3	4	-	+
ILAC 277		Spanish and Society: Cultures of Salsa	Briceno,X	100	3-5	F	17	2	19	+	+
ILAC 278A		Senior Seminar: Literatura y Antropología	Librandi Rocha,M	100	3-5	W	3	5	8	+	+
ILAC 280	CHILATST 200, CSRE 200, ILAC 382	Latin@ Literature	Yarbro-Bejarano,Y; Jimenez Ruvalcaba,L	100	3-5	F	2	0	2	-	+
ILAC 282	FEMGEN 282	Queer Film	Yarbro-Bejarano,Y; Jimenez Ruvalcaba,L	50	3-5	F	1	1	2	-	+
ILAC 333		Spain and the Transatlantic	Surwillo,L	80	3-5	Sp	0	5	5	-	+
ILAC 346		Fernando Vallejo: Grammar, Dogs, and Lust for Life	Hoyos,H	100	3-5	F	4	7	11	-	+
ILAC 348	COMPLIT 348	US-Mexico Border Fictions: Writing La Frontera, Tearing Down the Wall	Saldivar,J	100	3-5	W	0	9	9	+	+

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ILAC 370	ILAC 270	Afro-Brazil: Oral Culture, Literature and Digital Media	Librandi Rocha,M	100	3-5	W	0	2	2	-	+
ILAC 382	ILAC 280, CHILATST 200, CSRE 200	Latin@ Literature	Yarbro-Bejarano,Y; Jimenez Ruvalcaba,L	100	3-5	F	0	4	4	-	+
International Relations											
INTNLREL 101Z	POLISCI 101Z	Introduction to International Relations	Tomz,M	50	4	Su	29	1	30	+	+
INTNLREL 141A		Camera as Witness: International Human Rights Documentaries	Bojic,J	33	5	F	16	0	16	+	+
INTNLREL 179		Major Themes in U.S.-Latin America Diplomatic History	O'Keefe,T	100	5	F	6	3	9	+	+
International Policy Studies											
IPS 241	POLISCI 114S	International Security in a Changing World	Krasner,S; Zegart,A	25	5	W	0	3	3	+	+
Italian											
ITALIAN 175	DLCL 100, FRENCH 175, GERMAN 175, COMPLIT 100, HISTORY 206E, ILAC 175, URBANST 153	CAPITALS: How Cities Shape Cultures, States, and People	Edelstein,D; Surwillo,L; Daub,A	25	3-5	W	1	0	1	+	+
Latin American Studies											
LATINAM 92		Volunteers in Latin America: Pre-Field Reading and Discussion	Moreno,R; Martinez,J	100	1	Sp	8	0	8	+	+
LATINAM 200		Seminar on Contemporary Issues in Latin American Studies	Diaz-Cayeros,A	100	1	F, W, Sp	0	39	39	+	+
LATINAM 207	EARTHSYS 207, BIO 208	Spanish in Science/Science in Spanish	Dirzo,R	100	2	Sp	2	0	2	-	+

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LATINAM 248		Racial and Gender Inequalities in Latin America	Dos Santos Cavalleiro,E	100	3-5	Sp	3	6	9	+	+
LATINAM 337A		Indigenous Peoples, Environment and Sustainability	Fragoso,J	100	1-4	W	0	12	12	-	-
LATINAM 337B		Indigenous Peoples, Environment, and Sustainability	Fragoso,J	100	1-4	Sp	0	12	12	-	-
LATINAM 801		TGR Project	Wise,P	100	0	F, W, Sp	0	3	3	+	+
Law											
LAW 5017		Law in Latin America	Perez-Perdomo,R	100	2	F	0	5	5	-	+
LAW 7833		Spanish for Lawyers	Trowbridge,V; Dos Santos,C	100	2	Sp	0	42	42	+	+
Law, Nonprofessional											
LAWGEN 115N		Human Rights Advocacy	Cavallaro,J	25	3	F	16	0	16	+	+
Medicine											
MED 27SI		Alternative Spring Break: Healthcare of Underserved Communities in Central California	Garcia,G	50	1	W	13	0	13	+	+
MED 157		Foundations for Community Health Engagement	Garcia,G; Heaney,C	75	3	Sp	39	0	39	+	+
MED 159		Oaxacan Health on Both Sides of the Border	Garcia,G	100	2	Sp	13	0	13	+	+
MED 161A		Community Health Advocacy	Garcia,G; Newberry,J; Curran,N; De Luna,J	50	2	F	10	0	10	+	+
MED 161B		Community Health Advocacy	Garcia,G; Newberry,J; Curran,N	50	2-3	W	9	0	9	+	+
MED 161C		Community Health Advocacy	Garcia,G; Curran,N; Newberry,J	50	2-3	Sp	9	0	9	+	+

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MED 246		The Medical Interview for Spanish Speakers	Garcia,G	100	1	F, W, Sp	1	44	45	+	+
MED 256SI	CSRE 256SI	Race, Class and Global Health	Barry,M; Jiang,S; Ismail,M	25	2	Sp	3	0	3	-	+
Modern Thought and Literature											
MLA 329		International Women's Health	Murray,A	25	4	W	0	7	7	-	+
Music											
MUSIC 161E		Stanford Afro-Latin Jazz Orchestra	Low,M	100	1	F, W, Sp	20	2	22	+	+
MUSIC 161EZ		Stanford Afro-Latin Jazz Orchestra	Low,M	100	0	F, W, Sp	0	3	3	+	+
Native American Studies											
NATIVEAM 179F	TAPS 179F, TAPS 279F, CSRE 179F, CHILATST 179F	Flor y Canto: Poetry Workshop	Moraga,C; Ormiston,R	75	4	W	1	1	2	-	+
NATIVEAM 211	ARTHIST 211, CSRE 111	The California Missions: Art History and Reconciliation	Kinew,S	25	5	W	1	0	1	+	+
Overseas Studies General											
OSPGEN 63		Bio-Cultural Diversity and Community-Based Conservation in Oaxaca	Dirzo,R	100	2	Su	10	0	10	-	-
OSPGEN 259		Community Health in Oaxaca	Garcia,G	100	2	Su	15	0	15	+	+
Overseas Studies in Madrid, Spain											
OSPMADR 12M		Accelerated Second-Year Spanish I	Camblor Portilla,M	100	5	F, W, Sp	25	0	25	+	+
OSPMADR 13M		Accelerated Second-Year Spanish II	Camblor Portilla,M	100	5	F, W, Sp	32	0	32	+	+

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OSPMADR 48		Migration and Multiculturalism in Spain	Bueno Sarduy,A	50	4	W	3	0	3	+	+
OSPMADR 83		Narrating the Nation: National and Post-National Spanish and Latin American Literature	Castany Prado,B	50	4	F	4	0	4	+	+
OSPMADR 102M		Composition and Writing Workshop for Students in Madrid	Camblor Portilla,M	100	3-5	F, W, Sp	6	0	6	+	+
Overseas Studies in Santiago, Chile											
OSPSANTG 12S		Accelerated Second-Year Spanish, Part I: Chilean Emphasis	Abad,M	100	5	A, Sp, Su	22	0	22	+	+
OSPSANTG 13S		Accelerated Second-Year Spanish, Part II: Chilean Emphasis	Abad,M	100	5	A, Sp, Su	13	0	13	+	+
OSPSANTG 14		Women Writers of Latin America in the 20th Century	Missana,S	100	4-5	Sp	12	0	12	+	+
OSPSANTG 29		Sustainable Cities: Comparative Transportation Systems in Latin America	Correa,G	100	4-5	Sp	7	0	7	+	+
OSPSANTG 30		Short Latin American Fiction of the 20th Century	Missana,S	100	4-5	F	11	0	11	+	+
OSPSANTG 33		Spanish Language Tutorial	Rivano,P; Toledo, G; Pons,H; (Riveros,M; Abad,M; Jaksic,I); Pons,H; Toledo,G	100	2	F, Sp, Su	41	0	41	+	+
OSPSANTG 40		Academic Internship	Jaksic,I	100	2-3	F	2	0	2	+	+
OSPSANTG 48		Language and Thought	Frank,M	100	3	Sp	4	0	4	-	+
OSPSANTG 52		Energy and Climate Cooperation in the Americas: The Role of Chile	O'Keefe,T	100	5	Su	5	0	5	+	+
OSPSANTG 58		Living Chile: A Land of Extremes	Reid,S	100	5	A, Sp, Su	16	0	16	+	+

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OSPSANTG 62		Topics in Chilean History	Jaksic,I	100	4-5	Su	1	0	1	+	+
OSPSANTG 68		The Emergence of Nations in Latin America	Jaksic,I	100	4-5	F, Sp	26	0	26	+	+
OSPSANTG 71		Santiago: Urban Planning, Public Policy, and the Built Environment	Poduje,I	100	4-5	F	5	0	5	+	+
OSPSANTG 102S		Composition and Writing Workshop for Students in Santiago	Rivano, P; Bobbert, A	100	3-5	F, Sp, Su	7	0	7	+	+
OSPSANTG 116X		Modernization and its Discontents: Chilean Politics at the Turn of the Century	Correa,G	100	5	F	7	0	7	+	+
OSPSANTG 118X		Artistic Expression in Latin America	Albornoz,C	100	5	Su	13	0	13	+	+
OSPSANTG 119X		The Chilean Economy: History, International Relations, and Development Strategies	Luders,R	100	5	Sp, Su	7	0	7	+	+
OSPSANTG 129X		Latin America in the International System	staff	100	4-5	Su	3	0	3	+	+
OSPSANTG 130X		The Chilean Economy in Comparative Perspective	Luders,R	100	5	F	2	0	2	-	+
Political Science											
POLISCI 74	CSRE 12, AFRICAAM 12, CSRE 112, POLISCI 123A, AFRICAAM 109	Presidential Politics: Race, Gender, and Inequality in the 2016 Election	Moya,P; Jimenez,T; Orozco,M; Segura,G	25	1	F	20	2	22	-	+
POLISCI 101Z	INTNLREL 101Z	Introduction to International Relations	Tomz,M	25	4	Su	26	2	28	+	+
POLISCI 123A	CSRE 12, AFRICAAM 12, POLISC I74, CSRE 112, AFRICAAM 109	Presidential Politics: Race, Gender, and Inequality in the 2016 Election	Moya,P; Jimenez,T; Orozco,M; Segura,G	25	3	F	15	0	15	-	+

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POLISCI 247G		Governance and Poverty	Magaloni,B	100	5	Sp	10	0	10	-	+
POLISCI 248S	POLISCI 348S	Latin American Politics	Diaz-Cayeros,A; Magaloni,B	100	3-5	W	5	3	8	+	+
POLISCI 347G		Governance and Poverty	Magaloni,B	100	3-5	Sp	3	3	6	-	+
POLISCI 348S	POLISCI 248S	Latin American Politics	Diaz-Cayeros,A; Magaloni,B	100	3-5	W	1	13	14	-	+
POLISCI 440B		Comparative Political Economy	Haber,S	25	3-5	W	0	9	9	+	+
Portuguese Language											
PORTLANG 1A		Accelerated First-Year Portuguese, Part 1	Grao Velloso Damato Oliveira,L; Silveira,A	100	5	F, W, Sp	19	1	20	+	+
PORTLANG 2A		Accelerated First-Year Portuguese, Part 2	Wiedemann,L;Grao Velloso Damato Oliveira,L	100	5	F, W, Sp	15	1	16	+	+
PORTLANG 11A		Accelerated Second-Year Portuguese, Part 1	Silveira,A	100	5	W, Sp	4	0	4	+	+
PORTLANG 12A		Accelerated Second-Year Portuguese, Part 2	Schiess,A; Wiedemann,L	100	5	F, Sp	2	0	2	+	+
PORTLANG 101		Reading Brazil	Wiedemann,L	100	3-4	F	2	1	3	+	+
PORTLANG 102		Brazil in Text: Advanced Grammar and Composition	Wiedemann,L	100	3-4	W	2	1	3	+	+
PORTLANG 395		Graduate Studies in Portuguese	Grao Velloso Damato Oliveira,L; Silveira,A; Wiedemann,L	100	1-5	F, W, Sp	0	34	34	+	+
Public Policy											
PUBLPOL 190	ARTHIST 490A, ARTHIST 190A, PUBLPOL 290	Indigenous Cultural Heritage: Protection, Practice, Repatriation	De La Barre de Nanteuil,S	25	3	F	6	0	6	-	+
Sociology											
SOC 288	ILAC 202, CSRE 202A	Identity is a Skin: Identity Debates in Europe and Latin America from Essence to Appearance	Cardus Ros,S	50	3-5	F	4	0	4	-	+

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SOC 350W		Workshop: Migration, Ethnicity, Race and Nation	Saperstein,A; Fields,C	50	1-3	F, W, Sp	0	19	19	+	+
Spanish Language											
SPANLANG 1		First-Year Spanish, First Quarter	Casas Roige,R; Del Carpio,C; Hernandez,D; Pearce,A; Plaza Parocchia,J; Reinhold,V; Ortiz Cuevas,C	100	5	F, W, Sp	134	9	143	+	+
SPANLANG 1A		Accelerated First-Year Spanish, Part 1	Urruela,M; Won,H; Valderrama,P	100	5	F, W, Su	96	5	101	+	+
SPANLANG 2		First-Year Spanish, Second Quarter	Ortiz Cuevas,C; Sanchez,K; Del Carpio,C; Hernandez,D; Pearce,A; Plaza Parrochia,J; Vivancos,A; Won,H; Reinhold,V	100	5	F, Sp	155	8	163	+	+
SPANLANG 2A		Accelerated First-Year Spanish, Part 2	Ortiz Cuevas,C; Urruela,M; Won,H; Malik,C	100	5	W, Sp, Su	83	3	86	+	+
SPANLANG 3		First-Year Spanish, Third Quarter	Garcia-Garcia,C; Ortiz Cuevas,C; Vivancos,A; Del Carpio,C; Sanchez,K; Hernandez,D; Pearce,A; Plaza Parrochia,J	100	5	F, Sp	235	0	235	+	+
SPANLANG 10		Beginning Oral Communication	Corso,I	100	2	F, W, Sp	26	4	30	+	+
SPANLANG 10SC		Spanish Immersion: Language and Community	Won,H; Urruela,M	100	2	Su	12	0	12	+	+

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SPANLANG 11C		Second-Year Spanish: Cultural Emphasis, First Quarter	Guinart Lopez,P; Ward,C; Badica,A; Urruela,M; Spragins,E	100	4	F, W, Sp	36	1	37	+	+
SPANLANG 11R		Second-Year Spanish: Emphasis on International Relations, First Quarter	Sierra,A	100	4	F	20	0	20	+	+
SPANLANG 11SL		Second-Year Spanish: Emphasis on Service Learning, First Quarter	Miano,A	100	4	F, W, Sp	22	2	24	+	+
SPANLANG 12C		Second-Year Spanish: Cultural Emphasis, Second Quarter	Urruela,M; Spragins,E	100	4	F, W, Sp	24	1	25	+	+
SPANLANG 12R		Second-Year Spanish: Emphasis on International Relations, Second Quarter	Sierra,A	100	4	W	18	1	19	+	+
SPANLANG 12SL		Spanlang 12SL Second-Year: Empahasis on Service Learning, second qtr	Del Carpio,C	100	4	F, W, Sp	20	0	20	+	+
SPANLANG 13C		Second-Year Spanish: Cultural Emphasis, Third Quarter	Won,H; Urruela,M	100	4	F, W, Sp	29	1	29	+	+
SPANLANG 13R		Second-Year Spanish: Emphasis on International Relations, Third Quarter	Sierra,A	100	4	Sp	22	0	22	+	+
SPANLANG 13SL		Second-Year Spanish: Emphasis on Service Learning, Third Quarter	Brates,V	100	4	F, W, Sp	26	2	28	+	+
SPANLANG 15		Intermediate Oral Communication	Tahmassian,L; Casas Roige,R	100	3	F, Sp	64	6	70	+	+
SPANLANG 15S		Intermediate Oral Communication	Dancu,E	100	2	Su	1	2	3	+	+
SPANLANG 21B		Second-Year Spanish for Heritage Language Students, First Quarter	Sierra,A	100	4	F	2	0	2	+	+

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SPANLANG 22B		Second-Year Spanish for Heritage Language Students, Second Quarter	Sierra,A	100	3-5	W	4	0	4	+	+
SPANLANG 23B		Second-Year Spanish for Heritage Language Students, Third Quarter	Sierra,A	100	3-5	Sp	5	0	5	+	+
SPANLANG 100		Advanced Oral Communication	Brates,V	100	3	F, W, Sp	35	5	40	+	+
SPANLANG 101		The Structure of Spanish	Miano,A	100	4	W	5	0	5	+	+
SPANLANG 101SL		The Structure of Spanish	Miano,A	100	4	W	2	0	2	+	+
SPANLANG 102		Composition and Writing Workshop	Brates,V	100	3-5	F, W, Sp	18	3	21	+	+
SPANLANG 102SL		Composition and Writing Workshop	Brates,V	100	3-5	Sp	3	0	3	+	+
SPANLANG 121M	HRP 280	Spanish for Medical Students	Corso,I	100	2-3	F	2	0	2	+	+
SPANLANG 123M	HRP 282	Spanish for Medical Students	Corso,I	100	2-3	Sp	1	0	1	+	+
SPANLANG 250		Reading Spanish	Brates,V	100	3	F	0	1	1	+	+
SPANLANG 394		Graduate Studies in Spanish Conversation	Tahmassian,L; Brates,V	100	1-3	F, Sp	0	2	2	+	+
SPANLANG 395		Graduate Studies in Spanish	Casas Roige,R; Del Carpio,C; Hernandez,D; Pearce,A; Reinhold,V; Sierra,A; Urruela,M; Vivancos,A; Won,H; Brates,V; Ortiz Cuevas,C; Valderrama,P	100	1-5	F, Sp, Su	0	29	29	+	+

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Course List

Course Number	Cross Listing	Course Title	Instructors	% LA	Units	Term	2016-17			Offered	
							UG	Grad	Total	17-18	18-19
Special Languages Program (Nahuatl and Quechua)											
SPECLANG 101A		First-Year Nahuatl, First Quarter	Prionas,E	100	4	F	4	1	5	+	+
SPECLANG 101B		First-Year Nahuatl, Second Quarter	Prionas,E	100	4	W	0	1	1	+	+
SPECLANG 102A		Second year Nahuatl	Prionas,E	100	4	F	1	2	3	+	+
SPECLANG 102B		Second year Nahuatl- 2nd qtr	Prionas,E	100	4	W	1	2	3	+	+
SPECLANG 102C		Second Year Nahuatl- 3rd qtr	Prionas,E	100	4	Sp	1	2	3	+	+
SPECLANG 174A		First-Year Quechua, First Quarter	Necochea,M	100	4	F	2	1	3	+	+
SPECLANG 174B		First-Year Quechua, Second Quarter	Necochea,M	100	4	W	1	1	2	+	+
SPECLANG 174C		First-Year Quechua, Third Quarter	Necochea,M	100	4	Sp	0	1	1	+	+
Science, Technology, and Society											
STS 200L	ILAC 235	Critique of Technology	Hoyos,H	75	3-5	W	33	0	33	-	+
Theater and Performance Studies											
TAPS 162Z	DANCE 162Z	Dance on the Move: Migration, Border Zones, and Citizenship	Akbarzadeh,H	50	3-4	Sp	1	1	2	-	+
TAPS 179F	TAPS 279F, CSRE 179F, CHILAT ST 179F, NATIVEAM 179F	Flor y Canto: Poetry Workshop	Moraga,C; Ormiston,R	75	4	W	5	0	5	+	-
TAPS 179G	TAPS 279G, CSRE 179G, CSRE 279G, FEM GEN 179G, NATIVEAM 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	Moraga,C	75	4	Sp	4	0	4	-	+

Appendix 3
Center for Latin American Studies, Stanford University
Course List

Course Number	Cross Listing	Course Title	Instructors	% LA	Units	Term	2016-17			Offered	
							UG	Grad	Total	17-18	18-19
TAPS 279F	TAPS 179F, CSRE 179F, CHILATST 179 F, NATIVEAM 179F	Flor y Canto: Poetry Workshop	Moraga,C; Ormiston,R	75	4	W	1	3	4	+	-
TAPS 279G	CSRE 179G, CSRE 279G, FEMGEN 179G, TAPS 179G, NATIVEAM 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	Moraga,C	75	4	Sp	0	2	2	-	+
Urban Studies											
URBANST 153	DLCL 100, FRENCH 175, GERMAN 175, ITALIAN 175, COMPLIT 100, HISTORY 206E, ILAC 175	CAPITALS: How Cities Shape Cultures, States, and People	Edelstein,D; Surwillo,L; Daub,A	25	3-5	W	7	3	10	+	+

Project Goal Statement 1:

Serve as a hub that supports community college and/or MSI educators in advancing global education at their institutions.

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets (discrete for each reporting period)				
					BL	T1	T2	T3	T4
1 Support up to 40 community college and/or MSI educators throughout California by the end of the grant cycle by developing the Community College Faculty Fellowship , which will provide opportunities for college faculty to create self-designed projects related to global education.	1A Develop and offer one three-day summer intensive workshop at Stanford University annually.	1Ai Number of workshops held	Annually	University records	0	1	1	1	1
		1Aii Number of community college and/or MSI attendees	Annually	Attendee enrollment records	0	10	10	10	10
		1Aiii Number of students impacted through attendee instruction	Annually	Estimates based on attendee enrollment records	0	300	300	300	300
	1B Develop and conduct monthly real-time online seminars where attendees will explore cutting-edge research and develop materials to implement at their home campuses.	1Bi Number of monthly seminars conducted	Monthly	University records	0	7	7	7	7
		1Bii Number of community college and/or MSI attendees	Monthly	Attendee enrollment records	0	10	10	10	10
		1Biii Number of students impacted through attendee instruction	Monthly	Estimates based on attendee enrollment records	0	300	300	300	300
2 Provide resources and collaborative learning opportunities to 240 community college and/or MSI instructors throughout California by the end of the grant cycle.	2A Provide mechanism for Community College Fellows to share their innovative curricular materials on an online platform.	2Ai Number of curricular materials developed by Fellows	Annually	Website analytics	0	10	10	10	10
		2Bi Number of symposia offered	Annually	University records	0	1	1	1	1
		2Bii Number of attendees at symposia	Annually	Attendee enrollment records	0	60	60	60	60
		2Biii Number of students impacted by attendee participation at symposia	Annually	Estimates based on attendee enrollment records	0	1800	1800	1800	1800
3 Provide information to community college students and counselors about careers in international and global fields.	3A Develop and implement a career fair held at Stanford.	3Ai Number of career fairs	Annually (years 2-4)	University records	0	0	1	1	1
		3Aii Number of career fair attendees	Annually (years 2-4)	Attendee enrollment records	0	0	60	60	60

Project Goal Statement 2:

Expand outreach for K-14 area studies teachers in collaboration with the Graduate School of Education's Center to Support Excellence in Teaching (CSET) and Stanford World Language Project (SWLP), the Stanford Program on International and Cross-Cultural Education (SPICE), and/or Stanford University Libraries.

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets (discrete for each reporting period)				
					BL	T1	T2	T3	T4
1 Enhance K-14 area studies instruction for 540 teachers by the end of the grant cycle by providing professional development workshops and educative materials in collaboration with the Graduate School of Education's Center to Support Excellence in Teaching (CSET) and Stanford World Language Project, and the Stanford Program on International and Cross-Cultural Education (SPICE).	1A Develop and offer 12 Topics in Global Studies Workshops for California community college instructors in collaboration with SPICE.	1Ai Number of workshops held	3 times/year	University records	0	3	3	3	3
		1Aii Number of K-14 instructor attendees	3 times/year	Attendee enrollment records	0	60	60	60	60
		1Aiii Number of students impacted through attendee instruction	3 times/year	Estimates based on attendee enrollment records	0	1800	1800	1800	1800
	1B Develop and offer 24 multi-day K-12 Professional Development Institutes for K-12 teachers focused on content and pedagogy, taught by area studies and pedagogy experts in collaboration with the GSE's CSET and SWLP.	1Bi Number of institutes held	Quarterly	University records	0	6	6	6	6
		1Bii Number of K-12 instructor attendees	Quarterly	Attendee enrollment records	0	75	75	75	75
		1Biii Number of students impacted through attendee instruction	Quarterly	Estimates based on attendee enrollment records	0	2250	2250	2250	2250
	1C Create 20 Global Topics Scholar Videos with accompanying curriculum guides and classroom lesson plans in collaboration with SPICE.	1Ci Number of videos produced	Quarterly	University records	0	5	5	5	5
		1Cii Number of lessons produced	Quarterly	University records	0	6	6	6	6

Project Goal Statement 3: Increase the depth and breadth of Latin American content and less commonly-taught language (LCTL) instruction provided to college students, K-14 instructors, and university professors through course offerings, workshops, conferences, and pedagogical material.

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets (discrete for each reporting period)				
					BL	T1	T2	T3	T4
1 Enhance Latin American area studies by developing and offering programming focused on current topics of relevance in Latin America, reaching 40 students and 240 conference participants by the end of the grant cycle.	1A Design and offer two courses focused on human rights and public health in collaboration with the Stanford Law School (Y1-2) and the Stanford School of Medicine (Y3-4).	1Ai Number of courses offered.	Annually	University Records	0	2	2	2	2
		1Aii Number of students enrolled in the courses	Annually	University Records	0	10	10	10	10
	1B In collaboration with UC Merced and UC Davis, organize three guest speaker lectures and one conference each year at their campuses.	1Bi Number of guest speakers hosted	Annually	University and Partner Records	0	3	3	3	3
		1Bii Number of attendees at annual conference	Annually	Attendee enrollment records	0	60	60	60	60
2 Expand Latin American language studies by offering language courses and conferences focused on Nahuatl, Quechua, and Portuguese, reaching 108 students and 600 conference participants by the end of the grant cycle.	2A Co-sponsor two conferences focused on indigenous languages and culture in collaboration with University of Utah, UCLA, and Ohio State University.	2Ai Number of participants attending the Nahuatl Conference at UCLA	Annually	Partner records	0	75	75	75	75
		2Aii Number of Stanford LCTL instructors sponsored to attend the 'Symposium on Indigenous Languages and Cultures of Latin America' (ILCLA)	Biennial	University Records	0	2	2	2	2
		2Aiii Number of participants attending ILCLA at Ohio State	Biennial	Partner records	0	75	75	75	75
	2B Offer 36 courses in Nahuatl and Quechua	2Bi Number of Nahuatl courses offered	Quarterly	University and Partner Records	0	6	6	6	6
		2Bii Number of Quechua courses offered	Annually	University Records	0	3	3	3	3
		2Biii Students enrollment in Quechua and Nahuatl courses each year	Annually	University and Partner Records	0	27	27	27	27
	2C Develop and offer a year-long course for instructors of Spanish to learn Portuguese.	2Ci Number of participants attending year-long Portuguese language course	Annually	University Records	0	3	3	3	3
3 Support 12 teachers of less commonly taught Latin America languages by offering programming and resources focused on language pedagogy by the end of the grant cycle.	3A Organize Pedagogy of Indigenous Languages of Latin America Instructor trainings each year in partnership with Stanford Language Center and/or IDIEZ.	3Ai Number of participants attending workshop	Annually	University Records	0	10	10	10	10
		3Aii Number of Nahuatl teachers in training supported	Annually	Partner Records	0	1	1	1	1

June 4, 2018

To whom it may concern:

I write on behalf of College of San Mateo (CSM) to express my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal (CFDA Nos. 84.015A).

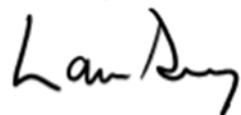
College of San Mateo has actively participated in Stanford's outreach efforts, first under the Stanford Human Rights Education Initiative (SHREI), and more recently in the Education Partnership for Internationalizing the Curriculum (EPIC) Fellowship Program and Symposium. Over the past three years, six EPIC Fellows from CSM have developed and implemented a variety projects including a thematically-driven World History course, a Global Speaker Series, and internationalization of aspects of the sociology curriculum. The EPIC program introduced CSM faculty to peers at other colleges and strengthened ties between Stanford University and community colleges – the entry point to higher education for a large and diverse student population.

I have had the pleasure of participating in several brainstorming sessions at Stanford designed to explore how best to continue the collaboration between Stanford and community colleges. I shared the success of the California Engineering Liaison Council (ELC), a network of community college engineering faculty and university representatives. The ELC meets twice a year at various colleges across the state to engage in the sharing of best practices, innovative curriculum development, and trends in engineering education. The ELC is a vital resource for community college engineering faculty, connecting them to colleagues across the state and fostering communication across higher education systems to support student success.

In my prior role as Professor of Engineering at College of San Mateo, the ELC was my "go to" network for innovative ideas about engineering education, information on new curricular developments, and collegial conversation. Therefore, I was excited to learn that the structure of the proposed next iteration of the EPIC program is modeled after the ELC. Based on my experience, I think that this structure can provide both immediate support – for example, to promote the implementation of Associate Degrees for Transfer (ADT) in Global Studies at California community colleges – as well as significant long term impact through the development of a statewide community of faculty interested in internationalizing the curriculum.

College of San Mateo is enthusiastic about continued collaboration with Stanford University and my colleagues and I strongly support the current application.

Sincerely,



Laura Demsetz, Ph.D.
Dean of Creative Arts and Social Science
College of San Mateo
demsetz@smccd.edu; 650 574-6581





May 31, 2018

To Whom It May Concern:

I am writing on behalf of Las Positas College to express my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal (CFDA Nos. 84.015A).

Las Positas College has actively participated in Stanford's outreach efforts, most recently in the Education Partnership for Internationalizing Curriculum (EPIC) Fellowship Program and Symposium. This past year, seven of our faculty members were EPIC Fellows and worked collaboratively with Stanford colleagues and scholars on a range of projects aimed at internationalizing the curriculum: designing a globally-focused honors program, the internationalization of library curriculum, and *Critical Thinking and Composition: Investigating American Issues Through Global Viewpoints*. One of our EPIC Fellows, Dr. Catherine Eagan, was instrumental in designing and launching the Global Studies Associate Degree for Transfer at Las Positas College. She recently participated as a panelist at the 2018 EPIC Symposium to discuss the ADT process at Las Positas and invited some of our students to attend.

We were most pleased to learn that Stanford's proposed outreach programming includes a Global Careers Fair for community college students. We believe the fair would generate great interest among our students and complement the faculty-centered EPIC programs that have helped strengthen global studies at Las Positas.

We at Las Positas College enthusiastically look forward to continued collaboration with Stanford University and hope for a positive outcome to their application.

Sincerely,

Stuart McElderry

Stuart McElderry, PhD
Interim Dean of Arts and Humanities



June 4, 2018

To Whom It May Concern:

I am writing on behalf of College of Alameda to express my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal (CFDA Nos. 84.015A).

Prior to joining College of Alameda, I was the Dean of Arts, Letters, and Social Sciences at Las Positas College in Livermore, CA. During my time as dean at LPC, our college actively participated in Stanford's outreach efforts to help internationalize curriculum, most recently in the Education Partnership for Internationalizing the Curriculum (EPIC) Fellows Program and Symposium. In fact, the demand for this type of engagement was high – seven faculty members from Las Positas participated as EPIC Fellows and worked collaboratively with Stanford colleagues and scholars on a range of projects this year.

Given the excitement and engagement of the Las Positas faculty, I was pleased to learn that the nature of the outreach programming for this next four-year grant cycle will be changing from a year-long in-residence fellows program to one that invites more participation from community colleges across California. Should this program be renewed, several more of the community colleges in the region and the state would be interested in participating to continue the efforts to globalize our curriculum.

I look forward to the possibility of promoting future engagement between College of Alameda and Stanford University, and hope for a positive outcome to their Title VI application.

Please feel free to contact me if you have further questions at ddmiller@peralta.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'Don Miller', written in a cursive style.

Don Miller, Ph.D.
Vice President of Instruction
College of Alameda
555 Ralph Appezato Memorial Parkway
Alameda, CA 94501
(510) 748-2301

23 May 2018

To Whom It May Concern:

The Center for Support Excellence in Teaching (CSET) strongly supports Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A. If awarded, this grant will provide a unique opportunity for Stanford's three National Resource Centers (centers for East Asian Studies, Latin American Studies, and Russian, East European, & Eurasian Studies) and the Center for South Asia (submitting a proposal for the first time) to partner with us to strengthen and integrate area studies with pedagogical content instruction for our K-12 and community college professional development workshops.

The mission of CSET is to work in partnership to improve student achievement through research, design, and development activities that improve the quality of K-12 teaching. We design our work to transform teaching at its most fundamental level so we can lead a national effort to invest in teachers and teaching. To achieve our mission we know that we must start with teachers, who are central to improving the quality of instruction. We cannot improve student achievement without focusing on the development of both content knowledge and pedagogical core practices. Our partnership with Stanford's three NRCs offers us the ability to develop professional learning experiences for teachers that build on the content expertise of the affiliated faculty, coupled with pedagogical instruction experts from our center.

CSET is uniquely situated to conduct high-quality professional development because our center is staffed by a mix of people with prior experience in content-specific mentoring, teaching experience in a wide variety of settings, and highly developed educational research expertise. The 30 people who are currently part of the CSET community represent faculty, doctoral students, and staff who are committed to supporting excellence in teaching by developing and researching effective professional development programs. We look forward to expanding our community by partnering with our colleagues in Stanford's NRCs.

I look forward to a positive outcome to this proposal, as well as the collaboration, work, and impact the proposed activities will realize.

Sincerely,



Janet Carlson, Ph.D.
Associate Professor (Research)
Faculty Director, CSET
650-498-5177
janet.carlson@stanford.edu



excellence in research, development, and service

June 7, 2018

Stanford Global Studies Program
417 Galvez Mall
Stanford, CA 94305

Re: U.S. Department of Education CFDA NUMBER: 84.015A

To Whom It May Concern:

On behalf of Dr. Cathy Ringstaff, WestEd is pleased to provide this letter of commitment for the above-referenced Program Solicitation entitled "Office of Postsecondary Education (OPE): National Resource Centers Program." We understand that the goal of this four-year project will be to implement a series of outreach programs focused on strengthening the internationalization of curricula at community colleges and K-12 institutions. Dr. Ringstaff will serve as the project director for WestEd's external evaluation of this project.

WestEd is a preeminent educational research, development, and service organization with over 650 employees and 14 offices nationwide. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. In developing and applying the best available resources toward these goals, WestEd has built solid working relationships with education and community organizations at all levels, playing key roles in facilitating the efforts of others and in initiating important new improvement ventures. We have a long-standing commitment to the field of education at all levels and have a combined experience base of over 50 years of educational leadership. We have substantial qualifications in the technical areas called for in a project of this scope, and we bring to this effort our understanding, sensitivity, and commitment.

WestEd is a result of a Joint Powers Agreement (JPA) between Far West Laboratory for Educational Research and Development (FWL) and Southwest Regional Laboratory (SWRL) dated December 1, 1995. Both parent agencies were originally formed under JPAs in 1966. Both FWL and SWRL come under the signature authority of the states of California, Arizona, Nevada, and Utah. As a Joint Powers Agency, WestEd is a public, not-for-profit, tax-exempt agency under Section 115 (1) of the Internal Revenue Code of 1954, (EIN 94-3233542).

WestEd is pleased to serve as the external evaluator for this project. WestEd is fully committed to satisfying the scope of work of serving as external evaluator of the project. The evaluation will use a mixed-methods approach. Data collection will include surveys, interviews, and observations of various workshops that will provide a rich and comprehensive picture of the

implementation of the program. Further details about the external evaluation are provided in the proposal narrative.

Dr. Cathy Ringstaff, Senior Research Associate at WestEd, will direct the external evaluation. WestEd will provide all necessary resources to successfully complete the assigned tasks. If you have any technical questions, please contact Dr. Cathy Ringstaff at 650.381.6430 or via email at cringst@wested.org.

The authorized contract representative for WestEd is Virgilio Tinio, Jr.; Contracts Manager. For contractual questions, please contact the Contracts Management Department at 415.615.3136 or via email at contracts@wested.org.

On behalf of WestEd, I am pleased to provide this letter of support and commitment. We look forward to working with Stanford University on this exciting project.

Regards,



Virgilio Tinio, Jr.
Contracts Manager
WestEd

cc: Dr. Cathy Ringstaff, Senior Research Associate, P-00012756

Budget Narrative File(s)

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BUDGET NARRATIVE

The proposed 2018-21 budget for Stanford University's Latin America National Resource Center is designed to most effectively utilize seed funding to enhance existing programmatic strengths, while laying the foundation for new areas of growth. All projects will be collaborative with one or more Stanford units, with NRC funds applied to priority projects that are likely to attract future support.

The PI has determined that this is a major project, as defined by OMB Circular A-21, and meets A-21 requirements for direct charging of administrative expenses. All effort and expenses charged to this project will be for services specific to the project, and not for the general support of the academic activities of the faculty or Center. In addition, effort charged to this project can be specifically identified to the project. The Associate Director position at CLAS was specifically created to administer NRC and FLAS grants, and would be substantially different in scope of duties without this award. Administrative duties funded by this project (designation as a National Resource Center and awarding of FLAS fellowship funds) are the direct result of this grant activity, and would not fall under the normal scope of work in the absence of this grant. Examples of administrative costs that make the project major are: Planning, organization, and implementation of outreach activities specifically mandated by this grant, including teacher training programs and collaborative activities with other institutions; Development and implementation of Impact and Evaluation activities as mandated by the sponsor, including systematized, outcome-oriented assessment tools that, upon completion, may be disseminated to National Resource Centers throughout the U.S; tracking course offerings and enrollment; tracking faculty awards, publications, distinctions, public appearances, etc.; organizing joint project-specific conference activities; and administration of FLAS fellowships, including course enrollment tracking to ensure student compliance with FLAS regulations; reporting to sponsor biannually; managing exit interviews with FLAS recipient students; and tracking of student fellows for eight years after fellowship award period is over.

Budget expenditures by category below represent year one funding, and are similar through the grant period unless noted.

1. Personnel

In year one the total request for Personnel, including standard Fringe Benefits (2), is \$119,140, or approx. 19% of the overall NRC/FLAS budget. Of this, \$38,257 (6.32% of total budget) supports the work of the primary administrator: the CLAS Associate Director (Budget item 1Ai—Elizabeth Sáenz-Ackermann, approx. 11% FTE support; responsible for coordinating and planning K-16 outreach and programs, FLAS grant administration and oversight, and grant reporting. \$28,210 will fund two area instructors (\$13,000 each) to teach two new courses on Latin America (Budget item 1Bi) in the professional schools, a goal consistent with the NRC Absolute Priority 1 for activities reflecting diverse perspectives and meeting national needs. \$77,940 of the personnel request will fund a SPICE Curriculum Development Specialist (Budget item 1Ci)—Jonas Edman, approx. 16% FTE support; responsible for creating teaching materials and providing teacher training workshops. It will also fund the SGS Outreach and Academic Coordinator (Budget 1Cii)—

Denise Geraci, who will manage communication with our various on- and off-campus partners, plan and execute outreach events, and serve as the first point of contact for the grant activities; and CLAS Public Engagement Coordinator (Budget 1Ciii) —Molly Aufdermauer, who will manage communication with our various on- and off-campus partners, plan and execute outreach events, and serve as the first point of contact for the grant activities with 100% Latin America emphasis. As part of Stanford's commitment to building ongoing, sustainable programs, NRC commitment for salaries stays constant over the four years, resulting in a net reduction when adjusted for inflation.

2. Fringe Benefits

Per agreement dated March 5, 2018 between Stanford University and the Office of Naval Research, effective September 1, 2018 the predetermined fringe benefit rates are 29.9% for faculty, 27.9% for post docs, 4.8% for graduate research assistants and 8.5% for contingent employees. Together, fringe benefits cost for the one administrative, two teaching, and three outreach staff is \$23,140 or 3.85% of the total budget.

3. Travel

The request for Travel (C) —in Y1 and Y3 is \$5,500 and in Y2 and Y4 is \$10,500, is less than 1% and 1.7% respectively. This travel will provide partial support for one librarian's domestic travel to a professional conference, and two international trips to acquire new materials and develop linkages in Latin America (C1a&C2a). In Y2 and Y4, this funding will also provide partial travel support for one Stanford one staff to lead the Summer Teacher Institute in Latin America (Aii).

4. Equipment

There are no expenditures in this category.

5. Supplies & Expenses

We have budgeted about 2.5% of the overall NRC/FLAS request for Latin America Library acquisitions (Ai&ii) in year one. Acquiring new materials available in Latin America is a high priority; NRC support for contemporary materials (including databases and new media) helps to leverage further funding from our central administration.

6. Contractual

There are no expenditures in this category.

7. Construction

There are no expenditures in this category.

8. Other

New outreach and teacher training activities include: Community College Faculty Fellowship (8A, \$10,685); Global Studies Educator Network (8B, \$3,560); Topics in Global Studies Workshops (8C, \$2,000); K-12 Professional Development Institutes (8D, \$6,750); Global Topics Scholar Videos (8E, 2,850); Global Careers Fair for Community College Students (8F, \$2,250 beginning year 2); Summer Teacher Institute (8H, \$15,000); West Coast Americas Award Teacher Workshop and Curriculum Development (8I, \$10,000);

Heritage Spanish Teacher Institute and Online Curriculum Development (8J, \$7,000); MSI-Community College Library Access Grants and Student Visits (8K, \$5,500); Latin American Indigenous Studies Alliance (8L, \$18,000); Lingua Portuguesa: Portuguese Course for Community College and High School Instructors (8M, \$5,000); Stanford-California MSI Network (8N, \$7,500). Performance Measures Evaluators (8N, \$8,000) are included per grant guidelines.

9. Indirect Costs

Per the agreement dated August 2, 2016 between Stanford University and the Office of Naval Research, effective September 1, 2016, the predetermined F&A rate for on-campus sponsored instruction for fiscal years 2017 and 2018 is 56%. Due to the restrictions on F&A in this program announcement the F&A applied to the costs proposed is 8% on allowable costs.

10. Training Stipends

We are requesting 9 FLAS awards per academic year -8 for graduate students and 1 for undergraduate students - and eight FLAS awards each summer. This request of \$339,000 is justified by the large number of talented intermediate and advanced-level language students in our program and in departments across the University who request language-study funding each year. Stanford is committed to equal access to its programs, and will continue to provide tuition top-offs for FLAS awardees in the 2018-21 grant cycle.

The requested budget will help strengthen Stanford's already considerable expertise in Latin American Studies, expand our MSI and K-14 outreach and impact, and allow us to build sustainable programs that will train the next generation of educators, business leaders and entrepreneurs, government officers, and civil society leaders.

**Stanford University Latin America National Resource Center
2018-2021 Budget**

		Year 1	Year 2	Year 3	Year 4	GRANT TOTAL
		2018-19	2019-20	2020-21	2021-22	PROPOSED
		Proposed	Proposed	Proposed	Proposed	
1. Personnel		\$ 96,000.00	\$ 96,000.00	\$ 96,000.00	\$ 96,000.00	\$ 384,000.00
A. Administration		11	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
‡†◆	i. CLAS Associate Director (25% NRC) ~12% salary YR1	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 40,000.00
B. Area Studies Instruction (Prof. School Certificates)		8	\$ 26,000.00	\$ 26,000.00	\$ 26,000.00	\$ 26,000.00
‡	i. 2 Lecturers per year (Law and Public Health)	\$ 26,000.00	\$ 26,000.00	\$ 26,000.00	\$ 26,000.00	\$ 104,000.00
C. Outreach		11	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00
‡†◆	i. SPICE Curriculum Devel. Specialist (100% Outreach) 16.6% salary YR1 SGS Outreach and Academic Coordinator	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 48,000.00
‡†◆	ii. (80% NRC) 16.6% salary YR1	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 48,000.00
‡†◆	iii. CLAS Public Engagement Coordinator (100% Outreach) 50% salary YR1	\$ 36,000.00	\$ 36,000.00	\$ 36,000.00	\$ 36,000.00	\$ 144,000.00
2. Fringe Benefits (multi rates)		\$ 23,140.00	\$ 25,350.00	\$ 25,350.00	\$ 25,350.00	\$ 92,560.00
A. Administrative Staff - (29.9%)		11	\$ 2,990.00	\$ 2,990.00	\$ 2,990.00	\$ 2,990.00
B. Instructional Staff - (8.5%)		8	\$ 2,210.00	\$ 2,210.00	\$ 2,210.00	\$ 2,210.00
C. Outreach Staff - (29.9%)		11	\$ 17,940.00	\$ 17,940.00	\$ 17,940.00	\$ 17,940.00
3. Travel		\$ 5,500.00	\$ 10,500.00	\$ 5,500.00	\$ 10,500.00	\$ 32,000.00
A. Foreign Travel			\$ 4,000.00	\$ 9,000.00	\$ 4,000.00	\$ 9,000.00
‡	i. Latin Am. Librarians--2 trips @ \$2,000	10	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
‡◆	ii. Faculty and Staff Summer Abroad Institute	5	\$ -	\$ 5,000.00	\$ -	\$ 5,000.00
B. Domestic Travel			\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
‡	i. Latin Am. Librarians--1 trip @ \$1,500	10	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
5. Supplies		\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 60,000.00
A. Latin America Library acquisitions		10	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
†	i. books & periodicals		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
	ii. digital resources		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
8. Other		\$ 101,845.00	\$ 103,810.00	\$ 103,485.00	\$ 102,785.00	\$ 387,925.00
A. Community College Faculty Fellowship		1	\$ 10,685.00	\$ 10,685.00	\$ 10,685.00	\$ 10,685.00
‡†◆	i. Student Researchers		\$ 5,325.00	\$ 5,325.00	\$ 5,325.00	\$ 5,325.00
	ii. Fellow travel		\$ 2,810.00	\$ 2,810.00	\$ 2,810.00	\$ 2,810.00
	iii. Tech. support & equipment rental		\$ 1,375.00	\$ 1,375.00	\$ 1,375.00	\$ 1,375.00
	iv. Professional Services		\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00
	v. Symposium/workshop venue rental		\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00
	vi. Workshop supplies and materials		\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00

**Stanford University Latin America National Resource Center
2018-2021 Budget**

	Narrative Page Ref.					GRANT TOTAL PROPOSED
		Year 1 2018-19 Proposed	Year 2 2019-20 Proposed	Year 3 2020-21 Proposed	Year 4 2021-22 Proposed	
‡†◆ B. Global Studies Educator Network	2	\$ 3,560.00	\$ 3,275.00	\$ 2,950.00	\$ 2,250.00	
i. Fellow stipends		\$ 1,750.00	\$ 1,750.00	\$ 1,750.00	\$ 1,750.00	\$ 7,000.00
ii. Website setup costs		\$ 85.00	\$ -	\$ -	\$ -	\$ 85.00
iii. Symposium/workshop venue rental		\$ 675.00	\$ 675.00	\$ 350.00	\$ -	\$ 1,700.00
iv. Professional Services		\$ 550.00	\$ 350.00	\$ 350.00	\$ -	\$ 1,250.00
v. Workshop supplies and materials		\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 2,000.00
‡†◆ C. Topics in Global Studies Workshops	3	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	
i. Registration subvention		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00
ii. Workshop supplies and materials		\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 2,400.00
iii. Staff travel		\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 900.00
iv. Professional Services		\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 700.00
‡†◆ D. K-14 Professional Development Institutes	3	\$ 6,750.00	\$ 6,750.00	\$ 6,750.00	\$ 6,750.00	
i. Registration subvention		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
ii. Student Content Coordinator		\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 4,000.00
iii. Professional Services		\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 3,000.00
‡◆ E. Global Topics Scholar Videos	4	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00	
i. Production services		\$ 2,050.00	\$ 2,050.00	\$ 2,050.00	\$ 2,050.00	\$ 8,200.00
ii. Videotaping/editing		\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 3,200.00
‡◆ F. Global Careers Fair for Community College Students	4	\$ -	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00	
i. Professional Services		\$ -	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 4,500.00
ii. Symposium/workshop venue rental		\$ -	\$ 750.00	\$ 750.00	\$ 750.00	\$ 2,250.00
‡†◆ G. Summer Teacher Institute	5	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	
i. Professional Services		\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 48,000.00
ii. Video/study guides materials		\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 12,000.00
‡†◆ H. West Coast Americas Award Teacher Workshop & Curriculum	6	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
i. Professional Services		\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00
ii. Travel		\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00
iii. Online curriculum materials development		\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00
‡†◆ I. Heritage Spanish Teacher Institute	7	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	
i. Professional Services		\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00
ii. Spanish language digital curricular materials		\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 12,000.00
‡◆ J. MSI/Comm. College Library Access Grants and Student Visits	8	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	\$ 22,000.00
‡†◆ K. Latin American Indigenous Studies Alliance (LAISA)		\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	
i. Instruction	9	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 48,000.00
ii. Curriculum Development		\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 8,000.00
iii. Annual Conference		\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00
iv. Pedagogy Workshop		\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 6,000.00

**Stanford University Latin America National Resource Center
2018-2021 Budget**

	Narrative Page Ref.	Year 1	Year 2	Year 3	Year 4	GRANT TOTAL PROPOSED
		2018-19 Proposed	2019-20 Proposed	2020-21 Proposed	2021-22 Proposed	
‡ = Absolute Priority 1 † = Absolute Priority 2 ● = Competitive Priority 1 ◆ = Competitive Priority 2						
‡†● L. Lingua Portuguesa: Community College and High School Teachers	10	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	
i. Instruction		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
‡● M. Stanford-California MSI Network	10	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	
i. Travel and lodging		\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 30,000.00
N. Performance Measures Evaluators	11	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
9. Direct Costs		\$ 241,485.00	\$ 250,660.00	\$ 245,335.00	\$ 249,635.00	\$ 987,115.00
10. Indirect Costs (8%)		\$ 19,318.80	\$ 20,052.80	\$ 19,626.80	\$ 19,970.80	\$ 78,969.20
SUBTOTAL NRC COSTS		\$ 260,803.80	\$ 270,712.80	\$ 264,961.80	\$ 269,605.80	\$ 1,066,084.20
11. Training Stipends		\$ 339,000.00	\$ 339,000.00	\$ 339,000.00	\$ 339,000.00	\$ 1,356,000.00
◆● A. Academic Year Awards		\$ 279,000.00	\$ 279,000.00	\$ 279,000.00	\$ 279,000.00	
i. Graduate awards	11	\$ 264,000.00	\$ 264,000.00	\$ 264,000.00	\$ 264,000.00	\$ 1,056,000.00
8 institutional payments @ \$18,000		\$ 144,000.00	\$ 144,000.00	\$ 144,000.00	\$ 144,000.00	
8 subsistence payments @ \$15,000		\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	
ii. Undergraduate awards	11	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 60,000.00
1 institutional payment @ \$10,000		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
1 subsistence payments @ \$5,000		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	
◆● B. Summer Awards	11	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 240,000.00
8 institutional payments @ \$5,000		\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	
8 subsistence payments @ \$2,500		\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	
12. TOTAL COSTS		\$ 599,803.80	\$ 609,712.80	\$ 603,961.80	\$ 608,605.80	\$ 2,422,084.20



ALBERTO DIAZ-CAYEROS
Director
Center for Latin American Studies