

**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 # P015A180146**

**Grants.gov Tracking#: GRANT12660104**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180146

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

| <b>Form</b>   | <b>Page</b> |
|---|-------------|
| <b>1. Application for Federal Assistance SF-424</b>             | e3          |
| <b>2. Standard Budget Sheet (ED 524)</b>                        | e6          |
| <b>3. Assurances Non-Construction Programs (SF 424B)</b>        | e8          |
| <b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>            | e10         |
| <b>5. ED GEPA427 Form</b>                                       | e11         |
| <i>Attachment - 1 (LAS_2018_GEPA_427_Statement)</i>             | e12         |
| <b>6. Grants.gov Lobbying Form</b>                              | e13         |
| <b>7. Dept of Education Supplemental Information for SF-424</b> | e14         |
| <b>8. ED Abstract Narrative Form</b>                            | e15         |
| <i>Attachment - 1 (2018_abstract)</i>                           | e16         |
| <b>9. Project Narrative Form</b>                                | e18         |
| <i>Attachment - 1 (UF_CLAS_Profile_Form)</i>                    | e19         |
| <i>Attachment - 2 (UF_CLAS_Mandatory_Narrative)</i>             | e20         |
| <b>10. Other Narrative Form</b>                                 | e82         |
| <i>Attachment - 1 (UF_CLAS_Other_Mandatory_Narrative)</i>       | e83         |
| <b>11. Budget Narrative Form</b>                                | e267        |
| <i>Attachment - 1 (UF_CLAS_NRC_FLAS_Budgets)</i>                | e268        |

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

|  |  |
|--|--|
| * 3. Date Received:<br><input type="text" value="06/25/2018"/> | 4. Applicant Identifier:<br><input type="text" value="PRO00021101"/> |
|--|--|

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

|   |  |
|---|--|
| * a. Legal Name: <input type="text" value="University of Florida"/>                             |  |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="59-6002052"/> | * c. Organizational DUNS: <input type="text" value="969663814"/> |

**d. Address:**

|                      |   |
|----------------------|---|
| * Street1:           | <input type="text" value="207 Grinter Hall"/>   |
| Street2:             | <input type="text" value="PO Box 115500"/>      |
| * City:              | <input type="text" value="Gainesville"/>        |
| County/Parish:       | <input type="text" value="Alachua"/>            |
| * State:             | <input type="text" value="FL: Florida"/>        |
| Province:            | <input type="text"/>                            |
| * Country:           | <input type="text" value="USA: UNITED STATES"/> |
| * Zip / Postal Code: | <input type="text" value="326115500"/>          |

**e. Organizational Unit:**

|  |  |
|--|--|
| Department Name:<br><input type="text" value="Center for Latin Amer Studies"/> | Division Name:<br><input type="text" value="Center for Latin Amer Studies"/> |
|--|--|

**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="Stephanie"/> |
| Middle Name: <input type="text"/>              |  |
| * Last Name: <input type="text" value="Gray"/> |  |
| Suffix: <input type="text"/>                   |  |

|  |
|--|
| Title: <input type="text" value="Asst Vice President for Research"/> |
|--|

|   |
|---|
| Organizational Affiliation:<br><input type="text"/> |
|---|

|   |                                  |
|---|----------------------------------|
| * Telephone Number: <input type="text" value="352-392-9267"/> | Fax Number: <input type="text"/> |
|---|----------------------------------|

|  |
|--|
| * Email: <input type="text" value="ufawards@ufl.edu"/> |
|--|

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.015

CFDA Title:

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

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

ED-GRANTS-052518-001

\* Title:

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

**13. Competition Identification Number:**

84-015A2018-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

US Department of Education - IFLE - National Resource Center Program and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

|                     |   |
|---------------------|---|
| * a. Federal        | <input type="text" value="2,112,000.00"/> |
| * b. Applicant      | <input type="text" value="0.00"/>         |
| * c. State          | <input type="text" value="0.00"/>         |
| * d. Local          | <input type="text" value="0.00"/>         |
| * e. Other          | <input type="text" value="0.00"/>         |
| * f. Program Income | <input type="text" value="0.00"/>         |
| * g. TOTAL          | <input type="text" value="2,112,000.00"/> |

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

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

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

Name of Institution/Organization

University of Florida

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                      | 52,000.00          | 59,500.00          | 60,500.00          | 52,500.00          |                    | 224,500.00   |
| 2. Fringe Benefits                | 7,615.00           | 8,036.00           | 8,306.00           | 6,146.00           |                    | 30,103.00    |
| 3. Travel                         | 118,307.00         | 113,186.00         | 110,316.00         | 118,326.00         |                    | 460,135.00   |
| 4. Equipment                      | 0.00               | 0.00               | 0.00               | 0.00               |                    | 0.00         |
| 5. Supplies                       | 14,000.00          | 13,000.00          | 14,000.00          | 12,000.00          |                    | 53,000.00    |
| 6. Contractual                    | 0.00               | 0.00               | 0.00               | 0.00               |                    | 0.00         |
| 7. Construction                   |                    |                    |                    |                    |                    |              |
| 8. Other                          | 30,300.00          | 28,500.00          | 29,100.00          | 33,250.00          |                    | 121,150.00   |
| 9. Total Direct Costs (lines 1-8) | 222,222.00         | 222,222.00         | 222,222.00         | 222,222.00         |                    | 888,888.00   |
| 10. Indirect Costs*               | 17,778.00          | 17,778.00          | 17,778.00          | 17,778.00          |                    | 71,112.00    |
| 11. Training Stipends             | 288,000.00         | 288,000.00         | 288,000.00         | 288,000.00         |                    | 1,152,000.00 |
| 12. Total Costs (lines 9-11)      | 528,000.00         | 528,000.00         | 528,000.00         | 528,000.00         |                    | 2,112,000.00 |

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 52.50%.

(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 # P015A180146

|   |   |  |
|---|---|--|
| Name of Institution/Organization<br>University of Florida | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |  |
|---|---|--|

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

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 2. Fringe Benefits                   | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 3. Travel                            | 25,000.00             | 25,000.00             | 25,000.00             | 25,000.00             |                       | 100,000.00   |
| 4. Equipment                         | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 5. Supplies                          | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 6. Contractual                       | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 7. Construction                      |                       |                       |                       |                       |                       |              |
| 8. Other                             | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 9. Total Direct Costs<br>(lines 1-8) | 25,000.00             | 25,000.00             | 25,000.00             | 25,000.00             |                       | 100,000.00   |
| 10. Indirect Costs                   | 0.00                  | 0.00                  | 0.00                  | 0.00                  |                       | 0.00         |
| 11. Training Stipends                | 40,000.00             | 40,000.00             | 40,000.00             | 40,000.00             |                       | 160,000.00   |
| 12. Total Costs<br>(lines 9-11)      | 65,000.00             | 65,000.00             | 65,000.00             | 65,000.00             |                       | 260,000.00   |

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

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

|  |  |
|--|--|
| SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL<br><br><input type="text" value="Stephanie.Gray"/> | TITLE<br><br><input type="text" value="Asst Vice President for Research"/> |
| APPLICANT ORGANIZATION<br><br><input type="text" value="University of Florida"/>               | DATE SUBMITTED<br><br><input type="text" value="06/25/2018"/>              |

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

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

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

Prime     SubAwardee

\* Name: University of Florida

\* Street 1: 207 Grinter Hall    \* Street 2: PO Box 115500

\* City: Gainesville    \* State: FL: Florida    \* Zip: 32611-5500

Congressional District, if known: FL-003

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

|   |   |
|---|---|
| <b>6. * Federal Department/Agency:</b><br>Department of Education | <b>7. * Federal Program Name/Description:</b><br>Office of Postsecondary Education (OPE):National Resource Centers<br>Program CFDA Number 84.015A<br>CFDA Number, if applicable: 84.015 |
|---|---|

|  |   |
|--|---|
| <b>8. Federal Action Number, if known:</b><br>ED-GRANTS-052518-001 | <b>9. Award Amount, if known:</b><br>\$ |
|--|---|

**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: FL: Florida    \* Zip: 32611-5500

**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: Stephanie Gray

\* Name: Prefix: Ms.    \* First Name: Stephanie    Middle Name:    \* Last Name: Gray    Suffix:    Title: Asst Vice President for Research    Telephone No.: 352-392-9267    Date: 06/25/2018

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

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

LAS\_2018\_GEPA\_427\_Statement.pdf

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**General Education Provisions Act (GEPA) Section 427 Narrative**  
**University of Florida Center for Latin American Studies**

**The University of Florida**

The University of Florida (UF) is committed to nondiscrimination on the basis of race, color, marital or veteran status, sex, religion, creed, national origin, political opinions or affiliations, age, or disability. This policy applies to students, faculty, and staff. The University believes in equal opportunity practices that conform to both the spirit and the letter of all laws against discrimination.

**Faculty and Staff Participation**

UF assures each job applicant or employee equal opportunity in all university practices, programs, policies, and procedures without regard to race, color, sex, religion, creed, national origin, marital status, political opinions or affiliations, disability, or age. This includes but is not limited to recruitment, examination, appointment, training, promotion, demotion, compensation, retention, discipline, and separation. Hiring activities of the UF Center for Latin American Studies (CLAS) are carried out under the University's non-discrimination and equal access policies. CLAS's programs and activities are open to all University faculty and staff.

**Student Participation**

There is a strong commitment to equal education for all UF students. The University strives to be aware of and sensitive to the unique needs of all students. Student needs are addressed through a lens of knowledge, awareness, and sensitivity to cultural, racial, religious, ethnic, and disability diversity. UF provides substantial support services to minority students and students with disabilities to ensure that they are able to successfully participate in all aspects of campus life.

Recruitment and retention of all students is important. UF provides numerous programs to assist students in adapting to college life. Examples include the University Minority Mentors Program, which pairs incoming minority freshmen with specific faculty mentors, the Machen Florida Opportunity Scholars Program focusing on first generation student support, Multicultural and Diversity Affairs with its 5 focus areas (Institute of Black Culture; Institute of Hispanic-Latino Cultures; Lesbian, Gay, Bisexual, Transgender, and Queer Affairs; Asian Pacific Islander American Affairs; and Intercultural Engagement), the Cycles of Success Program, which creates links between experienced undergraduates and incoming new students, and the Presidential Scholarships, which financially assists outstanding incoming minority students.

Support services for disabled students, coordinated by the UF Disability Resource Center, are individualized to meet the students' needs. A textbook recording program provides academic textbooks in audio format to assist students with print-related disabilities. Students with learning disabilities are given additional assistance and in-class support to ensure they are able to successfully participate in their classes. Lectures may be recorded and transcribed to assist students with hearing disabilities. All university structures allow access to physically disabled people.

**Center Activities**

CLAS's programs and activities are open to all UF students, faculty, and staff. Outreach activities are open to the public. CLAS's activities conform to UF rules and regulations, ensuring equitable access and participation. In addition, care has been taken to create a broad-based advisory board with effective representation of women and minority groups. Selection mechanisms for funding opportunities are also designed to promote access and broad participation, especially among traditionally underrepresented groups.

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

|  |                                      |
|--|--------------------------------------|
| <b>* APPLICANT'S ORGANIZATION</b><br>University of Florida   |                                      |
| <b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b> |                                      |
| Prefix: Ms.  | * First Name: Stephanie Middle Name: |
| * Last Name: Gray  | Suffix:                              |
| * Title: Asst Vice President for Research                    |                                      |
| <b>* SIGNATURE:</b> Stephanie.Gray                           | <b>* DATE:</b> 06/25/2018            |

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

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

**1. Project Director:**

|                      |             |              |            |                      |
|----------------------|-------------|--------------|------------|----------------------|
| Prefix:              | First Name: | Middle Name: | Last Name: | Suffix:              |
| <input type="text"/> | Philip      | J            | Williams   | <input type="text"/> |

Address:

|           |                      |
|-----------|----------------------|
| Street1:  | 319 Grinter Hall     |
| Street2:  | Box 115530           |
| City:     | Gainesville          |
| County:   | <input type="text"/> |
| State:    | FL: Florida          |
| Zip Code: | 326115530            |
| Country:  | USA: UNITED STATES   |

|   |   |
|---|---|
| Phone Number (give area code)             | Fax Number (give area code)               |
| <input type="text" value="352-273-4703"/> | <input type="text" value="352-392-7682"/> |

Email Address:

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

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

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

**Abstract**  
**University of Florida Center for Latin American Studies**

**The Mission** of the University of Florida (UF) Center for Latin American Studies (CLAS) is to advance knowledge about Latin America and the Caribbean (LAC) and its peoples throughout the Hemisphere, and to enhance the scope and quality of research, teaching, and outreach in Latin American, Caribbean and Latino Studies at UF.

**OVERVIEW OF PROPOSED PROGRAM ACTIVITIES IN 2018-2022**

**Goal 1: Expand interdisciplinary research and training initiatives in new and emerging areas:** CLAS promotes cutting-edge interdisciplinary research and training programs that bring together faculty and graduate students from across colleges and professional schools to focus on Latin American and Caribbean issues. With this proposal CLAS will develop new initiatives representing diverse perspectives through three interdisciplinary working groups in emerging areas of strength (Latin American Arts and Art History, Afro-Latin American Studies, and Human Rights and Indigenous Politics), and new institutional collaborations in Colombia, Cuba, and Paraguay (**NRC Absolute Priority 1**)

**Goal 2: Enhance area studies and language competencies of students, especially from underrepresented groups:** In 2016-17, UF offered over 400 LAC area studies and language courses with a total enrollment of 20,251 and graduated 2,224 students with 15 or more hours of course work in LAS. UF offers robust instruction in Spanish, Portuguese, and Haitian Creole. With this proposal, CLAS will prioritize expanding area studies and language training for underrepresented students through the development of a new Research Tutorial Abroad program and a field school in Galapagos; new online and technology-enhanced area studies and LCTL courses; new pipeline courses in Portuguese and instructional resources for Haitian Creole; and the expansion of career placement efforts in areas of national need (**NRC Absolute Priority 1**). In the new Title VI grant cycle, we remain committed to awarding more than 25% of our AY FLAS fellowships to support undergraduate and graduate study of Brazilian Portuguese, Haitian Creole, and other LAC-related LCTLs (**FLAS Competitive Preference Priority 2**). When selecting among high-merit finalists, FLAS selection committees will prioritize applicants with financial need and from underrepresented groups (**FLAS Competitive Preference Priority 1**).

**Goal 3: Build capacity of K-12 education through LAC-enhanced pre-service and in-service training, and increased engagement with schools:** CLAS offers dynamic outreach activities that impact educators through collaboration with professional associations, a resource lending library, and workshops and conference presentations. With this proposal CLAS will strengthen its collaboration with UF's College of Education by working together to integrate children's literature into pre-service education literacy courses and to develop an LAS Curriculum Guide for K-12 teachers (**NRC Competitive Preference Priority 2**). CLAS will also offer a summer teacher institute focused on Latin American education and social issues, and expand its virtual guest expert program (**NRC Absolute Priority 2**).

**Goal 4: Strengthen collaboration with Minority-Serving Institutions and community colleges:** CLAS will strengthen its partnerships with Minority-Serving Institutions and

community colleges in Florida and Georgia, and develop a new collaboration with the University of Puerto Rico to support area-studies through professional and curriculum development activities (**NRC Competitive Preference Priority 1**).

**Goal 5: Expand LAC outreach to business, media, and the general public:** CLAS's exceptionally strong outreach program with a full-time outreach director held 184 outreach events in 2016-17, with 17,887 participants. With this proposal, CLAS will expand its outreach activities with community-based organizations, the media, business associations, and chambers of commerce in the region.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

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# FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

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

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

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

### **Federal Funds Requested**

#### NRC Request

Year 1: \_\_\$240,000\_\_ Year 2: \_\_\$240,000\_\_ Year 3: \_\_\$240,000\_\_ Year 4: \_\_\$240,000\_\_

#### FLAS Request

Year 1: \_\_\$288,000\_\_ Year 2: \_\_\$288,000\_\_ Year 3: \_\_\$288,000\_\_ Year 4: \_\_\$288,000\_\_

### **Type of Applicant**

- Single institution \_University of Florida Center for Latin American Studies\_\_\_\_\_
- Consortium of institutions
  - Lead \_\_\_\_\_
  - Partner 1 \_\_\_\_\_
  - Partner 2 \_\_\_\_\_
  - Partner 3 \_\_\_\_\_

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

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

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

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

Brazilian Portuguese and Haitian Creole

2018 – 2022  
Application Package

**Center for Latin American Studies  
University of Florida**

U.S. Department of Education – IFLE

---

National Resource Center Program  
CFDA # 84.015A  
&  
Foreign Language and Area Studies  
Fellowships Program  
CFDA # 84.015B

# University of Florida Center for Latin American Studies

## Table of Contents

### Federal Forms, Assurances, and Certifications

- SF-424
- SF-424 Supplemental
- SF-424B Non-Construction Programs
- Budget Form ED 524
- ED 524 Section A: Budget Summary
- ED 524 Section C: Detailed Budget
- SF-LLL Lobbying Disclosure Form
- Certification Regarding Lobbying
- GEPA Section 427 Statement

### Other Required Documents

- NRC and FLAS Applicant Profile (World Area, Type of Application, FLAS-eligible languages)

### Abstract

### Acronyms List

### Narrative

|  |           |
|--|-----------|
| <b>Criterion A: CLAS Programming and Planning .....</b>  | <b>1</b>  |
| A.1. Quality and Purpose of NRC Request.....   | 1         |
| Goal 1: Expand Interdisciplinary Research and Training Initiatives in New<br>Emerging Areas.....   | 1         |
| Goal 2: Enhance Area Studies and Language Competencies of Students,<br>Especially from Underrepresented Groups.....                              | 3         |
| Goal 3: Build Capacity of K-12 Education through LAC-enhanced Pre-Service<br>and In-Service Training, and Increased Engagement with Schools..... | 5         |
| Goal 4: Strengthen Collaboration with Minority-Serving Institutions and<br>Community Colleges.....   | 6         |
| Goal 5: Expand LAC outreach to Business, Media, and the General Public.....  | 7         |
| A.2. Development Plan and Program Timeline .....   | 8         |
| A.3. Cost Effectiveness.....   | 8         |
| A.4. Long-term Impact.....   | 9         |
| <b>Criterion B: Quality of LAS Staff Resources .....</b>   | <b>9</b>  |
| B.1. Quality of Teaching Faculty and Staff.....  | 9         |
| Professional Development Opportunities for Faculty and Staff .....   | 11        |
| Faculty Commitment to Training and Advising .....  | 11        |
| B.2. Staffing and Program Oversight.....   | 12        |
| B.3. Diversity and Non-Discrimination.....   | 13        |
| <b>Criterion C: CLAS Impact and Evaluation.....</b>  | <b>13</b> |
| C.1. Impact on the University, Community, Region and Nation.....   | 13        |
| C.2. Addressing National Needs and Disseminating Information.....  | 15        |
| C.3. Equal Access and Treatment of Students.....   | 15        |
| C.4. Evaluation Plan.....  | 16        |
| Use of Recent Evaluations.....   | 19        |
| C.5. Student Placement.....  | 20        |
| C.6. FLAS Impact and Placement.....  | 20        |
| C.7. FLAS Fellowships and National Needs.....  | 21        |
| <b>Criterion D: UF Commitment to Latin American Studies.....</b>   | <b>21</b> |
| D.1. Institutional Support for LAS and Operation of Center .....   | 21        |
| Teaching Staff Support.....  | 22        |

|  |            |
|--|------------|
| Library Support.....   | 22         |
| International Linkages.....  | 23         |
| Outreach Activities.....   | 23         |
| Qualified Students in Related Fields.....  | 23         |
| Financial Support to Students.....   | 23         |
| <b>Criterion E: Strength of LAS Library .....</b>  | <b>24</b>  |
| E.1. Overview.....   | 24         |
| E.1(a) Strength of Library Holdings.....   | 24         |
| Institutional Library Support .....  | 25         |
| E.1(b) Library Access and Collaborative Activities.....  | 25         |
| <b>Criterion F: Quality of Non-Language Instructional Program .....</b>                          | <b>27</b>  |
| F.1. Course Offerings.....   | 27         |
| F.2. Interdisciplinary Course Offerings .....  | 28         |
| F.3. Area Studies Faculty and Teaching Assistants .....  | 29         |
| F.4. Depth of Specialized Courses.....   | 29         |
| <b>Criterion G: Quality of LAS Language Instructional Program .....</b>                          | <b>30</b>  |
| G.1. Instruction and Enrollment in Latin American Languages .....                                | 30         |
| G.2. Levels of Language Instruction .....  | 30         |
| Language Across the Curriculum.....  | 31         |
| G.3. Language Faculty.....   | 32         |
| Pedagogy Training for Proficiency-Oriented Instruction.....                                      | 33         |
| G.4. Quality of Language Programs.....   | 34         |
| Adequacy of Resources.....   | 34         |
| Proficiency Requirements.....  | 35         |
| <b>Criterion H: Quality of Curriculum Design .....</b>   | <b>35</b>  |
| H.1. Undergraduate Instruction and Training.....   | 36         |
| H.2. Academic and Career Advising .....  | 36         |
| H.3. Graduate Training Options .....   | 38         |
| H.4. Study Research Abroad .....   | 40         |
| Graduate Student Research Funding.....   | 41         |
| <b>Criterion I: LAS Outreach Activities.....</b>   | <b>41</b>  |
| I.1. Overview .....  | 41         |
| I.1(a) Elementary and Secondary Schools.....   | 42         |
| I.1(b) Postsecondary Institutions .....  | 43         |
| I.1(c) Business, Media, and the General Public.....  | 45         |
| <b>Criterion J: FLAS Awardee Selection Procedures .....</b>                                      | <b>47</b>  |
| J.1. FLAS Advertisement .....  | 47         |
| J.2. FLAS Application and Selection Process .....  | 48         |
| J.3. FLAS Fellowship Request .....   | 49         |
| <b>Criterion K: Competitive Preference Priorities .....</b>                                      | <b>49</b>  |
| <b>Description of Diverse Perspectives and Government Service in Areas of National Need.....</b> | <b>1-1</b> |
| Diverse Perspectives and Wide Range of Views in Funded Activities.....                           | 1-1        |
| Government Service in Areas of National Need and Other Employment Sectors.....                   | 1-2        |
| <b>Appendix A: Faculty Biographical Information .....</b>  | <b>A1</b>  |
| CV Table of Contents .....   | 1          |
| CLAS Director.....   | A1         |
| Faculty.....   | A2-A95     |
| Staff.....   | A95-A101   |

|   |              |
|---|--------------|
| <b>Appendix B: Position Descriptions .....</b>    | <b>B1</b>    |
| Position I.....                                   | B1           |
| Position II.....                                  | B2           |
| Position III.....                                 | B3           |
| Position IV.....                                  | B4           |
| Position V.....                                   | B5           |
| <b>Appendix C: Course List.....</b>               | <b>C1</b>    |
| Course List Table of Contents .....               | 1            |
| Course List.....                                  | C1–C49       |
| <b>Appendix D: Performance Measures Form.....</b> | <b>D1–D5</b> |
| <b>Appendix E: Timeline.....</b>                  | <b>E1-E2</b> |
| <b>Appendix F: Letters of Support.....</b>        | <b>F1–F6</b> |

# **Acronyms List**

## Acronym List

|            |   |
|------------|---|
| AA:        | Americas Award  |
| AAU:       | Association of American Universities  |
| ACTFL:     | American Council on the Teaching of Foreign Languages   |
| AFL-CIO    | American Federation of Labor and Congress of Industrial Organizations   |
| AOTP:      | American Organization of Teachers of Portuguese   |
| AY:        | Academic Year   |
| BCU:       | Bethune-Cookman University  |
| BFREE:     | Belize Foundation for Research and Environmental Education  |
| BMI:       | Brazilian Music Institute   |
| CALICO:    | Computer Assisted Language Instruction Consortium   |
| CAPES:     | Coordenação de Aperfeiçoamento de Pessoal de Nível Superior<br>(Brazil's Post-Graduate Education Agency)  |
| CASLS:     | Center for Applied Second Language Studies  |
| CC:        | Club Creole   |
| CELPE-Bras | Brazilian Certificate of Portuguese Proficiency for Foreigners  |
| CIAT:      | Centro Internacional de Agricultura Tropical (International Center for Tropical<br>Agriculture)   |
| CIBER:     | Center for International Business Education and Research  |
| CITN:      | Collaborative International Teaching Network  |
| CLAS:      | Center for Latin American Studies at the University of Florida  |
| CLASP:     | Consortium of Latin American Studies Programs   |
| CNPq:      | Conselho Nacional de Desenvolvimento Científico e Tecnológico<br>(Brazil's National Council for Scientific and Technological Development)       |
| COE:       | College of Education  |
| COLFUTURO: | Fundación para el Futuro de Colombia (Foundation for Colombia's Future)   |
| CONACYT:   | Consejo Nacional de Ciencia y Tecnología de Mexico (Mexico's National<br>Council of Science and Technology)                                     |
| CONICYT:   | Comisión Nacional de Investigación Científica y Tecnológica de Chile (Chile's<br>National Commission for Scientific and Technological Research) |
| DLOC:      | Digital Library of the Caribbean  |
| FAC:       | Faculty Advisory Council  |
| FAFSA:     | Free Application for Federal Student Aid  |
| FAMU:      | Florida Agricultural and Mechanical University  |
| FBLI:      | Florida-Brazil Linkage Institute  |
| FIU:       | Florida International University  |
| FL         | Florida   |
| FLAC:      | Foreign Languages across the Curriculum   |
| FLAS:      | Foreign Language and Area Studies   |
| FTE:       | Full Time Equivalent  |
| FY:        | Fiscal Year   |
| GEPA:      | General Education Provisions Act  |
| GTLI:      | Global Teacher Leadership Institutes  |
| HBCU:      | Historically Black College and Universities   |
| IDIPAR:    | Idiomas in Paraguay (Paraguayan Language School)  |
| IDS:       | Interdisciplinary Studies Program   |
| IPEDS:     | Integrated Postsecondary Education Data System  |

## Acronym List

|           |   |
|-----------|---|
| IS:       | International Studies   |
| IU:       | Indiana University  |
| LA:       | Latin America   |
| LABE:     | Latin American Business Environment Program   |
| LABER:    | Latin American Business Environment Report  |
| LAC:      | Latin America and Caribbean   |
| LACC:     | Latin American and Caribbean Collection   |
| LAMP:     | Latin American Materials Project  |
| LARRP:    | Latin Americanist Research Resources Project  |
| LAS:      | Latin American Studies  |
| LASA:     | Latin American Studies Association  |
| LCTL:     | Less Commonly Taught Language   |
| LLC:      | Languages, Literatures and Cultures Department  |
| LLMC:     | Law Library Microform Consortium  |
| LRC:      | Language Resource Center  |
| LSP:      | Language for Specific Purposes  |
| MALAS:    | Master of Arts in Latin American Studies  |
| MCDA:     | Office of Multicultural and Diversity Affairs   |
| MDP:      | Master's in Development Practice  |
| MSI:      | Minority-Serving Institution  |
| NOBLE:    | Network of Business Language Educators  |
| NGO:      | Non-governmental Organization   |
| NRC:      | National Resource Center  |
| NSF:      | National Science Foundation   |
| OAS:      | Organization of American States   |
| OIPR:     | Office of Institutional Planning and Research   |
| OPS:      | Other Personal Services (Temporary Employment Position at University of Florida)  |
| PMF:      | Performance Measure Form  |
| QEP:      | Quality Enhancement Plan  |
| RTA:      | Research Tutorial Abroad program  |
| SALALM:   | Seminar on the Acquisition of Latin American Library Materials  |
| SDP:      | Sustainable Development Practice  |
| SENACYT:  | Secretaría Nacional de Ciencia, Tecnología e Innovación de Panamá (Panama's National Secretary of Science, Technology and Innovation)   |
| SENESCYT: | Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación de Ecuador (Ecuador's National Secretary of Higher Education, Science, Technology and Innovation) |
| SERU:     | Student Experience in the Research University   |
| SLOs:     | Student Learning Outcome(s)   |
| SPS:      | Spanish and Portuguese Studies Department   |
| STEM:     | Science, Technology, Engineering, and Math  |
| SUNY:     | State University of New York  |
| TA:       | Teaching Assistant  |
| TCD:      | Tropical Conservation & Development   |
| UF:       | University of Florida   |

## Acronym List

|        |  |
|--------|--|
| UFIC:  | University of Florida International Center         |
| UG:    | Undergraduate Student                              |
| US:    | United States                                      |
| USAID: | United States Agency for International Development |
| VAuLT: | Virtual and Augmented Language Training            |

# **Narrative**

## **Criterion A: CLAS Program Planning and Budget**

**A.1. Quality and Purpose of NRC Request:** Our proposed NRC activities are of high-quality and impact, designed to advance the success of our five project goals, and fulfill Title VI objectives to strengthen recognized centers of excellence in world languages and area studies. The proposed program resulted from a strategic planning process conducted during a UF Center for Latin American Studies (CLAS) faculty retreat in spring 2017. Center-based and affiliate faculty from across campus developed ideas and weighed priorities for new research and training initiatives, study abroad programs, institutional linkages, and outreach activities, as well as for expanded language and area studies courses. The funding of this proposal will allow CLAS to strengthen its impact by augmenting high-quality existing programs and supporting exciting new initiatives. Although the four-year project rests on a firm foundation of UF institutional support (Table D.1), the initiatives below would not be possible at the proposed levels without Title VI support.

### ***Goal 1: Expand interdisciplinary research and training initiatives in new and emerging areas:***

Latin American Arts and Art History Working Group: To galvanize the growing number of CLAS affiliate faculty in the College of the Arts, we will support an interdisciplinary working group (Years 1 and 2) to develop initiatives including arts immersion study abroad programs, new interdisciplinary courses, and programming for the Center’s annual conference in Year 4 (Budget E.53). Afro-Latin American Studies Scholars Working Group: In Year 1 funds will support the International Workshop on Afro-Latin American Studies, (**NRC Absolute Priority 1**), designed to complement a new cross-campus *Intersections* initiative on “Global Blackness” and to strengthen partnerships between Afro-Latin American and Caribbean researchers (Budget E.50). Human Rights and Indigenous Politics Working Group: Building on our new faculty hire in Human Rights, Peace, and Justice, and a new indigenous studies specialization in the Master’s

in Latin American Studies (MALAS) degree, we will collaborate with the University of Arizona to organize a workshop series with Latin America and Caribbean (LAC) and US-based scholars and activists representing diverse perspectives on issues related to indigenous rights, environmental justice, and the Inter-American System (**Absolute Priority 1**). These workshops will complement our 2020 annual conference (Budget E.53). Institutional Linkages: Building on previous Cuba linkage initiatives, CLAS will develop new collaborations with the Biblioteca Nacional de Cuba José Martí, the Fundación Antonio Núñez Jiménez, and the Hebrew Cultural Center focused on historical conservation and digitization of rare materials (Budget C.20). As part of the Land Grant Universities Colombia Consortium, we will develop new interdisciplinary research collaborations and exchanges with Colombian institutions focused on post-conflict rural development (Budget C.20). We will also work with partners at IDIPAR and Universidad Nacional de Asunción in Paraguay (Years 3 and 4) to promote indigenous cultures and develop a FLAS-approved summer language program in Guarani. Annual Conferences/workshops: Grant funds will support the Center’s highly successful annual conference (Budget E.53) with planned themes: Year 1: “Jews and the Americas,” Year 2: “Pachamama: Contemplating Diversity and Ancestry in Latin America,” Year 3: “Ethnographic Horizons of the Americas,” and Year 4: “Exploring Latin American Arts across Time and Space.” Related events (new courses, guest speakers, outreach activities) including diverse perspectives will be linked to each annual conference (**Absolute Priority 1**). In collaboration with the College of Law, CLAS will support the Law and Policy in the Americas conference (Budget C.23) that brings together LAC and US-based scholars and government leaders of diverse perspectives to discuss issues including rule of law and transitional justice (**Absolute Priority 1**). Faculty Professional Development: CLAS will support area studies and language faculty professional travel to conferences and for

international research collaboration (Budget C.21/C.26).

**Goal 2: Enhance area studies and language competencies of students, especially from underrepresented groups (Absolute Priority 1):** FLAC course offerings and LCTLs: CLAS will offer grants for faculty to develop three-credit FLAC courses in Spanish or Portuguese (Budget C.51). We request support for a collaborative initiative with Indiana University and Florida International University to develop a ten-credit hour Haitian Creole Beginners Textbook that IU Press has agreed to publish, a corresponding public access website, and online Haitian Creole courses for distance learners to be offered through UF Online (Budget A.3). Support for two Haitian Creole instructors to teach introductory courses will allow our tenure-track Haitian Creole faculty member to teach intermediate courses (Budget A.2). We request support for an instructor to offer Portuguese pipeline courses each semester at Santa Fe Community College (Budget A.1). We will designate one summer FLAS fellowship each year for students from Santa Fe or other community colleges/MSIs to attend our UF in Rio program (**Absolute Priority 1 and NRC Competitive Preference Priority 1**).

CLAS supports LCTL initiatives in instructor training, proficiency evaluation, and materials development and requests funds for UF's LCTL instructors to attend related workshops (Budget E.58). CLAS will support the new VAuLT (Virtual and Augmented Language Training) initiative, a collaboration with the University of Oregon's Center for Applied Second Language Studies, to sponsor two Pedagogical Summer Design Challenges to create and promote modules for Haitian Creole and Portuguese (Budget E.60 and A.4). CLAS will also continue to support Portuguese through the publication of the *Portuguese Language Journal* (Budget E.59).

Study Abroad and Area Studies: CLAS will increase efforts to recruit more underrepresented students into the Latin American Studies (LAS) undergraduate minor, certificate, and study

abroad programs. We will initiate a new Research Tutorial Abroad program (RTA) that provides opportunities for faculty to bring underrepresented undergraduate students to their LAC field sites to participate in primary research (Budget E.62). We also will support the development of a new field school in the Galapagos in collaboration with the Universidad San Francisco de Quito, offering tracks in archeology, public health, and sustainable tourism (Budget E.63). Together with the College of Business, we will develop a new internship program in Campeche, Mexico. To encourage faculty to develop additional study abroad opportunities, CLAS will offer study abroad development grants (Budget E.64). Virtual Exchange/Online Area Studies Course (Budget E.51-52): We propose a new initiative to develop a Collaborative International Teaching Network (CITN) using Virtual Exchange in LAS course design to connect students and faculty across national borders and campuses to engage in asynchronous and synchronous project-based activities that examine global issues and problem-solving from diverse perspectives (**Absolute Priority 1**). CLAS also proposes to support the development of online upper division undergraduate LAS courses for UF Online, thereby increasing access for non-traditional students, and for online graduate LAS courses towards the development of an online graduate LAS certificate program. New certificate and specialization programs: In collaboration with the College of Journalism and Communication, we will develop a new Spanish Language Journalism undergraduate certificate program incorporating language, area studies, and journalism courses (Budget E.51). Together with the College of Education (COE), we will develop a new education specialization within the MALAS program (**NRC Competitive Preference Priority 2**). Undergraduate and graduate career placement (**Absolute Priority 1**): To increase the probability that UF graduates will pursue careers in areas of national need, CLAS will sponsor a series of Latin American Career Workshops in collaboration with MCDA, professional schools, and the

Career Resource Center (Budget E.56), and support LAC-based development practitioners to advise students in our undergraduate and graduate programs about careers in international development (Budget E.55). We will collaborate with the UF International Center during International Education Week each year to showcase LAC studies across campus (Budget E.54).

***Goal 3: Build capacity of K-12 education through LAC-enhanced pre-service and in-service training, and increased engagement with schools (Absolute Priority 2, NRC Competitive***

***Priority 2): K-12 Teacher Training and Outreach***. The three UF NRCs propose a new initiative that will encourage COE faculty to integrate children’s literature from across world regions into pre-service education literacy courses, and connect with K-12 schools by acquiring classroom sets of global books and by facilitating live and virtual visits by authors and other experts on global themes (Budget E.31). CLAS will continue to support the Americas Award for Children’s Books and an annual webinar series promoting the use of global children’s books from all world regions. In collaboration with COE, we will offer a Global Studies for Educators course each year. CLAS will also collaborate on K-12 outreach with other NRCs through support for teacher workshops and presentations at LASA and the National Council for Social Studies (Budget E.37). To build a network of “global educators” in Florida, CLAS will continue to partner with global non-profits, other UF NRC’s, COE, and Florida school districts to organize an annual one-day Global Education Conference: “Florida Globally Connected” (Budget E.34).

CLAS will conduct teacher trainings annually on how to incorporate LAS modules into K-12 curriculum in a variety of formats at school district offices or in conjunction with state, regional, and national teacher meetings. During this grant cycle, CLAS aims to strengthen its outreach to social studies and language arts teachers. We request travel funds for CLAS’s outreach director and for K-16 educators and expert faculty to participate in workshops, as well

as professional service fees for faculty presenters (Budget C.25/A.6). As we increase our collaborations with COE, we request partial support for a COE graduate assistant who will support new curriculum and assessment initiatives, including the development of a LAS Curriculum Guide (Budget A.5/E.35). CLAS will enhance its traveling suitcase program with virtual guest visits to classrooms featuring US and LAC-based faculty experts (Budget E.32). We also request support for materials for the Lending Library (Budget D.29).

Building on our successful Global Teacher Leadership Institutes (GTLI), CLAS will offer an eight-day summer teacher institute on LAC education, social issues, and culture every other year in Costa Rica and Mexico (Budget E.33). The Center continues its Network of Business Language Educators (NOBLE) initiatives through curriculum development that connects language, culture and the professions. NOBLE provides support for Florida schools and community colleges interested in internationalizing the curriculum at their career academies and school-to-work programs (**NRC Competitive Priority 1**) (Budget E.40).

***Goal 4: Strengthen collaboration with Minority-Serving Institutions and community colleges (NRC Competitive Priority 1):*** Much of CLAS's postsecondary outreach occurs through conferences, lectures, and symposia on UF's campus. To reach beyond UF and promote the integration of LAC content at community colleges and MSIs, CLAS will support workshops to be held at HBCUs Florida Agricultural and Mechanical University (FAMU) and Bethune Cookman, and MSI Palm Beach State College (Budget E.41). CLAS will also support faculty from these institutions to travel to UF for CLAS's annual conference and to the Global Studies Conference on National Resource Center, Community College and MSI Collaboration (Budget E.38). To expand our impact in Southeastern U.S., CLAS will collaborate with other UF NRCs and the Nine University and College International Studies Consortium of Georgia to organize

annual workshops on rotating themes and world regions (Budget E.42). CLAS will also lead a new collaboration initiative with MSI, University of Puerto Rico, to support area-studies through professional and curriculum development activities in partnership with UF Center for European Studies and other CLASP institutions (Budget E.43).

We will expand the reach of our week-long Brazilian Music Institute (BMI) by working with the New School World of the Arts (a partnership of Miami-Dade County Public Schools, Miami Dade College, and UF) to offer the BMI in Miami (Budget E.39).

***Goal 5: Expand LAC outreach to business, media, and the general public:*** CLAS will work with community-based organizations to reach the general public. We will continue to co-sponsor the growing Latin American Film Festival and related events each fall semester in cooperation with the Gainesville-based Latina Women’s League (Budget E.44), and will partner with UF’s Harn Museum on one Latin American-themed Museum Nights per year and the “World to Come” exhibit in Year 1 (Budget E.46-47). In Years 1 and 3, we will co-sponsor Bulla Cubana, a month-long series of community events highlighting Cuban culture (Budget E.46).

To strengthen impacts of CLAS business initiatives, we request funding to publish the annual *Latin American Business Environment Report* and support travel as we organize seminars in partnership with Florida Chambers of Commerce to expand dissemination of the report and general information on LAC business (Budget A.8/E.45a). CLAS will collaborate with UF NRCs to globalize technology-focused and entrepreneurial businesses through speaker events and workshops in the Gainesville and North Central Florida region (Budget E.45b). Sponsorship of the WUFT *Noticias* Spanish language radio program will raise the visibility of CLAS through featured content on Latin American issues in newly innovated multi-media formats (Budget E.48). Finally, we request partial support for general publicity efforts (Budget D.28).

CLAS will support its successful library travel grant program for scholars to conduct research in the UF Latin American and Caribbean collection (*NRC Competitive Priority 1*) (Budget E.61). We request funding for librarians to attend professional meetings and to acquire new materials (Budget C.22/24). To improve access to unique holdings, we also request support for scanning and digitization of materials, with a focus on Caribbean collections (Budget A.7).

**A.2. Development Plan and Program Timeline:** Following the 2017 LAS faculty retreat, the Center's Director, Associate Directors, and Assistant Director consulted with key stakeholders to work out details of the program plan and to formulate the budget and timeline. CLAS worked with Senior Program Evaluator (Rajeeb Das) to carefully review past evaluations, personnel, and financial resources required to carry out proposed activities and to link these activities to our NRC project goals, outputs, and intended outcomes. In the long-term, CLAS's program plan is meant to have significant impact on the scope and quality of LAC research, teaching, and outreach at UF. The *Performance Measure Form and Timeline* (Appendix D&E) provide additional detail on the planned activities and targets and how they will contribute to a strengthened program over time.

CLAS's effectiveness in achieving the proposed plan is enhanced through institutional resources (Table D.1), partnerships with other NRCs, Florida-based public and private institutions, and the large number of international agreements. Moreover, the size and quality of CLAS's faculty and administrative staff (Table B.1), in addition to coordination with faculty in colleges and professional schools across campus, ensures successful implementation of the plan.

**A.3. Cost Effectiveness:** In carefully developing the budget, we took into account existing resources and evaluated what other resources might be required for successful implementation of proposed activities. CLAS is experienced in mobilizing limited operating resources for

maximum gain. Whenever possible, NRC activities draw on matching support from campus units or other organizations to stretch resources. Overall, the considerable UF institutional support (Table D.1) for LAS faculty, staff, and students enhances the efficiency of Title VI funding by absorbing the vast majority of administrative costs, while cost-minded management by CLAS staff ensures the effective use of NRC resources. Moreover, development grants for new courses, study abroad programs, and working groups are intended as seeds grants, with UF or extramural funding supporting the costs of these courses/programs after the initial impetus.

**A.4. Long-term Impact:** Title VI funding will make lasting impacts on CLAS in the form of greatly enhanced programs and maintenance of its status as a preeminent LAC area and language studies center. NRC designation gives the Center greater leverage when negotiating with university administrators about LAS resources and faculty lines. With Title VI support, LAS faculty at UF will benefit from increased research and training opportunities through new interdisciplinary working groups and international collaborations, helping them communicate knowledge gained about the region when teaching and mentoring students. Students in our undergraduate, graduate, and professional programs will enjoy increased international education and research opportunities through the new Research Tutorial Abroad program, the Galapagos field school, and Business in Mexico program; greater access to new instructional resources, online and technology-enhanced area studies and language course offerings; enhanced academic and career advising; and expanded outreach activities on campus. Providing UF students from underrepresented groups with expanded area and language studies opportunities will contribute to preparing more and better-qualified LAC specialists in areas of national need.

## **Criterion B: Quality of LAS Staff Resources**

**B.1. Quality of Teaching Faculty and Staff:** LAS faculty are highly productive leaders in their

fields. Over the past five years LAC specialists at UF authored or edited over 40 books and monographs, published hundreds of refereed journal articles and won several prestigious national book awards. Michael Moseley and Pedro Sanchez are members of the National Academy of Sciences, and Lillian Guerra won the 2014 LASA Bryce Wood book award. Several Latinamericanist faculty received Fulbright and Fulbright-Hays fellowships in recent years; numerous others received research grants from the National Endowment for the Humanities, National Institutes of Health, National Science Foundation, US Agency for International Development, US Department of Agriculture, US Department of State, World Bank and prestigious foundations such as Carnegie, Ford, Gates, Guggenheim, MacArthur, Mellon, Moore, Rockefeller Brothers, and Tinker (Appendix A).

**Table B.1. CLAS Key Personnel, 2017-18**

| Name            | Bio Page | Position   | NRC Responsibilities                            | % Time <sup>1</sup> |
|-----------------|----------|--|---|---------------------|
| Dr. P. Williams | C1       | Director, CLAS   | NRC Director                                    | 50                  |
| Dr. S. Paulson  | C68      | Associate Director, Academic Programs                                      | MALAS & graduate certificate advising, Teaching | 100                 |
| Dr. M. Risner   | C76      | Associate Director, Outreach & Latin American Business Environment Program | Outreach, Business language, LCTLs              | 25                  |
| Dr. L. Ureña    | C110     | Assistant Director, Administration   | Budget, Reporting, FLAS, Programming            | 20                  |
| Dr. G. Galloway | C33      | Director, Masters of Sustainable Development Practice Program              | MDP advising, Teaching                          | 100                 |
| Dr. B. Gendreau | C36      | Director, Latin American Business Environment Program                      | Research, Teaching, Outreach                    | 50                  |
| Dr. B. Loiselle | C52      | Director, Tropical Conservation & Development Program                      | Research, Teaching, Outreach                    | 50                  |
| Dr. R. Resende  | C74      | Undergraduate Coordinator  | Teaching, Advising                              | 100                 |
| Other Employees |          | Other faculty/postdocs: 15, Other staff: 12                                |   |                     |

<sup>1</sup> Time dedicated to student instruction and advising.

CLAS's program is administered by 22 center-based faculty/postdocs and 13 staff and its research and training programs are run by highly regarded senior scholars (Table B.1). Philip Williams, CLAS Director since 2009, is a leading regional specialist in religion and politics,

democratization, and migration, and frequent commentator in national and international media. He received his M.Phil in Latin American Studies and D.Phil in Politics from the University of Oxford. Susan Paulson, Associate Director for Academic Programs, received both her M.A. and Ph.D. in Anthropology from the University of Chicago.

***Professional Development Opportunities for Faculty and Staff:*** CLAS funds faculty professional development, research, and conference participation through competitions for Title VI or other funding. In 2016-17, CLAS awarded 46 faculty members travel grants, with most of these grants for international research or conference travel. CLAS also supports staff to engage in continuing professional development by including staff in foreign travel opportunities and through support of other training. With Center support, the Associate Director for Outreach was admitted into UF's Advanced Leadership for Academics and Professionals program. The Associate Director for Academic Programs received a Fulbright Award to support research in Ecuador. The Assistant Director for Administration is an Executive Committee member of the Consortium for Latin American Programs (CLASP). Staff members regularly attend professional development classes offered by the University (Appendix A). CLAS, with Title VI support, provides travel funding to facilitate the librarians' active involvement in LAS activities.

***Faculty Commitment to Teaching and Advising:*** The CLAS director, Associate Director for Academic Programs, and Undergraduate Coordinator dedicate considerable time to NRC activities in general and to student instruction and advising in particular (50%, 100%, and 100%, respectively). Other key faculty and staff also dedicate significant time to teaching and advising (Table B.1). Of the 188 LAS and language faculty, 53 spend 100% of their time teaching, conducting research, and advising students on LAC content. An additional 49 spend 50-99% and 86 spend 25-49% of their time on LAS. Moreover, in 2016-17 LAS faculty taught over 400 LAC

area studies and language courses with a total enrollment of 20,251 (Appendix C).

**B.2. Staffing and Program Oversight:** CLAS Director (Williams) is the chief academic and administrative officer and reports directly to the Provost. Associate Director for Academic Programs (Paulson) manages the Center’s academic programs; Assistant Director for Administration (Lenny Ureña) is responsible for Center program management, supervision of Center administrative personnel, grant preparation and reporting; and Associate Director for Outreach (Mary Risner) coordinates the Center’s public and educational programs. Finally, center-based faculty direct various research and training programs (Table B.1).

Table B.2 summarizes CLAS’s governing and oversight structures which provide effective channels for faculty involvement in Center planning while maintaining optimal coordination among its center-based faculty who

| <b>Table B.2. CLAS Governing and Oversight Structure, 2016-17</b>   |   |                         |  |
|---|---|-------------------------|--|
| <b>Governing Body</b>   | <b>Purpose</b>  | <b>Meeting Schedule</b> | <b>Representation</b>  |
| Faculty Advisory Council  | Advises on center academic policies & operations, MA admissions, faculty & student competitions | Monthly                 | 8 faculty representatives <sup>1</sup> (4 elected & 4 appointed) + 4 ex-officio members. |
| Center-Based Faculty Members  | Coordinates center activities and research & training programs                                  | Twice per semester      | 22 Center-based faculty/postdocs   |
| <sup>1</sup> In AY16-17, 5 professional schools/colleges were represented, including Agriculture and Life Sciences, Arts, Liberal Arts & Sciences, Libraries, and Nursing |   |                         |  |

direct the research and training programs. The Faculty Advisory Council (FAC) is the representative body for CLAS and composed of twelve members, including six Affiliate faculty from a range of colleges and professional schools, two Center-based faculty, and four ex-officio members (Center Director, Academic Director, Assistant Director, and LACC librarian).

Center-based faculty meet twice per semester to coordinate the overall activities and programs of the Center. An all-LAS faculty strategic planning retreat is held every other year at which faculty and staff discuss ideas for new programs and initiatives.

**B.3. Diversity and Non-Discrimination:** UF is an Equal Employment Opportunity institution committed to the equitable treatment of all faculty, staff, and students. A Faculty Recruitment Toolkit assists search committees to conduct proactive and equitable searches and all faculty search committee members complete a recruitment workshop to certify that they are trained in fair hiring practices. The University is also committed to providing effective, reasonable accommodations for students, staff, faculty and visitors with disabilities.

The Center makes strong efforts to identify and recruit minority candidates to apply for open faculty and staff positions. All qualified applicants claiming veteran’s preference are extended an invitation for in-person or telephone interviews. Of the 35 faculty and staff employees of CLAS, 63% are female, 37% Latina/o, 6% African American, and 24% are over 55 years of age. All LAS programs are held in facilities that are wheelchair accessible.

**Criterion C: CLAS Impact and Evaluation**

**C.1. Impact on the University, Community, Region and Nation:** Two indicators of the impact

of Title VI funding on UF is the steady growth of financial support to our Center from \$19.5 million in FY 2012-13 to \$22.2 million in FY 2016-17 and the high levels of external funding garnered by our Center (over \$2.6 million in 2016-17, see Table D.1). Table C.1 summarizes the numbers of students and faculty who directly benefit from CLAS activities. In AY 2016-17, 2,224 students graduated with 15 or more hours of LAC undergraduate and graduate course work. Similarly, the 18,193 undergraduates and 2,058 graduate students enrolled in LAC courses, representing a 13% increase

| <b>Table C.1. UF Students &amp; Faculty Benefiting from LAC Programs, 2016-17</b> |        |
|---|--------|
| Undergraduates enrolled in LAC area studies & language courses                    | 18,193 |
| Undergrads with 15+ LAC graduation credits  | 1,565  |
| Undergraduates completing LAC major, minor or certificate                         | 42     |
| Graduate students enrolled in LAC area studies & language courses                 | 2,058  |
| Graduate students with 15+ LAC graduation credits                                 | 659    |
| Graduate students completing LAC certificate or MA                                | 35     |
| Graduate students completing LAC theses or dissertations                          | 55     |
| Graduate students receiving financial support from CLAS                           | 86     |
| Faculty receiving funding from CLAS for research & professional conferences       | 46     |

from 2012-13, attest to the robust academic programs that contribute greatly to the university’s national reputation. This impact is furthered by the large number of LAC graduate students receiving prestigious dissertation research fellowships. In 2016-17, LAC graduate students were awarded fellowships and grants from CIAT (Colombia), CONACYT (Mexico), Goizueta Foundation, Fulbright, NSF, OAS, USAID, and US National Park Service.

Also of national impact is the large publication output of LAS faculty, including over 40 book titles and hundreds of scholarly journal articles since 2012-03 (Appendix A). The 101 international linkage agreements provide an indicator of the impact CLAS has beyond the U.S.

The impact of our programs on the national supply of LAS specialists is evident by the large number of students completing theses and dissertations on LAS themes, 55 in 2016-17.

Recent UF PhD recipients are now teaching at San Diego State University, Spring Hill College, SUNY (Binghamton), University of Nevada (Las Vegas), University of North Carolina (Pembroke), University of Hawaii (Manoa), University

| <b>Table C.2. Placements of Center Graduates<sup>1</sup>, 2013 - 2017</b> |             |             |            |             |               |
|---|-------------|-------------|------------|-------------|---------------|
|   | <b>BA/S</b> | <b>MA/S</b> | <b>PhD</b> | <b>FLAS</b> | <b>Totals</b> |
| Higher Education <sup>2</sup>   | 10          | 18          | 16         | 10          | 54            |
| K-12 Education  | 5           | 2           |            |             | 7             |
| Pursuing Graduate Education   | 17          | 18          | 3          | 14          | 52            |
| Private Sector  | 18          | 16          | 3          | 5           | 42            |
| US Government <sup>2</sup>  | 8           | 1           | 1          | 2           | 12            |
| Foreign Government  |             |             | 1          |             | 1             |
| US Nonprofit <sup>2</sup>   | 10          | 11          | 4          | 5           | 30            |
| International Nonprofit   |             |             | 2          | 1           | 3             |
| Unknown   | 83          | 16          | 11         | 3           | 113           |
| <b>Totals:</b>  | <b>151</b>  | <b>82</b>   | <b>41</b>  | <b>40</b>   | <b>314</b>    |

<sup>1</sup> CLAS undergraduate minor, undergraduate certificate, graduate certificate, TCD certificate, MALAS degree, or MDP degree

<sup>2</sup>Includes placements both domestic and abroad

of Montana, and UF. A number of recent UF PhD recipients hold teaching/research positions at universities abroad, including in Bolivia, Brazil, Ecuador, Peru, South Korea, Tanzania and Uruguay. Table C.2 provides placement data of CLAS graduates. For Master’s and doctoral graduates for whom data is available (n=96), 38% took jobs in the private or nonprofit sector,

41% in education or public sector, and 22% continued their education.

With a total of 113 outreach events and 17,887 participants in 2016-17, CLAS has a significant impact on the community, region, and nation (Table I.1). In 2016-17, 1,575 K-12 teachers and students were directly impacted through CLAS outreach programs. Finally, the Latin American and Caribbean Collection supplies some 2,000 LAC items annually to scholars through inter-library loan, and our annual conferences and lecture series draw hundreds of participants from across the United States and internationally.

**C.2. Addressing National Needs and Disseminating Information:** The U.S. Departments of Agriculture, Commerce, Health and Human Services, Housing and Urban Development, Labor, and Treasury have all identified national needs for Spanish and/or Portuguese proficiency or knowledge of the Western Hemisphere. UF and CLAS maintain strong academic and degree programs that train undergraduate and graduate students in these areas of national need, contributing to the national supply of LAC area specialists (see Criterion H).

CLAS programs are successful in generating information for and disseminating information to the public. LAS faculty publish widely, and frequently carry out interviews for regional, national, and international media. We make a concerted effort to engage in outreach outside of the Gainesville area to reach constituents in other parts of the state and beyond. CLAS events are open to the public and our semi-annual newsletter is distributed to 1,500 alumni, students, faculty, donors, and collaborative partners. In this proposal, we will engage in efforts to increase access to K-12 curriculum materials and library holdings and to increase dissemination of information to the public through radio programming and our annual LABE report.

**C.3. Equal Access and Treatment of Students:** UF maintains a host of campus programs and units that address the General Education Provision Act (GEPA) and provide wrap-around

support services such as educational opportunities, recruitment, outreach activities and engagement for students of underrepresented groups. They include: (1) Office of Academic Support; (2) Machen Florida Opportunity Scholars Program focusing on first generation students support; (3) Multicultural and Diversity Affairs with its 5 focus areas (Black Affairs; Hispanic Latino Affairs; Lesbian, Gay, Bisexual, and Transgender and Queer Affairs; Asian Pacific Islander American Affairs; and Cross/Intercultural Programming); (4) University Minority Mentor Program; (5) Graduate School Office of Minority Graduate Programs; (6) Office for Diversity & Health Equity in UF's College of Medicine; (7) Disability Resource Center; (8) Veterans Success Center, among others. UF is a national leader in the graduation of minority students. According to 2015-16 IPEDS data, UF ranked No. 2 among AAU institutions for the number of Master's degrees awarded to Hispanic students and No. 3 in Bachelor's degrees awarded to Hispanic students; No. 3 in Master's degrees awarded to African American students and No. 3 in Bachelor's degrees awarded in African American students. In order to improve access for students from LAC countries, CLAS awards an average of 10 LAC scholarships/year, which, in accordance with Florida Statute 1009.21, provide the student with a small monetary stipend as well as eligibility for in-state tuition rates. CLAS graduate students reflect our successful diversity recruitment initiatives with high enrollments of students from underrepresented groups, including 43% Hispanic/Latina/o, 5% Black/African American, and 69% women.

**C.4. Evaluation Plan:** The goals of the evaluation program are to (1) improve design, delivery, and management of CLAS initiatives; (2) document the impact and context of those initiatives; (3) provide evaluation data in a transparent format and; (4) interpret effectiveness of CLAS programs in meeting purposes identified in Title VI legislation. Evaluation activities will be

organized by Rajeeb Das (Appendix A), Senior Program Evaluator and Assessment Specialist in the UF Office of Institutional Planning and Research (OIPR). Das began advising each UF NRC in the collection, analysis, and interpretation of results for activities during the 2014-18 grant cycle and has adopted an expanded role in preparation for this Title VI grant application. OIPR is providing support for the evaluation specialist to maintain independence while collaborating with UF's NRCs to guide selection of program evaluation strategies, develop data collection instruments, analyze data, interpret findings, and share results with stakeholder audiences. Das has a background in data management, quantitative and qualitative evaluation, and statistics.

UF's NRCs are an integral component of UF's internationalization goals adopted in Quality Enhancement Plan (QEP), and we will leverage the QEP's strategies for learning abroad, curricular enhancement, engagement outside of the classroom, events with international focus, and an international scholars program. Within this context, we have developed a comprehensive evaluation strategy across all UF's NRCs.

UF administers the Student Experience in the Research University (SERU) undergraduate survey every other year, which contains items on global educational experiences and global engagement. SERU data provides qualitative contextual information for NRC activities and will be used in this grant cycle to examine longitudinal trends. Other multipurpose data will be used across NRCs for evaluation such as QEP data, course enrollments, and course evaluations (evaluations can also be linked to the SERU). The QEP, SERU, enrollments, and evaluations provide assessment of overall quality, perceived relevance to career goals, and stimulation of interest in CLAS supported courses and programs. This information is critical for assessing the expected transferability of outcomes to workforce environments and further graduate studies. In addition, during the 2014-18 grant cycle CLAS implemented improved alumni tracking and will

continue to expand alumni tracking to help document long-term Title VI program impacts.

Our use of a common framework for evaluation across Title VI Centers supports collection of data for similar initiatives, reporting comparable metrics, gaining efficiency from reusing data collection instruments, and producing comparable reports (Table C.3). Table C.3 shows evaluation activities tightly integrated with NRC project goals and the annual frequency of evaluation. Each NRC’s performance measures embeds appropriate evaluation activities to provide supporting evidence to document impact (Appendix D).

| <b>Table C.3 Evaluation Activities Summary</b>  |  |                   |   |           |
|---|--|-------------------|---|-----------|
| <b>Data Collection and Analysis Plan</b><br>Evaluation frequency per year                                       | <b>Evaluation Method</b><br>s=survey, x=other method |                   | Addresses<br>NRC<br>Project<br>Goals <sup>1,2,3,4,5</sup> |           |
|   | Primary<br>Data                                      | Secondary<br>Data |   |           |
| <b>Activity to Evaluate (PMF activities are collapsed into the following categories to provide an overview)</b> |  |                   |   |           |
| <b><i>Outreach Programs</i></b>   |  |                   |   |           |
| Public outreach events (e.g., film festivals)   | 2  | s, x              | x   | 5         |
| Teacher training institute  | 1  | s, x              | x   | 3         |
| CoE collaboration for pre-service teachers  | 1  | s, x              | x   | 3         |
| K-12 engagement (e.g., traveling suitcase/virtual guest visits)   | 1  | S                 | x   | 3         |
| Partnerships with MSIs, HBCUs, community colleges   | 1  | s, x              | x   | 1, 2, 4   |
| <b><i>Quality Curriculum and Instructional Program</i></b>  |  |                   |   |           |
| Conferences/workshops   | 1  | S                 |   | 1,2,4,5   |
| Instructional resources development   | 1  | s, x              |   | 2,3       |
| Course development/enhancement  | 1  | S                 |   | 1,2       |
| Faculty travel/professional development   | 1  | S                 |   | 1,2       |
| Library collection usage (local & interlibrary loans)   | 1  |                   | x   | 1,2,5     |
| Interdisciplinary working groups  | 1  | X                 |   | 1,2       |
| International linkages (e.g., research collaborations)  | 1  | X                 |   | 1,2       |
| Post-graduation survey (includes job placement)   | 1  | S                 |   | 1,2       |
| FLAS, current students  | 1  | s, x              |   | 2         |
| New study abroad opportunities - pre/post survey and SERU   | 1  | s, x              | x   | 2         |
| Online presence (websites, newsletters, social media)   | 1  | x, s              | x   | 1,2,3,4,5 |

<sup>1</sup>Goal 1: Expand interdisciplinary research and training initiatives in new and emerging areas

<sup>2</sup>Goal 2: Enhance area studies and language competencies of students, especially from underrepresented groups

<sup>3</sup>Goal 3: Build capacity of K-12 education through LAC-enhanced pre-service and in-service training, and increased engagement with schools

<sup>4</sup>Goal 4: Strengthen collaboration with Minority-Serving Institutions and community colleges

<sup>5</sup>Goal 5: Expand LAC outreach to business, media, and the general public

Results from impact evaluation will inform performance measures and activities as part of a feedback loop to allow dynamic programmatic improvements. These improvements will occur annually as part of deliberate and reasoned changes in the university-wide process of

updating student learning outcomes, degree program goals, and the QEP. In addition, faculty retreats, meetings, and cross-NRC forums annually review evaluation outputs and outcomes in relation to short and long term impacts. These reviews and transparent sharing of data allow for programmed activities to be adjusted annually during the grant cycle to improve delivery of Title VI-supported programs.

Finally, external reviews will continue to be an important component of the CLAS evaluation process. The next external review will take place during Year 3 of the grant period (2020-21) and will include an area and/or language studies specialist and a Title VI-experienced administrative specialist (Budget E.57). With preparation of the Title VI proposal itself constituting a major program review, and with this external review in Year 3, we are assured a comprehensive CLAS program review approximately every two years.

***Use of Recent Evaluations:*** As part of our ongoing evaluation, the Center's Assistant Director meets regularly with the evaluation specialist to review evaluation data and discuss needed adjustments to improve program outcomes, and senior CLAS administrators meet regularly to evaluate the quality of Center programs and activities. Examples of some changes in response to feedback from student surveys included increasing the frequency of career workshops and the initiation of a LAS course showcase every semester. In 2017, we commissioned an external evaluation of the Center's outreach programs and, in response to recommendations of the reviewers, CLAS collaborated with the College of Journalism and Communication in hiring a Spanish Language News Manager to enhance the Center's outreach to media. This proposal responds to reviewers' recommendations by expanding the teacher training program to include workshops focused on history and social sciences and by seeking support to increase the circulation and visibility of the *Latin American Business Environment Report*.

**C.5. Student Placement:** Table C.2 provides details on placement of 2013-17 graduates into post-graduate employment and education. For the Master's and PhD graduates for whom data is available (n=96) from 2013 to 2017, 75 are employed and 21 are pursuing post-graduate education. Recent MA graduates have been placed in prestigious Ph.D. programs around the nation or taken leadership positions in government or with NGOs, grassroots groups, and international organizations in a wide range of LAC-related areas. Some of these organizations include the Environmental Justice Coalition for Water, Public Allies Chicago, The American Federation of Teachers/AFL-CIO, Fondo Acción in Bogotá, among others. Information on CLAS's career advising and placement efforts is available in Criterion H.

**C.6. FLAS Impact and Placement:** FLAS academic year (AY) and summer fellowships have had a major impact on the qualifications of UF MA and PhD graduates who become area studies specialists with advanced bi- and tri-lingual language capabilities. Table C.2 details the employment destinations of UF FLAS fellowship recipients in Portuguese and Haitian Creole during the past four years. Of the 37 fellowship recipients for whom we have placement data, eight FLAS recipients are working for the US/local government and in the non-profit sector (Peace Corps, City of Gainesville, Teach for America, Maine Mobile Health Program, REBUILD Globally in Haiti, etc.) in LAC-related roles. One FLAS recipient was awarded a Fulbright-Hays in Ecuador and another a Fulbright Research Fellowship in Brazil. Additionally, 14 are pursuing graduate education and 10 are working in higher education. Of those working in higher education, one is a Portuguese instructor at Campbell University (North Carolina) and another an Assistant Professor and Director of International Studies at Spring Hill College (Alabama). Two work for the University of Florida (in MCDA and the Latino Educational Advancement Program), promoting academic opportunities for underrepresented groups.

**C.7. FLAS Fellowships and National Needs:** CLAS has awarded 100% of AY fellowships to Brazilian Portuguese and Haitian Creole, two prominent LCTLs in Latin American and Caribbean studies (**FLAS Competitive Preference Priority 2**). In 2016-2017, CLAS awarded seven AY and nine Summer FLAS fellowships, all in Brazilian Portuguese and Haitian Creole. Table C.2 provides placement information for the 2013-17 AY FLAS fellows.

**Criterion D: UF Commitment to Latin American Studies**

The University of Florida’s Latin American Studies program dates from 1930, the oldest in the nation, and has been a Title VI NRC since 1961. UF’s commitment to international programs is evidenced by the extensive financial and other support to CLAS (Table D.1), and was strengthened in 2014 with the launch of a campus-wide initiative for enhancing the quality of academic programs, with internationalization as the central theme.

With over 52,000 students and a total of 188 LAS and language faculty, UF has exceptional capacity for educating specialists on the region. UF is the only university in the state that is both a land grant university and member of the AAU and is one of the most comprehensive universities in the country. UF was ranked #9 among public universities in the 2017 US News & World Report rankings. UF’s 16 colleges and professional schools give CLAS a distinct advantage in creating cross-campus initiatives, such as its unique Tropical Conservation and Development (TCD) program integrating the social and natural sciences.

**D.1. Institutional Support for LAS and Operation of the Center:** CLAS reports directly to the Provost and is organized around 22 Center-based faculty/postdocs and 13 staff (Table B.1). With \$22.2 million in total financial support, Latin American Studies at UF is unusually well funded (Table D.1); this support represents a \$2.7 million increase from 2012-2013. CLAS is unique in that faculty lines are allocated directly to the Center; five joint appointments and three full-time

appointments in the Center have been made since 2012-13. These included three senior faculty lines in Latin American development (Susan Paulson, Catherine Tucker, and Robert Walker), one senior hire in the area of Landscape Architecture and Archeology (Timothy Murtha), and another one in race, gender, and sexuality (Tanya Saunders). In addition, the College of the Arts, College of Liberal Arts and Sciences, College of Agricultural and Life Sciences, and College of Education hired a number of new faculty whose research and teaching focus on LAC.

**Teaching Staff Support:**

With 188 area and language specialists supported by over \$13 million in salary and fringe benefits (Table D.1), CLAS’s faculty offer in-depth regional coverage and high quality instruction (Criteria F-H; Tables F.1, G.2, and Appendix A). Since 2012-13, 34 CLAS faculty affiliates have been hired in new positions or to replace retired faculty.

**Library Support:** UF hosts one of the oldest and largest

| <b>Table D.1 UF Institutional Support Summary, 2016-17</b>       |                     |
|--|---------------------|
| <b>Financial Support</b>   |                     |
| <b>CLAS Operations</b>   |                     |
| Administrative personnel   | \$617,290           |
| Operating funds  | \$2,581,845         |
| Contracts, grants, gifts, endowment income                       | \$2,675,974         |
| <b>LAC Faculty Salaries<sup>1</sup></b>                          |                     |
| Center-based faculty/postdocs                                    | \$2,155,735         |
| Other Area studies faculty (see <b>Table F.1</b> )               | \$8,572,710         |
| Language studies faculty and TAs (see <b>Table G.2</b> )         | \$2,937,501         |
| <b>Language Assessment</b>                                       |                     |
| Funds spent on language assessment                               | \$12,806            |
| <b>Library Resources</b>   |                     |
| Library acquisitions (see <b>Table E.1</b> )                     | \$165,000           |
| Library staff salaries (see <b>Table E. 2</b> )                  | \$773,850           |
| <b>Financial Support to Students</b>                             |                     |
| Graduate student stipends, tuition, & research grants            | \$906,654           |
| Undergraduate student scholarships                               | \$799,884           |
| <b>Total Institutional Financial Support</b>                     | <b>\$22,199,249</b> |
| <b>Other Key Support Areas</b>                                   |                     |
| <b># International Linkage Agreements</b>                        | 101                 |
| <b>Outreach Activities (see Table I.1)</b>                       |                     |
| Total # of outreach events                                       | 184                 |
| Number of outreach participants                                  | 17,887              |
| <b>Students in CLAS-Related Fields (see Tables H.1)</b>          |                     |
| Total # of graduates with at least 15 LAC credits                | 2,224               |
| LAC & language course enrollments (see App. B)                   | 20,251              |
| <b># Graduate Students Receiving CLAS Financial Support</b>      | 86                  |
| <b># Faculty Receiving CLAS Professional Development Support</b> | 46                  |

<sup>1</sup>Faculty salary calculated: %FTE on LAC x (faculty salary + fringe)

collections in the U.S. and is a leader in the LAS professional library community. With \$938,850

dedicated to LAS-related library staff and acquisitions annually (Table E.1), UF's Latin American and Caribbean Collection (LACC) is also exceptionally well supported (Criterion E).

***International Linkages:*** An impressive array of international partners support UF study abroad, international student exchanges, and student and faculty research activities, including 101 international linkage agreements with Latin American institutions (Table H.2). UF has active research and education collaborations in 19 countries in the region, the majority in Brazil, Colombia, Ecuador, and Peru. During the 2014-18 grant cycle, as a result of our agreement with CAPES/CNPq (Brazil), UF was the #1 destination in the U.S. for fellowship recipients from Brazil's "Scientific Mobility" program.

***Outreach Activities:*** A large percentage of the Center's operating funding is devoted to outreach activities and CLAS employs a full-time outreach director. As a result, CLAS offers one of the largest LAC-related outreach programs in the U.S. in terms of both the number of events and number of participants (Tables D.1 and I.1).

***Qualified Students in Related Fields:*** In 2016-17, 2,224 UF students graduated with 15 or more LAS credits, most of these pursuing degree programs outside of the Center, while thousands more took LAC content courses (Table D.1, Appendix C). The quality of our students is reflected in the external grants and fellowships they have received in recent years from CAPES (Brazil), CIAT (Colombia), COLFUTURO (Colombia), CONACYT (Mexico), CONICYT (Chile), Gilman Scholarship Program, Fulbright, Fulbright-Hays, SENACYT (Panama), SENESCYT (Ecuador), Smithsonian, USAID, Wildlife Conservation Society, and World Wildlife Fund.

***Financial Support to Students:*** University financial support to LAS students totaled over \$1.7 million (Table D.1). CLAS receives six graduate assistantships, including out-of-state tuition waivers, annually from its administration. In support of this proposal, UF has pledged partial

stipend and tuition support for three additional graduate assistants per year and stipend supplements for AY FLAS fellowships (total pledged matching support is \$65,000/year). At least 60 fellowships or assistantships were provided to Latinamericanist graduate students by participating departments (2016-17), including 37 fellowships/assistantships that CLAS awarded with state funds, external grants or endowment income. UF provides out-of-state tuition waivers to all assistantships and fellowships funded with external monies, including FLAS fellowships.

**Criterion E: Strength of LAS Library**

**E.1. Overview:** The UF Libraries constitute a major institutional asset for Latin American Studies at UF. The collections and services that support research and teaching on the region are concentrated in the Latin American and Caribbean Collection (LACC), a dedicated library with its own space and staff. UF is recognized as a national resource for its Caribbean collections, but also has developed distinctive strengths in other geographic and thematic areas. In addition to its excellent holdings, UF stands out because of the value added by LAAC librarians and staff who help to provide access to the collections to on-campus and remote users.

**E.1 (a) Strength of Library Holdings:** Table E.1 describes UF’s collection in terms of language of publication. LACC includes over 550,000 volumes, which are made accessible through 284,000 descriptive catalog records. Using these descriptions, we can see that 81% of the collection is in a language other than English. Many of those materials are hard-to-obtain and relatively scarce within the network of United States academic libraries.

| Table E.1. LACC Holdings by Language<br>(as of 04/18) |                  |        |
|---|------------------|--------|
| Language  | #Catalog Records | %Total |
| Spanish   | 188,327          | 66%    |
| English   | 55,128           | 19%    |
| Portuguese  | 28,717           | 10%    |
| French  | 7,269            | 3%     |
| Other   | 6,578            | 2%     |
| <b>Total</b>  | 286,019          | 100%   |

An analysis of the Online Computer Library Center’s WorldCat data confirms UF’s

preeminent status in Caribbean and circum-Caribbean collections, and strength in Brazilian materials. UF’s substantial holdings also include an important body of scholarship and literature from Argentina and Mexico.

LACC’s archival and manuscript collections, such as the Jeremie (Haiti) and Braga (Cuba) Collections, serve as primary sources on the plantation economy, including slavery and its aftermath. By working on overlapping collection strengths, the Price Library of Judaica and LACC are developing new collections related to the Jewish diaspora in the Americas.

***Institutional Library Support:*** Table E.2 summarizes the financial and staffing support

| <b>Table E.2. UF Library Support and Activities, 2016-17</b> |           |
|--|-----------|
| Library Staff: Full-Time on LACC Activities                  | 6 FTEs    |
| Library Staff: Part-Time on LAC Activities (outside LACC)    | 9.2 FTEs  |
| Library Staff Salaries                                       | \$773,850 |
| Acquisition Budget for LAC Materials                         | \$165,000 |
| Number of LAC Inter-Library Loans                            | 1,179     |
| Number Travel Awards to Use UF Collection                    | 8         |

(\$773,850) for UF’s LAC-related collections and services. LACC is one of only three LAC collections in the U.S. that is maintained in its own space, with a

dedicated reading room and reference services. Six full-time positions are assigned to the unit, three tenure-track librarians (one current vacancy being filled) and three full-time staff members, all of whom speak Spanish, and some Portuguese. While LACC is the focal point for collections and services, many other library units, including the Cataloging and Acquisitions Departments and Digital Production Services Unit, expend a great deal of time and effort (9.2 FTE) related to Latin American Studies.

Budgets for LAC library materials have remained steady over the past four years at \$125,000/ year, and LACC collaborates with peer libraries to leverage resources and to deepen coverage across the overall academic library universe. The Judaica Library spends \$40,000/year on acquisitions related to LAC, and has provided numerous travel grants for visiting researchers.

**E.1 (b) *Library Access and Collaborative Activities:*** To facilitate student and faculty access to

research materials at other institutions, the UF Libraries participate in a number of consortia, cooperative agreements, and professional organizations. LACC is an institutional member of the Seminar on the Acquisition of Latin American Library Materials (SALALM), and in that organization UF librarians are very active in coordinating collection development efforts with peers. UF has digitized hundreds of volumes of Cuban and Haitian legal texts for an Open Access collection organized by LLMC. Finally, UF has recently engaged in an unprecedented partnership with Cuban institutions to provide greater access to Cuban collections through technical assistance with digitization and cataloging.

To assure continual integration into LAC activities on the UF campus, the head of LACC is an *ex-officio* member of the CLAS's Faculty Advisory Council, and LACC's librarians (faculty affiliates of the Center) regularly provide information literacy classes as part of the research methods and gateway courses for CLAS's Master's in Latin American Studies program.

LACC receives approximately 450 visitors from off-campus each year. With Title VI support, CLAS has offered library travel grants to scholars from across the U.S. to conduct research at LACC, and since 2010 travel grant recipients have published over 22 books informed by research conducted at LACC. In addition, since 2010, LACC has made about 12,000 Inter-Library Loans to meet the needs of researchers at other institutions.

Perhaps UF's most significant contribution to collection sharing is through its major digitization projects. UF provides the technical infrastructure for the Digital Library of the Caribbean, which receives content from a variety of sources, including UF's own collections. During 2013-17, funds from the Center for Research Libraries LAMP and LARRP projects, Council on Library and Information Resources, and National Endowment for Humanities, supported digitization of scarcely held publications from Brazil, Mexico, and Dominican

Republic; Caribbean newspapers; and collections related to Jewish communities in LAC.

**Criterion F: Quality of LAS Non-Language Instructional Program**

In 2016-7, UF offered a total of 386 LAC areas studies courses taught by 188 area specialists with enrollment of 14,414 undergraduates and 2,010 graduate students.

| <b>Table F.1. Area Studies Courses and Teaching Faculty by Discipline, 2016-2017</b> |                         |                         |                      |                         |                           |                           |                      |
|--|-------------------------|-------------------------|----------------------|-------------------------|---------------------------|---------------------------|----------------------|
| <b>COLLEGE/SCHOOL &amp; DISCIPLINE</b>   | <b>Courses 100% LAC</b> | <b>Courses 25+% LAC</b> | <b>Courses Total</b> | <b>Faculty 100% LAC</b> | <b>Faculty 50-99% LAC</b> | <b>Faculty 25-49% LAC</b> | <b>Faculty Total</b> |
| <b>Liberal Arts &amp; Sciences</b>   |                         |                         |                      |                         |                           |                           |                      |
| Anthropology   | 3                       | 39                      | 42                   | 5                       | 2                         | 1                         | 8                    |
| Biology  | 0                       | 2                       | 2                    | 0                       | 2                         | 2                         | 4                    |
| English  | 0                       | 5                       | 5                    | 0                       | 2                         | 1                         | 3                    |
| Geography  | 1                       | 12                      | 13                   | 1                       | 2                         | 4                         | 7                    |
| Geological Sciences  | 2                       | 4                       | 6                    | 0                       | 1                         | 0                         | 1                    |
| History  | 13                      | 5                       | 18                   | 5                       | 0                         | 1                         | 6                    |
| Latin American Studies   | 35                      | 21                      | 56                   | 18                      | 4                         | 0                         | 22                   |
| LAC Literatures & Cultures   | 26                      | 19                      | 45                   | 9                       | 7                         | 2                         | 18                   |
| Political Science  | 5                       | 18                      | 23                   | 1                       | 0                         | 2                         | 3                    |
| Religion   | 2                       | 11                      | 13                   | 0                       | 2                         | 0                         | 2                    |
| Sociology, Criminology & Law   | 0                       | 4                       | 4                    | 1                       | 0                         | 1                         | 2                    |
| Women’s Studies  | 0                       | 11                      | 11                   | 0                       | 1                         | 0                         | 1                    |
| Other  | 3                       | 19                      | 22                   | 0                       | 1                         | 6                         | 7                    |
| <b>Subtotal</b>  | <b>90</b>               | <b>170</b>              | <b>260</b>           | <b>40</b>               | <b>24</b>                 | <b>20</b>                 | <b>84</b>            |
| <b>Professional Schools</b>  |                         |                         |                      |                         |                           |                           |                      |
| Agricultural & Life Sciences   | 15                      | 33                      | 48                   | 5                       | 10                        | 31                        | 46                   |
| Arts   | 7                       | 21                      | 28                   | 1                       | 5                         | 7                         | 13                   |
| Business   | 0                       | 11                      | 11                   | 0                       | 1                         | 1                         | 2                    |
| Design, Construction & Planning  | 0                       | 9                       | 9                    | 0                       | 1                         | 3                         | 4                    |
| Education  | 0                       | 4                       | 4                    | 1                       | 1                         | 1                         | 3                    |
| Engineering  | 0                       | 1                       | 1                    | 0                       | 0                         | 3                         | 3                    |
| Health Sciences & Medicine   | 0                       | 6                       | 6                    | 0                       | 2                         | 7                         | 9                    |
| Journalism & Communications  | 0                       | 6                       | 6                    | 0                       | 0                         | 4                         | 4                    |
| Law  | 4                       | 9                       | 13                   | 0                       | 2                         | 6                         | 8                    |
| Other  | 0                       | 0                       | 0                    | 6                       | 3                         | 3                         | 12                   |
| <b>Subtotal</b>  | <b>26</b>               | <b>100</b>              | <b>126</b>           | <b>13</b>               | <b>25</b>                 | <b>66</b>                 | <b>104</b>           |
| <b>Total</b>   | <b>116</b>              | <b>270</b>              | <b>386</b>           | <b>53</b>               | <b>49</b>                 | <b>86</b>                 | <b>188</b>           |

**F.1. Course Offerings:** Table F.1 summarizes UF’s area studies courses by discipline and number of faculty per discipline. UF area studies capabilities are most extensive in the Arts and Sciences, with 260 courses and 84 faculty members. UF’s robust professional school offerings

included 126 courses and 104 faculty members who support the numerous collaborative degree programs (Criterion H) and research and training programs. The total number of courses offered represents a 12% increase over 2012-13. Appendix C provides a detailed list of UF course offerings. Appendix A provides biographies of UF area studies faculty, including a listing of each faculty's regional and country specialization.

**F.2. *Interdisciplinary Course Offerings:*** In addition to the 56 LAS courses in 2016-17, UF LAC offerings included many from affiliated departments that were cross-listed and/or incorporated content and approaches from more than a single scholarly discipline (see Appendix C). As noted in Criterion H, interdisciplinary seminars at the undergraduate (LAS 4935) and graduate levels (LAS 6938) are required of all students enrolled in the Center's academic programs. Recent course topics include "Cuba: Race, Revolution & Culture," "Queer Latin America," "From Private to Public: Women in Latin America," "Art and Literature in Latin America," and "Law and Order in Latin America." Students in the Master's in Latin American Studies (MALAS) select an interdisciplinary specialization to complement the required core sequence of LAS 6293 Design and Methods of Research in Latin American Studies, and LAS 6220 Issues and Perspectives in Latin American Studies, which explores such issues as economic development and inequality, democracy, sustainable development, environmental justice, race and gender from a variety of disciplinary perspectives.

Students in the Master's in Development Practice (MDP) and Tropical Conservation and Development (TCD) program also receive strong interdisciplinary training. The MDP program's unique core curriculum bridges the natural sciences, health sciences, social sciences and management, and combines classroom study with field experiences in an applied, problem-solving setting. Similarly, TCD program coursework includes social science theory, principles of

tropical ecology, patterns and trends of tropical resource use and conservation, and research design, providing interdisciplinary knowledge and technical skills essential to careers in conservation and development research and practice.

**F.3. Area Studies Faculty and Teaching Assistants:** UF boasts a talented cadre of area studies specialists, with 53 devoted 100% to teaching LAS, 49 with 50-99% and 86 with 25-49% commitments (Table F.1). During the 2014-18 grant cycle, CLAS added eight center-based faculty and 34 affiliate faculty, most of whom are tenure-track. During the past two years, CLAS hired tenure-track faculty in the areas of landscape architecture and archeology; crime, law and governance; and human rights, peace and justice; and the College of Liberal Arts and Sciences conducted successful searches in applied Spanish Linguistics, Spanish American Literature, Latin American History, and Economics. In addition, other Colleges (Arts, Agricultural and Life Sciences, Education) hired a number of new faculty whose research and teaching focus on LAC. UF's administration has demonstrated its commitment to strengthening area studies faculty and CLAS expects to benefit from the hiring of approximately six to eight area specialists each year.

Teaching assistants (TAs) at UF attend a two-day training seminar conducted by UF's Teaching Center. This initial training is supplemented throughout the year by ongoing training through a series of workshops focused on pedagogy and teaching with technology. A comprehensive handbook describing expectations of and resources available to UF's TAs provides additional guidance. Specific colleges and departments also conduct their own TA orientation and training programs throughout the academic year.

**F.4. Depth of Specialized Courses:** UF features rich disciplinary and specialized course offerings in Latin American Studies, 116 with 100% LAS content, and another 270 with at least 25% LAS content. The courses are well-distributed among diverse colleges, disciplines, and fields. Table

F.1 demonstrates the depth of specialized and interdisciplinary course offerings in 2016-17. In addition to LAS courses (n=56), UF furnished robust LAC offerings in anthropology (42), agricultural and life sciences (48), literature and culture (45), arts (28), history (18), political science (23), religion (13), and law (13). Maximizing CLAS’ area studies strengths, we have built nationally recognized specializations in areas such as Latin American history, archaeology, tropical conservation and development, Brazilian and Amazonian studies, gender and development, transnational migration, and religion in the Americas.

**Criterion G: Quality of LAS Language Instructional Program**

**G.1. Instruction and Enrollment in Latin American Languages:** Table G.1 summarizes UF’s language instruction

programs. UF offers programs in Spanish and Hispanic Linguistics (to Ph.D),

| <b>Table G.1. Language Instruction Program Summary, 2016-2017</b> |  |                                       |  |
|---|--|---------------------------------------|--|
|   | Language Levels (Years) Offered <sup>1</sup> | Language Courses Offered <sup>1</sup> | # of Language Instructors <sup>2</sup> |
| Spanish   | 5  | 33                                    | 49                                     |
| Portuguese  | 4  | 11                                    | 4                                      |
| Haitian Creole  | 3  | 7                                     | 3                                      |

<sup>1</sup> Language and linguistics courses only. <sup>2</sup> Includes TAs.

Portuguese (to B.A.), and Haitian Creole (to level 3). The Department of Spanish and Portuguese Studies (SPS) also offers a Bilingual/Heritage Speakers track at the undergraduate level. UF summer language institutes abroad are currently available via four programs in Spanish (including in the Dominican Republic and Peru) and a FLAS-certified program in Portuguese in Brazil. In 2016-17, UF offered over 240 language course sections in these languages, with a total enrollment of 4,428 students, which represents a 16% increase over 2012-13 (Table G.2).

**G.2. Levels of Language Instruction:** UF offers Spanish to Level 5 (including online courses at the beginning level that have been available via UF Online since 2014), Portuguese to Level 4 with some courses available at Level 5, and Haitian Creole to Level 3. In 2017 the Department of Languages, Literatures, and Cultures (LLC) began offering a BA degree called the “dual-

language specialization” that permits students to develop proficiency in two languages as well as acquire cultural knowledge in both areas. The dual-language degree allows Haitian Creole to contribute to bachelor degree programs, a first for the language in the United States.

| Table G.2. Language Instruction <sup>1</sup> , Students, & Sections, 2016-17 <sup>2</sup> |         |         |         |         |              |              |
|---|---------|---------|---------|---------|--------------|--------------|
|   | Level 1 | Level 2 | Level 3 | Level 4 | Level 5      | Total        |
| <b>Language Sections</b>  |         |         |         |         |              |              |
| Spanish   | 84      | 39      | 45      | 21      | 35           | <b>224</b>   |
| Portuguese  | 5       | 2       | 4       | 4       | 3            | <b>18</b>    |
| Haitian Creole  | 2       | 2       | 3       | 1       | 0            | <b>8</b>     |
|   |         |         |         |         | <b>Total</b> | <b>242</b>   |
| <b>Language Students</b>  |         |         |         |         |              |              |
| Spanish   | 1960    | 866     | 873     | 321     | 129          | <b>4,149</b> |
| Portuguese  | 109     | 27      | 46      | 29      | 9            | <b>220</b>   |
| Haitian Creole  | 41      | 5       | 12      | 1       | 0            | <b>59</b>    |
|   |         |         |         |         | <b>Total</b> | <b>4,428</b> |

<sup>1</sup> Includes literature and culture courses; <sup>2</sup> Each level is equivalent to 1 year (2 semesters) of language instruction. All Level 1 courses are intensive, 5-credit courses

While courses specifically focused on language and linguistics are included in Table

G.1, SPS and LLC have endeavored to update the curriculum to remove artificial divisions between language and content at the undergraduate and graduate level based on the Modern Language Association’s 2007 Report, “Foreign Languages and Higher Education: New Structures for a Changed World.” All courses in SPS are considered internally as language *and* content courses, bringing internal totals to 52 distinct classes offered in Spanish and 17 distinct classes offered in Portuguese across the five levels of instruction. Haitian Creole in LLC offers four distinct language classes and four content courses focused on culture and society.

***Language Across the Curriculum:*** SPS also offers three one-credit cultural studies courses each semester based on the foreign languages across the curriculum (FLAC) model, focusing on Latin American issues like human rights in Latin America, Latin American families, and college life in Latin America. CLAS offers three-credit FLAC courses in Spanish and Portuguese (eg. *Pensamiento Latinoamericano* and *A Música na Construção da Identidade Brasileira*). This past year, visiting scholar, Alberto Acosta, offered an LAS graduate seminar taught in Spanish

language, “De la gran teoría del desarrollo al pos-desarrollo.” We will continue to support FLAC courses in this grant cycle.

To address the needs of students in professional schools, SPS offers a Certificate in Spanish for the Professions, consisting of 12 credit hours at the 3000-level that provide students with profession-specific language skills while building cultural background and communicative proficiency. Courses for the Certificate program include Commercial Spanish, Spanish for Health Professions, Spanish for Legal Professions, Spanish for Educators, and Spanish Translation and Interpretation. With the goal of developing a certificate in Portuguese for the Professions, during the 2014-18 grant cycle CLAS funded the development of two new courses, “Tourism and the Brazilian Economy” and “Introduction to Portuguese Translation and Interpretation.” We will develop additional courses this grant cycle, including “Spanish for Journalism and Communications” to support a new Spanish News Journalism certificate.

**G.3. Language Faculty:** In 2016-17, SPS included 12 tenured and tenure-track faculty, 10 full-time lecturers, 10 adjunct lecturers, and 21 teaching assistants (TAs). Haitian Creole language instructors included one tenured faculty member and two TAs.

Dr. Jennifer Wooten, a Senior Lecturer trained in World Language Education pedagogy, directs the Lower Division Language Program in Spanish and Portuguese and trains and supervises the graduate TAs along with four course coordinators. Wooten is also the President of the International Society for Language Studies (2016-2018). Offerings in Spanish since the 2014-18 grant cycle have been enriched at the upper division and graduate levels by new tenure-track hires, including specialists in the fields of bilingualism and language contact, heritage learners, and contemporary Mexican literature and film. Additionally, recent hires include lecturers specializing in Portuguese, online education in Spanish, and experiential education.

LLC's tenure track faculty member in Haitian Creole (Dr. Ben Hebblethwaite) has taught Haitian Creole for nineteen years at Indiana University's Creole Institute, FIU, and UF, where he directs the first U.S. Haitian Creole and Haitian Studies program that produces BA degrees in the U.S. Recent hire, Dr. Manoucheka Celeste, in the Center for Gender, Sexualities & Women's Studies Research, enhances the diversity of UF's course offerings in Haitian studies.

***Pedagogy Training for Proficiency-Oriented Instruction:*** Through yearly orientations and workshops, UF's language-instruction faculty, adjunct lecturers and TAs are trained in communicative-based, proficiency-oriented pedagogy. Incoming TAs are required to take a three-credit course on Teaching Methods (FOL 6943) offered by SPS and LLC in alternating years, which introduces TAs to the latest research in language acquisition and pedagogy and innovative ways to integrate technology. In addition, all TAs must attend an intensive, four-day language pedagogy training session at the beginning of each academic year. As of Fall 2017, all Spanish and Portuguese graduate TAs are also required to enroll in Supervised Teaching (SPN6940) each semester in which they are appointed as a TA. This course allows the Director and coordinators to ensure that the TAs are adhering to pedagogical standards, and also provides ongoing professional development for them in the form of self-selected goals that they work on each semester. SPS faculty regularly participate in national and international conferences on pedagogy and language learning and teaching, such as the American Council on the Teaching of Foreign Languages (ACTFL) and the Computer Assisted Language Instruction Consortium (CALICO). The chair of SPS, Dr. Gillian Lord, will be the President of CALICO in 2018-2019. She is a leading expert on second language acquisition and technology in foreign language education and is currently authoring an introductory Spanish textbook targeting today's digital native students. CLAS also supports LLC's Haitian Creole faculty member and two TAs to

attend LRC LCTL workshops in instructor training, proficiency evaluation, and materials development. Given the limited and outdated instructional resources available for Haitian Creole, with this proposal we will support a collaborative initiative with Florida International University and Indiana University to develop a 10-credit hour introductory course textbook, a corresponding public access website, and two Haitian Creole courses for distance learners.

**G.4. *Quality of Language Programs:*** UF’s communicative-based, proficiency-oriented instruction strives to achieve ACTFL standards using the four-skills integrated instructional approach with an emphasis at elementary and intermediate levels on the World-Readiness Standards for Learning Languages (popularly called the “5Cs” based on the standards of Communication, Cultures, Connections, Comparisons, and Communities). For Spanish and Portuguese majors, SPS has developed a detailed set of skills as part of its student learning outcomes (SLOs). This includes an Individual Student Assessment as part of a 4000-level course that tests spoken and written language skills, in addition to textual analysis skills.

The high quality of UF’s Portuguese language program was recognized with the 2017 American Organization of Teachers of Portuguese’s Outstanding Achievement Award for university-level teaching of Portuguese. In addition, CLAS is one of five authorized U.S.-based testing sites of the Brazilian Certificate of Portuguese Proficiency for Foreigners (CELPE-Bras), the Brazilian government’s official language proficiency exam.

***Adequacy of Resources:*** To assist in language instruction, the UF Language Learning Center includes two computer classrooms and a Sanako computer language lab. One of the computer classrooms was recently renovated into a language studio to facilitate an active learning approach, including mobile desks and room for class and club meetings, tutorials, and conversation sessions. The Language Learning Center and UF libraries possess a variety of audio

and video language instructional materials and workstations and offer large library collections of print materials in LAC languages. In an effort to use technology effectively, lower division class time is reserved for face-to-face interaction with peers and instructors, while technology-based learning is required out of class. Students can also advance their language learning in on-campus language clubs, such as the weekly Mesa de Español conversation hour, the weekly sessions of Bate-Papo Club, and Club Creole's (CC) monthly Haitian Creole language classes. CC is one of the largest student organizations on campus, regularly inviting Haitian artists, speakers and leaders to UF. CLAS co-sponsors a Latin American film festival each fall and SPS offers an annual Brazilian film series. Both Spanish and Portuguese programs offer students experiential learning programs to develop their language skills outside the classroom. SPS recently created an internship with AcheiUSA-The Brazilian Newspaper, where students of Portuguese write and publish their own biweekly column. The Center's Florida-Brazil Linkage Institute (FBLI) is currently developing a Portuguese internship program with the Brazilian Consulate in Miami.

***Proficiency Requirements:*** In addition to completing the major's course requirements, to be certified for graduation, Spanish and Portuguese majors must undergo Individual Student Assessments that test spoken and written language skills, as well as textual analysis skills. ACTFL proficiency standards required for CLAS's minor (intermediate-mid), certificate (intermediate-mid) and MA program (advanced-low) are detailed in Table H.1. Newly admitted students are tested orally soon after enrollment and then counseled on the programs available for them to meet proficiency standards, including taking the appropriate level language and FLAC courses, and study abroad programs. Due to the large number of Haitian Creole heritage students, they are also tested for proficiency prior to placement in Haitian Creole classes.

#### **Criterion H: Quality of Curriculum Design**

**H.1. Undergraduate Instruction and Training:** Undergraduate students at UF have five primary options in Latin American Studies (Table H.1). These include (1) LAS minor and (2) LAS certificate programs administered by CLAS; (3) a selective Interdisciplinary Studies Major (IDS) in LAS and (4) a major in International Studies (IS) with a Latin American area concentration administered by the College of Liberal Arts and Sciences; and (5) a major in Journalism and Communications with a Latin American area concentration. In 2013-17, the CLAS minor and certificate programs graduated 151 students from over 30 majors. The IS Program graduated 54 students and Journalism five students with a focus on LAC studies, and the IDS major graduated seven students. All these undergraduate programs require at least intermediate proficiency in a Latin American language (Criterion G) and all students are required to take at least one “capstone” interdisciplinary seminar in Latin American Studies (LAS 4935).

| <b>Table H.1. UG Minor, Certificate, and other CLAS-related Degree Requirements, 2016-2017</b> |            |                  |           |          |                            |
|--|------------|------------------|-----------|----------|----------------------------|
|  | CLAS Minor | CLAS Certificate | IDS Major | IS Major | Journalism/ Communications |
| Credit hours in LAC  | 15         | 21               | 21        | 15       | 12                         |
| LAC Gateway or Capstone Seminar  | √          | √                | √         | √        | √                          |
| ACTFL language proficiency   | Int-mid    | Int-mid          | Int-mid   | Int-mid  | Int-mid                    |
| Thesis on LAC topic (3+ credit hrs)  |            |                  | √         |          |                            |
| # of graduates, 2016-2017: 46  | 15         | 15               | 2         | 13       | 1                          |
| # of graduates, 2013-2017: 217   | 91         | 60               | 7         | 54       | 5                          |

**H.2. Academic and Career Advising:** CLAS advising meetings and procedures are supported by Associate Director and Graduate Coordinator (Paulson), Undergraduate Coordinator (Resende), Academic Programs Assistant (Carter), and professional facilitator (Dain). Resende provides individual advising for undergraduate students interested or enrolled in any of the five undergraduate options, helping students to identify and select coursework to meet program requirements, monitor progress towards program completion, and identify potential faculty mentors to supervise research or independent study. Resende also advises students in identifying LAC study abroad programs, expediting and approving transfer credit for coursework taken

abroad, and referring students to appropriate faculty and study abroad advisors.

Associate Director (Paulson) and Program Assistant (Carter) advise students in all the Center's graduate programs, in collaboration with Master's in Development Practice (MDP) advisors (Galloway and Noss), and Tropical Conservation and Development (TCD) advisors (Loiselle and Kainer). Structured advising for the Master's in Latin American Studies (MALAS) includes a new student orientation each August; a thesis/internship workshop each October; a mid-year check-in for first year students; and a second year meeting that focuses on students' experience in the MALAS program, remaining graduation requirements, and post-graduation plans and options. The 2014-18 grant cycle marked significant changes in advising, starting with the publication of very detailed Graduate Student Handbook in 2015. Since 2016, MALAS students file Individual Development & Study Plans each semester reporting on accomplishments, program requirements, plans, and committee membership. MALAS specialization coordinators located in multiple colleges are now providing a broader range of academic and career advising.

The Center invites students in all of its graduate programs/certificates to participate in career-building events spaced throughout the year: workshops on grants proposals, poster preparation, and academic publishing; a research poster session; and a field research pre-departure orientation. Students are invited to do academic presentations in interdisciplinary specialization gatherings, and in a weekly TCD Tropilunch, where they interact with professionals and alumni. The Center also encourages and funds students to present papers at conferences and professional meetings, supporting 14 students during 2016-17.

Career advising is coordinated with UF partners. The Center keeps students informed regarding LAC-related job opportunities, as well as lectures and conferences, through its weekly

e-bulletin, Twitter, Linked-in, and Facebook. CLAS encourages students to take advantage of support provided by UF's award-winning Career Resource Center, UF International Center and UF Graduate School (e.g., job fairs, panels and recruiter visits from internationally focused organizations and businesses, workshops on interviewing and resume writing). In partnership with Multicultural and Diversity Affairs and the Career Resource Center, CLAS sponsors an annual career workshop, featuring LAS alumni in business, government, and non-profit sectors. The Center maintains a database of internship and volunteer opportunities in LAS, and constantly seeks out new opportunities and contacts.

**H.3. Graduate Training Options:** CLAS offers two graduate degree programs, Master's in Latin American Studies (MALAS) and Master's in Development Practice (MDP), and three graduate certificate programs, Certificate in Latin American Studies (LAS), Certificate in Sustainable Development Practice (SDP), and Certificate in Tropical Conservation and Development (TCD).

MALAS students complete 30 credit hours, including 6 credits of required gateway seminars; demonstrate advanced proficiency in Portuguese, Spanish, or Haitian Creole; and produce a thesis, internship, or capstone project. Each student custom-builds remaining aspects of the curriculum, supported by a unique Interdisciplinary Specialization program designed to foster connection and collaboration around shared interests among faculty, students and courses across campus. CLAS re-designed and updated twelve specializations during 2017-18: Andean Studies; Arts, Literature and Culture; Brazilian Studies; Caribbean Studies; Crime, Law, and Governance; Development Studies and Economic Analysis; Gender, Sexuality, and Racialization; Indigenous Studies; International Communications; Latin American Business Environment; Latinx Studies, Migration, Transnational Studies; Tropical Conservation and Development. From 2013 to 2017, 34 students graduated from the MALAS program.

MDP, SDP and TCD are global programs in which more than half of enrolled students take LAC courses and/or do research in Latin America. CLAS co-manages the MDP and SDP with the Center for African Studies. From 2013 to 2017, the MDP program graduated 26 students (24 Master's and 2 SDP certificates) with a focus on Latin America. During the same period, TCD graduated 43 students with LAC-related research topics from eight academic disciplines and professional schools.

Students from diverse academic programs pursue the Graduate Certificate in LAS (MA, MS or PhD), which involves 12 hours of Latin American content courses, including at least one interdisciplinary seminar in Latin American Studies (LAS 6938), a graduate project related to Latin America, and intermediate high proficiency in a Latin American language. From 2013 to 2017, the 49 students who graduated from the certificate represented 23 different departments encompassing the arts, humanities, social sciences, natural sciences, and professional schools.

Each of these programs maintains an unusual span across disciplines and professional fields; together they integrate faculty and courses from Colleges of Arts, Agriculture and Life Sciences, Journalism, Design, Medicine, Natural Resources and Environment, Liberal Arts and Sciences, and others. Cross-college collaborations are institutionalized in dual degree programs, including a joint MALAS/JD, concurrent Master's programs (9 credit hours can be shared between both programs) with the College of Business and the College of Design, Construction and Planning, and a 4+1 option to earn a BA/BS and MA in Latin American Studies.

Language proficiency expectations were raised in 2014-15; now MALAS students must demonstrate advanced proficiency. Language learning appropriate for professional and academic work has been enhanced by the opportunity to take graduate seminars in Spanish or Portuguese.

The quality and appropriateness of CLAS language and academic training for scholarly

research in Latin American Studies is evident during 2014-18 in excellent rates of successful MALAS degree completion (86% of students finished their degrees in two years or less), and by the success of MALAS graduates in obtaining full funding for doctoral studies at the University of Michigan, University of North Carolina, Syracuse University, and UF.

A new internship option for the MALAS program has corresponded with increased enrollment of students with professional experience (in education, journalism, law and international development). The quality and appropriateness of the internship option for relevant careers is demonstrated by

employment of recent graduates in jobs with the Environmental Protection Agency, the AFL-CIO, and UF Multicultural and Diversity Affairs.

**H.4. Study and Research Abroad:**

Facilitated by many international agreements, UF offers myriad options for study abroad and student participation in overseas research in fields including business, architecture, environmental sciences, health sciences, journalism, language and culture, law, and music (Table

| <b>Table H.3. UF Study Abroad Enrollments in LAC, 2016-2017</b> |                      |
|---|----------------------|
| <b>Destination Institution or Program Name</b>                  | <b># of Students</b> |
| Architecture in Guadalajara, Mexico                             | 12                   |
| Drumming in Havana, Cuba  | 11                   |
| EARTH in Costa Rica   | 1                    |
| Service Learning for Health Professions in Peru                 | 23                   |
| Field Impact Assessment in Dominican Republic                   | 4                    |
| Field Methods and Marine Ecology in Belize                      | 5                    |
| Field Methods in Ecology & Conservation                         | 5                    |
| Graduate Business in Cuba                                       | 31                   |
| Independent Study in Galapagos, Ecuador                         | 1                    |
| Independent Study in Salvador                                   | 1                    |
| Internship in Arequipa, Peru                                    | 1                    |
| Issues in Agricultural and Life Sciences in Belize              | 8                    |
| Language and Culture in Rio de Janeiro, Brazil                  | 24                   |
| Language and Service Learning in Dom. Rep.                      | 12                   |
| Law in San Jose, Costa Rica                                     | 11                   |
| Marine Ecology and Conservation in Belize                       | 6                    |
| Master of International Business in Chile                       | 58                   |
| MBA in Rio de Janeiro and São Paulo, Brazil                     | 23                   |
| Multimedia Storytelling in Havana, Cuba                         | 17                   |
| Non-UF Study Abroad Programs                                    | 32                   |
| Sport and Athlete Development in Cuba                           | 14                   |
| Tropical Ecology and Spanish in Mérida, Mexico                  | 15                   |
| Tropical Ecosystems in San Jose, Costa Rica                     | 17                   |
| Tropical Marine & Island Ecology in Cuba                        | 13                   |
| Wildlife Ecology in Belize                                      | 10                   |
| Wildlife Veterinary Medicine in Belize                          | 14                   |
| <b>Total Study Abroad Students</b>                              | <b>369</b>           |
| # Graduate Student Field Research Grants                        | 33                   |
| <b>Total Study or Research in LAC</b>                           | <b>402</b>           |

H.3). During 2016-17, 369 students took part in programs in 12 countries. The majority participated in programs organized by UF faculty or direct university exchanges, with 32 students participating in programs offered by other institutions. Both CLAS and UFIC provide information and advising to students interested in pursuing programs offered by other institutions. Many of these are affiliated programs and pre-approved for UF credits. CLAS is known for its high quality FLAS-approved Brazilian Portuguese Language and Culture summer program in Rio de Janeiro. During 2017 summer FLAS fellowships supported two students to study at FIU Haitian Language Institute. With this proposal we will develop new research and study abroad opportunities, including the Research Tutorials Abroad (RTA) program and the Galapagos field school.

**Graduate student research funding:** During summer 2017, CLAS funded 33 graduate students conducting field research in 12 different Latin American countries facilitated by a Tinker Foundation Field Research grant, other external grants, and endowment income.

**Criterion I: LAS Outreach Activities**

**I.1. Overview:** CLAS

offers dynamic  
outreach activities

| <b>Table I.1. Outreach Activity Summary, 2016-17</b> |                         |                               |
|--|-------------------------|-------------------------------|
| <b>Primary Audience</b>                              | <b>Number of Events</b> | <b>Number of Participants</b> |
| Elem./Secondary Schools (K-12)                       | 21                      | 1,575                         |
| Postsecondary Institutions                           | 50                      | 3,514                         |
| General Public, Business, Media                      | 113                     | 12,798                        |
| <b>Total</b>   | <b>184</b>              | <b>17,887</b>                 |

reaching K-16 educators, business, media, and the community. According to a 2017 external review, CLAS’s outreach activities constitute “some of the most innovative and influential outreach programs in the Title VI community.” In 2016-17, CLAS’s 184 outreach events reached 17,887 participants (Table I.1). During the 2014-18 grant cycle, CLAS K-16 work focused on several areas that leverage resources at UF/CLAS: 1) collaborations with K-16 educators, including MSIs, to connect with Latin American experts in and out of the region, 2) projects with

the UF College of Education, 3) Portuguese and Brazilian Studies based on the long history and strong presence of Brazilian Studies at UF, and 4) languages for specific purposes (LSP), promoting the study of Latin American languages and cultures for use in professional contexts. CLAS also collaborated with local and regional community groups to promote cultural events and with alumni to increase awareness of the Latin American business environment.

**I.1 (a) *Elementary and Secondary Schools:*** CLAS continues its traveling suitcase program, which is a collection of 14 curriculum kits featuring authentic LAS artifacts and lessons. Suitcases focus on global themes and align with world language and social studies standards. CLAS recently enhanced the suitcase experience with virtual LAS faculty visits to engage with K-16 classrooms. In 2016-17 CLAS lent 31 suitcases impacting approximately 930 students and reached 251 students through the first year of our virtual guest expert visits.

To build a network of educators who understand how global issues impact world regions, CLAS partnered with other UF area studies centers and local non-profits in 2014 to establish an annual global education conference for K-16 Florida educators and administrators called “Florida Connected.” Attendees of the three conferences held to date totaled 350 K-16 educators from around the state. Expanding LAS and global content beyond in-service educators, CLAS increased its engagement with the College of Education (COE) to prepare future teachers with an understanding of world regions by integrating LAS modules into COE social studies and technology courses. CLAS has co-sponsored the Americas Awards (AA) for children’s literature over the years, and in 2017-18, we promoted the program through support of a webinar series and funds for classroom sets of books and global author speakers in K-16 classrooms.

CLAS also organized three Global Teacher Leader Institutes (GTLI) lasting eight to ten days in Belize, Costa Rica, and Mexico. The GTLI invites K-16 educators from across

disciplines to examine issues of education, diverse LAC cultural identities, environmental sustainability, leadership, and the integration of technology to connect educators and students across borders.

CLAS prioritizes the promotion of Portuguese and Brazilian Studies through outreach. CLAS collaborated with the American Organization of Teachers of Portuguese (AOTP) and has won two awards for promoting the study of Portuguese. Through AOTP and Boa Vista Press, CLAS's outreach director worked with the University of New Mexico's NRC to co-edit and publish "A Handbook for Portuguese Instructors in the U.S." and a ten-year anniversary volume of the online "Portuguese Language Journal" maintained with Title VI support over the years.

In 2009, in collaboration with UF's CIBER, CLAS established the Network of Business Language Educators (NOBLE), an online community to bring together K-16 educators interested in Languages for Specific Purposes (LSP) curriculum and program development. Since 2013, CLAS's outreach director has co-authored LSP articles and co-presented with high school teachers and graduate students at conferences and in journals to disseminate K-16 LSP and experiential learning course models and resources.

**I.1 (b) *Postsecondary Institutions:*** CLAS provides LAS outreach to UF as well as to colleges and universities across the state and region. CLAS's flagship postsecondary outreach event is the annual conference, now in its 67th year, which provides a venue for Latin American and U.S. scholars to present cutting-edge research and to establish scholarly networks. The 2018 conference grew out of an interdisciplinary working group supported during the 2014-18 grant cycle, "*Buenvivir* and Other Post-Development Pathways," and featured alternative visions, practices and pathways that challenge traditional development models in LAC. The 2017 conference resulted from a linkage initiative with Cuban partners supported during the 2014-18

grant cycle and brought together 50 scholars and artists (including 25 from Cuba) to explore recent changes in Cuba and Cuba-US relations from diverse perspectives. In addition to the annual conference, the CLAS speaker series exposes university and public audiences to a range of distinguished speakers from diverse sectors (academia, government, industry, non-profit, and media) and generates greater knowledge of Latin American perspectives on global issues.

CLAS co-sponsors the annual Brazilian Music Institute (BMI) with the UF School of Music. The BMI brings outstanding Brazilian musicians for an intensive week of instruction with musicians residing in the U.S., culminating in a musical performance open to the public. Jacaré Brasil concerts each fall and spring semester draw large post-secondary and community audiences, and reach thousands of viewers through digital performances and collaborations with UF's Digital Worlds Institute.

Expanding beyond the UF community to collaborate with state colleges, in 2015 and 2016, CLAS co-sponsored the annual Valencia College Brazilian film festival in Orlando which features guest film directors and artists from Brazil. As part of our collaboration, CLAS screened a film a year on UF's campus followed by director discussion.

Within the Central Florida area, CLAS continued to build its relationship with HBCU Bethune Cookman University (BCU). Collaborations included the development of a LAS component in a BCU Political Science course, which included a virtual LAS expert and sponsorship of BCU faculty participation in two of CLAS's annual conferences. New relationships were initiated with HBCU Florida A&M University and HSI University of Puerto Rico by sponsoring faculty attendance at the 2017 annual conference and at the 2018 Florida Connected event.

CLAS and the UF African Studies NRC delivered an annual one-day workshop model

infusing Latin American and African Studies across the Curriculum through a partnership with the Nine University and College International Studies Consortium of Georgia. The same model was implemented in collaboration with Daytona State College and Bethune Cookman University for faculty in Florida. Finally, in 2018 CLAS organized the IV Symposium of Languages for Specific Purposes/Business Language in collaboration with the 17-member CIBER network. The event was held at UF and brought K-16 faculty from over 60 institutions.

**I.1 (c) *Business, Media, and the General Public:*** CLAS directs a vibrant outreach program to business, media, and the general public. One of our interdisciplinary research and training programs, the Latin American Business Environment Program (LBE), facilitates much of CLAS's business outreach. LBE Director, an affiliate in the UF College of Business, produces the annual *Latin American Business Environment Report* (LABER) that assesses developments in the LAC region affecting business and finance. The LABER is available online and also distributed in print format to the state's economic development organization, Enterprise Florida, which promotes international trade. In the last three years, the LABER has had an official launch as part of the International Business Forum series organized by the Coral Gables Chambers of Commerce in South Florida. CLAS also sponsored a Latin American Business Symposium and Career Workshop, as well as other career talks across professional fields in collaboration with other UF units and the Career Resource Center. Through these career and business events, CLAS develops and maintains relationships with alumni across professional sectors by including them in Center activities as speakers and mentors to share their professional experience and expertise with students and faculty. This alumni network is a valuable channel to provide internships and job opportunities for UF graduates and serves as a resource for teacher training events.

CLAS works closely with local, regional, and national media to provide expertise on

Latin American issues. The Center’s director and other LAS faculty are frequent commentators in the media on contemporary Latin American events, including the *The Conversation*, *Orlando Sentinel*, *The New York Times*, *Politico*, *USA Today*, *CNN en Español*, *BBC*, and numerous Latin American media outlets. CLAS also coordinates with UF’s Media Relations to maintain an up-to-date online expert guide and to help channel requests that come directly through the Media Relations office. During the 2014-18 grant cycle, in addition to funding for the student-run Spanish news broadcast “Noticias,” CLAS supported a joint faculty hire for the Spanish News Manager position to expand Spanish language news coverage beyond radio to include news broadcasts through social media channels such as Facebook Live, YouTube and Twitter.

| <b>Table I.2. LAS Website and Social Media Statistics</b> |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|
|   | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> |
| Website Users   | 7,128       | 18,062      | 17,586      | 20,173      | 24,098      |
| Website Pageviews   | 66,532      | 150,923     | 90,489      | 103,333     | 116,681     |
| Facebook Likes  | n/a         | n/a         | 805         | 1,129       | 1,621       |
| Twitter Impressions                                       | n/a         | n/a         | 799,290     | 494,504     | 590,400     |
| Twitter Visits  | n/a         | n/a         | 2,904       | 25,860      | 35,275      |

CLAS is a co-sponsor of an annual community-run Latin American film festival

that includes film introductions by LAS faculty and LAC-based film directors. During the month-long event, the festival has expanded to include music performances in the community, cultural activities for children at the public library, programs tied to local K-12 classrooms and UF courses, and art exhibits. Other CLAS-sponsored community events include the biennial Bulla Cubana event series and the annual Latin American Museum Nights held on campus to encourage students and community members to visit. All of these events have increased the visibility and raised awareness of LAC issues among the general public. With the recent hire of a full-time Communications Specialist, CLAS has increased its visibility and engagement with constituents by promoting LAS academic and community programs and raising awareness of LAC through LAS news outlets (Table I.2).

## **Criterion J: FLAS Awardee Selection Procedures**

**J. 1. *FLAS Advertisement:*** Advertisement for AY and summer FLAS begins each fall semester and continues until applications are due on February 1 and March 13, respectively. The fellowships are advertised through the Center's website, social media platforms, e-mail lists, newsletters, informational brochures, and in university-wide publications and listservs. We hold info-sessions in early October and January to increase awareness and answer questions from potential candidates. Center-based and affiliate faculty and undergraduate and graduate program directors in all colleges and professional schools are encouraged to publicize the competition in their classes and to circulate information in their departments. We also disseminate FLAS information in the Student Orientation Week for MALAS and MDP students in early fall, the LAS course showcases for undergraduate students organized by the Center throughout the academic year, as well as the study abroad fairs and International Education Week organized by UF International Center. The brochure for CLAS's FLAS-approved Brazilian Portuguese Language summer program, disseminated nationally, includes information on summer FLAS fellowships. Details of the program are also distributed through the CLASP network. These comprehensive promotional efforts reach members of underrepresented minorities and students in the humanities, social sciences, natural sciences, and professional schools. CLAS continues to partner with the College of Law, the College of Business, the College of Agricultural and Life Sciences (environmental science students), the College of Public Health and Health Professions, College of Engineering, and the College of Journalism and Communications, to recruit competitive FLAS applicants at the advanced level from professional schools and STEM fields. Of the 69 FLAS recipients during the last four years, 27 (39%) were from professional schools and STEM fields. We plan to work closely with our partners at Santa Fe Community College and

the University of Puerto Rico to advertise our summer FLAS competition in their institutions and award a Portuguese fellowship to a Community College/MSI student proposing to attend our UF in Rio Program.

**J. 2. *FLAS Application and Selection Process:*** FLAS candidates submit an application form, academic transcripts, a statement of purpose outlining the need for language and area study as related to academic and professional goals, an academic letter of recommendation from their main advisor, and a language recommendation form, filled out by a language expert, documenting prior knowledge and ability to learn a foreign language. All applicants are required to submit the determination of need form or a copy of the most recent FAFSA form. Information from standardized tests scores (such as GRE, GMAT, LSAT, SAT, etc.) are directly obtained from the Graduate School and the Student Admissions records. Two separate committees composed of CLAS faculty, one for the AY fellowships and one for summer fellowships, evaluate both graduate and undergraduate applications. The committees include at least one LCTL expert (Portuguese and Haitian Creole) and two area studies specialists, one member from the professional schools and one member from the humanities and social sciences. The CLAS director ensures that members of the selection committees are diverse, representing different disciplines, genders, and ethnic/racial groups.

In evaluating applications, the committee considers the candidate's entire application package with particular attention to the applicant's previous language training, relevant experience, field of study, and career intentions. Selection criteria include: (1) the importance of language study for the applicant's academic program and research plans, (2) the extent to which language training will support the applicant's career goals, especially those aligned to national needs, (3) the quality of the applicant's academic preparation, including previous language

training, and (4) the applicant's disciplinary or professional school affiliation. In keeping with the goal of promoting diversity at UF, when a selection must be made between equally qualified candidates, applicants demonstrating financial need (**FLAS Competitive Preference Priority 1**), students from historically underrepresented groups, and from professional schools will be given priority. The summer selection committee uses these same selection criteria and gives preference in the following order: UF students participating in the Center's FLAS-approved Rio Language and Culture program, UF students participating in FLAS-approved language programs at other institutions, and non-UF students participating in the Center's Rio program. One summer FLAS will be designated for students from a Community College/MSI partner attending our UF in Rio Program, following the same application guidelines and selection process. The same non-discriminatory policy which governs CLAS admissions processes is applied to FLAS selection. Academic year awards may be renewed for a second year, contingent on satisfactory academic progress and enhanced language proficiency. The CLAS selection committees meet in February-March. AY FLAS award announcements are made in late February in order to recruit top students to UF and to provide those not selected time to make alternate plans.

***FLAS Fellowship Request:*** CLAS requests six AY graduate FLAS fellowships and two undergraduate fellowships for our highly successful Portuguese and Haitian Creole language programs. Additionally, CLAS requests six graduate and two undergraduate summer FLAS fellowships for Portuguese, Haitian Creole, and other LAC-related LCTLs (**FLAS Competitive Preference Priority 2**) (See FLAS Budget).

### **Criterion K: Competitive Preference Priorities**

Table K.1 provides select examples of how our programming and proposed activities fulfill NRC/FLAS Competitive Preference Priorities (see also Appendix E).

**Table K.1: Competitive Preference Priorities**

| Priority  | Definition  | Selected Activities  |
|---|---|--|
| <p><b>NRC Competitive Preference Priority #1 (CPP1)</b></p> | <p>Significant and sustained collaborative activities with one or more Minority-Serving Institutions and/or with one or more Community Colleges</p> | <ul style="list-style-type: none"> <li>• Offer pipeline Portuguese courses at Santa Fe Community College (<b>CLAS Goal 2</b>)</li> <li>• Organize Annual workshops with the Nine University and College International Studies Consortium of Georgia and UF NRCs (<b>CLAS Goal 4</b>)</li> <li>• Support MSIs Bethune-Cookman, FAMU &amp; Palm Beach faculty to attend CLAS’ annual conference (<b>CLAS Goal 4</b>)</li> <li>• Collaborate with University of Puerto Rico to support area-studies through professional and curriculum development activities (<b>CLAS Goal 4</b>)</li> <li>• Support CLASP initiative to organize Global Studies Conferences designed for NRC’s Title III and V and Community Colleges educators (<b>CLAS Goal 4</b>)</li> <li>• Collaborate with New World School of the Arts to hold Brazilian Music Institute in Miami (<b>CLAS Goal 4</b>)</li> <li>• Designate 1 summer FLAS award for underrepresented students in Minority-serving and Community College partner institutions to attend UF summer in Rio Brazilian Portuguese and Culture Program (<b>CLAS Goal 2</b>)</li> <li>• Support for library travel grants with priority to scholars from community colleges and MSIs (<b>CLAS Goal 5</b>)</li> </ul> |
| <p><b>NRC Competitive Preference Priority #2 (CPP2)</b></p> | <p>Collaborative activities with Teacher Education Programs</p>   | <ul style="list-style-type: none"> <li>• Support graduate assistant in COE to coordinate CLAS-COE initiatives (<b>CLAS Goal 3</b>)</li> <li>• Integration of Americas Awards books and other world regions in COE undergraduate literacy courses (<b>CLAS Goal 3</b>)</li> <li>• Offer Global Studies for Educators course in collaboration with COE (<b>CLAS Goal 3</b>)</li> <li>• Together with COE develop a K-12 Latin American Studies Curriculum Guide (<b>CLAS Goal 3</b>)</li> </ul>  |
| <p><b>FLAS Competitive Preference Priority #1</b></p>       | <p>Giving preference when awarding fellowships to undergraduate, graduate students, or both, who demonstrate financial need</p>                     | <ul style="list-style-type: none"> <li>• Work closely with UF's Office of Student Financial Affairs and use FAFSA and UF Declaration of Need forms to identify FLAS applicants with financial need as indicated by the student's expected family contribution and as determined under part F of Title IV provisions</li> <li>• Need determination will be based on student's financial circumstances and not on other aid</li> <li>• FLAS selection committee will prioritize applicants with financial need in the final rankings</li> </ul>  |
| <p><b>FLAS Competitive Preference Priority #2</b></p>       | <p>Awarding at least 25% of AY FLAS fellowships in the Less Commonly Taught Languages</p>   | <ul style="list-style-type: none"> <li>• CLAS has consistently awarded 100% of AY fellowships to Brazilian Portuguese and Haitian Creole, two prominent LCTLs in Latin American and Caribbean studies</li> <li>• In 2016-2017, CLAS awarded seven AY and nine Summer FLAS fellowships, all in Brazilian Portuguese and Haitian Creole</li> <li>• In the new Title VI cycle, we remain committed to awarding more than 25% of our AY FLAS fellowships to support undergraduate and graduate study of Brazilian Portuguese, Haitian Creole, and other LAC-related LCTLs.</li> </ul>  |

# **Diverse Perspectives & Government Service in Areas of National Need**

## **Diverse Perspectives & Government Service in Areas of National Need**

### **Diverse Perspectives and Wide Range of Views in Funded Activities**

The University of Florida (UF) and the Center for Latin American Studies (CLAS) affirm the critical importance for a learning community of intellectual discourse that intentionally embraces a diverse array of perspectives. Debate and exploration of diverse views is central to our mission as a world class institution. UF speaks directly to this commitment in Goal 1 of its recent strategic plan:

*“An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds.”*

UF recruits faculty with diverse disciplinary perspectives, experiences, and backgrounds. Moreover, CLAS regularly hosts visiting scholars, practitioners, activists, and speakers that bring a diverse range of voices and perspectives to inform debate and understanding of critical issues and regions. Included in the proposal are a number of activities that will reflect diverse perspectives and a wide range of views, generate debate on specific world regions pertinent to their focal point, and broadly contribute to the debate on current international affairs. Examples of such activities in the current proposal are: the Center’s annual conference, Law and Policy in the Americas conference, interdisciplinary working groups focusing on Afro-Latin Americans and indigenous rights, K-12 outreach programs, and new language and area studies courses.

## **Diverse Perspectives & Government Service in Areas of National Need**

### **Government Service in Areas of National Need and in Other Employment Sectors**

CLAS will encourage government, education, business, and nonprofit sector service in areas of national need through a number of activities. First, UF has strong academic programs in place that train both undergraduate and graduate students in these areas of need. With this proposal CLAS will strengthen and expand its training and degree programs that contribute to the national supply of Latin American Studies specialists, as well as expand partnerships with MSIs and community colleges in the Southeast and Puerto Rico. Second, CLAS will strengthen its collaboration with UF's College of Education by working to incorporate area studies into the pre-service teacher course curriculum. CLAS will collaborate with UF areas studies centers to ensure that all represented world regions are integrated and that pre-service teachers receive a thorough global perspective. Third, CLAS has always awarded 100% of AY fellowships to Brazilian Portuguese and Haitian Creole, two prominent LCTLs in Latin American and Caribbean studies. In 2016-2017, CLAS awarded seven AY and nine Summer FLAS fellowships, all in Brazilian Portuguese and Haitian Creole. With this proposal, we remain committed to awarding more than 25% of our AY FLAS fellowships to support undergraduate and graduate study of Brazilian Portuguese, Haitian Creole, and other LAC-related LCTLs. Fourth, in order to increase the number of students pursuing post-graduate employment, education, or training in areas of national need, CLAS will organize annual career workshops featuring UF alumni who speak on LAS-related job opportunities in government, business, education, and nonprofit sectors.

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# **Appendix A:**

## **Faculty and Staff Biographical Information**

# Appendix A

## UF Faculty and Staff Biographical Information

### Table of Contents

#### AGRICULTURAL AND LIFE SCIENCES

##### AGRICULTURAL & BIOLOGICAL ENGINEERING

|   |     |
|---|-----|
| Clyde W. Fraisse, Associate Professor ..... | A30 |
| Dorota Z. Haman, Professor and Chair.....   | A38 |
| Eric McLamore, Associate Professor .....    | A54 |
| Rafael Muñoz-Carpena, Professor .....       | A60 |
| Frederick S. Royce, Assistant In.....       | A74 |

##### AGRICULTURAL EDUCATION AND COMMUNICATION

|  |     |
|--|-----|
| Paul F. Monaghan, Associated Professor ..... | A57 |
| T. Grady Roberts, Professor .....            | A72 |
| Cecilia Suarez, Assistant Professor .....    | A85 |

##### AGRONOMY

|  |     |
|--|-----|
| S. Luke Flory, Associate Professor.....                                      | A29 |
| Lynn E. Sollenberger, Distinguished Professor and Graduate Coordinator ..... | A81 |

##### ENTOMOLOGY AND NEMATOLOGY

|   |     |
|---|-----|
| Marc A. Branham, Associate Professor..... | A10 |
| James P. Cuda, Professor.....             | A20 |

##### FAMILY YOUTH AND COMMUNITY SCIENCES

|   |     |
|---|-----|
| Jorge Ruiz Menjivar, Assistant Professor..... | A74 |
| Marilyn E. Swisher, Professor .....           | A86 |

##### FOOD AND RESOURCE ECONOMICS

|  |     |
|--|-----|
| Charles Adams, Professor.....                  | A2  |
| Robert J. Burkhardt, Professor .....           | A14 |
| Edward Evans, Professor .....                  | A27 |
| Travis McArthur, Assistant Professor .....     | A53 |
| William A. Messina Jr., Economic Analyst ..... | A55 |
| Charles Moss, Professor .....                  | A59 |
| Conner Mullally, Assistant Professor .....     | A59 |

##### FOREST RESOURCES AND CONSERVATION

|   |     |
|---|-----|
| Grenville Barnes, Professor .....                             | A5  |
| Stephanie Bohlman, Assistant Professor .....                  | A9  |
| Eben N. Broadbent, Assistant Professor.....                   | A12 |
| Robert J. Buschbacher, Associate In .....                     | A15 |
| Douglas R. Carter, Professor .....                            | A16 |
| Mary Duryea, Professor.....                                   | A24 |
| Jynessa Dutka-Gianelli, Postdoctoral Research Associate ..... | A24 |
| Francisco J. Escobedo, Associate Professor .....              | A26 |
| P.K. Ramachandran Nair, Distinguished Professor .....         | A61 |
| Denis Ribeiro Do Valle, Assistant Professor.....              | A70 |

##### HORTICULTURAL SCIENCES

|   |     |
|---|-----|
| Jonathan H. Crane, Professor and Associate Director ..... | A19 |
| Steven Alonzo Sargent, Professor .....                    | A77 |

##### IFAS INTERNATIONAL PROGRAMS

|   |     |
|---|-----|
| Kathleen E. Colverson, Associate Director ..... | A18 |
| Walter T. Bowen, Director .....                 | A9  |

**Appendix A**  
**UF Faculty and Staff Biographical Information**  
**Table of Contents**

|   |     |
|---|-----|
| Thomas K. Ruppert, Assistant In.....  | A75 |
| <b>NATURAL RESOURCES AND ENVIRONMENT</b>  |     |
| Ignacio Porzecanski, Lecturer.....  | A68 |
| <b>PLANT PATHOLOGY</b>  |     |
| Karen Garret, Lecturer.....   | A33 |
| <b>SOIL AND WATER SCIENCE</b>   |     |
| Nicholas Comerford, Professor Emeritus .....                                    | A19 |
| Pedro Sanchez, Research Professor .....   | A76 |
| Jerry B. Sartain, Professor Emeritus .....                                      | A78 |
| <b>WILDLIFE AND ECOLOGY CONSERVATION</b>  |     |
| John G. Blake, Professor .....  | A8  |
| Lyn C. Branch, Professor.....   | A10 |
| Robert Fletcher, Associate Professor .....                                      | A28 |
| Susan K. Jacobson, Professor .....  | A43 |
| Kathryn E. Sieving, Professor .....   | A79 |
| <b>ARTS</b>   |     |
| <b>ART AND ART HISTORY</b>  |     |
| Kaira M. Cabañas, Associate Professor.....                                      | A16 |
| Juliana Fusco, Professor .....  | A31 |
| María Gabriela Hernández, Assistant Professor .....                             | A41 |
| Heidi C. Powell, Director of MA Art Education Program Online .....              | A68 |
| Maria Rogal, Associate Professor.....   | A72 |
| Maya Stanfield-Mazzi, Associate Professor.....                                  | A83 |
| Sergio Vega, Professor .....  | A91 |
| <b>MUSIC</b>  |     |
| Kenneth L. Broadway, Professor.....   | A12 |
| Silvio J. Dos Santos, Associate Professor .....                                 | A23 |
| Larry Crook, Professor .....  | A20 |
| Kristen Stoner, Professor .....   | A84 |
| <b>THEATRE AND DANCE</b>  |     |
| Joan D. Frosch, Professor.....  | A30 |
| Tony Mata, Professor.....   | A52 |
| <b>BUSINESS, WARRINGTON COLLEGE</b>   |     |
| <b>FINANCE, INSURANCE &amp; REAL ESTATE</b>                                     |     |
| Brian Gendreau, Clinical Professor .....  | A34 |
| Andy Naranjo, Professor and Chairman .....                                      | A62 |
| <b>COUNSELING &amp; WELLNESS CENTER</b>   |     |
| Zully Rivera-Ramos, Clinical Assistant Professor and Outreach Coordinator ..... | A70 |
| <b>DESIGN, CONTRUCTION AND PLANNING</b>   |     |
| <b>ARCHITECTURE</b>   |     |
| Martha Kohen, Professor .....   | A47 |
| Alfonso Pérez-Méndez, Professor .....   | A65 |
| <b>LANDSCAPE ARCHITECTURE</b>   |     |

**Appendix A**  
**UF Faculty and Staff Biographical Information**  
**Table of Contents**

|   |     |
|---|-----|
| Maria C. Gurucharri, Chair and Associate Professor .....                        | A37 |
| <b>URBAN &amp; REGIONAL PLANNING</b>  |     |
| Jocelyn Widmer, Assistant Scholar and Program Director of Online Degree .....   | A93 |
| <b>EDUCATION</b>  |     |
| <b>TEACHING AND LEARNING</b>  |     |
| Christopher L. Busey, Assistant Professor of Curriculum .....                   | A15 |
| Maria R. Coady, Associate Professor .....                                       | A17 |
| Ester De Jong, Professor .....  | A21 |
| <b>ENGINEERING, HERBERT WERTHEIM COLLEGE</b>                                    |     |
| <b>CIVIL &amp; COASTAL ENGINEERING</b>  |     |
| Arnoldo Valle-Levinson, Professor .....   | A89 |
| <b>COMPUTER &amp; INFORMATION SCIENCE &amp; ENGINEERING</b>                     |     |
| Manuel Bermudez, Associate Professor .....                                      | A6  |
| <b>ENVIRONMENTAL ENGINEERING SCIENCES</b>                                       |     |
| David A. Kaplan, Assistant Professor .....                                      | A45 |
| <b>FLORIDA MUSEUM OF NATURAL HISTORY</b>  |     |
| Kitty F. Emery, Associate Curator.....  | A25 |
| William F. Keegan, Chairman and Curator .....                                   | A46 |
| Bruce J. Macfadden, Curator and Professor .....                                 | A51 |
| Susan Milbrath, Curator.....  | A55 |
| Jacqueline Y. Miller, Curator of Lepidoptera .....                              | A56 |
| Max A. Nickerson, Curator of Herpetology .....                                  | A63 |
| Norris H. Williams, Curator .....   | A94 |
| <b>GEORGE A. SMATHERS LIBRARIES</b>   |     |
| <b>DIGITAL HUMANITIES</b>   |     |
| Laurie Taylor, Librarian and Director of Digital Library of the Caribbean ..... | A86 |
| <b>LATIN AMERICAN AND CARIBBEAN COLLECTION</b>                                  |     |
| Crystal A. Felima, Postdoctoral Fellow .....                                    | A27 |
| Paul Losch, Associate Librarian .....   | A50 |
| Margarita Vargas-Betancourt, Assistant University Librarian .....               | A90 |
| <b>HEALTH AND HUMAN PERFORMANCE</b>   |     |
| <b>TOURISM, RECREATION &amp; SPORT MANAGEMENT</b>                               |     |
| Angélica E. Almeyda Zambrano, Assistant Professor .....                         | A3  |
| Brijesh Thapa, Professor.....   | A87 |
| <b>INSTITUTIONAL RESEARCH PLANNING</b>  |     |
| Rajeeb Das, Senior Program Evaluator and Assessment Specialist .....            | A98 |
| <b>JOURNALISM AND COMMUNICATIONS</b>  |     |
| <b>JOURNALISM</b>   |     |
| John Kaplan, Professor .....  | A45 |
| <b>TELECOMMUNICATION</b>  |     |
| Michael Leslie, Associate Professor and Graduate Coordinator .....              | A48 |
| Amy Jo Coffey, Associate Professor .....  | A18 |

**Appendix A**  
**UF Faculty and Staff Biographical Information**  
**Table of Contents**

Churchill Roberts III, Professor..... A71

**LATIN AMERICAN STUDIES**

Patricia Alba, Communications Specialist ..... A95  
Dania Alexandrino, Spanish Language News Manager ..... A96  
Simone F. Athayde, Adjunct Associate Research Scientist ..... A5  
Jessica Baker, Accountant III ..... A96  
Efraín Barradas, Professor ..... A6  
Emilio Bruna, Professor ..... A14  
Jessica Caicedo, Fiscal Assistant III ..... A97  
Wanda Carter, Program Assistant..... A97  
Mónica Castillo Sifuentes, Fiscal Assistant II ..... A98  
Jonathan L. Dain, Lecturer ..... A21  
Rose Farley, Human Resource Assistant ..... A99  
Glenn Galloway, Director, MDP ..... A31  
Yankuic Galvan-Miyoshi, Postdoctoral Associate ..... A32  
Maira Gutierrez Rascón, Program Coordinador ..... A99  
Rebecca A. Hanson, Assistant Professor ..... A38  
Ivette Hernández, Administrative Support Assistant I.....A100  
Karen A. Kainer, Professor..... A44  
Bette Ann Loiselle, Director, TCD..... A49  
Timothy M. Murtha, Associate Professor..... A60  
Andy Noss, Program Coordinator, MDP .....A100  
Susan Paulson, Professor ..... A64  
Rosana D. Resende, Lecturer..... A69  
Mary E. Risner, Associate Director, Outreach and Latin American Business Program ..... A71  
Patricia Sampaio, Program Coordinator, TCD .....A101  
Tanya Saunders, Associate Professor ..... A78  
Marianne Schmink, Professor..... A79  
John Richard Stepp, Associate Professor..... A84  
Welson A. Tremura, Associate Professor ..... A87  
Catherine Tucker, Professor ..... A88  
Lenny A. Ureña Valerio, Assistant Director, Administrative Services .....A101  
Pilar Useche, Associate Professor ..... A88  
Nicholas Vargas, Assistant Professor ..... A90  
Robert T. Walker, Professor ..... A92  
Philip Williams, Director and Professor of Political Science ..... A1

**LAW, LEVIN COLLEGE**

**LAW**

Berta Esperanza Hernández-Truyol, Professor ..... A42  
Pedro A. Malavet, Professor ..... A51  
Winston Nagan, Sam T. Dell Research Scholar and Professor..... A61  
D. Daniel Sokol, Professor ..... A80

**GOVERNMENTAL RESPONSIBILITY**

Thomas T. Ankersen, Legal Skills Professor..... A4  
Joan D. Flocks, Director, Social Policy ..... A29  
Timothy E. McLendon, Assistant In and Staff Attorney ..... A54  
Jon Mills, Dean Emeritus and Director ..... A56

**LIBERAL ARTS AND SCIENCES**

**AFIRCAN AMERICAN STUDIES**

**Appendix A**  
**UF Faculty and Staff Biographical Information**  
**Table of Contents**

Bryce Henson, Visiting Professor..... A40

**ANTHROPOLOGY**

George A. Broadwell, Elling Eiden Professor ..... A13

Susan D. de France, Professor ..... A22

Susan D. Gillespie, Professor ..... A35

Clarence C. Gravlee, Associate Professor ..... A36

Michael J. Heckenberger, Associate Professor ..... A39

Richard Kernaghan, Associate Professor ..... A46

Michael E. Moseley, Distinguished Professor Emeritus ..... A58

Augusto Oyuela-Caycedo, Associate Professor ..... A64

**BIOLOGY**

Karen Bjorndal, Distinguished Professor ..... A8

Walter S. Judd, Distinguished Professor Emeritus ..... A44

Francis E. Putz, Distinguished Professor ..... A69

Claudia Romero, Courtesy Faculty ..... A73

**CHEMISTRY**

Valeria D. Kleiman, Associate Professor ..... A47

**ECONOMICS**

Germán Bet, Assistant Professor ..... A7

Elias Dinopoulos, Professor ..... A23

Maria Cecilia Peluffo, Assistant Professor ..... A65

Héctor H. Sandoval Gutierrez, Assistant Professor ..... A77

**ENGLISH**

Tace Hedrick, Associate Professor ..... A40

Leah Rosenberg, Associate Professor..... A73

Raúl Sanchez JR, Associate Professor..... A76

**GEOGRAPHY**

Michael W. Binford, Professor ..... A7

Abraham Goldman, Associate Professor ..... A36

Sadie Ryan, Associate Professor ..... A75

Corene J. Matyas, Associate Professor ..... A53

Cynthia Simmons, Associate Professor and Graduate Coordinator ..... A80

Jane Southworth, Professor and Chair ..... A82

Peter R. Waylen, Associate Dean and Professor ..... A93

**GEOLOGICAL SCIENCES**

Mark Brenner, Professor ..... A11

**HISTORY**

Ida Altman, Professor Emerita ..... A3

David P. Geggus, Professor ..... A33

Lillian Guerra, Associate Professor ..... A37

Jeffrey D. Needell, Professor ..... A62

Paul Ortiz, Associate Professor ..... A63

Heather A. Vrana, Assistant Professor ..... A92

**LANGUAGES, LITERATURES & CULTURES**

Benjamin Hebblethwaite, Associate Professor ..... A39

**Appendix A**  
**UF Faculty and Staff Biographical Information**  
**Table of Contents**

|   |     |
|---|-----|
| James Essegbey, Associate Professor .....               | A26 |
| <b>POLITICAL SCIENCE</b>                                |     |
| Leslie E. Anderson, Professor .....                     | A4  |
| Myra L. Brown, Associate Professor .....                | A13 |
| Carlos A. Suarez Carrasquillo, Lecturer .....           | A85 |
| <b>RELIGION</b>   |     |
| Anna L. Peterson, Professor .....                       | A67 |
| Robin Wright, Associate Professor .....                 | A94 |
| <b>SOCIOLOGY, CRIMINOLOGY AND LAW</b>                   |     |
| Stephen G. Perz, Professor .....                        | A66 |
| Barbara A. Zsembik, Associate Professor and Chair ..... | A95 |
| <b>SPANISH AND PORTUGUESE STUDIES</b>                   |     |
| Jessica Aaron, Associate Professor .....                | A2  |
| Susana E. Braylan, Senior Lecturer .....                | A11 |
| Kathryn V. Dwyer Navajas, Senior Lecturer .....         | A25 |
| Andréa C. L. Ferreira, Lecturer .....                   | A28 |
| Antonio C. Gil, Lecturer .....                          | A34 |
| M. Elizabeth Ginway, Associate Professor .....          | A35 |
| Emily Hind, Associate Professor .....                   | A42 |
| Victor Jordan Orozco, Lecturer .....                    | A43 |
| Gillian Lord, Chair and Professor .....                 | A49 |
| Crystal Marull, Lecturer .....                          | A52 |
| Ximena Moors, Lecturer .....                            | A57 |
| Greg Moreland, Senior Lecturer .....                    | A58 |
| Charles A. Perrone, Professor Emeritus .....            | A66 |
| David A. Pharies, Professor .....                       | A67 |
| Martín Sorbille, Associate Professor .....              | A81 |
| Clara Sotelo, Spanish Lecturer .....                    | A82 |
| Jorge Valdes Kroff, Assistant Professor .....           | A89 |
| <b>WOMEN'S STUDIES</b>                                  |     |
| Manoucheka Celeste, Assistant Professor .....           | A17 |
| <b>MEDICINE</b>   |     |
| <b>INFECTIOUS DISEASES AND GLOBAL MEDICINE</b>          |     |
| Vincent DeGennaro, Assistant Professor .....            | A22 |
| Michael Lauzardo, Research Associate Professor .....    | A48 |
| Amy Vittor, Assistant Professor .....                   | A91 |
| <b>NURSING</b>  |     |
| Robert Lucero, Associate Professor .....                | A50 |
| Jeanne-Marie R. Stacciarini, Associate Professor .....  | A83 |
| <b>VETERINARY MEDICINE</b>                              |     |
| <b>LARGE ANIMAL CLINICAL SCIENCES</b>                   |     |
| Klibs Galvão, Associate Professor .....                 | A32 |
| Jorge A. Hernández, Professor .....                     | A41 |

## CLAS Director

**WILLIAMS, Philip J.**

**Year of Appointment:** 1989

**Title/Department:** Director, Center for Latin American Studies; Professor, Political Science

**Tenure Status:** Tenured

**Education:** BA, University of California, Los Angeles, Political Science, 1981; MPhil, University of Oxford, Latin American Studies, 1984; DPhil, University of Oxford, Politics, 1986

**Academic Experience:** Visiting Professor of Political Science, Universidad Centroamericana, El Salvador, 1991-92; Assistant Professor of Political Science, Northeast Missouri State University, 1987-89.

**Number of Theses Supervised During Past 5 Years:** 15

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

**Research/Teaching Interests:** Religion and Politics; Democratization; Transnational Migration; Social Movements; Civil-Military Relations in Latin America

**Number of Courses:** 3

LAS 6220: Issues and Perspectives in Latin American Studies; LAS 4935/CPO 4722/LAS 6938: Latin American and Caribbean Immigration to the US; CPO 6307: Latin American Politics

**Overseas Experience:** Chile, Colombia, Costa Rica, El Salvador, Honduras, Mexico, Nicaragua, Panama, Peru

**Number of Recent Publications:** 3

“Orígenes y Evolución de la Jerarquía Católica en Nicaragua.” *Temas Nicaragienses*, no. 64 (August, 2013).

With J.M. Ruhl. “Demilitarization after Central American Civil Wars.” In *Demilitarization in the Contemporary World*, edited by P. Stearns. Champaign, IL: University of Illinois Press, 2013.

With M. Marquardt, T. Steigenga, and M. Vásquez. *Living ‘Illegal’: The Human Face of Unauthorized Immigration*. New York: The New Press, 2011 (paperback edition with new forward and epilogue, 2013).

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Tinker Foundation Field Research Grants Program, 2017; Department of State grant for project to support implementation of the new Accusatorial System of Justice in Indigenous Comarcas in Panama, 2015-2017; Carnegie Corporation of New York grant, “Recovering the Human Face of Immigration,” 2015-2017; USAID-Higher Education for Development grant for Colombia-U.S. Human Rights Law School Partnership Program, 2012-2015; Ford Foundation grants in 2010 and 2012 for research and public outreach on Latin American immigration to the U.S. South; University of Florida Research Foundation Professorship, 2009-2012.

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

## Faculty

### AARON, Jessica E.

**Year of Appointment:** 2006

**Title/Department:** Associate Professor, Department of Spanish and Portuguese

**Tenure Status:** Tenured

**Education:** BA, Stanford University, Political Science/Spanish, 1999; MA, Stanford University, Latin American Studies, 2000; MA, University of New Mexico, Anthropology (Ethnology), 2002; PhD, University of New Mexico, Spanish and Portuguese (Hispanic Linguistics), 2006

**Academic Experience:** University of Florida, 2006-present

**Number of Theses Supervised During Past 5 Years:** 4

**Languages:** Spanish (5), Portuguese (5), French (3), Italian (4), Quiché Maya (2)

**Research/Teaching Interests:** Language Variation and Change; Spanish in Contact; Sociolinguistics; Emergent Systems; Language Policy; Human Rights

**Courses: Number of Courses:** 3

SPN 2240: Intensive Comm. Skills; SPN 3700: Introduction to Hispanic Linguistics; SPN 4822: Sociolinguistics of the Spanish-Speaking World

**Overseas Experience:** Mexico

**Number of Recent Publications:** 4

“Lone English-Origin Nouns in Spanish: The Precedence of Community Norms.” *International Journal of Bilingualism* 19, no. 4 (2015): 459-80.

**Percentage of time devoted to LAC studies:** 75%

**Distinctions:** Invited panelist at *Celebrating Varieties of New Mexican Spanish*, Albuquerque, NM, 2013

### ADAMS, Charles M.

**Year of Appointment:** 1984

**Title/Department:** Professor, Food and Resource Economics

**Tenure Status:** Tenured

**Education:** BS, Texas A&M University, Fisheries Science, 1976; MS, Texas A&M University, Agricultural Economics, 1978; PhD, University of Florida, Food and Resource Economics, 1984

**Academic Experience:** Member of the Scientific and Statistical Committee of the Gulf of Mexico and South Atlantic Fisheries Management Councils and Taskforce member for the Gulf Seafood Marketing Coalition

**Languages:** Spanish (3)

**Research/Teaching Interests:** Marine Fisheries Management; Seafood Markets and Demand; Marine Aquaculture Feasibility; Coastal Industry Activity and Impact; Changes in Coastal Environmental Conditions

**Overseas Experience:** Nicaragua, Cuba

**Number of Recent Publications:** 5

With M. Eero, H.V. Strehlow, and M. Vinther. “Does Recreational Catch Impact the TAC for Commercial Fisheries?” *ICES Journal of Marine Sciences* 72, no. 2 (2015): 450-57.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**ALMEYDA ZAMBRANO, Angélica E.**

**Year of Appointment:** 2016

**Title/Department:** Assistant Professor, Department of Tourism, Recreation & Sport Management

**Tenure Status:** Tenure track

**Education:** BS, Universidad Nacional Agraria La Molina, Peru, Forest Sciences, 1999; MA, University of Florida, Latin American Studies, 2004; PhD, Stanford University, Anthropology, 2012

**Academic Experience:** Adjunct Faculty, Department of Geography, University of Alabama, 2014-2016

**Number of Theses Supervised During Past 5 Years:** 9

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

**Research/Teaching Interests:** Sustainable Tourism; Land Use and Land Cover Change; Political Ecology; Ecological and Economic Anthropology; Conservation and Development; Tropical Ecology; Interactions among Households, Communities, and Landscapes

**Number of Courses:** 2

LEI 3843: Entrepreneurship in Tourism, Recreation, and Sport Management; HFT 3843:

Entrepreneurship in Tourism, Recreation & Sport Management

**Overseas Experience:** Peru, Brazil, Bolivia, Costa Rica

**Number of Recent Publications:** 7

With R. Chazdon, E.N. Broadbent, D.M.A. Rozendaal, et al. "Carbon Sequestration Potential of Second Growth Regeneration in the Latin American Tropics." *Science Advances* 2, no. (2016): 1-10.

**Percentage of time devoted to LAC studies:** 80%

**ALTMAN, Ida**

**Year of Appointment:** 2006

**Title/Department:** Professor Emerita, History

**Tenure Status:** Tenured

**Education:** BA, University of Michigan, Latin American Studies, 1971; MA, University of Texas, Latin American Studies, 1972; MA, The Johns Hopkins University, History, 1978; PhD, The Johns Hopkins University, History, 1982

**Academic Experience:** Research Professor, Department of History, University of New Orleans, 2001-2006; Visiting Professor, Department of History, Tulane University, Spring 1988

**Number of Theses Supervised During Past 5 Years:** 5

**Languages:** Spanish (4)

**Research/Teaching Interests:** Mexico; Early Spanish Caribbean; Early Modern Spain and Spanish America

**Number of Courses:** 4

LAH 4934: Conflict and Rebellion in Mexico; LAH 5934: Iberian Atlantic World; LAH 6934: Colonial Spanish America; LAH/EUH: 4930: The Inquisition in Spain and America

**Overseas Experience:** Mexico, Spain

**Number of Recent Publications:** 7

*Contesting Conquest: Indigenous Perspectives on the Spanish Occupation of Nueva Galicia, 1524-1545.* Translation, introduction and notes by Ida Altman. University Park, PA: Pennsylvania State University Press, 2017.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** A.B. Thomas Book Prize, SECOLAS, 2011, for *The War for Mexico's West*; Norman Wilensky Graduate Teaching Award, UF Department of History, 2009

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**ANDERSON, Leslie E.**

**Year of Appointment:** 1995

**Title/Department:** Professor, Political Science

**Tenure Status:** Tenured

**Education:** BA, Bowdoin College, Government, 1979; MPH, University of Michigan, Population Planning, 1984; PhD, University of Michigan, Political Science, 1987

**Academic Experience:** Assistant Professor, University of Colorado, 1988-1995

**Number of theses supervised during past 5 years:** 5

**Languages:** Spanish (5), French (4), Swedish (3)

**Research/Teaching Interests:** Democratization; Popular Politics; Institutions; Local Government; Comparative Politics; Latin American Politics; Peasant Studies

**Number of Courses:** 4

CPO 2001: Comparative Politics; CPO 4306: Contemporary Problems in Latin America; CPO 6059: Democracy and Its Competitors; POS 6736: Research Design (The Conduct of Inquiry)

**Overseas Experience:** Argentina, Nicaragua, Mexico, France, and Sweden

**Number of Recent Publications:** 5

*Democratization by Institutions: Argentina's Transition Years in Comparative Perspective.* Ann Arbor: University of Michigan Press, 2016.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** National Endowment for the Humanities Fellowship, 2016; National Science Foundation Grant, with Larry Dodd and Won-ho Park, 2017

**ANKERSEN, Thomas T.**

**Year of Appointment:** 1993

**Title/Department:** Legal Skills Professor; Director, Conservation Clinic and UF/University of Costa Rica Program in Environmental Law, College of Law

**Tenure Status:** Non-tenure track

**Education:** BA, University of South Florida, English and History, 1977; MA, University of South Florida, History, 1980; JD, University of Florida, College of Law, 1986

**Academic Experience:** University of Florida, 1993-present

**Languages:** Spanish (4)

**Research/Teaching Interests:** International Law; International Development; Latin American Property Law; History of Latin American law

**Number of Courses:** 2

LAW 6465: Conservation Clinic; LAW 6943: Externship; UF Law Sustainable Development: Law, Policy, and Professional Practice (UF in Costa Rica); Marine and Coastal Law (South Florida/Bahamas Spring Break Field Course)

**Overseas Experience:** Brazil, Belize, Costa Rica, Guatemala, Panama, Mexico, and Southern Africa

**Number of Recent Publications:** 9

With Wesley J. Hevia, Michael T. Olexa, and William A. Messina Jr. "Seizing the 'Organic' Moment: Cuba's Agricultural Crossroads and Certified Organic Export Potential." *Drake Journal of Agricultural Law* 21(2016), 14pp.

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Florida Climate Institute Distinguished Faculty Fellow, 2017-2019

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**ATHAYDE, Simone F.**

**Year of Appointment:** 2010

**Title/Department:** Adjunct Associate Research Scientist, Center for Latin American Studies

**Tenure Status:** Non-tenure track

**Education:** MSc in Ethnobotany with Merit, Post-graduate course in Ethnobotany, University of Kent at Canterbury, Department of Anthropology, 2003; PhD, University of Florida, Interdisciplinary Ecology with Concentration in Anthropology, 2010

**Academic Experience:** Visiting Professor, Environmental Sciences Graduate Program (PGCiamb), Federal University Tocantins, Brazi, 2016-present; Visiting Professor, Environment and Regional Development Program (PGDRA), Federal University of Rondônia, Brazil, 2014-present

**Number of theses supervised during past 5 years:** 7

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

**Research/Teaching Interests:** Sustainability Science; Inter-and Trans-Disciplinary Research and Practice between Biophysical and Social Sciences; Indigenous Knowledge Systems; Biocultural Diversity Conservation; Resilience of social-ecological systems transformed by dams in the Amazon; and Participatory Development

**Overseas Experience:** The Amazon, Brazil, Latin America

**Number of Recent Publications:** 16

With J. Silva-Lugo, M. Schmink, and M. Heckenberger. "The Same, but Different: Indigenous Knowledge Persistence and Change in the Brazilian Amazon." *Human Ecology* 45, no. 4 (2017): 533–44.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Schmink Innovation Award, 2016

**BARNES, Grenville**

**Year of Appointment:** 1993

**Title/Department:** Professor, Forest Resources and Conservation

**Tenure Status:** Tenured

**Education:** BS, University of Natal, Surveying and Mapping, 1977; MS, University of Natal, Surveying and Mapping, 1982; PhD, University of Wisconsin at Madison, Civil and Environmental Engineering, 1988

**Academic Experience:** Assistant Professor, Department of Geodetic Science & Surveying, Ohio State U., Columbus, 1988-1992

**Number of Theses Supervised During Past 5 Years:** 18

**Languages:** Spanish (3), Afrikaans (2)

**Research/Teaching Interests:** Land tenure and property rights systems and their role in sustainable development; adaptive capacity in rural communities; governance of natural resources

**Number of Courses:** 2

SUR 4501: Foundations of UAS Mapping; SUR 6427: Land Tenure and Administration

**Overseas Experience:** Brazil, Peru, Bolivia, Grenada, Honduras, Mexico

**Number of Recent Publications:** 10

With B. Child, eds. *Adaptive, Cross-Scalar Governance of Natural Resources*. London: Taylor and Francis, 2014.

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**BARRADAS, Efraín**

**Year of Appointment:** 2000

**Title/Department:** Professor, Latin American Studies and Spanish and Portuguese Studies

**Tenure Status:** Tenured

**Education:** BA, University of Puerto Rico, Philosophy, 1968; MA, Princeton University, Latin American Literature, 1973; PhD, Princeton University, Latin American Literature, 1978

**Academic Experience:** Visiting professor, University of Massachusetts/Amherst, Summer Program in Salamanca (Spain), 1999; Department of Spanish and Portuguese University of Massachusetts/Boston, 1975-1999

**Number of theses supervised during past 5 years:** 32

**Languages:** Spanish (5)

**Research/Teaching Interests:** Caribbean Literature and Culture; Latin American Art and Popular Culture

**Number of Courses:** 3

LAS 4935/6938: Latin American Thinkers; Colonial Spanish American Literature; SPW 6357:

Contemporary Latin American Poetry-Mexico; LAS 4935/6938: Latino/a Culture

**Overseas Experience:** Cuba, Mexico, Central America

**Number of Recent Publications:** 7

“¿Sor Juana en/a la cocina?: Apuntes sobre un supuesto recetario virreinal.” In *Insomne pasado: Lecturas críticas de Latinoamérica colonial. Un homenaje a Á. Félix Bolaños*, edited by C. García, K. E. Vázquez y G. Walczak. Ciudad de Guatemala: F & G Editores, 2016.

“Volver a andar lo andado: relectura de la propia lectura de Julia de Burgos.” In *Hablan sobre Julia: Reflexiones en su centenario*, edited by C. M. Rivera Villegas and L. Pagán Tirado. Ponce/San Juan, PR: Casa Paoli/Publicaciones Gaviota, 2015.

**Percentage of time devoted to LAC studies:** 100%

**BERMUDEZ, Manuel**

**Year of Appointment:** 1985

**Title/Department:** Associate Professor, Computer and Information Science and Engineering

**Tenure Status:** Tenured

**Education:** BS, University of Costa Rica, Computer Science, 1979; MSc, University of California, Computer and Information Sciences, Santa Cruz, 1982; PhD, Computer and Information Sciences, 1984

**Academic Experience:** Lecturer, Computer Science Dept., School of Mathematics, University of Costa Rica, 1980-1981; Visiting Assistant Professor, Computer and Information Sciences, University of California, Santa Cruz, 1984-1985

**Languages:** Spanish (5)

**Research/Teaching Interests:** Software Engineering; Agile Development Methods; Programming Languages; Compilers; Automata Theory; Programming Linguistics

**Number of Courses:** 5

CEN 3031: Introduction to Software Engineering; COP 3530: Data Structures and Algorithms; COP 4020: Programming Language Concepts; COP 5641/5550/555: Principles of Programming Languages; COP 6934: Automatic Generation of Translators

**Overseas Experience:** Venezuela, Peru, Mexico, Panama

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**BET, Germán**

**Year of Appointment:** 2017

**Title/Department:** Assistant Professor, Economics

**Tenure Status:** Tenure track

**Education:** BA, Universidad Nacional de La Plata, Argentina, Economics, 2005; MA, Universidad Nacional de La Plata, Argentina, Economics, 2011; MA, Northwestern University, Economics, 2013; PhD, Northwestern University, Economics, 2017

**Academic Experience:** Junior Researcher, Center for Distributional Labor and Social Studies, 2010-2011; Research Fellow, Universidad Nacional de La Plata, Argentina, 2007-2009

**Languages:** Spanish (5)

**Research/Teaching Interests:** Industrial Organization; Applied Microeconomic Theory

**Number of Courses:** 1

ECO 4934: Industrial Organization

**Overseas Experience:** Argentina

**Percentage of time devoted to LAC studies:** 25%

**BINFORD, Michael W.**

**Year of Appointment:** 1997

**Title/Department:** Professor, Geography; Program Director, Macrosystems Biology and Early NEON Science, U.S. National Science Foundation (2017-2019)

**Tenure Status:** Tenured

**Education:** BS, Kansas State University, Biology/Fisheries, 1973; MS, Louisiana State University, Fisheries/Experimental Statistics, 1975; PhD, Indiana University, Zoology/Geology, 1980

**Academic Experience:** Visiting Senior Scientist, J.W. Jones Ecological Research Center, Ichauway, GA, 2011; MLA I and MLA II in Department of Landscape Architecture, Graduate School of Design, Harvard University, 1993-94; Senior Research Fellow in Landscape Ecology, GDS, Harvard University, 1996-97.

**Number of theses supervised during past 5 years:** 30

**Languages:** Spanish (2)

**Research/Teaching Interests:** Landscape Dynamics (Land-Cover/Land-Use Change); Ecological Interactions between Land and Water; Human-Environment Interactions

**Number of Courses:** 5

GEO 2200: Physical Geography; GEO 4037: Remote Sensing; GEO 4300: Environmental Biogeography; GEO 4120: Aerial Photo Interpretation; GEO 5159: G.I.S. Applications in Environmental Systems

**Overseas Experience:** Bolivia, Haiti, Peru, Venezuela

**Number of Recent Publications:** 3

With W. Kleindl, P. Stoy, A. Desai, M. Dietze, et al. "Toward a Social-Ecological Theory of Forest Macrosystems for Improved Ecosystem Management." *Forests*. Submitted March 2018.

With T. Van Holt, K. M. Portier, and R. Vergera. "A Stand of Trees Does Not a Forest Make: Tree Plantations and Forest Transitions." *Land Use Policy* 56 (Nov. 2016):147-57.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**BJORNDAL, Karen A.**

**Year of Appointment:** 1996

**Title/Department:** Distinguished Professor, Biology; Director, Archie Carr Center for Sea Turtle Research

**Tenure Status:** Tenured

**Education:** BA, Occidental College, Biology, 1972; PhD, University of Florida, Zoology, 1979

**Academic Experience:** Postdoctoral Fellow, Department of Animal Science, University of Florida, 1981-87

**Number of Theses Supervised During Past 5 Years:** 8

**Languages:** Portuguese (1), Spanish (1)

**Research/Teaching Interests:** Biology of Sea Turtles; Nutritional Ecology of Vertebrate Herbivores

**Number of Courses:** 1

ZOO 4926: Biology of Sea Turtles

**Overseas Experience:** Caribbean, Costa Rica, Africa, Japan, Azores

**Number of Recent Publications:** 40

With J. B. Pfaller, M. Chaloupka, and A. B. Bolten. "Phylogeny, Biogeography and Methodology: A Meta-Analytic Perspective on Heterogeneity in Adult Marine Turtle Survival Rates." *Scientific Reports* 8, no. 1 (April 2018): 5852.

With I. Stacy, J. R. Perrault, H. R. Martins, and A. B. Bolten. "Blood Analytes of Oceanic-Juvenile Loggerhead Sea Turtles (*Caretta caretta*) from Azorean Waters: Reference Intervals, Size-Relevant Correlations and Comparisons to Neritic Loggerheads from Western Atlantic Coastal Waters." *Conservation Physiology* 6, no. 1 (Feb. 2018): coy006.

**Percentage of time devoted to LAC studies:** 75%

**Distinctions:** 2017 Archie F. Carr Medal for turtle conservation efforts

**BLAKE, John G.**

**Year of Appointment:** 2011

**Title/Department:** Professor, Wildlife Ecology and Conservation

**Tenure Status:** Tenured

**Education:** BA, Prescott College, Ecology, 1974; MS, University of Nevada Las Vegas, Ecology, 1977; PhD, University of Illinois, Ecology, Ethology, & Evolution, 1983

**Academic Experience:** Assistant, Associate, Full Professor, Department of Biology, University of Missouri-St. Louis, 1993-2010

**Number of Theses Supervised During Past 5 Years:** 7

**Languages:** Spanish (3)

**Research/Teaching Interests:** Tropical Ecology; Avian Ecology; Reproductive Behavior of Manakins (Aves: Pipridae)

**Overseas Experience:** Argentina, Bolivia, Colombia, Costa Rica, Ecuador, Panama, Rwanda

**Number of Recent Publications:** 25

With D. Mosquera, B. A. Loiselle, K. Swing, and D. Romo. "Long-Term Variation in Abundance of Terrestrial Mammals and Birds in Eastern Ecuador as Measured by Photographic Rates and Occupancy Estimates." *Journal of Mammalogy* 98, no. 4 ( Aug. 2017): 1168-78.

With B. A. Loiselle. "Long-Term Changes in Composition of Bird Communities at an "Undisturbed" Site in Eastern Ecuador." *Wilson Journal of Ornithology* 128, no. 2 (2016): 255-67.

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**BOHLMAN, Stephanie A.**

**Year of Appointment:** 2011

**Title/Department:** Assistant Professor, Forest Resources and Conservation

**Tenure Status:** Tenure-track

**Education:** BA, New College, Sarasota, Environmental Studies, 1991; MA, University of Washington, Forest Resources, 1995; PhD, University of Washington, Forest Resources, 2004

**Academic Experience:** Postdoctoral Research, Ecology and Evolutionary Biology, Princeton University, 2005-2010

**Number of Theses Supervised During Past 5 Years:** 14

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

**Research/Teaching Interests:** Forest Ecology; Remote Sensing; Tropical Forest Ecology and Conservation; Land Use/ Land Cover Change

**Number of Courses:** 3

Forest Ecology; Tropical Forestry; Advanced Remote Sensing

**Overseas Experience:** Panama, Brazil, Mexico

**Number of Recent Publications:** 17

With C.I. Farrior, S. Hubbell and S.W. Pacala. "Dominance of the Suppressed: Power-Law Size Structure in Tropical Forests." *Science* 351, no. 6269 (2016): 155-57.

With S. W. Rifai, J. D. Urquiza Muñoz, R. Tello, R. Negrón-Juarez, et al. "Differential Tree Mortality from Catastrophic Wind Disturbance Augments Estimation of Landscape Necromass in the Amazon." *Ecological Society of America* 26, no. 7 (Oct. 2016): 2225-37.

With F. A. Prado, S. Athayde, J. Mossa, F. Leite, et al. "How Much is Enough? An Integrated Examination of Energy Security, Economic Growth and Climate Change Related to Hydropower Expansion in Brazil." *Renewable and Sustainable Energy Reviews* 53 (Jan. 2016): 1132-36.

**Percentage of time devoted to LAC studies:** 100%

**BOWEN, Walter T.**

**Year of Appointment:** 2007

**Title/Department:** Director, International Programs, Institute of Food and Agricultural Sciences

**Tenure Status:** Non-tenure track

**Education:** BS, Clemson University, Plant Sciences, 1976; MS, Cornell University, Agronomy, 1983; PhD, Cornell University, Agronomy, 1987

**Academic Experience:** Resident Representative and Senior Scientist, IFDC – An International Center for Soil Fertility and Agricultural Development, Asia Division, Dhaka, Bangladesh, 2004-07; Program Leader and Senior Scientist, Soil and Nutrient Dynamics Program, Resource Development Division, IFDC, Muscle Shoals, Alabama, 2002-04

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

**Research/Teaching Interests:** Soil Science; Water Productivity

**Overseas Experience:** Ecuador, Haiti, Brazil

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**BRANCH, Lyn C.**

**Year of Appointment:** 1990

**Title/Department:** Professor, Wildlife Ecology and Conservation

**Tenure Status:** Tenured

**Education:** BS, Mississippi State University, Zoology, 1975; MS, Miami University, Zoology, 1977; PhD, University of California, Berkeley, Wildland Resource Science, 1989

**Academic Experience:** Expedition leader for Argentina, University of California Research Expeditions Program, March and Dec. 1985, July 1986, and 1987; Visiting Scientist, Argentine National Park Service, Department of Natural Resources of La Pampa Province and National University of La Pampa, Argentina, January 1985-August 1987

**Number of theses supervised during past 5 years:** 14

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

**Research/Teaching Interests:** Conservation Biology; Behavioral Ecology; Landscape Ecology; Ecology and Conservation of Mammals, Conservation of Latin American Ecosystems

**Overseas Experience:** Argentina, Brazil, Chile

**Number of Recent Publications:** 9

With M. Nunez-Regueiro, R. J. Fletcher, G. A. Maras, E. Derlindati, et al. "Spatial Patterns of Mammal Occurrence in Forest Strips Surrounded by Agricultural Crops of the Chaco Region, Argentina." *Biological Conservation* 187 (July 2015): 19-25.

With S. Espinosa and R. Cueva. "Road Development and the Geography of Hunting by an Amazonian Indigenous Group: Consequences for Wildlife Conservation. *PLoS ONE* 9, no. 12 (Dec. 2014): e114916.

**Percentage of time devoted to LAC studies:** 75%

**Distinctions:** UF Senior Faculty Award, 2011; Distinguished Service Award in Wildlife Conservation and Management, Dirección de Recursos Naturales, La Pampa Province, Argentina; Award for contributions to building the wildlife profession and conservation programs in Argentina, 2010

**BRANHAM, Marc A.**

**Year of Appointment:** 2003

**Title/Department:** Associate Professor, Entomology and Nematology

**Tenure Status:** Tenured

**Education:** BS, University of Kansas at Lawrence, Organismal Biology, 1992; MA, University of Kansas at Lawrence, Entomology, 1995; PhD, Ohio State University, Entomology, 2002

**Academic Experience:** Postdoctoral Fellow, American Museum of Natural History, New York, 2002-03

**Number of Theses Supervised During Past 5 Years:** 9

**Languages:** Spanish (1)

**Research/Teaching Interests:** Systematics and Signal Evolution of Fireflies; Firefly Fauna of the Caribbean

**Overseas Experience:** Costa Rica, Cuba, Dominican Republic

**Number of Resent Publications:** 2

"Beetles (Coleoptera) of Peru: A Survey of the Families. Lampyridae." *Journal of the Kansas Entomological Society* 88, no. 2 (April 2015): 248-50.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**BRAYLAN, Susana E.**

**Year of Appointment:** 1997

**Title/Department:** Senior Lecturer, Spanish and Portuguese Studies/Coordinator, Bilingual Program

**Tenure Status:** Non-tenure track

**Education:** AA, Santa Fe Community College, 1980; BA, University of Florida, Spanish, 1983; MA, University of Florida, Spanish Literature, 1990

**Academic Experience:** Spanish Teacher, K-5, Gainesville Country Day School, 1992-97

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

**Research/Teaching Interests:** Study Abroad

**Number of Courses:** 1

SPN 3451: Spanish Translation

**Overseas Experience:** Argentina, Spain

**Percentage of time devoted to LAC studies:** 50%

**BRENNER, Mark**

**Year of Appointment:** 1988

**Title/Department:** Professor, Geological Sciences; Director, Land Use and Environmental Change Institute

**Tenure Status:** Tenured

**Education:** BA, Grinnell College, Biology, 1973; MS, University of Florida, Zoology, 1978; PhD, University of Florida, Zoology, 1983

**Academic Experience:** 1983-1988, Florida State Museum, University of Florida, Post-Doctoral Research Associate.

**Number of Theses Supervised During Past 5 Years:** 6

**Languages:** Spanish (4)

**Research/Teaching Interests:** Limnology; Paleolimnology; Tropical ecology; Human-Environment Interactions

**Number of Courses:** 4

GLY 4930: Tropical Ecology; GLY 4930: Humans and the Environment of the Yucatan Peninsula (taught in Yucatan, Mexico); PCB 5307: Limnology; GLY 6932: Paleolimnology

**Overseas Experience:** Belize, Bolivia, Brazil, Cambodia, China, Colombia, Cuba, Dominican Republic, Ecuador, Guatemala, Haiti, Madagascar, Mexico, Panama, Peru, Venezuela

**Number of Recent Publications:** 18

With J. Mays, J. H. Curtis, K. V. Curtis, D. A. Hodell, A. Correa-Metrio, et al. "Stable Carbon Isotopes ( $\delta^{13}\text{C}$ ) of Total Organic Carbon and Long-Chain *n*-Alkanes as Proxies for Sediment Core from Lake Petén-Itzá, Guatemala." *Journal of Paleolimnology* 57, no. 4 (April 2017): 307-19.

With K. A. Díaz, L. Pérez, A. Correa-Metrio, J.F. Franco-Gaviria, et al. "Holocene Environmental History of Tropical, Mid-Altitude Lake Ocotolito, Mexico, Inferred from Ostracodes, and Non-Biological Indicators." *The Holocene* 27, no. 9 (2017): 1308-17.

**Percentage of time devoted to LAC studies:** 70%

**Distinctions:** Menção Honrosa Prêmio Harald Sioli, 2013; Edward S. Deevey Award, Florida Lake Management Society, 2013

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**BROADBENT, Eben N.**

**Year of Appointment:** 2016

**Title/Department:** Assistant Professor, School of Forest Resources and Conservation

**Tenure Status:** Tenure Track

**Education:** BA, University of Vermont, Botany, 2000; MS, University of Florida, Forest Resources and Conservation, 2005; PhD, Stanford University, Biology, 2012

**Academic Experience:** Assistant Professor, Department of Geography, University of Alabama, Tuscaloosa, Alabama, 2014-16; Postdoctoral Fellow, Stanford Woods Institute for the Environment, Stanford University, 2012-14.

**Number of Theses Supervised During Past 5 Years:** 10

**Number of Courses:** 2

FOR 3156: Forest Ecology; SUR 6934: Drone Ecology

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

**Research/teaching Interests:** Remote Sensing; Conservation Biology; Geospatial Analysis; New Spatial Technology; Sustainability Science; Tropical Ecology

**Overseas Experience:** Mexico, Costa Rica, Peru, Bolivia, Brazil, Indonesia

**Number of Recent Publications:** 10

With A. M. Almeyda Zambrano, G. P. Asner, M. Soriano, C. B. Field, et al. "Integrating Stand and Soil Property to Understand Foliar Nutrient Dynamics During Forests Succession Following Slash- and-Burn Agriculture in the Bolivian Amazon." *PLoS One* (Feb. 2014).

**Percentage of time devoted to LAC studies:** 25%

**BROADWAY, Kenneth L.**

**Year of Appointment:** 1997

**Title/Department:** Professor, Music

**Tenure Status:** Tenured

**Education:** BM, University of Georgia, Music Education, 1988; MM, University of Georgia, Music Performance, 1990; DMA, University of Georgia, Music Performance/Theory, 1996

**Academic Experience:** Assistant Professor of Percussion and Assistant Director of Bands, University of South Dakota, Vermillion, SD, 1994-97; Instructor of Percussion, Augusta State University, Augusta, GA, 1991-94; Director of Bands, Augusta State University, Augusta, GA, 1992-93

**Number of Theses Supervised During Past 5 Years:** 12

**Research/Teaching Interests:** Steel Drum History and Performance; Music for Percussion and Saxophone

**Languages:** Spanish (2)

**Number of Courses:** 6

MUE 2470: Percussions Skills; MUL 4460: Percussion Literature Seminar; MUN 1491/MUN 6816: Steel Drum Ensemble; MUN 1440/6445: Percussion Ensemble;

**Overseas Experience:** Trinidad

**Number of Recent Publications (Performances):** 1

Steel Drum Performance at the Percussive Arts Society International Convention (2017)

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**BROADWELL, George A.**

**Year of Appointment:** 2015

**Title/Department:** Elling Eiden Professor, Anthropology

**Tenure Status:** Tenured

**Education:** BA, Harvard University, Linguistics, 1983; MA, University of California, Los Angeles, Linguistics, 1986; PhD, University of California, Los Angeles, Linguistics, 1990

**Academic Experience:** Professor Department of Anthropology, University at Albany, State University of New York, 2005-2015 ; Associate Professor, Department of Anthropology, University at Albany, State University of New York, 1997-2005; Visiting Associate Professor, Department of Linguistics, University of California, Los Angeles, 1997-1998

**Number of Theses Supervised During Past 5 Years:** 2

**Research/Teaching Interests:** Linguistic Anthropology; Syntactic Theory, Language, and Cognition; American Indian Languages; Choctaw; Timucua; Copala Triqui; and Zapotec

**Number of Courses:** 2

ANT 3620: Language and Culture; ANG 5621: Linguistic and Cultural Anthropology Proseminar

**Languages:** Spanish (5), Zapotec (5), French (2), German (2)

**Overseas Experience:** Mexico

**Number of Recent Publications:** 11

With Alejandra Dubcovsky. "Writing Timucua: Recovering and Interrogating Indigenous Authorship."

*Early American Studies: An Interdisciplinary Journal* 15, no. 3 (Jan. 2017): 409-41.

**Percentage of time devoted to LAC studies:** 50%

**BROWN, Myra L.**

**Year of Appointment:** 1990

**Title/Department:** Associate Professor, Political Science

**Tenure Status:** Tenured

**Education:** BA, Winthrop College, History, 1973; MAT, University of South Carolina, Early Modern European History (1400-1789)/Education, 1978; PhD, University of South Carolina, International Studies, 1988

**Academic Experience:** Leverhulme Research Scholar at the University of Keele; Visiting Scholar at the University of Warwick in Great Britain

**Number of Theses Supervised During Past 5 Years:** 3

**Number of Courses:** 2

INR 2001: Introduction to International Relations; INR 4531: Politics of the European Union

**Languages:** French (2)

**Research/teaching Interests:** Global Political Economy; Comparative Regionalism

**Overseas Experience:** Belgium, The Netherlands, United Kingdom, Chile

**Number of Recent Publications:** 1

"European Union Environmental Governance in Transition---Effective? Legitimate? Ecologically Rational? Special Issue on Climate Management." *Journal of International Organizations Studies* 4, no. 1 (2013): 109-26.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Fulbright European Union Research Fellow, affiliated with the Environmental Committee of the European Parliament, 1996

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**BRUNA, Emilio**

**Year of Appointment:** 2002

**Title/Department:** Professor, Center for Latin American Studies and Wildlife Ecology and Conservation

**Tenure Status:** Tenured

**Education:** BS, University of California, San Diego, Ecology, Behavior, and Evolution, 1994; MS, University of California, San Diego, Biology, 1995; PhD, University of California, Davis, Population Biology, 2001

**Academic Experience:** NSF Minority Postdoctoral Fellow, Biological Dynamics of Forest Fragments Project Instituto Nacional de Pesquisas da Amazônia – Smithsonian Institution, 2001-2002

**Number of theses supervised during past 5 years:** 18

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

**Research/Teaching Interests:** Plant Population and Community Ecology; Tropical Conservation and Development; Plant-Animal Interactions; Scientometrics; Science and Science Policy in Latin America

**Number of Courses:** 4

WS 3434: Tropical Wildlife; WS 6934: Plant-Animal Interactions; WS 6291: Fundraising for Tropical Conservation and Development Professionals; WS 6934: Scientific Writing and Publication Workshop

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

**Number of Recent Publications:** 8

With A. N. Costa and H. L. Vasconcelos. “Biotic-Drivers of Plant Early-Recruitment Success: Selective Herbivory by Leaf-Cutter Ants as an Ecological Filter in Neotropical Savannas. *Journal of Ecology* 105, no. 1 (2017): 132-41.

With F. M. Mundim. “Climate Change and Plant-Herbivore Interactions: A Meta-Analysis of Experimental Studies.” *The American Naturalist* 88, S1 (2016): 74-89.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** University of Florida Academy of Distinguished Teaching Scholars, 2014; Outstanding Paper Award, International Association for Landscape Ecology-US Chapter, 2012; Graduate Advisor & Teacher of the Year, UF College of Agricultural and Life Sciences, 2011

**BURKHARDT, Robert J.**

**Year of Appointment:** 1991

**Title/Department:** Professor, Agriculture and Natural Resource Ethics and Policy; Professor, Food and Resource Economics

**Tenure Status:** Tenured

**Education:** BA, Florida State University, Philosophy, 1973; MA, Florida State University, Philosophy, 1977; PhD, Florida State University, Philosophy, 1979.

**Academic Experience:** Assistant Professor, Philosophy, University of Kentucky, 1982-1985; Visiting Assistant Professor, Philosophy, University of Kentucky, 1979-1982

**Number of theses supervised during past 5 years:** 14

**Research/Teaching Interests:** Values and Ethics in the Global Food System

**Number of Courses:** 2

AEB 4126: Agriculture and Natural Resource Ethics; AEB 4242: International Trade Policy

**Overseas Experience:** Latin America

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**BUSCHBACHER, Robert J.**

**Year of Appointment:** 2002

**Title/Department:** Associate In, Forest Resources and Conservation; Program Coordinator, Amazon Conservation Leadership Initiative

**Tenure Status:** Non-tenure track

**Education:** BA, Cornell University, Biology, 1976; PhD, University of Georgia, Ecology, 1984

**Academic Experience:** Co-principal investigator for Man and the Biosphere project in Pará, Brazil, 1984-1985; Fulbright Fellow at the Center for Research on the Humid Tropics, Brazilian Agricultural Research Agency (EMBRAPA-CPATU), Belém, Pará, Brasil, 1985-1986

**Number of Theses Supervised During Past 5 Years:** 3

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

**Research/Teaching Interests:** Tropical Conservation and Development; Management of Protected Areas and their Buffer Zones; Community-Based Conservation; Collaborative Management of Natural Resources; governance

**Number of Courses:** 2

LAS 6291: Conservation Entrepreneurship; LAS 6291:

**Overseas Experience:** Brazil, Venezuela, Peru, Mexico, Bolivia, Guatemala, Costa Rica

**Percentage of time devoted to LAC studies:** 100%

**BUSEY, Christopher L.**

**Year of Appointment:** 2017

**Title/Department:** Assistant Professor of Curriculum, Teaching and Teacher Education/School of Teaching and Learning

**Tenure Status:** Tenure track

**Education:** BA, University of Florida, Political Science, 2006; MA, University of Central Florida, Social Science Education, 2009; PhD, University of Central Florida, Social Science Education, 2013

**Academic Experience:** Assistant Professor, Texas State University, 2014-2017; Assistant Professor, Kent State University, 2013-2014

**Number of Theses Supervised During Past 5 Years:** 4

**Languages:** Spanish (4)

**Research/Teaching Interests:** Afro-Latin American History and Citizenship Education in Latin America and the U.S.; Intersections of African-American and Afro-Latinx Racial Thought in Latin America and the U.S.; Racial Politics of Education for African-American and Afro-Latinx Communities

**Overseas Experience:** Spain

**Number of Recent Publications:** 5

“Más que esclavos y mulatt@s: An Examination of the Treatment of Afro-Latin@s in U.S. High School World History Textbooks.” *Journal of Latinos and Education* (2017). DOI: 10.1080/15348431.2017.1386102

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** American Educational Research Association Social Studies SIG, Outstanding Paper Award, 2018; Presidential College Award for Scholarly/Creative Activities, College of Education, Texas State University, 2017; Presidential Distinction Award for Service, College of Education Texas State University, 2016

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**CABAÑAS, Kaira M.**

**Year of Appointment:** 2015

**Title/Department:** Associate Professor in Global Modern and Contemporary Art, School of Art and Art History

**Tenure Status:** Tenured

**Education:** BA *cum laude*, Duke University, Comparative Area Studies, 1995; MA, Yale University, History of Art, 2000; PhD, Princeton University, Art and Archaeology, 2007

**Academic Experience:** Visiting Professor & Researcher, Departamento de Letras, Pontifical Catholic University of Rio de Janeiro, Brazil, 2013-2015; Lecturer and Director of MA in Modern Art: Critical and Curatorial Studies Affiliate faculty, Film Studies MA, Columbia University, New York, 2009-2013; Lecturer and Mellon Postdoctoral Fellow, Columbia University, New York, 2007-2009

**Number of Theses Supervised During Past 5 Years:** 7

**Languages:** Portuguese (4), French (3), Spanish (4), German (3)

**Research/Teaching Interests:** Modern and Contemporary Art in the Americas and Europe; Aesthetic and Cultural Debates

**Number of Courses:** 1

ARH 447: Late 20<sup>th</sup> Century Art

**Overseas Experience:** Europe, Latin America

**Number of Recent Publications:** 5

*Learning from Madness: Brazilian Modernism and Global Contemporary Art.* Chicago: University of Chicago Press, forthcoming, 2018.

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Fellow, Clark Art Institute, Summer Collaborative Working Group, Summer 2017; Creative Capital | Warhol Foundation Arts Writers Grant 2014 (Book Award), 2015–April 2016; Pesquisador Visitante (PV), Departamento de Auxílios e Bolsas / FAPERJ, 2013–2015

**CARTER, Douglas R.**

**Year of Appointment:** 1993

**Title/Department:** Professor, Forest Resources and Conservation

**Tenure Status:** Tenured

**Education:** BS, Texas A & M University, Forest Management, 1985; MS, Texas A & M University, Forest Economics and Policy, 1989; PhD, University of Georgia, Forest Resource Economics and Management, 1993

**Academic Experience:** University of Florida, 1993-Present

**Number of Theses Supervised During Past 5 Years:** 4

**Languages:** Portuguese (1)

**Research/Teaching Interests:** Forest Economics and Management

**Overseas Experience:** Brazil

**Number of Recent Publications:** 8

With L.B. Fortini and D.R. Carter. “The Economic Viability of Smallholder Timber Production Under Expanding Açaí Palm Production in the Amazon Estuary.” *Journal of Forest Economics* 20 (2014):223-235.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**CELESTE, Manoucheka**

**Year of Appointment:** 2016

**Title/Department:** Assistant Professor, Center for Gender, Sexualities, and Women's Studies Research; Assistant Professor, African American Studies

**Tenure Status:** Tenure track

**Education:** BS, University of Florida, Journalism, 2003; MA, University of Florida, Journalism, 2005; PhD, University of Washington, Communication and Graduate Certificate in Feminist Studies, 2011

**Academic Experience:** Assistant Professor, University of Nevada, 2013-2016; Provost Postdoctoral Scholar, University of South Florida, 2011-2013.

**Languages:** Haitian Creole (5); Spanish (4)

**Research/Teaching Interests:** Cultural Studies; African Diaspora Studies; Caribbean Studies; Feminist Media Studies; Black Feminisms; Women of Color Feminisms, and Feminist Cultural Studies

**Number of Courses:** 3

WST 3930: Gender, Race, and Sex in Media; WST 3920: Black Feminism/ Womanist Theory

**Overseas Experience:** Haiti, Jamaica

**Number of Recent Publications:** 5

*Race, Gender, and Citizenship in the African Diaspora: Travelling Blackness.* New York, NY: Routledge Press, 2017.

**Percentage of time devoted to LAC studies:** 50%

**COADY, Maria R.**

**Year of Appointment:** 2003

**Title/Department:** Associate Professor, Teaching and Learning

**Tenure Status:** Tenured

**Education:** BS, University of New Hampshire, International Perspectives/Business Administration, 1989; M.Ed, Boston University, Language, Literacy and Cultural Studies, 1994; PhD, University of Colorado at Boulder, Social, Bilingual, and Multicultural Foundations of Education, 2001

**Academic Experience:** Brown University. Consultant, EFL curriculum development, 2002; Roger Williams University. Adjunct Faculty, School of Education, Spring 2003; Lesley University. Adjunct Faculty, School of Education, 2002; Rhode Island College. Adjunct Faculty, School of Education, Fall 2002; Northern Essex Community College. Instructor of Spanish, 1992-1993.

**Number of Theses Supervised During Past 5 Years:** 30

**Languages:** Spanish (3); French (2)

**Research/Teaching Interests:** Bilingualism; Language, Literacy and Education among Latino Immigrant Families and Children; Preparing Teachers for English Learner Students

**Number of Courses:** 4

TSL 4324: ESOL Strategies for the Content Area Teacher; EDF 6812: Comparative Education; EDG 4930: Comparative and International Education; TSL 6440: Testing/Evaluation ESOL

**Number of Recent Publications:** 13

With D. Heffington and N. Marichal. "Shifting Sands in Florida: Rural Perspectives on Immigration, Education, and Undocumented Youth under the Incoming Trump Administration." *Berkley Review in Education*. Conversations (2017).

**Percentage of time devoted to LAC studies:** 35%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**COFFEY, Amy Jo**

**Year of Appointment:** 2006

**Title/Department:** Associate Professor, Telecommunication

**Tenure Status:** Tenured

**Education:** BA, Saint Olaf College, Political Science/Biology, 1992; MA, Ohio State University, Journalism, 1997; PhD, University of Georgia, Mass Communication, 2007

**Academic Experience:** Graduate Teaching Assistant, Department of Telecommunications, University of Georgia, 2005-2006; James M. Cox, Jr. Center for International Mass Communication Training and Research, University of Georgia, 2003-2005; Lecturer in Electronic Media, Berry College, 2001-2003

**Number of Theses Supervised During Past 5 Years:** 18

**Languages:** Spanish (3)

**Research/Teaching Interests:** Media Management and Economics; Audience Analysis; Hispanic Audiences and Language; Ethnic and Non-English Speaking Audiences in the U.S.

**Number of Courses:** 5

RTV 4500: Telecommunication Programming; RTV 6801: Telecommunication Management; RTV 6508: Audience Analysis; MMC 6936: Understanding Audiences

**Overseas Experience:** Costa Rica

**Number of Recent Publications:** 9

“The Power of Cultural Factors in Spanish-Language Advertising.” *Journal of Advertising Research* 54, no. 3 (2014): 346-55.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Named Fulbright Specialist, 2017-2020; Awarded Term Professorship (3 years) through pre-eminence initiative, University of Florida 2017-2020

**COLVERSON, Kathleen E.**

**Year of Appointment:** 2014

**Title/Department:** Associate Director, IFAS Global

**Tenure Status:** Non-Tenure track

**Education:** BS, Northern Arizona University, Zoology/Journalism, 1977; M Ag, Oregon State University, Animal Nutrition, Veterinary Medicine, Range Management, 1982; PhD, Cornell University, Adult and Agricultural Education and Extension, 1996

**Academic Experience:** International Livestock Research Institute (ILRI), Senior Social Scientist, Gender, 2012-2014; Associate Director, Program Development, University of Florida, 2010-2012; Associate Professor, State University of New York, 1987-1996

**Number of Theses Supervised During Past 5 Years:** 10

**Languages:** Spanish (4)

**Research/Teaching Interests:** Gender and Agricultural Systems; Participatory Facilitation

**Overseas Experience:** East Africa, Central America, Southeast Asia, Caribbean, Middle East

**Number of Recent Publications:** 18

“Integrating Family Dynamics into Agricultural Extension: A Gender Perspective.” *Integrating Gender and Nutrition into Agricultural Extension Services* (INGENAES, 2017).

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**COMERFORD, Nicholas B.**

**Year of Appointment:** 1980

**Title/Department:** Professor Emeritus, Soil and Water Science

**Tenure Status:** Tenured

**Education:** BS, University of Illinois, Forestry, 1974; MS, University of Minnesota, Forest Soils, 1976; PhD, State University of New York, Forest Soils, 1980

**Academic Experience:** Professor Visitante, Departamento do Solos, Universidade Federal de Viçosa, Brazil, 1996-1997; Visiting Scientist, Forestry Research Institute, Rotorua, New Zealand, 1986-1987; Instructor, Department of Forestry, State University of New York, Syracuse, 1980

**Number of Theses Supervised During Past 5 Years:** 4

**Languages:** Portuguese (3)

**Research/Teaching Interests:** Soil-Root Interactions; Nutrient Uptake Modeling; Tree Nutrition; Soil Fertility; Soil Degradation; Tropical Forest Soils

**Number of Courses:** 1

SWS 4932/6932: Forest & Soil Ecosystem Services

**Overseas Experience:** Brazil, Colombia

**Number of Recent Publications:** 8

With H. Hall, Y. Li, H. Popenoe, and V. Baligar. "Cover Crops Alter Phosphorus Soil Fractions and Organic Matter Accumulation in a Peruvian Cacao Agroforestry System." *Agroforestry Systems* 80 (2010): 447-55.

**Percentage of time devoted to LAC studies:** 50%

**CRANE, Jonathan H.**

**Year of Appointment:** 1987

**Title/Department:** Professor and Associate Director, Horticultural Sciences

**Tenure Status:** Tenured

**Education:** BS, Oregon State University, Horticultural Science, 1981; MS, University of Florida, Horticultural Science, 1984; PhD, University of Florida, Horticultural Science, 1987

**Academic Experience:** University of Florida, 1987-Present

**Languages:** Spanish (1)

**Research/Teaching Interests:** Sustainable Irrigation and Nutrient Management for Tropical Fruit Groves; Plant Iron Nutrition; Plant Stress Physiology; Development of Papaya Ringspot Virus Resistant Papaya Cultivars

**Overseas Experience:** Barbados, Belize, Brazil, Chile, Colombia, Costa Rica, Ecuador, Egypt, Dominica, Dominican Republic, Grenada, Guam, Guatemala, Guyana, Haiti, Honduras, Israel, Jamaica, Malaysia, Mexico, Myanmar, Peru, Puerto Rico, Spain, St. Lucia, St. Vincent, Trinidad-Tobago, Venezuela

**Number of Courses:** 1

HOS 5555: Tropical Fruit Production and Research

**Number of Recent Publications:** 13

With J. H. Crane, E. A. Evans, D. Carrillo, R. C. Ploetz, et al. "The Potential for Laurel Wilt to Threaten Avocado Production Is Real." Proc. VIII World Avocado Congress, Lima, Perú (2015).

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** The President's Volunteer Service Award - Bronze, Corporation for National and Community Service, The White House, Washington, D.C. (2015).

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**CROOK, Larry**

**Year of Appointment:** 1990

**Title/Department:** Professor, School of Music; Area Head Musicology/Ethnomusicology, College of Fine Arts

**Tenure Status:** Tenured

**Education:** BA, University of Texas, Music, 1975; MM, University of Texas, Ethnomusicology, 1981; PhD, University of Texas, Ethnomusicology, 1991

**Academic Experience:** Director, University of Texas Brazilian Music Ensemble, 1988-90; Professional Musician and Music Instructor, Austin, Texas, 1971-1989

**Number of theses supervised during past 5 years:** 10

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

**Research/Teaching Interests:** Brazilian and Caribbean Area/Music; Social Action/Music; and National Sentiment; Music and Race; Brazilian Percussion

**Overseas Experience:** Brazil, Nigeria

**Number of Recent Publications:** 2

“Echoes of the Northeast: Luiz Gonzaga and the Soundscape of *Música Nordestina*.” *Review: Literature and the Arts of the Americas* 49, no. 92/93 (2016): 49-55.

**Percentage of time devoted to LAC studies:** 50%

**CUDA, James P.**

**Year of Appointment:** 1998

**Title/Department:** Professor, Entomology & Nematology

**Tenure Status:** Tenured

**Education:** BS, Southern Illinois University- Carbondale, Zoology, 1973; MS, Southern Illinois University- Carbondale, Zoology, 1976; PhD, Texas A&M University, Entomology, 1983

**Academic Experience:** Fulbright Scholar, Scientific Mobility Program, 2014-2016; Instructor, Annual Plant Camp, Center for Aquatic and Invasive Plants, 2006-2011

**Number of Theses Supervised During Past 5 Years:** 5

**Research/Teaching Interests:** Classical and Augmentative Biological Control of Aquatic and Terrestrial Weeds in Florida and the South-Eastern United States

**Number of Courses:** 1

ALS 4162/6935: Consequences of Biological Invasions

**Overseas Experience:** Africa, Argentina, Brazil, Canada, France, Guadeloupe, India, Mexico, Nicaragua, Paraguay

**Number of Recent Publications:** 18

With W. A. Overholt, P. Hidayat, B. L. Ru, K. Takasu. “Potential Biological Control Agents for Management of Cogongrass (Cyperales: Poaceae) in the Southeastern USA.” *Florida Entomological Society* 99, no. 4 (2016): 734-39.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Recipient of the ESA Southeastern Branch Award for Excellence in Integrated Pest Management, 91st Annual Meeting of the Southeastern Branch of the ESA, Memphis, TN, 2017; National Achievement Award/Innovative Program, Tropical Soda Apple Biological Control Extension Program, Association of Natural Resources Extension Professionals (Team Member), 2015

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**DAIN, Jonathan L.**

**Year of Appointment:** 2001

**Title/Department:** Lecturer, Center for Latin American Studies

**Tenure Status:** Non-tenure track

**Education:** BA, University of Rhode Island, Anthropology/Spanish, 1983; MA, University of Florida, Anthropology, 1991

**Academic Experience:** Coordinator, Conserving Biodiversity from the Andes to the Amazon: Community Conservation with a Gender Perspective, University of Florida. Funded by MacArthur Foundation, 2000-2001; Regional Coordinator, MERGE [Managing Ecosystems and Resources with Gender Emphasis], University of Florida, Funded by USAID and MacArthur Foundation, 1995-1997; Field Coordinator, PESACRE Project [Agroforestry Systems Research and Extension Group of Acre] University of Florida (Acre, Brazil). Funded by USAID, 1993-1995; Program Associate, IFAS International Training Division, 1991-1992; Technical Trainer/Cross-Cultural Skills Trainer, U.S. Peace Corps., 1987-1991; Extension Agent, U.S. Peace Corps. Beekeeping Extension, 1984-1986

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

**Research/Teaching Interests:** Tropical Conservation and Development; Conflict Management; Facilitation Skills; mediation; Multi-Stakeholder Collaboration and Public Deliberation; Natural Resources leadership; Leadership Communication; Adult and Experiential Learning; Behavior Change

**Number of Courses:** 4

LAS 6291: Communication and Leadership Skills for Development Practice

**Overseas Experience:** Brazil, Mexico, Paraguay, Argentina

**Percentage of time devoted to LAC studies:** 50%

**DE JONG, Ester**

**Year of Appointment:** 2001

**Title/Department:** Professor, School of Teaching and Learning; Director, School of Teaching and Learning

**Tenure Status:** Tenured

**Education:** BA, Tilburg University, Linguistics and Literature Studies; MA, Tilburg University, Linguistics and Literature Studies, 1990; EdD, Boston University, Literacy, Language, and Cultural Studies, 1996

**Academic Experience:** Assistant Bilingual Director, Framingham Public Schools, 1996-2001; Lecturer, Harvard University, 2001 (Spring); Lecturer, Simmons College, 2000 (Fall); Instructor, Framingham State College Extension Course 2000 (Spring)

**Research/Teaching Interests:** Two-Way Bilingual Education; Integrated Models for Language Minority Schooling; Educational Language Policy; Teacher Preparation for Bilingual Students

**Number of Courses:** 3

TSL 4100/5142: ESOL Curriculum, Methods & Assessment: Early Childhood

**Number of Recent Publications:** 8

With Z. Li, A. Zafar, and C. Wu. "Language Policy in Multilingual Contexts: Revisiting Ruiz's 'Language-As-Resource' Orientation." *Bilingual Research Journal* 39, no. 3-4 (2016): 200-12.

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Award for Excellence in Research on Bilingual Education, ATDLE, 2013

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**DEFRANCE, Susan D.**

**Year of Appointment:** 2001

**Title/Department:** Professor, Anthropology

**Tenure Status:** Tenured

**Education:** BA, Louisiana State University, Anthropology, 1982; MA, University of Florida, Anthropology, 1988; PhD, University of Florida, Anthropology, 1993

**Academic Experience:** Archaeologist, Corpus Christi Museum of Science and History and Adjunct Assistant Professor, Texas A&M University- Corpus Christi 1996-1998; Visiting Assistant Professor, University of Montana, 1994-1996

**Number of Theses Supervised During Past 5 Years:** 10

**Languages:** Spanish (3)

**Research/Teaching Interests:** Zooarchaeology; Environmental Archaeology; Coastal Adaptations; Historical Archaeology; Central Andes and Caribbean

**Number of Courses:** 4

Archeology of Maritime Adaptations; Food and Culture; Anthropological Museology

**Overseas Experience:** Peru, Bolivia, Mexico, Caribbean

**Number of Recent Publications:** 9

With M. E. Moseley and B. Vining. "Droughts, Floods, and Farming at Quebrada Tacahuay from Late Prehispanic to Colonial Times." *Nawpa Pacha* (2017).

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** National Geographic Society Field Grant, 2018-2019

**DEGENNARO, Vincent**

**Year of Appointment:** 2013

**Title/Department:** Assistant Professor, Division of Infectious Disease and Global Medicine

**Tenure Status:** Tenure track

**Education:** BSc, University of Notre Dame, Science Pre-professional Studies *cum laude*, 2002; MPH, University of Miami, Concentration Epidemiology, 2006; MD, University of Miami, Medicine, 2008

**Academic Experience:** Director of Internal Medicine, Project Medishare, 2012-2016; Instructor, Department of Global Health and Social Medicine, Harvard Medical School, 2011-2012

**Languages:** Spanish (5), Haitian Creole (5), French (3), Italian (3)

**Research/Teaching Interests:** Public Health; Health Attitudes

**Overseas Experience:** Haiti, Dominican Republic, Honduras, Nicaragua, Puerto Rico, Rwanda, Uganda

**Number of Recent Publications:** 10

With K. McCurdy and K. Taylor. "A National Cervical Cancer Screening Program in Haiti." *Annals of Global Health* 83, no. 1 (January-February 2017): 94–109.

With A. Gomez, S. H. George, I. M. Reis, E. Santamaria, et al. "Presentation, Treatment, and Outcomes of Haitian Women With Breast Cancer in Miami and Haiti: Disparities in Breast Cancer—A Retrospective Cohort Study." *Journal of Global Oncology* 3, no. 4 (2016): 389-99.

With E. Santamaria, G. Tillyard, J. Bernard, and K. Taylor. "Breast and Cervical Cancer Screening and Treatment in Low and Middle-Income Countries." *Internal Med Review* 2, no. 9 (2016).

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**DINOPOULOS, Elias**

**Year of Appointment:** 1988

**Title/Department:** Professor, Economics

**Tenure Status:** Tenured

**Education:** BA, Harvard College, Economics, 1979; MA, Columbia University, Economics, 1980; M. Phil., Economics, Columbia University, 1982; PhD, Columbia University, Economics, 1985

**Academic Experience:** Assistant Professor of Economics, Department of Economics, Michigan State University, 1984-1988; Visiting Assistant Professor of Economics, Department of Economics, Brown University, 1983-1984

**Research/Teaching Interests:** International Economics; Economic Growth and Technological Change; Economic Development

**Number of Courses:** 6

LAS 6295/5676: Latin American Business Economics; ECO 4104: Competitive Strategies in Expanding Markets; ECO 3704: International Trade; International Business Economics

**Number of Recent Publications:** 4

“A Simple Model of Quality Heterogeneity and International Trade.” *Journal of Economic Dynamics and Control* 37, no. 1 (2013): 68-83.

**Percentage of time devoted to LAC studies:** 25%

**DOS SANTOS, Silvio J.**

**Year of Appointment:** 2007

**Title/Department:** Associate Professor, Music

**Tenure Status:** Tenured

**Education:** BM, Faculdade Santa Marcelina, Guitar Performance, 1989; GPC, The Boston Conservatory, Guitar Performance, 1993; MM, The Boston Conservatory, Guitar Performance, 1997; PhD, Brandeis University, Musicology, 2003

**Academic Experience:** Assistant Professor of Musicology, Youngstown State University, 2003-2007; Instructor, Fundamentals of Music, Brandeis University, 2000 (Fall); Teaching Fellow, Music History Survey, Brandeis University, 1998 (Fall) and 2000 (Spring)

**Number of Theses Supervised During Past 5 Years:** 7

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

**Research/Teaching Interests:** Brazilian Music and Culture; Heitor Villa-Lobos; Latin American Guitar Music and Composers; 20<sup>th</sup> Century Latin American Music and the Arts; Indigenism in Brazilian Music and the Arts

**Overseas Experience:** Brazil

**Number of Recent Publications:** 4

Translation of “Gabino Palomares: A History of *Canto Nuevo* in Mexico” by Claudio Palomares Salas. *Music and Politics* vol. 12, no. 1 (2018).

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** University of Florida Term Professorship, 2017-2019; Open Access Editorial Service Award, University of Florida Libraries, 2012

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**DURYEA, Mary**

**Year of Appointment:** 1985

**Title/Department:** Professor Emerita, School of Forest Resources and Conservation

**Tenure Status:** Tenured

**Education:** BS, University of California, Berkeley, Conservation of Natural Resources, 1972; MS, University of California, Berkeley, Wildland Resource Science, 1974; PhD, Oregon State University, Forest Science, 1981

**Academic Experience:** Editor-in-Chief for the international journal *New Forests*, 1986-1996

**Research/Teaching Interests:** Hurricanes; Tree Protection; Tropical Conservation

**Overseas Experience:** Caribbean

**Number of Recent Publications:** 2

With E. Kampf, R. C. Littel, and C. D. Rodríguez-Pedraza. "Hurricanes and the Urban Forest: II. Effects on Tropical and Subtropical Tree Species." *Arboriculture and Urban Forestry* 33, no. 2 (2007).

**Percentage of time devoted to LAC studies:** 25%

**DUTKA-GIANELLI, Jynessa**

**Year of Appointment:** 2012

**Title/Department:** Postdoctoral Research Associate, School of Forest Resources and Conservation

**Tenure Status:** Non-tenure track

**Education:** MS, University of Florida, Fisheries and Aquatics Sciences, 1999; PhD, Florida Institute of Technology, Biological Sciences, 2010

**Academic Experience:** University of Florida, 2012-Present

**Research/Teaching Interests:** Biodiversity; Ecosystem Ecology; Marine Ecology; Fisheries Sciences and Management

**Overseas Experience:** Amazon

**Number of Recent Publications:** 5

With R. Paperno and D. Tremain. "Seasonal Variation in Nekton Assemblages in Tidal and Nontidal Tributaries in a Barrier Island Lagoon System." *Estuaries and Coasts* (March 2018).

With A. Ribeiro, C. Doria, G. Torrente-Vilara, and H. Alves. "Temporal Fish Community Responses to Two Cascade Run-of-River Dams in the Madeira River, Amazon Basin: Fish Responses to Amazon Run-of-River Dams." *Ecohydrology* 10, no. 8 (2017): e1889.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**DWYER NAVAJAS, Kathryn V.**

**Year of Appointment:** 1999

**Title/Department:** Senior Lecturer, Spanish and Portuguese Studies

**Tenure Status:** Non-tenure track

**Education:** BA, University of Florida, Spanish, 1993; MA, Johns Hopkins University, Hispanic and Italian Studies, 1997; ABD, Johns Hopkins University

**Academic Experience:** Graduate Teaching Assistant, Johns Hopkins University, 1993-1998

**Languages:** Spanish (4)

**Research/Teaching Interests:** Oral History; Spanish-Speaking Immigrants to Florida

**Number of Courses:** 6

SPN 1130: Beginning Spanish I; SPN 1131: Beginning Spanish II; SPN 3414: Advanced Spanish Conversation 2; SPN 3948: Spanish Service Learning; SPN 2200: Intermediate Spanish I; SPN 1182: Elementary Spanish: Review and Progress

**Overseas Experience:** Argentina, Dominican Republic, Cuba, Spain, Mexico

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Superior Achievement Award for Community Service, University of Florida, 2013

**EMERY, Kitty F.**

**Year of Appointment:** 2001

**Title/Department:** Associate Curator, Environmental Archaeology, Florida Museum of Natural History

**Tenure Status:** Tenured

**Education:** BS, Trent University, 1986; MA, University of Toronto, Archaeology, 1990; MA, Cornell University, Environmental Archaeology, 1993; PhD, Cornell University, Archaeology, 1997

**Academic Experience:** Assistant Professor, State University of New York at Potsdam, 1997-2001

**Number of Theses Supervised During Past 5 Years:** 5

**Languages:** Spanish (3)

**Research/Teaching Interests:** Archaeology of Ancient Environments of Mesoamerica; Ancient Maya Animal Use

**Number of Courses:** 2

ANG 6120C/ANT 4147C: Environmental Archaeology; ANG 6930: Data Quality in Maya Zooarchaeology

**Overseas Experience:** Belize, Guatemala, Honduras

**Number of Recent Publications:** 3

“Aguateca Animal Remains.” In *Life and Politics at the Royal Court of Aguateca: Artifacts, Analytical Data, and Synthesis*, edited by Takeshi Inomata and Daniela Triadan. University of Utah Press, 2014.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** National Science Foundation Archaeology Program, 2012, 2013

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**ESCOBEDO, Francisco J.**

**Year of Appointment:** 2006

**Title/Department:** Associate Professor, Forest Resources and Conservation

**Tenure Status:** Tenured

**Education:** BS, Agriculture-Soil Science, New Mexico State University, 1994; MS, Watershed Management, University of Arizona, 1998; PhD, Forest Resources Management, Environmental and Natural Resources Policy, State University of New York, 2004

**Academic Experience:** Visiting Professor, Universidad del Rosario, Grupo de Ecología Funcional y Ecosistémica, Bogotá, Colombia, 2013-2014; Forest Soil Scientist and Air Resource Coordinator, USDA Forest Service, 2004 -2006

**Number of Theses Supervised During Past 5 Years:** 11

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

**Research/Teaching Interests:** Urban and Community Forestry and Ecology; Management; Ecosystem Services of Forested Ecosystems

**Overseas Experience:** Chile, Mexico, Colombia, Argentina, China, Italy, Sri Lanka

**Number of Recent Publications:** 8

“Socio-Ecological Dynamics and Inequality in Bogotá, Colombia’s Public Urban Forests and Their Ecosystem Services.” *Urban Forestry and Urban Greening* 15, no. 1 (2015): 1040-53.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Steering Committee Member, Development of guidelines for urban and peri-urban forestry management for municipalities, Food and Agricultural Organization of the United Nations, 2009

**ESSEGBEY, James**

**Year of Appointment:** 2005

**Title/Department:** Associate Professor, Languages, Literatures and Cultures

**Tenure Status:** Tenured

**Education:** BA, University of Ghana, Linguistics & French, 1988; Cand. Philologiae, N.T.N.U, Norway, Linguistics, 1994; PhD, Leiden University, The Netherlands, Linguistics, 1999

**Academic Experience:** Postdoctoral Fellow, Research School for Asian, African and Amerindian Studies (CNWS), Leiden University, 2003-2004; Postdoctoral Fellow, University of Leiden Center for Linguistics, 2000-2003; Lecturer in African Linguistics, Leiden University, 1998-1999

**Number of Theses Supervised During Past 5 Years:** 5

**Languages:** French (3)

**Research/Teaching Interests:** Investigating the Influence of the Gbe Languages of West Africa in Surinam Creoles; African Elements in the Americas

**Number of Courses:** 3

SST 2501: African Elements in the Americas; SSA: 4903 Africanisms in the Americas

**Overseas Experience:** Surinam, Ghana, The Netherlands

**Number of Recent Publications:** 5

With B. Migge and D. Winford. “Cross-Linguistic Influence in Language Creation: Assessing the Role of the Gbe Languages in the Formation of the Creoles of Surinam.” *Lingua* 129 (2013):1-8.

With M. van den Berg and M. vd Vate. “Possibility and Necessity Modals in Gbe and Surinamese Creoles.” *Lingua* 129 (2013): 67-95.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**EVANS, Edward A.**

**Year of Appointment:** 2004

**Title/Department:** Professor, Agricultural Economics

**Tenure Status:** Tenured

**Education:** BS, University of the West Indies, Agriculture, 1979; MS, University of the West Indies, Agricultural Economics, 1982; PhD, University of Florida, Food and Resource Economics, 1999

**Academic Experience:** Senior Economist, Caribbean Agricultural Research and Development Institute, 1991-1995; Economist, Caribbean Community Secretariat, 1983-1991; Assistant Lecturer, University of West Indies, 1982-1983

**Research/Teaching Interests:** International Trade and Development; Caribbean Agro-Economic Issues; Food and Nutrition Issues; Invasive Species and Pest Risk Analysis

**Overseas Experience:** Barbados, Belize, Dominica, Grenada, Guyana, Montserrat, St. Lucia, St. Vincent, Trinidad and Tobago

**Number of Recent Publications:** 17

With F. H. Ballen. "Testing for Oligopsony Power in the US Green Skin Avocado Market." *Journal of Agricultural & Food Industrial Organization* 14, no. 1 (2016): 43-50.

With R. Ploetz. "Export and Subsistence Bananas: Future Production Issues." *Horticultural Reviews* 43 (2015): 311-45

**Percentage of time devoted to LAC studies:** 25%

**FELIMA, CRYSTAL A.**

**Year of Appointment:** 2017

**Title/Department:** Postdoctoral Fellow in Caribbean Studies Data Curation, George A. Smathers Libraries

**Tenure Status:** Non-tenure track

**Education:** BA, University of South Carolina, African American Studies, 2008; MPS, Cornell University, Africana Studies, 2010; PhD, University of Florida, Anthropology, 2017

**Academic Experience:** University of Florida, 2017-Present

**Languages:** Haitian Creole (5)

**Research/Teaching Interests:** Environmental crises; disaster risk and vulnerability; structural inequalities; the state, gender; religion and belief systems; the Caribbean and the US

**Number of Courses:** 5

AFA 2000: Introduction to African American Studies; ANT 2410: Introduction to Cultural Anthropology; ANT 3930: Anthropology of Disasters; ANT 3241: Anthropology of Religion

**Overseas Experience:** Haiti

**Number of Recent Publications:** 2

"Economics in Vodou: Haitian Women, Entrepreneurship, and Agency." In *Vodou in Haitian Memory: The Idea and Representation of Vodou in Haitian Imagination*. Edited by Celucien Joseph and Nixon S. Cleopha. Lanham, MD: Lexington, 2016.

"African American-Haitian Blan: Negotiating Identity through Fieldwork Experiences in Northern Haiti." *Anthropology News* 54, no. 1-2 (2013):13-14.

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**FERREIRA, Andrea C.**

**Year of Appointment:** 2016

**Title/Department:** Lecturer of Portuguese and Portuguese Lower Division Coordinator, Department of Spanish and Portuguese Studies

**Tenure Status:** Non-Tenure track

**Education:** BA, History, University of Florida, 2004; MA, Brazilian Studies, University of Florida, 2009; PhD Candidate, Latin American History, expected graduation date: August 2018

**Academic Experience:** Language Evaluator, Celpe-Bras Portuguese Proficiency Test, University of Florida, 2016

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

**Pedagogy Training:** Romance Languages Teaching Methods Course, UF, Fall 2007; Instructor of English, Hamlet School of Languages, Petrópolis, RJ, Brazil, 2004-2007

**Research/Teaching Interests:** Brazilian Literature and History; Race and Nation-Building in Brazil and Latin America; Gilberto Freyre; Machado de Assis; Cultural Studies; Portuguese Language; Transnational History

**Number of Courses:** 11

POR 1130: Beginning Portuguese 1, POR 113: Beginning Portuguese 2, POR 3010: Accelerated Introduction to Portuguese and Brazil, POR 3224: Peoples of Brazil (FLAC section)

**Overseas Experience:** Brazil

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Calvin A. VanderWerf Award, Most Outstanding Teaching Assistant, University of Florida, 2008-2009

**FLETCHER, Robert**

**Year of Appointment:** 2007

**Title/Department:** Associate Professor, Wildlife Ecology and Conservation

**Tenure Status:** Tenured

**Education:** BA, University of Colorado, Environmental, Organismal, and Population Biology, 1996; PhD, Iowa State University, Ecology and Evolutionary Biology, 2003

**Academic Experience:** Research Assistant Professor, University of Montana, 2006-2007; Postdoctoral Associate, University of Montana, 2003-2005

**Number of Theses Supervised During Past 5 Years:** 29

**Languages:** Spanish (3)

**Research/Teaching Interests:** Landscape and Spatial Ecology; Conservation Biology; Population and Community Ecology; Animal Behavior; Quantitative Modeling; Ornithology; Statistics.

**Number of Courses:** 3

WIS 4203C: Landscape Ecology and Conservation

**Overseas Experience:** Ecuador, Swaziland, Malaysia, India

**Number of Recent Publications:** 22

With C. E. Cattau, C. W. Miller, R. T. Kimball, and W. M. Kitchens. "Rapid Morphological Change of a Top Predator with the Invasion of a Novel Prey." *Nature Ecology and Evolution* 2 (2018):108-15.

With W. A. Chaves and K. E. Sieving. "Avian Responses to Reduced-Impact Logging in the Southwestern Brazilian Amazon." *Forest Ecology and Management* 384 (2017):147-156.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**FLOCKS, Joan D.**

**Year of Appointment:** 2003

**Title/Department:** Director, Social Policy, Center for Governmental Responsibility, Levin College of Law; Co-Director, Law & Policy in the Americas Program

**Tenure Status:** Non-tenure track

**Education:** BS, University of Florida, Journalism, 1982; MA, University of Florida, Latin American Studies, 1988; JD, University of Florida, 1991

**Academic Experience:** Field Project Director, Together for Agricultural Safety, National Institute of Environmental Health Science, 1997-2003; Research Assistant, Walter Reed Army Institute of Research and University of Florida project, 1987-1988; English Teacher, Port-Au-Prince, Haiti, 1983

**Number of Theses Supervised During Past 5 Years:** 3

**Languages:** Spanish (3), Haitian Creole (2)

**Research/Teaching Interests:** Poverty Law; Social Justice Lawyering; Environmental Justice; Florida Immigrant Communities

**Number of Courses:** 2

LAW 6812: Poverty Law, LAW 6816: Social Justice Lawyering

**Overseas Experience:** Haiti, Costa Rica, Argentina

**Number of Recent Publications:** 7

With T. A. Arcury, S. Gabbard, B. Bell, V. Casanova, et al. "Collecting Comparative Data on Farmworker Housing and Health: Recommendations for Collecting Housing and Health Data Across Places and Time." *New Solutions* 25, no. 256 (2015).

**Percentage of time devoted to LAC studies:** 25%

**FLORY, S. Luke**

**Year of Appointment:** 2011

**Title/Department:** Associate Professor, Agronomy Department

**Tenure Status:** Tenured

**Education:** BA, DePauw University, Biological Sciences, 2001; MS, Indiana University, Environmental Science: Applied Ecology, 2003; PhD, Indiana University, Ecology and Evolutionary Biology, 2008

**Academic Experience:** Postdoctoral Fellow, Center for Research in Environmental Sciences, Indiana University, 2010-2011; Postdoctoral Research Associate, Department of Biology, Indiana University, 2008-2010

**Number of Theses Supervised During Past 5 Years:** 11

**Research/Teaching Interests:** Mechanisms of Plant Invasions across Different Ecosystems; Long-Term Effects of Plant Invasions on Native Communities; Biogeographic Comparisons of Invasive Plants in Native and Introduced Ranges; Interactions of Plant Invasions with Global Climate Change

**Overseas Experience:** Colombia, Costa Rica, Cuba, Galapagos Islands, China

**Number of Recent Publications:** 14

With G. Rivas-Torres and B. Loiselle. "Plant Community Composition and Structural Characteristics of an Invaded Forest in the Galápagos." *Biodiversity and Conservation* 27, no. 329 (2018).

With C. Alba, K. Clay, R. Holt, and E. Goss. "Emerging Pathogens Can Suppress Invaders and Promote Native Species Recovery." *Biological Invasions* 20, no. 5 (2018).

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**FRAISSE, Clyde W.**

**Year of Appointment:** 2007

**Title/Department:** Associate Professor, Agricultural and Biological Engineering

**Tenure Status:** Tenured

**Education:** BS, Universidade Federal do Parana, Civil Engineering and Cartography, 1982; MS, Catholic University of Leuven, Agricultural Engineering, 1988; PhD, Colorado State University, Agricultural and Chemical Engineering, 1994

**Academic Experience:** Assistant Professor, Department of Biological Systems Engineering, Washington State University, 2002-2003; Senior Research Scientist, Cargill, Inc., Minneapolis, Minnesota, 1998-2002

**Number of Theses Supervised During Past 5 Years:** 18

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

**Research/Teaching Interests:** Agrometeorology; Agroclimatology; Climate Variability and Change

**Overseas Experience:** Brazil, Paraguay, Kenya, Ethiopia, Mozambique

**Number of Recent Publications:** 24

With C. P. Boechat Soares, F. De Castro Neto, S. N. De Olivera Neto, et al. "Greenhouse Gas Emissions and Carbon Sequestration by Agroforestry Systems in Southeastern Brazil." *Scientific Reports* 7 (2017).

With D. Barreto, D. Dourte, E. Gelcer, C. Staub, et al. "Gridded, Monthly Rainfall and Temperature Climatology for El Nino Southern Oscillation Impacts in the United States." *International Journal of Climatology* 37 (2017): 2200-08.

**Percentage of time devoted to LAC studies:** 25%

**FROSCH, Joan D.**

**Year of Appointment:** 1995

**Title/Department:** Professor, Department of Theatre & Dance, Co-founder and Director, Center for World Arts

**Tenure Status:** Tenured

**Education:** BFA, California Institute of the Arts, Humanities, 1973; MA, Teachers College, Columbia University, Dance Education, 1996; CMA, Laban Institute of Movement Studies, Movement Analysis, 1995; PhD, Texas Woman's University, Dance, 2011

**Academic Experience:** Has taught on the faculties of the University of Maryland, the State University of New York at Stony Brook, Wesleyan University, Rotterdamse Dansacademie in the Netherlands, the International School of Beijing and co-founded, Africa Contemporary Arts Consortium (TACAC)

**Number of Theses Supervised During Past 5 Years:** 2

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

**Research/Teaching Interests:** African Dance; Modern Dance; Jazz Dance

**Overseas Experience:** Benin, Burkina Faso, Cameroon, Cote d'Ivoire, Ghana, Nigeria, Senegal, Togo

**Number of Recent Publications (Selected Publications):**

"A Global View: Dance Appreciation for the 21<sup>st</sup> Century." *Journal of Physical Education, Recreation and Dance* 62, no. 3 (2013): 60-66.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** University of Florida President's Humanitarian Award, 2003; Faculty Achievement Recognition, 2007; the College of Fine Arts International Educator of the Year Award, 2008; University of Florida International Educator of the Year Award (2008).

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**FUSCO, Juliana**

**Year of Appointment:** 2016

**Title/Department:** Professor, the Banks Preeminence Chair in Art, School of Art & Art History

**Tenure Status:** Tenured

**Education:** BA, Brown University, Literature and Society/Semiotics, *magna cum laude*, 1982; MA, Stanford University, Modern Thought and Literature, 1985; PhD, Middlesex University, Published Works, Art and Visual Culture, 2007

**Academic Experience:** MLK Visiting Scholar, Massachusetts Institute of Technology, 2014-2015; Distinguished Chair in Visual Arts, Fundação Armando Álvares Penteado, Sao Paulo (Fulbright Appointment), 2014; Associate Professor, Fine Arts, Parsons The New School for Design, 2008-2013

**Number of Theses Supervised During Past 5 Years:** 2

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

**Research/Teaching Interests:** Art; Visual Culture; Cuban Art/Cinema

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

**Number of Recent Publications:** 2

*Dangerous Moves: Performance and Politics in Cuba*. London: Tate Publishing, 2015.

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Center for Humanities and the Public Sphere Grant, University of Florida, 2017; Rockefeller Brothers Fund, Grant for book translation/publication, 2016; Greenfield Prize, 2016; CINTAS Fellowship, 2014

**GALLOWAY, Glenn**

**Year of Appointment:** 2011

**Title/Department:** Director, Master of Sustainable Development Practice Program

**Tenure Status:** Non-tenure track

**Education:** BS, Colorado State University, Forest Biology, 1976; MF, University of British Columbia, Forest Genetics, 1978; PhD, University of Washington, Forest Resources, 1991

**Academic Experience:** Director of the Education Division and Dean of the Graduate School Tropical Agricultural Research and Higher Education Center (CATIE), 2003-2011; Research Assistant, Department of Natural Resources, University of Washington, 1988-1991

**Number of Theses Supervised During Past 5 Years:** 2

**Languages:** Spanish (5)

**Research/Teaching Interests:** Forestry and Sustainable Development; Plantation Forestry and Agroforestry; Multi-Stakeholder Processes in the Context of Development

**Number of Courses:** 3

LAS 6938/AFS 6905: Development Administration; LAS 6940 /AFS 6905: Design and Methods of Sustainable Development Practice; LAS 6938/AFS 6905: Conservation and Development Practicum

**Overseas Experience:** Colombia, Peru, Ecuador, Costa Rica, Guatemala, Honduras, Nicaragua, El Salvador, Panama, Belize

**Number of Recent Publications:** 10

With W. de Jong, P. Katila, and P. Pacheco. "Incentives and Constraints of Community and Smallholder Forestry." *Forests* 7, no. 9 (2016): 209.

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**GALVAN-MIYOSHI, Yankuic**

**Year of Appointment:** 2016

**Title/Department:** Postdoctoral Associate, Center for Latin American Studies

**Tenure Status:** Non-tenure track

**Education:** BS, Universidad Nacional Autónoma de México, Biology, 2004; MS, Universidad Nacional Autónoma de México, Environmental Sciences, 2008; PhD, Michigan State University, Geography, 2016

**Academic Experience:** Adjunct Assistant Scientist, Department of Geography, University of Florida, 2014-2016; Teaching Assistant, Department of Geography, Michigan State University, 2012-2014

**Languages:** Spanish (5)

**Research/Teaching Interests:** Economic Geography; GIS Science; Statistics

**Number of Courses:** 1

GEO 3502: Economic Geography

**Overseas Experience:** Mexico

**Number of Recent Publications:** 1

With R. Walker and B. Warf. "Land Change Regimes and the Evolution of the Maize-Cattle Complex in Neoliberal Mexico." *Land* 4, no. 3 (2015): 754-77.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** National Science Foundation Research Grant, 2016-2020; University Distinguished Fellowship, Michigan State University, 2011-2015

**GALVÃO, Klíbs**

**Year of Appointment:** 2010

**Title/Department:** Associate Professor, Food Animal Reproduction and Medicine, Large Animal Clinical Sciences

**Tenure Status:** Tenured

**Education:** DVM, Federal University of Goiás, Brazil, Veterinary Medicine, 2002; MPVM, UC-Davis, Epidemiology, 2005; Residency, UC-Davis, Dairy Production Medicine, 2006; PhD, Cornell University, Comparative Biomedical Sciences, 2009.

**Academic Experience:** Auxiliary Assistant Professor, Department of Veterinary Preventive Medicine, Ohio State University, 2009-2010

**Number of Theses Supervised During Past 5 Years:** 13

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

**Research/Teaching Interests:** Reproductive Physiology and Management; Dairy Production Medicine; Economics of the Dairy Enterprise; Transition Cow Immunology; Immunology and Microbiology of the Uterus in Dairy Cows; Uterine Diseases; Treatment of Uterine Diseases; Neonatology

**Overseas Experience:** Brazil, Mexico

**Number of Recent Publications:** 23

With F. Cunha, S. J. Jeon, R. Daetz, A. Vieira-Neto, et al. "Quantifying Known and Emerging Uterine Pathogens, and Evaluating Their Association with Metritis and Fever in Dairy Cows." *Theriogenology* 114 (March 2018): 25-33.

With S. J. Jeon, F. Cunha, A. Vieira-Neto, R. C. Bicalho, et al. "Blood As a Route of Transmission of Uterine Pathogens from the Gut to the Uterus in Cows." *Microbiome* 5, no. 1 (Aug. 2017): 109.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**GARRET, Karen**

**Year of Appointment:** 2015

**Title/Department:** Lecturer, Institute for Sustainable Food System

**Tenure Status:** Non-tenure track

**Education:** BS, Purdue University, International Agronomy, 1985; MS, Colorado State University, Plant Pathology and Weed Science, 1991; MS, Colorado State University, Statistics, 1992; PhD, Oregon State University, Botany and Plant Pathology, 2000

**Academic Experience:** Professor, Department of Plant Pathology, Kansas State University, 2010-2015; Associate Professor, Department of Plant Pathology, Kansas State University, 2005-2010; Statistician, Savannah River Ecology Lab, University of Georgia, 1991-1996

**Research/Teaching Interests:** Systems Analysis of Seed Health; Crop Disease Management and Microbes

**Overseas Experience:** Bolivia

**Number of Recent Publications:** 24

With Buddenhagen, C. E., Nopsa, J. F., Andersen, K. F., Andrade-Piedra, J., Forbes, G. A., Kromann, P., Garrett, K. A. (2017). "Epidemic Network Analysis for Mitigation of Invasive Pathogens in Seed Systems: Potato in Ecuador." *Phytopathology*, 107(10), 1209-1218.

**Percentage of time devoted to LAC studies:** 25%

**GEGGUS, David P.**

**Year of Appointment:** 1983

**Title/Department:** Professor, History

**Tenure Status:** Tenured

**Education:** BA, Oxford University, Modern History, 1971; MA, London University, Modern History, 1972; MA, Oxford University, Modern History, 1976; PhD, University of York, History, 1979

**Academic Experience:** Hartley Research Fellow, Southampton University, 1980-1982; Junior Research Fellow, Wolfson College, 1976-1980

**Number of theses supervised during past 5 years:** 9

**Languages:** French (5), Haitian Creole (2), Portuguese (2), Spanish (2)

**Research/Teaching Interests:** Caribbean History; Slavery

**Number of Courses:** 5

LAH 4471: Caribbean History to 1800; LAH 4473: France in the Caribbean; LAH 3931: History of Haiti; LAH 4472: Modern Caribbean; LAH 4930: Slavery in the Atlantic World

**Overseas Experience:** Dominican Republic, Guatemala, Haiti, Jamaica, Puerto Rico

**Number of Recent Publications:** 9

"Slavery and the Haitian Revolution." In *Cambridge World History of Slavery*, edited by D. Eltis, S. Engerman and S. Drescher, vol. 4. New York: Cambridge University Press, 2017.

"The Louisiana Purchase and the Haitian Revolution." In *The Haitian Revolution and the Early U.S.: Histories, Geographies, Textualities*, edited by E. M. Dillon and M. Drexler. Philadelphia: University of Pennsylvania Press, 2016.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Nathan Huggins lectureship, Harvard University, 2016; Choice "Outstanding Academic Title," award for *The Haitian Revolution: A Documentary History*, 2015

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**GENDREAU, Brian**

**Year of Appointment:** 2009

**Title/Department:** Clinical Professor, Department of Finance, Insurance and Real Estate

**Tenure Status:** Non-tenure track

**Education:** BA, Northwestern University, Economics, 1973; MA, Johns Hopkins School of Advanced International Studies (concentration in Latin American Studies), 1976; PhD, The Wharton School, University of Pennsylvania, Business Economics, 1990

**Academic Experience:** Adjunct Professor, Finance Department, New York University, 1989-2009; Lecturer, Finance Department, The Wharton School, University of Pennsylvania, 1983-1985

**Number of Theses Supervised During Past 5 Years:** 2

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

**Research/Teaching Interests:** Emerging Financial Markets; Financial Crises

**Number of Courses:** 3

Latin America Business Environment; Emerging Markets Finance; International Finance

**Overseas Experience:** Latin America and the Caribbean

**Number of Recent Publications:** 3

With T. McLendon. *Latin American Business Environment Report* (19th ed.). Gainesville, FL: UF Center for Latin American Studies, 2018.

With T. McLendon. *Latin American Business Environment Report* (18th ed.). Gainesville, FL: UF Center for Latin American Studies, 2017.

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Richardson Faculty Fellow, Warrington College of Business International Educator of the Year, Fall 2015.

**GIL, Antonio C.**

**Year of Appointment:** 1986

**Title/Department:** Lecturer, Spanish and Portuguese Studies; Assistant to the Chair and Administrative Coordinator of the Beginning Spanish Program

**Tenure Status:** Non-tenure track

**Education:** BA, University of Oregon, Romance Languages (Italian-Spanish), 1972; MA, University of Oregon, Romance Languages (Italian-Spanish), 1974

**Academic Experience:** Lecturer, Ohio State University, 1978-1981

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

**Research/Teaching Interests:** Elementary and Intermediate, Advanced Conversation and Composition Syntax in Spanish; Spanish American Culture and Civilization; Commercial Spanish

**Number of Courses:** 8

SPN 1130: Beginning Spanish 1; SPN 1131: Beginning Spanish 2; SPN 3300: Grammar and Composition 1; SPN 3301: Grammar and Composition 2; SPN 1134: Accelerated Spanish; SPN 4420/6315: Advanced Composition and Syntax; SPN 2201: Intermediate Spanish 2; SPN 3700: Introduction to Spanish Linguistics

**Percentage of time devoted to LAC studies:** 75%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**GILLESPIE, Susan D.**

**Year of Appointment:** 2001

**Title/Department:** Professor, Anthropology

**Tenure Status:** Tenured

**Education:** BA, University of Maryland, Anthropology, 1974; MA, University of Alabama, Anthropology, 1977; PhD, University of Illinois at Urbana-Champaign, Anthropology, 1983

**Academic Experience:** Associate Professor, Anthropology, University of Illinois, U-C, 2000-2001; Assistant Professor, Anthropology, University of Illinois, U-C 1994-2000; Assistant Professor of Anthropology, Illinois State University, 1983-1990

**Number of Theses Supervised During Past 5 Years:** 9

**Languages:** Spanish (3), French (1)

**Research/Teaching Interests:** Mesoamerican Archaeology; Ethnohistory; Iconography

**Number of Courses:** 2

ANT 3162: Aztec Civilization; ANT 4168: Maya Civilization

**Overseas Experience:** Mexico

**Number of Recent Publications:** 6

“Journey’s End (?): The Travels of La Venta Offering 4.” In *Things in Motion: Object Itineraries in Anthropological Practice*, edited by R. A. Joyce and S. D. Gillespie. Santa Fe, NM: School of Advanced Research Press, 2015.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Presidential Certificate, American Anthropological Association, for service as Chair of the AAA Task Force on Cultural Heritage 2015; Elizabeth Wood Dunlevie Honors Term Professor, University of Florida, 2013-2014

**GINWAY, M. Elizabeth**

**Year of Appointment:** 1997

**Title/Department:** Associate Professor, Spanish and Portuguese Studies

**Tenure Status:** Tenured

**Education:** BA, Smith College, Comparative Literature, 1981; MA, Vanderbilt University, Spanish, 1986; PhD, Vanderbilt University, Spanish and Portuguese, 1989

**Academic Experience:** Visiting Assistant Professor of Spanish, Emory University, 1994-1995; Assistant Professor of Portuguese, University of Georgia, 1989-1993

**Number of theses supervised during past 5 years:** 2

**Languages:** Portuguese (5), Spanish (4), French (3)

**Research/Teaching Interests:** 19<sup>th</sup> & 20<sup>th</sup> Century Brazilian Literature and Culture; Latin American Science Fiction; Crime Fiction; Portuguese Language

**Number of Courses:** 6

POW 4700: Machado de Assis; POW 4930: Brazilian Crime and Detective Fiction

**Overseas Experience:** Brazil, Mexico

**Selected Publications:** 9

“A ficção científica no Brasil e no México: especulações preliminares.” *Com ciência: Revista eletrônica de jornalismo científico*. Dossiê 190. 9 de julho de 2017.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Liberal Arts and Sciences Scholarship Enhancement Award Summer B, 2016; Voted Lit. Professor of the Year by Graduate Students of SPS, 2014

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**GOLDMAN, Abraham**

**Year of Appointment:** 2004

**Title/Department:** Associate Professor, Department of Geography

**Tenure Status:** Tenured

**Education:** BA, Harvard University, Economics, 1969; MA, Clark University, Geography, 1984; PhD, Clark University, Geography, 1986

**Academic Experience:** Visiting scholar, Center for African and Asian Area Studies, Kyoto University, Kyoto, Japan, 1999; Rockefeller Foundation Fellow, International Institute of Tropical Agriculture (IITA), Ibadan, NIGERIA, 1986-1988

**Research/Teaching Interests:** Global Environmental and Social Change

**Number of Courses:** 5

GEO 2420: Introduction to Human Geography; GEO 3370: Conservation Resource; GEO 3930: Population/Resources/Environment; GEO 4938/6938: Food and Agriculture in Africa; GEO 6118: Contemporary Geographic Thought

**Overseas Experience:** Africa, Latin America

**Number of Recent Publications:** 5

With J. Salermo, C. A. Chapman, J. E. Diem, et al. "Park Isolation in Anthropogenic Landscapes: Land Change and Livelihoods at Park Boundaries in the African Albertine Rift." *Regional Environmental Change* 18, no. 3 (March 2017): 913-28.

**Percentage of time devoted to LAC studies:** 25%

**GRAVLEE, Clarence C.**

**Year of Appointment:** 2006

**Title/Department:** Associate Professor, Anthropology

**Tenure Status:** Tenured

**Education:** BA, University of Florida, Anthropology, 1996; MA, University of Florida, Anthropology, 1998; PhD, University of Florida, Anthropology, 2002

**Academic Experience:** Assistant Professor, Department of Anthropology, Florida State University, 2003-2006

**Languages:** Spanish (4)

**Research/Teaching Interests:** Medical Anthropology; Social Inequalities in Health; Ethnicity, Race, and Racism; Qualitative and Quantitative Research Methods

**Number of Courses:** 3

ANG 6481: Research Methods Cognitive; ANG 6905: Medical Anthropology Journal Club; ANT 2301: Human Sexuality and Culture

**Overseas Experience:** Bolivia

**Number of Recent Publications:** 9

With M. Kagawa Singer, W. W. Dressler, S. George, and NIH Expert Panel. "Culture: The Missing Link in Health Research." *Social Science and Medicine* 170 (2016): 237-46.

With R. Bernard, eds. *Handbook of Methods in Cultural Anthropology*. New York: Rowman & Littlefield, 2015.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**GUERRA, Lillian**

**Year of Appointment:** 2010

**Title/Department:** Associate Professor, Cuban & Caribbean History

**Tenure Status:** Tenured

**Education:** BA, History and Spanish, Dartmouth College 1992; MA Latin American Studies, University of Wisconsin-Madison, 1993; PhD, Latin American History (Modern) University of Wisconsin-Madison, 2000

**Academic Experience:** Assistant Professor of Caribbean & Latin American History, Department of History, Yale University, 2004-2010; Assistant Professor of Latin American History, Department of History, Bates College, 2000-2004; Lecturer, University of Wisconsin-Madison, 1999

**Number of Thesis Supervised During Past 5 Years:** 10

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

**Research/Teaching Interests:** 19<sup>th</sup> & 20<sup>th</sup> Century Cuba; Caribbean Diasporas; 19<sup>th</sup> & 20<sup>th</sup> Century Puerto Rico; Comparative Caribbean History; US Foreign Policy toward Latin America

**Number of Courses:** 6

LAH 4930: Latin American Cold War; LAH 3725: Black Caribbean; LAH 3931: History of Gender & Sexuality in Latin America; LAH 3931: History of Cuba & Puerto Rico; LAH 3931/ JST 3930: Jewish Diaspora of Latin America; LAH 3931: Cuban Revolution

**Overseas Experience:** Mexico, Cuba, Puerto Rico, Ecuador, India, Russia, France, England

**Number of Recent Publications:** 15

*Heroes, Martyrs & Political Messiahs in Revolutionary Cuba, 1946-1958.* New Haven: Yale University Press, 2018.

“Lo Mismo que hay que separar la Iglesia del Estado, hay que separar la política de la academia.”  
Entrevista a Carmelo Mesa-Lago. *Cuban Studies* 46 (2017): 313-30.

“Trump Tells Puerto Ricans to be ‘Proud’ that They Aren’t Dead.” *History News Network* (2017).

“What Happens in Cuba After Fidel?” *Huffington Post* (2015).

“Former Slum-dwellers, the Communist Youth and the Oscar Lewis Project in Cuba.” *Cuban Studies/Estudios Cubanos* 43 (2015): 67-89.

**Percentage of time devoted to LAC studies:** 100%

**GURUCHARRI, Maria C.**

**Year of Appointment:** 1991

**Title/Department:** Chair and Associate Professor, Landscape Architecture

**Tenure Status:** Tenured

**Education:** BLA, University of Florida, 1978; MLA, Harvard University, 1988

**Academic Experience:** Lecturer, School of Continuing Studies, Johns Hopkins University, 1990-1991; Instructor, Urban Design, University of North Carolina at Chapel Hill, 1990

**Number of theses supervised during past 5 years:** 7

**Languages:** Spanish (5)

**Research/Teaching Interests:** Venues where advocacy and team process accommodate diversity and multiplicity

**Number of Courses:** 2

LAA 2360C: Principles of Landscape Architecture; LAA 1920: Introduction to Landscape Architecture

**Overseas Experience:** Guatemala, Honduras, Costa Rica, Belize, Barbados

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**HAMAN, Dorota Z.**

**Year of Appointment:** 1985

**Title/Department:** Professor and Chair, Agricultural and Biological Engineering

**Tenure Status:** Tenured

**Education:** BS, University of Warsaw, Poland, Mathematics, 1973; MS, Michigan State University, Agricultural Engineering, 1980; PhD, Michigan State University, Agricultural Engineering, 1983

**Academic Experience:** Instructor, Department of Agricultural Engineering, Michigan State University, 1983-1984; Graduate Research and Teaching Assistant, Department of Agricultural Engineering and Department of Mathematics, Michigan State University, 1977-1983

**Languages:** Spanish (4)

**Overseas Experience:** South and Central America

**Research/Teaching Interests:** Evaluation and Demonstration of Water Conservation/Irrigation Systems in Containerized Production of Ornamental Plants; Development of Crop Coefficients of Specialty Crops in Florida

**Percentage of time devoted to LAC studies:** 25%

**HANSON, Rebecca A.**

**Year of Appointment:** 2017

**Title/Department:** Assistant Professor, Department of Sociology & Criminology and Center for Latin American Studies

**Tenure Status:** Tenure track

**Education:** BA, University of Montevallo, Sociology *Summa cum Laude* with Honors, 2006; MA, University of Chicago, Social Sciences, 2008; PhD, University of Georgia, Sociology, 2017

**Academic Experience:** University of Florida, 2017-Present

**Number of Theses Supervised During Past 5 Years:** 1

**Languages:** Spanish (4)

**Research/Teaching Interests:** Crime and Citizen Security; Political Sociology; Human Rights; Global Studies; Urban Sociology; Social Movements and Citizen Participation; Gender; Qualitative Methods

**Number of Courses:** 4

CCJ 4934/SYA 4930: Policing the Americas; LAS 4935/6938: Crime and Violence in Latin America; LAS 4935/6938: Law and Order in Latin America; SYA 7933: Qualitative Methods

**Overseas Experience:** Venezuela, Colombia

**Number of Recent Publications:** 4

With P. Lapegna "Popular Participation and Governance in Kirchner's Argentina and Chavez's Venezuela: Recognition, Incorporation, and Supportive Mobilisation." *Journal of Latin American Studies* 50, no. 1 (Feb. 2018): 153-82.

With P. Richards "Sexual Harassment and the Construction of Ethnographic Knowledge. *Sociological Forum* 32, no. 3 (May 2017): 587-609.

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**HEBBLETHWAITE, Benjamin**

**Year of Appointment:** 2003

**Title/Department:** Associate Professor, Languages, Literatures and Cultures

**Tenure Status:** Tenured

**Education:** BA, University of Missouri-Columbia, Religious Studies, 1993; MA, Purdue University, French Literature, 1999; MA, Indiana University, French Linguistics, 2001; PhD, Indiana University, French Linguistics, 2007

**Academic Experience:** Director and Instructor, Haitian Summer Institute, Florida International University, 2004-2006; Haitian Creole instructor, Indiana University, 1999-2003; French Teaching Assistant, Purdue University, 1996-1999

**Number of Theses Supervised During Past 5 Years:** 4

**Languages:** French (5), Haitian Creole (5), Dutch (4), Spanish (3), Jamaican Patwa (2), Arabic (2)

**Research/Teaching Interests:** Haitian Creole; Applied Linguistics; Syntax; Bilingualism; Language Policy; Pedagogy; Technology in Language Acquisition; Translation; Lexicography

**Number of Courses:** 6

3930/HAT 3564: Haitian Culture and Society; HAI 2200: Intermediate Haitian Creole 1

**Overseas Experience:** Guadeloupe, Haiti, Germany, France, Netherlands

**Number of Recent Publications:** 12

“Sik salitasyon nan Rit Rada a: Patwon fondanatal ak eleman patikilye nan salitasyon lwa Rada yo”  
[“Cycles of salutation in the Rada Rite: Fundamental Patterns and Particular Elements in the Salutations to the Rada spirits.”] *Legs et littérature* 9 (2017).

**Percentage of time devoted to LAC studies:** 100%

**HECKENBERGER, Michael J.**

**Year of Appointment:** 1999

**Title/Department:** Associate Professor, Anthropology

**Tenure Status:** Tenured

**Education:** BA, University of Vermont, Anthropology, 1988; PhD, University of Pittsburgh, Anthropology, 1996

**Academic Experience:** Visiting Researcher, Museu Paraense Emílio Goeldi (MPEG/ CNPq), Belém, Brazil, 1998-1999; Visiting Professor, Graduate Program in Social Anthropology (PPGAS), Museu National/Federal University of Rio de Janeiro, 1997-1998

**Languages:** Portuguese (4)

**Research/Teaching Interests:** Indigenous Peoples of Amazonia; Cultures of the Humid Tropics; Pre-Columbian Complex Societies; Historical Ecology and Landscape; History and Theory of Anthropology; Urban Landscapes.

**Number of Courses:** 6

ANT 4930: Indigenous Peoples of the Amazon; ANG 6186: Amazonian Archeology

**Overseas Experience:** Brazil, Guyana, Tobago

**Number of Recent Publications:** 1

With C. R. Clement, W. M. Denevan, A. B. Junqueira, E. G. Neves, et al. “The Domestication of Amazonia before European Conquest.” *Proceedings of the Royal Society B* 282, no. 1812 (2015).

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**HEDRICK, Tace**

**Year of Appointment:** 1997

**Title/Department:** Associate Professor, English and Women's Studies

**Tenure Status:** Tenured

**Education:** BA, University of Colorado, English and Writing, 1984; MA, University of Iowa, Comparative Literature, 1988; PhD, University of Iowa, Comparative Literature, 1992

**Academic Experience:** Assistant Professor of Comparative Literature Humanities Division, Penn State Harrisburg, 1992-1997; Teaching Assistant, Department of Spanish, University of Iowa, 1991-1992

**Number of theses supervised during past 5 years:** 21

**Languages:** Spanish (3), French (2), Portuguese (1)

**Research/Teaching Interests:** U.S. (Afro) Latina/Chicana Cultural Studies; Transnational Latin/o American Studies

**Number of Courses:** 4

ENG 6075: Introduction to Critical Theory; AML 6027: Comparative American Modernisms; AML 4170: Race and Gender in Women's Genre Fiction; AML 4242: Race and Gender in Latina/o and Chicano/a Short Stories and Poetry

**Overseas Experience:** Guatemala

**Number of Recent Publications:** 5

*Chica Lit: Popular Latina Fiction and Americanization in the Twenty-first Century.* Pittsburg, PA: University of Pittsburgh Press, 2015.

**Percentage of time devoted to LAC studies:** 25%

**HENSON, Bryce**

**Year of Appointment:** 2017

**Title/Department:** Visiting Professor, African American Studies

**Tenure Status:** Tenured

**Education:** BA, University of Washington, Accounting and Communication, 2008; PhD, University of Illinois, Urbana-Champaign, Cultural Studies and Interpretative Theory and Critical Ethnic Studies, certificate in Latin American and Caribbean Studies, 2016

**Academic Experience:** Postdoctoral Research Associate, Department of African American Studies, University of Illinois, Urbana-Champaign, 2016-2017

**Languages:** Spanish (5)

**Research/Teaching Interests:** African Diaspora Studies; Media and Cultural Studies; Black Feminist/Queer Theory; Black Music; Latin American and Caribbean Studies; Indigenous Studies

**Number of Courses:** 2

AFA 2000: Introduction to African American Studies; AFA 3240: The African Diaspora

**Overseas Experience:** Brazil

**Number of Recent Publications:** 4

"Real Recognize Real: Local Hip-Hop Cultures and Global Imbalances in the African Diaspora." *In Encyclopedia of Educational Philosophy and Theory*, edited by M. A. Peters. Springer, 2016.

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**HERNÁNDEZ, Jorge A.**

**Year of Appointment:** 1998

**Title/Department:** Professor, Large Animal Clinical Sciences, Department of Environmental and Global Health

**Tenure Status:** Tenured

**Education:** DVM, University of Baja California, Veterinary Medicine, 1983; MPVM, University of California at Davis, Preventive Veterinary Medicine, 1985; PhD, Colorado State University, Veterinary Epidemiology, 1990

**Academic Experience:** Analytical Epidemiologist, Texas Animal Health Commission, 1996-1998; Professor, School of Veterinary Medicine, University of Baja California, 1991-1996

**Number of theses supervised during past 5 years:** 8

**Languages:** Spanish (5)

**Research/Teaching Interests:** Epidemiology of Diseases in Food Animals and Equine Athletes; Internationalization of the Veterinary Curriculum

**Number of Courses:** 4

VEM 5503/6771: Research Methods in Epidemiology; VEM 5503: Veterinary Epidemiology; PHC 6937: Seminars in Global Health; VEM 5506: International Veterinary Medicine

**Overseas Experience:** Mexico, Guatemala

**Number of Recent Publications:** 6

With A. Gonzalez-Reiche, A. Ramírez, M. Muller, D. Orellana, et al. "Origin, Distribution and Potential Risk Factors of Influenza Virus Infections in Swine in Two Different Production Systems in Guatemala." *Influenza and Other Respiratory Viruses* 11 (2017): 182-92.

**Percentage of time devoted to LAC studies:** 25%

**HERNÁNDEZ, María Gabriela**

**Year of Appointment:** 2017

**Title/Department:** Assistant Professor, School of Art and Art History

**Tenure Status:** Tenure track

**Education:** BA, University of Costa Rica, Mass Communication, emphasis in Advertising, 2005; Master of Fine Arts, Certificate in Latin American Studies, University of Florida, Graphic Design, 2011

**Academic Experience:** Assistant Professor, Graphic Design, University of Houston, 2013-2017

**Languages:** Spanish (5)

**Research/Teaching Interests:** Design for Development; Visual Storytelling; Multidisciplinarity; Disadvantaged Communities; Indigenous Groups

**Number of Courses:** 2

ART 3807C Design Thinking; GRA 4923C: Design and Professional Practice Studio

**Overseas Experience:** Mexico, Costa Rica

**Number of Recent Exhibitions (Selected Exhibitions):** 3

With Writers in the Schools, *Moca, Houston City Hall Underground Gallery*, 2016 (over 20 design pieces).

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**HERNÁNDEZ-TRUYOL, Berta Esperanza**

**Year of Appointment:** 2000

**Title/Department:** Levin Mabie and Levin Professor of Law, Levin College of Law

**Tenure Status:** Tenured

**Education:** BA, Cornell University, Sociology/Psychology, 1974; JD, Albany Law School of Union University, 1978; LLM, New York University School of Law, International Legal Studies, 1982

**Academic Experience:** Professor of Law, St. John's University, 1991-2000; Senior Fellow, Institute for Legal Studies, University of Wisconsin, 1997-1999; Visiting Professor of Law, Georgetown University, 1994-1995

**Number of theses supervised during past 5 years:** 2

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

**Research/Teaching Interests:** Human Rights; Issues of Gender, Race, Culture, Language, Health Multidimensionality; Latinas/os and the Law

**Number of Courses:** 5

LAW 6936: Globalization and the Rule of Law in the Americas: Trade, Labor, and the Environment

**Number of Recent Publications:** 3

“Globalizing Women’s Health and Safety: Migration, Work, and Labor.” *Santa Clara Journal of International Law* 15, no. 1 (2017).

**Percentage of time devoted to LAC studies:** 25%

**HIND, Emily**

**Year of Appointment:** 2014

**Title/Department:** Associate Professor of Spanish, Spanish and Portuguese Department

**Tenure Status:** Tenured

**Education:** BA, University of Kansas, Spanish and Psychology, Graduated with Highest Distinction, 1995; MA, Pennsylvania State University, Spanish, 1997; PhD, University of Virginia, Spanish, 2001

**Academic Experience:** Associate Professor, Department of Spanish, University of Wyoming, 2011-2014; Assistant Professor, Department of Spanish, University of Wyoming, 2005-2011

**Number of theses supervised during past 5 years:** 2

**Languages:** English (5), Spanish (5), Portuguese (1), French (1)

**Pedagogy Training:** Completed at the University of Virginia and Penn State.

**Research/Teaching Interests:** Mexican Studies: Literature, including Children’s Literature; Literary Theory; Film; Assorted Interdisciplinary Efforts such as Age/Gender/Disability Studies

**Overseas Experience:** Spain, Mexico, Portugal

**Number of Courses:** 4

SPN 3520: Culture and Civilization of Latin America; SPN 3930: Contemporary Mexican Literature

**Number of Recent Publications:** 6

“Classism. Gente Decente and Civil Rights: From Suffrage to Divorce and Privileges in Between.” In *Modern Mexican Culture*, edited by D. Stuart Day. Tucson, AR: University of Arizona Press, 2017.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** University of Florida Term Professorship, 2016-2019

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**JACOBSON, Susan K.**

**Year of Appointment:** 1988

**Title/Department:** Professor, Wildlife Ecology and Conservation

**Tenure Status:** Tenured

**Education:** BA, Brown University, Biology, 1978; MS, University of Florida, Zoology, 1983; PhD, Duke University, Resource Ecology, 1987

**Academic Experience:** Visiting Assistant Professor, School of Forestry and Environmental Studies, Duke University, 1987; Zoologist Assistant, Roger Williams Park Zoo, Providence, RI. 1977-1978; Education Officer, Nakuru Wildlife Trust, Kenya, East Africa, 1976

**Number of theses supervised during past 5 years:** 19

**Languages:** Spanish (1)

**Research/Teaching Interests:** Sustainable Development and Biological Conservation; Human Dimensions of Wildlife Management; Environmental Education and Communication Evaluation

**Number of Courses:** 1

WIS 4523: Human Dimensions of Natural Resource Management

**Overseas Experience:** Belize, Costa Rica, Guatemala, Honduras

**Number of Recent Publications:** 28

With S. K. Jacobson, M. McDuff and M. Monroe. *Conservation Education and Outreach Techniques, 2nd Edition*. Oxford: Oxford University Press, 2015.

**Percentage of time devoted to LAC studies:** 50%

**JORDAN OROZCO, Victor**

**Year of Appointment:** 2011

**Title/Department:** Lecturer of Spanish, Spanish and Portuguese Department

**Tenure Status:** Non-tenure track

**Education:** BA, Southern Illinois University, History, 1979; MS, Nova Southeastern University, Teaching and Education, 1992; MA, University of Florida, Spanish; PhD, University of Florida, Spanish, 2009.

**Academic Experience:** Adjunct Lecturer, Santa Fe College, 2009; Dean of Students, Colegio Bolivar (International School), 1998-2000; Headmaster and Academic Director, Colegio Gimnasio la Colina, 1995-1998

**Languages:** Spanish (5)

**Number of Courses:** 6

SPN 1134: Accelerated Spanish Review; SPN 1131: Beginning Spanish II; SPN 3392: Conversation, Film, and Culture; SPN 4420: Composition and Syntax; SPN 4314: Advanced Composition and Syntax for Bilinguals; SPW 4190: Colombian Literature and Film

**Overseas Experience:** Colombia

**Number of Recent Publications:** 5

*Provocaciones: Relatos breves*. Raleigh, NC: Lulu Press, 2015.

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Anderson Scholar Honoree 2014 and 2015

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**JUDD, Walter S.**

**Year of Appointment:** 1978

**Title/Department:** Distinguished Professor Emeritus, Biology

**Tenure Status:** Tenured

**Education:** BS, Michigan State University, 1969; MA, Michigan State University, Botany, 1974; PhD, Harvard University, Botany, 1978

**Academic Experience:** Teaching Assistant in Introductory Plant Systematics, Michigan State University, 1972-1974; Curatorial Assistant at Harvard University Herbaria, 1977-1978

**Number of theses supervised during past 5 years:** 8

**Languages:** Spanish (1)

**Research/Teaching Specializations:** Tropical Botany; Floristic/Vegetational Studies; Endangered Species

**Number of Courses:** 1

BOT 5685C: Tropical Botany

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

**Number of Recent Publications:** 38

With E. R. Bécquer and L. C. Majure. "Taxonomic Revision of *Miconia* Sect. *Calycopteris* (Miconieae, Melastomataceae) in Cuba." *Brittonia* (25 Aug 2017).

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Merit Award, Botanical Society of America, 2012; José Cuatrecasas Medal for Excellence in Tropical Botany, National Museum of Natural History, Smithsonian Institution, 2012

**KAINER, Karen A.**

**Year of Appointment:** 2002

**Title/Department:** Professor, Latin American Studies and Forest Resources and Conservation

**Tenure Status:** Tenured

**Education:** BS, Stephen F. Austin State University, Forest Management, 1983; MS, University of Florida, Tree Physiology, 1990; PhD, University of Florida, Forest Ecology and Management, 1997

**Academic Experience:** Assistant Professor, Sustainable Systems Graduate Program, Slippery Rock University, 1997-2000; Natural Resources Program Coordinator, U.S. Peace Corps, 1985-1986

**Number of theses supervised during past 5 years:** 15

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

**Research/teaching Interests:** Tropical Forest Ecology; Community-Based Forest Management; Timber and Non-Timber Production; Capacity Building for Tropical Conservation and Development

**Number of Courses:** 2

FOR 6228/LAS 6290: Community Forest Management; FOR 4060: Global Forests

**Overseas Experience:** Brazil, Paraguay, Mexico, Indonesia

**Number of Recent Publications:** 13

With T. D. Bertwell, W. P. Cropper, Jr., C. L. Staudhammer, and L. H. O. Wadt "Are Brazil Nut Populations Threatened by Fruit Harvest?" *Biotropica* 50, no. 1 (2017): 50–9.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Science without Borders Special Visiting Researcher (PVE) Fellowship, 2014-2018; Award for Supervising the Outstanding Forest Resources and Conservation Thesis (Todd D. Bertwell), 2017; Teacher of the Year, 2015-16, Forest Resources and Conservation Undergraduate Program

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**KAPLAN, David A.**

**Year of Appointment:** 2012

**Title/Department:** Assistant Professor, Environmental Engineering Sciences

**Tenure Status:** Tenure track

**Education:** BS, Cornell University, Agricultural and Biological Engineering, 2000; PhD, University of Florida, Agricultural and Biological Engineering, 2010

**Academic Experience:** Natural Resources Project Manager, New York City Department of Parks and Recreation, 2001-2005; National Science Foundation Fellow, Department of Biological Systems Engineering, Virginia Tech State University, 1999

**Number of theses supervised during past 5 years:** 17

**Languages:** Spanish (3)

**Research/teaching Interests:** Linkages between Ecosystems and the Hydrologic Cycle, with the goal of advancing natural resources conservation and management

**Number of Courses:** 3

ENV 4005/6307: Ecological Engineering; ENV 6309: Wetland Design and Restoration; EES 4103: Applied Ecology

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

**Number of Recent Publications:** 28

With M. A. L. Lima and C. Doria. "Hydrological Controls of Fisheries Production in a Major Amazonian Tributary." *Ecohydrology* 10, no. 8 (2017):e1899.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** University of Florida Water Institute Early Career Faculty Fellow, 2017-2020; University of Florida Term Professorship 2017-2020; UF International Center and College of Engineering, International Educator of the Year, 2016

**KAPLAN, John**

**Year of Appointment:** 1999

**Title/Department:** Professor, Journalism and Communications

**Tenure Status:** Tenured

**Education:** BS, Ohio University, Journalism, 1982; MS, Ohio University, Journalism, 1998

**Academic Experience:** University of Florida, 1999- Present

**Languages:** Spanish (1)

**Research/teaching Interests:** Healthcare; International Journalism; Social Documentary Photojournalism; Civil Rights; Communications and the Internet

**Number of Courses:** 4

JOU 4605: Advanced Photojournalism; PGY 3610: Survey of Photojournalism; JOU 4214: Advanced Design; JOU 4930/PUR 4932: International Humanitarian Communication

**Overseas Experience:** Belize, Bolivia, Costa Rica, Cuba, Mexico, Peru

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**KEEGAN, William F.**

**Year of Appointment:** 1987

**Title/Department:** Chairman and Curator, Caribbean Archaeology, Florida Museum of Natural History

**Tenure Status:** Tenured

**Education:** BA, University of Connecticut, Anthropology, 1978; MA, Florida Atlantic University, Anthropology, 1981; PhD, University of California, Los Angeles, Anthropology, 1985

**Academic Experience:** Assistant Professor of Anthropology, Department of Anthropology and South Carolina Institute of Archaeology and Anthropology, University of South Carolina, 1986-1987; Visiting Scholar in North American Prehistory, Center for Archaeological, 1985-1986

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

**Research/Teaching Interests:** Caribbean Native Peoples (Taínos)

**Number of Courses:** 1

ANG 6161: Problems in Caribbean Pre-History

**Overseas Experience:** Bahamas, Cayman Islands, Cuba, Dominican Republic, Grenada, Haiti, Jamaica, Saint Lucia, Trinidad, Turks and Caicos Islands

**Number of Recent Publications:** 2

“The Archaeology of the Caribbean.” In *Oxford Bibliographies*, edited by Ben Vinson. Oxford: Oxford University Press, 2017.

With Corinne Hofman, eds. *The Caribbean before Columbus*. Oxford: Oxford University Press, 2016.

**Percentage of time devoted to LAC studies:** 100%

**KERNAGHAN, Richard**

**Year of Appointment:** 2010

**Title/Department:** Associate Professor, Anthropology

**Tenure Status:** Tenured

**Education:** BA, University of Texas, Anthropology, 1989; MA, Columbia University, Anthropology, 1995; PhD, Columbia University, Anthropology, 2006.

**Academic Experience:** Postdoctoral Teaching Fellowship, Fordham University, 2007-2010; Postdoctoral Fellowship, Program in Agrarian Studies, Yale University, 2006-2007

**Number of Theses Supervised During Past 5 Years:** 12

**Languages:** Spanish (4)

**Research/Teaching Interests:** Ethnographic Writing, Aesthetics, Image Theory; Law, Violence, and Illicit Worlds; Latin America, Peru, Colombia, Amazonia; State Margins, Territoriality, and Settler Frontiers; Roads, Rivers and Rural Transportation; Aftermaths of War; Political and Legal Time; Memory/Forgetting, Divination and Presentiment; Cocaine and (Counter)Insurgency; Maoism and the Shining Path

**Number of Courses:** 5

ANG 6930: War and Forgetting in the Americas; ANG 6930/ ANT 4930: Roads and Road Publics

**Overseas Experience:** Peru, Colombia

**Number of Recent Publications:** 5

“Oblivious Title: on the Political Time of Land Tenure in Postwar Peru.” *Anthropological Quarterly* 90, no. 3 (2017): 637-74.

**Percentage of time devoted to LAC studies:** 75%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**KLEIMAN, Valeria D.**

**Year of Appointment:** 2001

**Title/Department:** Associate Professor, Department of Chemistry

**Tenure Status:** Tenured

**Education:** Licenciada, University of Buenos Aires, Chemistry, 1990; PhD, University of Illinois at Chicago, Physical Chemistry, 1996

**Academic Experience:** Research Chemist, Naval Research Laboratory, 1998-2000; Postdoctoral Fellow, National Institute of Standards and Technology, 1996-1998; Research Assistant, University of Illinois at Chicago, 1990-1995

**Number of Theses Supervised During Past 5 Years:** 18

**Languages:** Spanish (5)

**Overseas Experience:** Argentina, Spain

**Research and training specialization:** Chemistry; Physical Chemistry

**Number of Courses:** 1

LAS 3930/IDH 3931: Chemistry in la Cocina Latina

**Number of Recent Publications:** 5

With A. Cadranel, P. Oviedo, G. Pieslinger, S. Yamazaki, et al. "Trapping Intermediate MLCT States in Low-symmetry {Ru(bpy)} Complexes." *Chemical Sciences* 8 (2017): 7434-42.

**Percentage of time devoted to LAC studies:** 25%

**KOHEN, Martha**

**Year of Appointment:** 2003

**Title/Department:** Professor, Architecture

**Tenure Status:** Tenured

**Education:** BA, Universidad de la República, Uruguay, Architecture, 1968; DIPLARCH CANTAB, Cambridge University, Architecture, 1971; Architect, School of Architecture, Uruguay, 1984

**Academic Experience:** Professor Grade IV Facultad de Arquitectura y Urbanismo Universidad de la Republica Uruguay, 1996-2003; Professor Grade III Facultad de Arquitectura y Urbanismo Universidad de la Republica Uruguay, 1984-1996; Teaching Assistant University of Cambridge/ Research associate at the LUBFS Center Cantab, 1969-1971

**Number of Theses Supervised During Past 5 Years:** 15

**Languages:** Spanish (5), Portuguese (4), French (3), Italian (3)

**Research/Teaching Interests:** Architecture and Urban Planning

**Number of Courses:** 7

ARC 3320: Architect Design 5; ARC 3321: Architect Design 6; ARC 4220: Architect Theory 2; ARC 6242: Research Methods; ARC 6355: Advanced Studio 2; ARC 6356: Advanced Studio 3

**Overseas Experience:** Uruguay, Brazil, Mexico

**Number of Recent Publications:** 1

"Engaging Global Subject towards Exchange." In *Urban Waterways: Evolving Paradigms for Hydro-Based Urbanism*, edited by N.M. Clark. *Rivista L'Architettura delle Città*, UNESCO Chair Series No.3, 2016.

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**LAUZARDO, Michael**

**Year of Appointment:** 1997

**Title/Department:** Research Associate Professor, Medicine

**Tenure Status:** Non-tenure track

**Education:** AA, Miami-Dade Community College, 1985; BS, University of Miami, Biology, 1987; MD, University of Florida, 1991; MS, London School of Hygiene and Tropical Medicine, Epidemiology, 2008

**Academic Experience:** Senior Physician Bureau of Tuberculosis and Refugee Health, Florida Department of Health, 1997-2001; Visiting staff and ward physician, World Medical Missions, 1994

**Languages:** Spanish (5)

**Research/Teaching Interests:** Pulmonary Medicine; Epidemiology of Tuberculosis among Persons from Latin America and the Caribbean

**Overseas Experience:** Dominican Republic, Haiti

**Number of Recent Publications:** 10

With R. Zenteno-Cuevas, O. Xochihua-González, B. Cuevas-Córdoba, N. L. Victoria-Cota, et al.

“Mutations Conferring Resistance To First- and Second-Line Drugs in Multidrug-Resistant Mycobacterium Tuberculosis Clinical Isolates in Southeast Mexico.” *Int. Journal Antimicrobial Agents* 45, no. 6 (2015): 671-3.

With R. Zenteno-Cuevas, F. Mendoza-Damián, I. C. Muñoz, L. Enciso-Moreno, et al. “Description of the Population Structure and Genetic Diversity of Tuberculosis in Estado De Mexico, a Low Prevalence Setting From Mexico.” *APMIS* 123, no. 2 (2015): 116-22.

**Percentage of time devoted to LAC studies:** 25%

**LESLIE, Michael**

**Year of Appointment:** 1989

**Title/Department:** Associate Professor and Graduate Coordinator, Telecommunications

**Tenure Status:** Tenured

**Education:** BA, University of California, Berkeley, Political Science, 1973; MA, Columbia University, Journalism, 1974; PhD, University of Washington, International Communication, 1983

**Academic Experience:** Lecturer, Department of Mass Communication, University of Zambia, 1984-1987; Fulbright Professor, University of Yaounde, 1987-1989

**Number of theses supervised during past 5 years:** 22

**Languages:** Spanish (5), French (4), Portuguese (3)

**Research/Teaching Interests:** International Communication; Intercultural Communication

**Number of Courses:** 1

MMC 5708: Intercultural Communication

**Overseas Experience:** Brazil, Colombia, Cuba, Mexico, India, China, Belgium

**Number of Recent Publications:** 5

“The Dragon Shapes Its Image: A Study of Chinese Media Influence Strategies in Africa.” *African Studies Quarterly*, special issue on China-Africa Relations: Political and Economic Engagement and Media Strategies, 16, no. 3-4 (2016): 161-74.

With D. Wang and H. Lai. “Chinese English Learners’ Strategic Competence.” *Journal of Psycholinguistic Research* 44, no. 6 (December 2015): 701-14.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**LOISELLE, Bette Ann**

**Year of Appointment:** 2011

**Title/Department:** Director, Tropical Conservation and Development Program, Center for Latin American Studies, and Professor, Wildlife Ecology and Conservation

**Tenure Status:** Tenured

**Education:** BA, University of Illinois, Biology, 1979; MS, University of Illinois, Biology, 1981; PhD, University of Wisconsin, Zoology, 1987

**Academic Experience:** Associate Professor, Department of Biology, University of Missouri, 1996-2005; Assistant Professor, Department of Biology, University of Missouri, 1990-1996; Research Associate, Natural Resources Research Institute, University of Minnesota, 1988-1990

**Number of Theses Supervised During Past 5 Years:** 15

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

**Research/Teaching Interests:** Tropical Ecology and Conservation Biology; Ecology of Seed Dispersal; Population Dynamics and Behavioral Ecology of Birds; Applications of Geographic Information Systems

**Number of Courses:** 2

LAS 6290/4235: The Amazon; LAS 6291: Fundraising Skills for Tropical Conservation and Development

**Overseas Experience:** Argentina, Bolivia, Brazil, Colombia, Costa Rica, Ecuador, Panama, Peru, Rwanda

**Number of Recent Publications:** 11

With J. G. Blake. "Long-Term Changes in Composition and Species Richness of Bird Communities at an 'Undisturbed' Site in Eastern Ecuador." *Wilson Journal of Ornithology* 128 (2016): 255-67.

**Percentage of time devoted to LAC studies:** 100%

**LORD, Gillian**

**Year of Appointment:** 2001

**Title/Department:** Chair and Professor, Spanish and Portuguese Studies

**Tenure Status:** Tenured

**Education:** BS, Vanderbilt University, Spanish and English, 1993; MA, University of Virginia, Spanish Literature, 1997; PhD, Pennsylvania State University, Spanish Applied Linguistics, 2001

**Academic Experience:** University of Florida, 2001-Present

**Number of Theses Supervised During Past 5 Years:** 10

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

**Research/Teaching Interests:** Second Language Acquisition; L2 Phonetics and Phonology; Technology in Foreign Language Education; Teacher Training

**Number of Courses:** 2

SPN 6785: Advanced Spanish Phonetics; FOL 6326: Technology in Foreign Language Education

**Overseas Experience:** Mexico, Peru

**Number of Recent Publications:** 9

With L. Lomicka. "Ten Years After the MLA Report: What Has Changed in Foreign Language Departments?" *ADFL Bulletin* 44, no. 2 (2018).

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Elizabeth Wood Dunlevie Honors Term Professor, University of Florida, 2016-2017; Waldo W. Neikirk Term Professor, University of Florida College of Liberal Arts and Sciences, 2013-2014

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**LOSCH, Paul**

**Year of Appointment:** 2003

**Title/Department:** Associate Librarian, Latin American Collection, George A. Smathers Library

**Tenure Status:** Tenured

**Education:** BA, Clark University, Spanish and Political Science, 1993; MA, University of Florida, Latin American Studies, 2002; MS, Florida State University, Library and Information Science, 2003; Ed.D, University of Florida, Higher Education Administration, Expected Graduation 2020.

**Academic Experience:** University of Florida, 2003-Present

**Languages:** Portuguese (5), Spanish (4), French (1)

**Research/Teaching Interests:** International flows of scholarly information to and from Latin America

**Overseas Experience:** Brazil

**Number of Recent Publications:** 1

“The Fleeting Fame of Florida’s Filibuster: The Case of ‘Major’ Frank Hann.” *Florida Historical Quarterly* 91 (2014): 491-525

**Percentage of time devoted to LAC studies:** 100%

**LUCERO, Robert**

**Year of Appointment:** 2015

**Title/Department:** Associate Professor of Nursing

**Tenure Status:** Tenured

**Education:** BS, Arizona State University, Nursing, 2001; MPH, University of Arizona, Nursing, 2003; MSN, Arizona State University, Nursing/Community Health, 2004; PhD, University of Pennsylvania, Nursing/Health Services Research, 2008

**Academic Experience:** Postdoctoral Fellowship, Health Informatics, Columbia University, 2010

**Languages:** Spanish (5)

**Number of theses supervised during past 5 years:** 2

**Research/Teaching Interests:** Enabling health promotion and enhancing health care delivery through consumer health informatics

**Overseas Experience:** Latin America

**Number of Recent Publications:** 4

With B. Sheehan. “Initial Usability and Feasibility Evaluation of a Personal Health Record-Based Self-Management System for Older Adults.” *eGEMs* 3, no. 2 (2015): 1152.

With B. Sheehan, P. Yen, D. L. Nobile-Hernandez, V. L. Tiase. “Identifying Consumer’s Needs of Health Information Technology through an Innovative Participatory Design Approach among English- and Spanish-Speaking Urban Older Adults.” *Applied Clinical Informatics* 5, no. 4 (2014): 943-57.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Fellow of the American Academy of Medicine, 2015

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**MACFADDEN, Bruce J.**

**Year of Appointment:** 1977

**Title/Department:** Curator and Professor, Vertebrate Paleontology, Florida Museum of Natural History

**Tenure Status:** Tenured

**Education:** BS, Cornell University, General Agriculture, 1971; MPh, Columbia University, Geological Sciences, 1974; PhD, Columbia University, Geological Sciences, 1976

**Academic Experience:** J. Willard Gibbs Instructor, Department of Geology and Geophysics, Yale University, 1976-1977; Adjunct Lecturer, Department of Geology, Brooklyn College, 1974; Teaching Assistant, Department of Geological Sciences, Columbia University, 1972-1974

**Number of Theses Supervised During Past 5 Years:** 12

**Languages:** Spanish (3)

**Research/Teaching Specializations:** Fossil Vertebrates; Stable Isotopes; Global Change; Paleobiology; Macro Evolution; Paleocology of Neogene mammals of the Americas

**Number of Courses:** 1

BSC 6038/GLY 6932: Broader Impacts of Science on Society

**Overseas Experience:** Bolivia, Mexico, Panama, Peru

**Number of Recent Publications:** 30

With D. S. Jones, N. A. Jud, J. Moreno-Bernal, G. S. Morgan, et al. "Integrated Chronology, Flora and Faunas, and Paleocology of the Alajuela Formation, Late Miocene of Panama." *PLOS ONE* 12, no. 1 (2017): e0170300.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Senior Editor, *Paleobiology*, 2011-2016; Medalist, Florida Academy of Sciences, 2012

**MALAVET, Pedro A.**

**Year of Appointment:** 1995

**Title/Department:** Professor, Levin College of Law

**Tenure Status:** Tenured

**Education:** BBA, Emory University, Atlanta, Accounting, 1984; JD, Georgetown University Law Center, Law, 1987; LL.M., Georgetown University Law Center, 1995

**Academic Experience:** Professor of Law, Seattle University, 2004-2005; Adjunct Professor of Law, Georgetown University, 1995; Future Law Professor Teaching Scholar, Georgetown University, 1993-1994

**Number of Theses Supervised During Past 5 Years:** 1

**Languages:** Spanish (5), French (1)

**Research/Teaching Interests:** Comparative Law; Critical Race Theory; Legal History; Evidence; Civil Procedure, U.S. Territorial Possessions

**Number of Courses:** 5

LAW 6250: Comparative Law; LAW 6936: US Territorial Possessions; LAW 6330: Evidence; LAW 7932: Introduction to the Legal System of the US, Part I

**Overseas Experience:** Brazil, Chile, Costa Rica, France

**Number of Recent Publications:** 1

"Cuba, Puerto Rico, the Civil Code and the Problem of Transculturation." *Florida Journal of International Law* 29, no. 1 (2017): art. 16.

**Percentage of time devoted to LAC:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**MARULL, Crystal**

**Year of Appointment:** 2017

**Title/Department:** Lecturer, Department of Spanish and Portuguese Studies; Coordinator of the Online Spanish Program

**Tenure Status:** Non-Tenure track

**Education:** BS, Boston University, College of Communication, 2001; MEd, Holy Family University, School of Education; MA, Rutgers University, Department of Spanish and Portuguese; PhD, Rutgers University, Department of Spanish and Portuguese, 2017

**Academic Experience:** Assistant Spanish Program Coordinator, Department of Spanish and Portuguese, Rutgers University, 2016-2017; Director, Service-Learning Program, Rutgers University, 2014-2016

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

**Pedagogy Training:** M.Ed. Holy Family University, Pennsylvania State Pa 1 Teaching Certificate (K - 12: Spanish), New Jersey State Certificate of Eligibility (K - 12: Spanish)

**Research/Teaching Interests:** Second Language Acquisition, Spanish Language Instruction, Online/Distance Learning, Ed Tech

**Number of Courses:** 2

SPN 1130: Beginning Spanish 1; SPN 1131: Beginning Spanish 2

**Overseas Experience:** Spain, Argentina

**Number of Recent Publications:** 3

With Goldin, M. "The Relationship between Sensitivity to Morphosyntactic Violations and Morphosyntactic Anticipation in L2 Comprehension." *BUCLD* 42 (2018): 507-17.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Online Education Excellence Award in the category of "Large Enrollment Strategies" The Office of Faculty Development and Teaching Excellence, University of Florida, 2018; Faculty Award: "Best Integration of Technology in Spanish courses" – LinguaMeeting (Telecollaboration Language Coaching company), 2017

**MATA, Tony**

**Year of Appointment:** 1994

**Title/Department:** Professor, Theatre

**Tenure Status:** Tenured

**Education:** AA, Liberal Arts, St. Thomas University, 1982; BA, Theatre, St. Thomas University, 1984; MFA, San Diego State University, Musical Theatre, 1987

**Academic Experience:** Member of Actor's Equity Association, the Society of Stage Directors and Choreographers and the American Guild of Musical Artists

**Languages:** Spanish (5)

**Research/Teaching Interests:**

**Number of Courses:** 5

TPP 3251: Fundamentals of Musical Theatre; TPP 3253: Advanced Musical Theatre

**Number of Recent Publications:** 3

*Theater of Rice and Beans: A Restropective Look at New York Latino Theater.* Documentary, 2015.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Named Fellow of the College of Fellows of the American Theater, 2017

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**MATYAS, Corene J.**

**Year of Appointment:** 2005

**Title/Department:** Associate Professor, Geography

**Tenure Status:** Tenured

**Education:** BS, Clarion University of Pennsylvania, Environmental Geoscience, 1999; MA, Arizona State University, Geography, 2001; PhD, Pennsylvania State University, Geography, 2005

**Academic Experience:** Visiting Assistant Professor, Ohio University, 2004-2005

**Number of Theses Supervised During Past 5 Years:** 14

**Research/Teaching Interests:** Tropical cyclones; synoptic climatology; rainfall; natural hazards

**Number of Courses:** 4

GEO 3250/ 6255: Climatology; MET 3503/5504: Weather and Forecasting; MET 4532/6530: Hurricanes; MET 4560/6565: Atmospheric Teleconnections

**Overseas Experience:** Mexico

**Number of Recent Publications:** 20

With J. Tang. "Arc4nix: A Cross-Platform Geospatial Analytical Library for Cluster and Cloud Computing." *Computers & Geosciences* 111 (2018): 159-66.

With J. J. Hernandez-Ayala, D. Keellings, and P. Waylen. "Extreme Floods and Their Relationship with Tropical Cyclones in Puerto Rico." *Hydrological Sciences Journal* 62, no. 13 (2016): 2103-19.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** University of Florida Term Professorship, 2016-2019; Recipient of National Science Foundation CAREER Award: Geospatial Modeling of Tropical Cyclones to Improve the Understanding of Rainfall Patterns, 2011

**McARTHUR, Travis**

**Year of Appointment:** 2017

**Title/Department:** Assistant Professor, Food and Resource Economics Department

**Tenure Status:** Tenure track

**Education:** B.S., American University, Economics, 2008; BA, American University, International Relations, 2008; PhD, Agricultural and Applied Economics, 2017

**Academic Experience:** Instructor, University of Wisconsin–Madison, 2014-2016; Teaching Assistant, Macroeconomics, American University, 2006

**Languages:** Spanish (4)

**Research/Teaching Specializations:** Development Economics, Agriculture, International Trade

**Number of Course:** 2

AEB 4283: International Development Policy; AAE 637: Applied Econometric Analysis II

**Overseas Experience:** Mexico, Bolivia, Guatemala

**Number of Recent Publications:** 1

"Direct Measurement of Efficiency Gains from Land Titling: PROCEDE's Effect upon the Productivity of Mexican Agriculture." *2016 Annual Meeting*. Boston, July 31-August 2, 2016.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**McLAMORE, Eric**

**Year of Appointment:** 2010

**Title/Department:** Associate Professor, Agricultural & Biological Engineering

**Tenure Status:** Tenured

**Education:** BS, Texas Tech University, Civil Engineering, 2002; MA, Texas Tech University, Environmental Engineering, 2004; PhD, Purdue University, Civil Engineering, 2008

**Academic Experience:** Fulbright Specialist, Universidad del Valle, 2016

**Number of Theses Supervised During Past 5 Years:** 18

**Research/Teaching Specializations:** Low cost biosensors and nanosensors for measuring small molecules, viruses and cells

**Number of Recent Publications:** 6

With K. Demirbas, K. Groszman, M. Pazmino, R. Nolan, et al. "Cryoconcentration of Bioflavonoid Extract for Enhanced Photovoltaics and pH Sensitive Thin Films." *Biotechnology Progress*. 34, no. 1 (2018): 206-17.

With D. C. Vanegas, J. C. Claussen, and C. Gomes. "Emerging Technologies for Rapid Monitoring of Bacteria and Bacterial Biomarkers in Food." *Comprehensive Reviews in Food Science and Food Safety* 16, no. 6 (2017): 1188–1205.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** USDA/APLU New Teacher of the Year Award, 2016; American Society Engineering Education Teaching Innovation award, 2016; ASABE Researcher of the Year, 2015; ASABE National Teacher of the Year 2015

**McLENDON, Timothy E.**

**Year of Appointment:** 1996

**Title/Department:** Assistant In and Staff Attorney, Levin College of Law; Co-Director, Law & Policy in the Americas Program

**Tenure Status:** Non-tenure track

**Education:** AB, Duke University, 1989; JD, University of Florida, 1994

**Academic Experience:** Teacher of English and German, Education for Democracy Program, 1991-1992; Administered Florida Supreme Court Externship Program, Florida Supreme Court, 1998-2009

**Number of Theses Supervised During Past 5 Years:** 1

**Languages:** French (3), Portuguese (2)

**Research/Teaching Interests:** Comparative constitutional law; judicial education and training; human rights

**Number of Courses:** 1

LAW 6936: Law and Policy in the Americas

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

**Number of Recent Publications:** 3

With B. Gendreau. *Latin American Business Environment Report*, 19<sup>th</sup> ed. Gainesville, FL: UF Center for Latin American Studies, 2018.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**MESSINA, William A., Jr.**

**Year of Appointment:** 1989

**Title/Department:** Economic Analyst, Food and Resource Economics

**Tenure Status:** Non-tenure track

**Education:** BS, Cornell University, Agricultural Economics, 1976; MS, University of Florida, Food and Resource Economics, 1989

**Academic Experience:** Graduate Research Assistant, University of Florida, 1987-1989

**Number of Theses Supervised During Past 5 Years:** 2

**Languages:** Spanish (1)

**Research/Teaching Interests:** Cuban agriculture; Agricultural Trade and Trade Policy Issues between the U.S. and LAC; Linkages between Agricultural Trade and LAC Economic Development; International Development Policy, Food, and Agricultural Marketing.

**Number of Courses:** 1

AEB 4283: International Development Policy

**Overseas Experience:** Costa Rica, Cuba, Mexico, St. Lucia

**Number of Recent Publications:** 8

“U.S. Purchases of Farm Products: Who are Cuba’s Independent Farmers?” *CubaStandard* 25, no. 7 (2017).

With W. J. Hevia, M. T. Olexa, and T. T. Ankersen. “Aprovechar el ‘Momento Organico’: La encrucijada agricola de Cuba y su potencial de exportaciones orgánicas.” *Florida Journal of International Law* (2017): 303-32.

**Percentage of time devoted to LAC studies:** 75%

**MILBRATH, Susan**

**Year of Appointment:** 1987

**Title/Department:** Curator, Latin American Art and Archaeology, Florida Museum of Natural History

**Tenure Status:** Tenured

**Education:** BA, Columbia University, Art History, 1970; MPh, Columbia University, Primitive and Pre-Columbian Art, 1973; PhD, Columbia University, Art History and Archaeology, 1975

**Academic Experience:** Visiting Curator of Pre-Columbian Art, Mint Museum, Charlotte, 1986-1987; Visiting Associate Curator, Department of Anthropology, Florida State Museum, 1985-1986; Adjunct Curatorial Assistant, Lowie Museum of Anthropology, Berkeley, 1976

**Number of Theses Supervised During Past 5 Years:** 3

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

**Research/Teaching Interests:** Pre-Colombian Codices of Mesoamerica; Archaeoastronomy of Mesoamerica; Ethnoastronomy

**Number of Courses:** 2

ANG 5162: Maya Archeoastronomy; ANG 6224/ANT 4930: Painted Books of Ancient Mexico

**Overseas Experience:** Mexico

**Number of Recent Publications:** 13

“La evidencia de la agroastronomía entre los antiguos mayas.” *Estudios de Cultura Maya* XLVII (2016): 11-29.

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**MILLER, Jacqueline Y.**

**Year of Appointment:** 2004

**Title/Department:** Curator of Lepidoptera, Florida Museum of Natural History

**Tenure Status:** Tenured

**Education:** BS, University of Pittsburgh, 1965; MS, Catholic University of America, Biology (Entomology), 1968; PhD, University of Florida, Zoology, 1986

**Academic Experience:** Department of Biology, New College of Florida, 1994-2004; Department of Biology, College of the Bahamas, 1995-1998

**Number of Theses Supervised During Past 5 Years:** 6

**Languages:** Spanish (2)

**Research/Teaching Interests:** Systematics; Taxonomy; Biogeography; and Life History of Lepidoptera

**Overseas Experience:** Bahamas, Brazil, Cuba, Dominican Republic, Lesser Antilles, Mexico, Peru, Venezuela, South Africa, Puerto Rico, Virgin Islands, Honduras

**Number of Recent Publications:** 8

With D. L. Matthews, A. D. Warren, M. A. Solis, D. J. Harvey, et al. "An Annotated List of the Lepidoptera of Honduras. *Insecta Mundi* 0205 (2013): 1-72.

With D. L. Matthews, M. J. Simon, and G. Goss. "Observations of Plume Moths on North Andros Island, Bahamas, and Notes on New Records and Species Previously Recorded from the Bahamas (Lepidoptera: Pterophoridae)." *Insecta Mundi* 0236 (2013): 1-12.

**Percentage of time devoted to LAC studies:** 50%

**MILLS, Jon**

**Year of Appointment:** 1990

**Title/Department:** Dean Emeritus, Professor of Law & Director of Center for Governmental Responsibility

**Tenure Status:** Tenured

**Education:** BA, Stetson University, Economics, 1969; JD (with honors), University of Florida College of Law, 1972 (5<sup>th</sup> in class); JD, Stetson University, 1986

**Academic Experience:** Kennedy School of Government at Harvard University, Senior Executives in State and Local Government Program, 1987 (Summer)

**Languages:** Spanish (2)

**Research/Teaching Interests:** Florida Constitutional Law; Privacy Law; Judicial Education and Training; Environmental Law; Latin American Legal System

**Overseas Experience:** Argentina, Brazil, Uruguay, Colombia, Haiti

**Number of Recent Publications:** 4

"The Future of Privacy in the Surveillance Age." In *After Snowden: National Security, Public Information, and the Aftermath of the Snowden Affair*, edited by Ronald Goldfarb. New York: Thomas Dunne Books/St. Martin Press, 2015.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**MONAGHAN, Paul F.**

**Year of Appointment:** 2008

**Title/Department:** Associate Professor, Department of Agricultural Education and Communication

**Tenure Status:** Tenured

**Education:** BA, University of Florida, Political Science, 1982; MA, University of Florida, Latin American Studies, 1989; PhD, University of Florida, Anthropology, 2000

**Academic Experience:** Assistant Research Professor, College of Public Health, University of South Florida, 2002-2008; Research Assistant, Department of Health Policy and Epidemiology, University of Florida, 1999-2002

**Research/Teaching Interests:** Community based social marketing as a tool for environmental behavior change; Residential behavior in landscaping and the impact on natural resource sustainability

**Overseas Experience:** Haiti

**Number of Recent Publications:** 4

With S. Hu and G. Hansen. "Optimizing Shoreline Planting Design for Urban Residential Stormwater Systems: Aligning Visual Quality and Environmental Functions." *Hort Technology* 27, no. 3 (2017): 310-18.

With M. C. Morera, M. D. Dukes, and E. Breder. "Predicting Satisfaction with Smart Irrigation Controllers and Their Long-Term Use among Homeowners in Central Florida." *Journal of the American Water Resources Association* 53, no. 4 (2017): 929-43.

**Percentage of time devoted to LAC studies:** 25%

**MOORS, Ximena**

**Year of Appointment:** 1992

**Title/Department:** Lecturer, Spanish and Portuguese Studies

**Tenure Status:** Non-tenure track

**Education:** JD, Universidad de Chile, 1972; MA, University of Arizona, Spanish, 1983; PhD, University of Florida, 1991

**Academic Experience:** Instructor Advanced Spanish for High School Teachers, Pima Community College, Spring 1984; Graduate Teaching Assistant Elementary Spanish, University of Arizona, 1979-1984

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

**Research/Teaching Interests:** The role of the Catholic Church in textual production

**Number of Courses:** 3

SPN 3300: Advanced Grammar and Composition; SPW 3030: Introduction to Spanish-American Literature: Mexico; SPN 2340: Advanced Composition and Syntax for Bilingual Speakers

**Overseas Experience:** Chile, Spain, Mexico

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Anderson Scholar Faculty Honoree, University of Florida, 2009, 2011, and 2013

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**MORELAND, Greg**

**Year of Appointment:** 1996

**Title/Department:** Senior Lecturer, Spanish and Portuguese Studies; Director, Foreign Languages across the Curriculum Program

**Tenure Status:** Non-tenure track

**Education:** BA, Indiana State University, Spanish and Political Science, 1985; MA, University of Florida, Latin American Studies, 1987; PhD, University of Florida, Spanish American Literature, 1996

**Academic Experience:** Lecturer, Department of Foreign Languages, Indiana State University, 1988-1990; Instructor, Department of Foreign Languages, Indiana State University, 1987-89.

**Languages:** Spanish (5), Portuguese (3), French (1)

**Research/Teaching Interests:** Languages across the curriculum; languages for the professions; study abroad; business and culture of soccer; contemporary pop music in Spanish

**Number of Courses:** 3

SPN 4420: Advanced Composition and Syntax; SPN 3440: Commercial Spanish; SPN 3442: Marketing and Advertising in the Spanish-Speaking World

**Overseas Experience:** Mexico, Argentina, Brazil, Spain, Puerto Rico, Panama, Colombia

**Percentage of time devoted to LAC studies:** 100%

**MOSELEY, Michael E.**

**Year of Appointment:** 1984

**Title/Department:** Distinguished Professor Emeritus, Anthropology

**Tenure Status:** Tenured

**Education:** BA, University of California, Berkeley, Anthropology, 1963; MA, Harvard University, Anthropology, 1965; PhD, Harvard University, Anthropology, 1968

**Academic Experience:** Instructor and Lecturer, Harvard University, 1968-1970; Assistant & Associate Professor, Harvard University, 1970-76; Research Associate, University of Chicago, 1980-1984

**Languages:** Spanish (4)

**Research/Teaching Interests:** Quaternary geomorphology; climatology, tectonics and natural disasters

**Number of Courses:** 2

ANG 5164: Inca and their Ancestors; ANT 2149: Lost Tribes and Sunken Continents

**Overseas Experience:** Bolivia, Chile, Colombia, Peru

**Number of Publications:** 1

With C. Ortloff. "2600-1800 BCE Caral." *Ñawpa Pacha* 32, no. 2 (2012):189-206.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Inductee, American Academy of Arts and Sciences, 2013; elected to National Academy of Sciences, 2000.

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**MOSS, Charles**

**Year of Appointment:** 2006

**Title/Department:** Professor, Department of Food and Resource Economics

**Tenure Status:** Tenured

**Education:** BS, Oklahoma State University, Agricultural Economics/Accounting, 1982; MS, Oklahoma State University, 1984; PhD, Purdue University, 1987

**Academic Experience:** Graduate Staff, Department of Agricultural Economics, Purdue University, 1984-87; Graduate Assistant, Department of Agricultural Economics, Oklahoma State University, 1983-84.

**Number of theses supervised during past 5 years:** 8

**Research/Training Interests:** Agricultural finance; Econometrics

**Number of Recent Publications:** 27

With A. Schmitz. "Positive and Negative Externalities in Agricultural Production: The Case of Adena Springs Ranch." *Journal of Agricultural and Applied Economics* 45, no. 3 (2013): 401-09.

"Stay Interested, My Friends." *Journal of Agricultural and Applied Economics* 45, no. 3 (2013): 369-371.

With A.K. Misra. "Modelling the Effect of Off-Farm Income on Farmland Values: A Quantile Regression Approach." *Economic Modelling* 32 (2013): 361-68.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Agricultural and Applied Economics Association Quality of Communication Award, 2013; Southern Agricultural Economics Association Lifetime Achievement Award, 2013

**MULLALLY, Conner**

**Year of Appointment:** 2013

**Title/Department:** Assistant Professor, Food and Resource Economics

**Tenure Status:** Tenure-track

**Education:** BA, Reed College, International and Comparative Policy Studies, 2001; PhD, University of California, Davis, Agricultural and Resource Economics, 2011

**Academic Experience:** Consultant, Office of Strategic Planning and Development Effectiveness, Inter-American Development Bank, 2011-13.

**Languages:** Spanish (3)

**Research/Training Interests:** Development Economics; Program Evaluation

**Number of Courses:** 2

AEB 6933: Labor Economics; AEB 4334: Agricultural Price Analysis

**Number of Recent Publications:** 9

With A. Maffioli. "Extension and Matching Grants for Improved Management: An Evaluation of the Uruguayan Livestock Program." *American Journal of Agricultural Economics* 98, no. 1 (2016): 333-50.

With M. Norton, D. Osgood, M. Madajewicz, E. Holthaus, et al. "Evidence of Demand for Index Insurance: Experimental Games and Commercial Transactions in Ethiopia." *The Journal of Development Studies* 60, no. 5 (2014): 630-48.

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**MUÑOZ-CARPENA, Rafael**

**Year of Appointment:** 2001

**Title/Department:** Professor, Agricultural and Biological Engineering

**Tenure Status:** Tenured

**Education:** BS, MS, Technical University of Madrid, Agricultural Engineering, 1989; PhD, North Carolina State University, Biological and Agricultural Engineering, 1993

**Academic Experience:** Tenured Researcher, Canary Islands Agricultural Research Institute, 2000-2001; Engineering Researcher, Canary Islands Agricultural Research Institute, 1993-2000; Adjunct Professor, University of La Laguna, 1994-2001.

**Number of Theses Supervised During Past 5 Years:** 18

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

**Research/Teaching Interests:** Global Sensitivity and Uncertainty of Environmental Models; Surface, Vadose Zone, and Groundwater Hydrology; Water Quality and Hydrological Modeling; Water Conservation

**Overseas Experience:** Brazil, Costa Rica, Peru, Bolivia, Argentina

**Number of Recent Publications:** 9

With N. Nelson, P. Neale, M. Tzortziou, and J. Megonigal. "Temporal Variability in the Importance of Hydrologic, Biotic, and Climatic Descriptors of Dissolved Oxygen Dynamics in a Shallow Tidal Marsh Creek." *Water Resour. Res.* 53, no. 8 (2017): 7103-20.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** University Term Professor, 2017-2020; FL-ASABE Distinguished Achievement Award Florida Section of the American Society of Agricultural and Biological Engineers, 2016; Corresponding Member of the Royal Academy of Engineers of Spain, 2015

**MURTHA, Timothy M.**

**Year of Appointment:** 2017

**Title/Department:** Associate Professor, Center for Latin American Studies & Landscape Architecture

**Tenure Status:** Tenured

**Education:** BA, University of Central Florida, Anthropology, 1994, MA, Pennsylvania State University, Anthropology; PhD, Pennsylvania State University, Anthropology, 2002

**Academic Experience:** Director, Hammer Center for Community Design, Pennsylvania State University, 2014-17; Assistant Professor, Landscape Architecture, Pennsylvania State University, 2004-2010.

**Number of Theses Supervised During Past 5 Years:** 8

**Languages:** Spanish (3)

**Research/Teaching Interests:** Settlement Ecology; Urbanism, Landscape; Ecological Urbanism and Coupled Natural and Human Systems Dynamics in Lowland Central America

**Number of Courses:** 2

LAS 6938: City as Landscape in Latina America; LAS 6938: City and Landscape in Latin America

**Overseas Experience:** Belize, Guatemala, Mexico

**Number of Recent Publications:** 13

With C. Golden, B. Cook, D. S. Shaffer, W. Schroder, et al. "Reanalyzing Environmental Lidar Data for Archaeology: Mesoamerican Applications and Implications." *Journal of Archaeological Science: Reports* 9 (2016): 293-308.

**Percentage of time devoted to LAC studies:** 75%

**Distinctions:** One-Month Research Award, Dumbarton Oaks, 2018

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**NAGAN, Winston**

**Year of Appointment:** 1975

**Title/Department:** Sam T. Dell Research Scholar and Professor, Levin College of Law

**Tenure Status:** Tenured

**Education:** BA, University of South Africa, Law, May 1965; BA, Brasenose College, Honors Juris., 1966; MA, Brasenose College, Juris., 1970; MCL/LLM, Duke School of Law, 1970; JSD, Yale School of Law, 1977

**Academic Experience:** Visiting Professor, University of Warsaw Law School, Summer 2012; Visiting Professor of Law University of Cape Town, Spring 1993; Lecturer, African American Studies, Yale University, 1974-1975

**Languages:** Spanish (1)

**Research/Teaching Interests:** International Human Rights; National Security Law; Legal Theory; International Law; International Courts; Ethnic Conflict

**Number of Courses:** 3

LAW 6260: International Law; LAW 6263: International Human Rights Law; LAW 6936: Selected Problems in Human Rights

**Overseas Experience:** Ecuador

**Number of Recent Publications:** 19

“The Struggles for Justice in the Civil Rights March from Selma to Montgomery: The Legacy of the Magna Carta and the Common Law Tradition.” *Eruditio* 1, no. 6 (2015).

“Social Capital and the New Paradigm Thinking.” *Eruditio* 1, no. 6 (2015).

With Jacobs. “New Paradigm for Global Rule of Law.” *Cadmus* 1, no. 4 (2012).

**Percentage of time devoted to LAC studies:** 25%

**NAIR, P.K. Ramachandran**

**Year of Appointment:** 1987

**Title/Department:** Distinguished Professor, Forest Resources and Conservation

**Tenure Status:** Tenured

**Education:** BS, University of Kerala, India, 1961; MS, University of Kerala, India, Agronomy, 1968; PhD, Pantnagar Agricultural University, India, Agronomy, 1971; Dr. Sc., University of Goettingen, Germany, Tropical Agriculture, 1978

**Academic Experience:** Visiting Fellow, Environment and Policy Institute, 1984; Senior Research Fellow, Institute of Forest Ecosystems, University of Göttingen, 1976-1978; Research Assistant, Agricultural College, Kerala Agricultural University, 1961-1968

**Number of Theses Supervised During Past 5 Years:** 5

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

**Research/Teaching Interests:** Agroforestry; International Forestry

**Courses:** Agroforestry; Scientific Writing and Communication

**Overseas Experience:** Brazil, Costa Rica, Ecuador, Haiti, Jamaica, Mexico, Panama

**Selected Publications:** 14

“Managed Multi-Strata Tree + Crop Systems: An Agroecological Marvel” *Perspective. Front. Environ. Sci.* 13 (December 2017).

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Forest Science Research Award, 2014; Mahatma Gandhi Parvasi Gold Medal, NRI Welfare Society, New Delhi, 2014

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**NARANJO, Andy**

**Year of Appointment:** 1993

**Title/Department:** Emerson/Merrill Lynch Professor of Finance & Chairman, Department of Finance, Insurance, and Real Estate

**Tenure Status:** Tenured

**Education:** BS, University of California at Riverside, Economics, 1986; MA, Claremont Graduate University, Economics, 1988; PhD, Claremont Graduate University, Financial and International Economics, 1994

**Academic Experience:** Financial Economist, Claremont Economics Institute (CEI), 1989-1991; Botany Laboratory Assistant, University of California at Riverside, 1983-1986

**Number of Theses Supervised During Past 5 Years:** 12

**Languages:** Spanish (3)

**Research/Teaching Interests:** Financial Economics; International Finance; Capital Market Linkages; Asset Pricing; Information Flows; Real Estate Finance

**Number of Courses:** 2

GEB 6366: International Business

**Overseas Experience:** Argentina, Brazil, Chile, Cuba, Peru

**Number of Recent Publications:** 5

With J. Lee and G. Velioglu. "When do CDS Spreads Lead? Rating Events, Private Entities, and Firm-specific Information Flows." *Journal of Financial Economics* (2017).

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Best Paper Award Semi-Finalist, Financial Management Association Conference, 2017; 2nd Place, Chicago Quantitative Alliance (CQA) Annual Academic Competition, September 2016; H

**NEEDELL, Jeffrey D.**

**Year of Appointment:** 1987

**Title/Department:** Professor, History

**Tenure Status:** Tenured

**Education:** AB, University of California, Berkeley, 1974; MA, Yale University, History, 1978; PhD, Stanford University, History, 1982

**Academic Experience:** Visiting Fulbright Lecturer, Graduate Program, Universidade Federal Fluminense, 1997; Assistant Professor, Department of History, University of Oregon, 1982-1987; Program Associate, Latin American Program, Woodrow Wilson International Center for Scholars, 1985-1987.

**Number of Theses Supervised During Past 5 Years:** 8

**Languages:** Portuguese (4), French (3), Spanish (3)

**Research/Teaching Interests:** Brazilian Political and Intellectual History, ca. 1820-1930s; Slavery and Afro-Brazilian Political Mobilization, ca. 1750-1904; Brazilian cultural history/Latin America after 1750

**Number of Courses:** 4

LAH 4930: Senior Seminar on Brazilian Race and Slavery; LAH 4630/5637: Brazil after 1750

**Overseas Experience:** Brazil

**Number of Recent Publications:**

*Emergent Brazil: Key Perspectives on a New Global Power.* Gainesville, FL: University Press of Florida, 2015.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** University of Florida Term Professorship for 2016-2019

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**NICKERSON, Max A.**

**Year of Appointment:** 1990

**Title/Department:** Curator of Herpetology, Florida Museum of Natural History; Affiliate Professor, College of Wildlife Ecology and Conservation, Affiliate; Professor, Center for Latin American Studies; Curator, School of Natural Resources and the Environment

**Tenure Status:** Tenured

**Education:** BA, Central Methodist University, Biology, 1960; PhD, Arizona State University, Zoology, 1968

**Academic Experience:** Adjunct Professor, University of Wisconsin Milwaukee, 1970-1990; Assistant and Associate Professor, Arkansas State University, 1968-1971

**Number of Theses Supervised During Past 5 Years:** 3

**Languages:** Spanish (4)

**Research/Teaching Interests:** Ecology and Semantics of Amphibians and Reptiles; Vertebrate Populations in Lotic Habitats; Retardation of Regeneration in Salamanders; Biology of Venomous Reptiles

**Number of Courses:** 3

Spring Vertebrates in Lotic Habitats; Snake Structure and Function; Salamander Biology

**Overseas Experience:** Mexico, Guatemala, Belize, Honduras, Nicaragua, Costa Rica, Columbia, Peru

**Number of Recent Publications:** 6

With A. L. Pitt, J. J. Tavano, K. A. Hecht, and J. C. Mitchell. "Forest Removal and the Cascade of Effects Corresponding with an Ozark Hellbender Population Decline: A Review." *Bulletin Florida Museum of Natural History* 54 (2017): 147-65.

With K. Hecht-Kardaz and P. Colclough. "Hellbender Salamanders (*Cryptobranchus Alleganiensis*) May Exhibit an Ontogenetic Diet Shift." *Southeastern Naturalist* 16, no. 2 (2017): 157-62.

**Percentage of time devoted to LAC studies:** 30%

**ORTIZ, Paul**

**Year of Appointment:** 2008

**Title/Department:** Associate Professor, History; Director, Proctor Oral History Program

**Tenure Status:** Tenured

**Education:** BA, the Evergreen State College, History/Political Economy, 1990; PhD, History, Duke University, 2000.

**Academic Experience:** Associate Professor, Community Studies, University of California, Santa Cruz, 2005-2008; Visiting Assistant Professor, History and Documentary Studies, Duke University, 2000-2001.

**Number of Theses Supervised During Past 5 Years:** 28

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

**Research/Teaching Interests:** Immigration and Working Class History; Caribbean Literature and Social Movements; Latino History

**Number of Courses:** 3

AMH 3582: African-American and Latino History; AFA 3240: African Diaspora; AMH 3500

**Overseas Experience:** Trinidad, Panama, Honduras, Venezuela, Colombia, Spain, Portugal

**Number of Recent Publications:** 2

*An African American and Latinx History of the United States*. Boston: Beacon Press, 2018.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**OYUELA-CAYCEDO, Augusto**

**Year of Appointment:** 2004

**Title/Department:** Associate Professor, Anthropology

**Tenure Status:** Tenured

**Education:** BA, Universidad de los Andes, Anthropology, 1985; PhD, University of Pittsburgh, Anthropology, 1993

**Academic Experience:** Adjunct Instructor, Eckerd College, 2000-2001; Research Associate, University of Pennsylvania Museum of Archaeology, 1996-2004

**Number of Theses Supervised During Past 5 Years:** 12

**Languages:** Spanish (5)

**Research/Teaching Interests:** Historical Ecology; Evolution of Ideology; Ecology of Religion; Indigenous Peoples of South America; Origins of Technology and Food Production; History and Theory of Archaeology and Anthropology

**Number of Courses:** 4

ANG 6930/ANT 4930: Circum-Caribbean Archaeology; ANG 6030/ANT 4930: Social Life of Plants

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

**Number of Recent Publications:** 1

With T. W. Killion, P. J. Arnold III, M. Blake, and M. D. Coe, et al. "Nonagricultural Cultivation and Social Complexity: The Olmec, their Ancestors, and Mexico's Southern Gulf Coast Lowlands." *Current Anthropology* 54, no. 5 (2013).

**Percentage of time devoted to LAC studies:** 100%

**PAULSON, Susan**

**Year of Appointment:** 2014

**Title/Department:** Professor, Anthropology; Professor, Center for Latin American Studies

**Tenure Status:** Tenured

**Education:** BA, Carleton College, Sociology and Anthropology, 1983; MA, University of Chicago, 1986; PhD, University of Chicago, Anthropology, 1992

**Academic Experience:** Professor, Director of Service Learning, European Campus of Miami University, 2012-2014; Fulbright Teaching and Research Fellow, University of Panama, 2006; Professor of Graduate Studies, Centro de Estudios Superiores Universitarios, Universidad Mayor San Simon, 1992-1997.

**Number of Theses Supervised During Past 5 Years:** 11

**Languages:** Spanish (5), French (4), Portuguese (3), Quechua (2)

**Research/Teaching Interests:** Political Ecology; Gender/Class/Race/Ethnicity; Research Methodologies; Sustainability Science; Degrowth

**Number of Courses:** 3

LAS 6293: Design and Methods of Research in Latin American Studies

**Overseas Experience:** Bolivia, Brazil, Ecuador, Peru, Sweden

**Number of Recent Publications:** 9

"Power and Difference in Conservation Policy: Changing Masculinities and Andean Watersheds." *The Brown Journal of World Affairs* 23, no. 2 (2017): 207-24.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Grant from Wenner-Gren Foundation to host a theory-building workshop at UF in 2018, Fulbright Scholar Award to Ecuador 2018-19.

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**PELUFFO, Maria Cecilia**

**Year of Appointment:** 2017

**Title/Department:** Assistant Professor, Economics

**Tenure Status:** Tenure track

**Education:** BA, Universidad Nacional de La Plata, Argentina, Economics, 2007; MA, Universidad Nacional de La Plata, Argentina, Economics, 2010; MA, Northwestern University, Economics 2013; PhD, Northwestern University, Economics, 2017

**Academic Experience:** Research Assistant, Northwestern University, 2012-2016; Research Assistant, Universidad Nacional de La Plata, 2008-2011

**Languages:** Spanish (5)

**Research/Teaching Interests:** Development Economics; Labor Economics; Applied Microeconomics

**Number of Courses:** 1

ECS 4013: Economic Development

**Overseas Experience:** Argentina

**Number of Recent Publications:** 1

With J. Cristia and A. García Prado. "The Impact of Contracting in Versus Contracting out Basic Health Services: The Guatemalan Experience." *World Development* 70, no. C, (2015): 215-27

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Dissertation Year Fellowship, Northwestern University, 2016-2017

**PÉREZ-MÉNDEZ, Alfonso**

**Year of Appointment:** 1996

**Title/Department:** Professor, Architecture

**Tenure Status:** Tenured

**Education:** B.Arch, University of Barcelona, Architecture, 1980; M. Construction Engineering, Polytechnic School, 1983; M.S.Arch, Columbia University, Architecture, 1990

**Academic Experience:** Project Architect, Frankfurt Museum of Ethnology, 1995; Senior associate, Museum of Contemporary Art. Barcelona, Spain, 1990-1995; Assistant Architect, Alberto Baltar Architects, 1980-1981

**Number of Theses Supervised During Past 5 Years:** 5

**Languages:** Spanish (5), Italian (4), French (3), Catalan (3), Galician (3)

**Research/Teaching Interests:** Latin American Regional architecture; Latin American Architectural History Post-WWII

**Number of Courses:** 1

ARC 6357: Architectural History—Modernism in Cuba

**Overseas Experience:** Cuba, Mexico, Italy

**Number of Recent Publications:** 6

"La propaganda en la fabricación de un consenso público sobre el planeamiento: La Ciudad Universitaria de México y los Jardines del Pedregal de San Ángel." *Proyectiva* 5 (2017): 6-20.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**PERRONE, Charles A.**

**Year of Appointment:** 1985

**Title/Department:** Professor Emeritus, Spanish and Portuguese Studies

**Tenure Status:** Tenured

**Education:** BA, University of California, Santa Cruz, Spanish and American Literature, 1973; MA, University of California, Irvine, Spanish, Spanish-American, and Brazilian Literature, 1976; PhD, University of Texas, Austin, Luso-Brazilian Literature, 1985

**Academic Experience:** Assistant Instructor, Department of Spanish and Portuguese, University of Texas at Austin, 1980-1985; Teaching Assistant, Department of Spanish and Portuguese, University of California Irvine, 1974-1977

**Number of Theses Supervised During Past 5 Years:** 2

**Languages:** Portuguese (5), Spanish (4), French (3)

**Research/Teaching Interests:** Portuguese; Luso-Brazilian Literature Civilization and Culture; 20th Century Brazilian Poetry; Brazilian Popular Music

**Number of Courses:** 4

POR 3500: Luso-Brazilian Civilization and Culture; POW 4480: Contemporary Brazilian Narrative

**Overseas Experience:** Brazil, Mexico

**Number of Recent Publications:** 9

“Shared Passages: Spanish-American-Brazilian Links in Contemporary Poetry.” In *Beyond Tordesillas: Critical Essays in Comparative Luso-Hispanic Studies*, edited by Robert Patrick Newcomb and Richard A. Gordon. Columbus: Ohio State University Press, 2017.

**Percentage of time devoted to LAC studies:** 100%

**PERZ, Stephen G.**

**Year of Appointment:** 2000

**Title/Department:** Professor, Sociology

**Tenure Status:** Tenured

**Education:** BA, Southwestern University, Psychology and Sociology, 1992; MA, University of Texas, Austin, Sociology, 1994; PhD, University of Texas, Austin, Sociology, 1997

**Academic Experience:** Post-doctoral Fellow, Latin American Studies, University of Florida, 1997-2000

**Number of Theses Supervised During Past 5 Years:** 17

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

**Research/Teaching Interests:** Sociology of Latin America; Environmental Sociology; Sociology of Development; Interdisciplinary Science and Management

**Number of Courses:** 5

Seminar in Environment and Society; Population and Society in Latin America

**Overseas Experience:** Bolivia, Brazil, Peru

**Number of Recent Publications:** 19

With S. Boillat, F. M. Scarpa, J. P. Robson, et.al. “Land System Science in Latin America: Challenges and Perspectives.” *Current Opinion in Environmental Sustainability* 26 (2017): 37-46.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** University of Florida Term Professorship Award, 2016-2019; International Educator of the Year Award, University of Florida, Senior Faculty, 2015-2016; UF Foundation Preeminence Term Professorship, 2014-2015

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**PETERSON, Anna L.**

**Year of Appointment:** 1993

**Title/Department:** Professor, Religion

**Tenure Status:** Tenured

**Education:** BA, University of California, Berkeley, Religious Studies, 1985; MA, University of Chicago Divinity School, 1987; PhD, University of Chicago, Christianity in Latin America, Social Ethics, Environmental Ethics, 1991

**Academic Experience:** Visiting fellow, Department of Religion, Wesleyan University, 1998-2000; Assistant Professor, Religious Studies, St. Norbert College, 1991-1993

**Number of Theses Supervised During Past 5 Years:** 10

**Languages:** Spanish (5), Portuguese (2), French (1)

**Research/Teaching Interests:** Religion in Latin America; Social Ethics; Environmental Ethics

**Number of Courses:** 2

Religion and Social Change; Religion and Violence, Latin American Religions

**Overseas Experience:** El Salvador, Mexico, Nicaragua, Peru, Chile, Ecuador

**Number of Recent Publications:** 4

With Todd LeVasseur, eds. *Religion and Ecological Crisis: The "Lynn White Thesis" At 50*. New York: Routledge, 2016.

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Named term professorship, 2016-2018; team-teaching award, Center for the Humanities and the Public Sphere, 2018; Global Studies course development award, 2015.

**PHARIES, David A.**

**Year of Appointment:** 1980

**Title/Department:** Professor, Spanish and Portuguese Studies, Associate Dean for Humanities, College of Liberal Arts and Sciences

**Tenure Status:** Tenured

**Education:** BA, Austin College, Spanish, 1973; CPhil, University of California, Berkeley, Romance Philology, 1978; PhD, University of California, Berkeley, Romance Philology, 1979

**Academic Experience:** Visiting Assistant Professor of Spanish, Arizona State University, 1979-1980

**Number of Theses Supervised During Past 5 Years:** 3

**Languages:** Spanish (5)

**Research/Teaching Interests:** Spanish Linguistics; Spanish Language, Literature, and Phonology; Romance Linguistics

**Number of Courses:** 1

SPN 4930/6735: Spanish Dictionaries

**Overseas Experience:** Mexico

**Number of Recent Publications:** 5

"El estudio etimológico de los prefijos españoles." In *Etimología e historia en el léxico del español*, edited by Mariano Quirós García, José Antonio Pascual Rodríguez, Emma Falque Rey, José Ramón Carriazo, et al. Madrid: Iberoamericana / Frankfurt am Main: Vervuert, 2016.

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**PORZECANSKI, Ignacio**

**Year of Appointment:** 2004

**Title/Department:** Lecturer, School of Natural Resources and Environment

**Tenure Status:** Non-tenure track

**Education:** BS, Hebrew University, Agriculture, 1967; PhD, Cambridge University, UK, Genetics, 1972

**Academic Experience:** Head of the Sustainable Development Unit at PROBIDES (Programa para la Conservación de la Biodiversidad y el Desarrollo Sustentable de los Humedales del Este) in Rocha, Uruguay, 1997-2003; Assistant Professor of Plant Breeding at the School of Agronomy (Facultad de Agronomía), University of Uruguay, 1985-1996

**Number of Theses Supervised During Past 5 Years:** 5

**Languages:** Spanish (5), Portuguese (5), French (4), Italian (4).

**Research/Teaching Interests:** Natural Resource Management; Environmental Policy

**Overseas Experience:** Brazil, Uruguay

**Percentage of time devoted to LAC studies:** 75%

**POWELL, Heidi C.**

**Year of Appointment:** 2017

**Title/Department:** Director of MA Art Education Program Online

**Tenure Status:** Tenure track

**Education:** BA, Houston Baptist University, Music Performance and Music Education, 1988; MEd, University of Houston, Curriculum and Instruction (Art Education), 2001; EdD, University of Houston, Curriculum and Instruction (Art Education), 2006.

**Academic Experience:** Department of Art and Art History, University of Texas at Austin, 2014-2017; Visiting Scholar, Health Institute for the Medical Humanities, University of Texas Medical Branch at Galveston, 2013; Assistant Professor, Department of Art, University of Arkansas-Little Rock, 2008-2012

**Number of Theses Supervised During Past 5 Years:** 11

**Languages:** Spanish (4), French (2), Icelandic (3)

**Pedagogy Training (for language instructors):** Bilingual education K-12, ESL, ELL.

**Research/Teaching Interests:** Art Education; Indigenous Identities; Global Arts Initiatives; Arts and Medicine

**Overseas Experience:** Australia, Austria, Cuba, Guatemala, Iceland, Mexico

**Number of Recent Publications:** 6

“Becoming a Curator of Memories: Memorializing Memory in Art Education.” In *Revitalizing History: Recognizing the Struggles, Lives, and Achievements of African American and Women Art Educators*, edited by P. Bolin and A. Katawala. Wilmington, DE: Vernon Press, 2017.

“Interview with Tommy Joseph.” *Trends* (The Journal of the Texas Art Education Association). Annual Issue (2017).

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** TAEA Art Educator of the Year in Higher Education 2016-2017

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**PUTZ, Francis E.**

**Year of Appointment:** 1982

**Title/Department:** Distinguished Professor, Biology

**Tenure Status:** Tenured

**Education:** BS, University of Wisconsin, Biology, 1973; PhD, Cornell University, Ecology, 1982

**Academic Experience:** Visiting Scientist, Forest Research Institute, Malaysia, 1981; Pre-doctoral Research Fellow, Smithsonian Tropical Research Institute, Republic of Panama, 1979-1981; Teaching Assistant, Cornell University, 1976-1979

**Number of Theses Supervised During Past 5 Years:** 20

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

**Research/Teaching Interests:** Ecological Basis for Sustainable Natural Forest Management in the Tropics; Fire Ecology; Conservation Biology; Experimental Design

**Number of Courses:** 2

BOT 2010: Introductory Botany; PCB 3601C: Plant Ecology

**Overseas Experience:** Bolivia, Costa Rica, Ecuador, Indonesia, Malaysia, Panama, Peru, Mexico, Colombia

**Number of Recent Publications:** 48

With T. A. P. West, K. A. Grogan, M. E. Swisher, J. L. Caviglia-Harris, et al. "A Hybrid Optimization-Agent-Based Model of REDD+ Payments to Households on an Old Deforestation Frontier in the Brazilian Amazon." *Environmental Modelling & Software* 100 (2018): 159-74.

**Percentage of time devoted to LAC studies:** 40%

**Distinctions:** National Academy of Sciences Jefferson Fellow 2017-2018

**RESENDE, Rosana D.**

**Year of Appointment:** 2015

**Title/Department:** Lecturer, Center for Latin American Studies

**Tenure Status:** Non-tenure track

**Education:** BA, University of Miami, Psychology and English, 1992; MS, Ed. University of Miami, Research and Evaluation, 2000; MA, University of Florida, Anthropology, 2002; PhD, University of Florida, Anthropology & Certificate: Latin American Studies, 2009

**Academic Experience:** Evaluator, Emory University and Farmworker Association of Florida, 2013-2014; Fulbright U.S. Scholar Post-Doctoral, Brazil, 2014

**Number of Theses Supervised During Past 5 Years:** 8

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

**Research/Teaching Interests:** Gender; Globalization; Urbanization; Race and Ethnicity; Labor and Inequality; Migration; Intersectionality; Latin@s in the U.S.

**Overseas Experience:** Brazil

**Selected Publications/Presentations:** 1

With I. M. Freytes, J. LeLaurin, S. Zickmund, and C. P. Uphold. "Exploring the Post-Deployment Reintegration Experiences of Veterans with PTSD and Their Significant Others." *American Journal of Orthopsychiatry* 87, no. 2: 149-56.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Junior Faculty Teaching Award, Consortium of Latin American Studies Programs (CLASP), 2018; Wise Latina Award, University of Florida Hispanic-Latino Affairs, 2016; Outstanding Faculty, LGBT Community Impact Award, 2015

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**RIBEIRO DO VALLE, Denis**

**Year of Appointment:** 2013

**Title/Department:** Assistant Professor, Forest Resources and Conservation

**Tenure Status:** Tenure track

**Education:** BS, University of São Paulo, Forestry, 2003; MS, University of Florida, Forest Resources and Conservation, 2008; MS, Duke University, Statistics, 2013; PhD, Duke University, Ecology, 2013

**Academic Experience:** Consultant, Center for International Forestry Research (CIFOR), 2006; Assistant Researcher, Institute of Man and Environment in Amazonia (IMAZON), 2003-2006

**Number of Theses Supervised During Past 5 Years:** 6

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

**Research/Teaching Interests:** Environmental Health; Plant Demography; Tropical Forest Management; Simulation Models; and Bayesian Statistical Models

**Number of Courses:** 2

ALS 5932: Introduction to Applied Statistics for Agricultural and Life Sciences; FOR 6934: Introduction to Bayesian Statistics for Life Sciences

**Overseas Experience:** Brazil, Amazon

**Number of Recent Publications:** 14

With W. A. Chaves, M. C. Monroe, D. S. Wilkie, K. E. Sieving, et al. "Changing Wild Meat Consumption: An Experiment in the Central Amazon, Brazil." *Conservation Letter* (2017).

**Percentage of time devoted to LAC studies:** 80%

**RIVERA-RAMOS, Zully**

**Year of Appointment:** 2017

**Title/Department:** Clinical Assistant Professor, ASPIRE and Outreach Coordinator, Counseling and Wellness Center

**Tenure Status:** Non-tenure track

**Education:** BA, University of Puerto Rico, Río Piedras, Psychology and Sociology, 2005; MS, University of Illinois, Urbana-Champaign, Counseling Psychology, 2009; PhD, University of Illinois, Urbana-Champaign, Counseling Psychology, 2012

**Academic Experience:** Staff Counselor, Counseling Center, University of North Florida, 2012-2015; Psychology Intern, Student Counseling Center, Texas Tech University, 2011-2012; Practicum Counselor, Division of Disability Resources and Educational Services, University of Illinois, 2009-2011

**Languages:** Spanish (5)

**Research/Teaching Interests:** Gender Diversity; Sexual Orientation; Latinx Identities

**Number of Courses:** 1

PCO 7944: Practicum Counseling

**Overseas Experience:** Puerto Rico

**Number of Recent Publications:** 3

With R. F. Oswald and L. P. Buki. "A Latina/o Campus Community's Readiness to Address Lesbian, Gay, and Bisexual Concerns." *Journal of Diversity in Higher Education* 8, no. 2 (2015): 88-103.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Superior Accomplishment Faculty Award, University of Florida, Division of Student Affairs, 2018; Wise Latina Faculty/Staff Award, University of Florida, Latinx Affairs, 2017

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**RISNER, Mary E.**

**Year of Appointment:** 2000

**Title/Department:** Associate Director, Outreach and Latin American Business Program, Center for Latin American Studies

**Tenure Status:** Non-tenure track

**Education:** BA, Stetson University, Business Administration, 1987; MA, Bowling Green State University, Spanish, 1995; MA, University of Florida, Latin American Studies, 2001; Ed.D, University of Florida, Curriculum and Instruction, 2011

**Academic Experience:** Fulbright Hays Group Project Abroad, Andean HATSS Project, 2008; Director, Summer English Program, The English Montessori Schools, Spain, 1988-1990

**Languages:** Spanish (4), Portuguese (3), French (3)

**Number of Courses:** 2

LAS 6905/4905/POR 3224; Business in Brazil, LAS 4935; Global Studies for Educators

**Research/Teaching Interests:** Global Education, Globally Networked Learning Environments; Teacher Education; Languages for Specific Purposes; Latin American Business and Culture; E-learning and Development of Latin American Related Content; Cross-Cultural Communication

**Overseas Experience:** Brazil, France, Mexico, Spain

**Number of Recent Publications:** 11

“Proficiency and Languages for Specific Purposes in the K-12 Classroom in Response to the Article Language Proficiency: Envisioning the Win in the High School Spanish Classroom.” *Hispania*, 100, no. 5 (2017).

With M. Milleret, eds. “Handbook for Portuguese Instructors in the United States.” Roosevelt, NJ: Boa Vista Press, 2017.

With M. Swarr, C. Bless, and J. Graham. “Developing & Implementing LSP Curriculum at the K-12 Level.” In *LSP Studies: Contemporary Trends in Research and Curriculum Development*, edited by M. Long. Washington, DC: Georgetown University Press, 2017.

**Percentage of time devoted to LAC studies:** 100%

**ROBERTS III, Churchill**

**Year of Appointment:** 1997

**Title/Department:** Professor, Telecommunication; Co-Director, The Documentary Institute

**Tenure Status:** Tenured

**Education:** PhD, University of Iowa

**Academic Experience:** Professor and Chair, Documentary Institute at University of West Florida, 1971-1997

**Research/Teaching Interests:** Documentary Film Production, especially Historical Documentary

**Number of Courses:** 2

RTV 3101: Advanced Writing for Electronic Media; MMC 6936: Documentary and Social Change

**Number of Recent Publications:** 1

“The Curse of the Terracotta Warriors” (2016) (Documentary)

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**ROBERTS, T. Grady**

**Year of Appointment:** 2011

**Title/Department:** Professor, Agricultural Education and Communication

**Tenure Status:** Tenured

**Education:** BS, University of Florida, Agricultural and Extension Education, 1987; MAg, University of Florida, Agricultural Education and Communication, 2000; PhD, University of Florida, Agricultural Education and Communication, 2003

**Academic Experience:** Assistant Professor, Department of Agricultural Leadership, Education, and Communications, Texas A&M University, 2004-2008

**Languages:** Spanish (2)

**Research/Teaching Interests:** Global Education; Study Abroad; Food Security; Agricultural Development

**Number of Courses:** 3

AEC 4224: Special Methods in Teaching Agricultural Education; AEC 4323: Development and Philosophy of Agricultural Education; AEC 6543: Teaching and Learning Theory—Applications in Agricultural Education and Communication

**Overseas Experience:** Belize, Costa Rica, Dominican Republic, Honduras, Ecuador, Trinidad and Tobago

**Number of Recent Publications:** 5

With N. W. Conner, T. G. Roberts, and J. Sterns. “An Exploration of the Cultural Adaptation Process During an International Experience in France.” *Journal of International Agricultural and Extension Education* 23, no. 3 (2016): 58-71.

With T. G. Roberts, M. T. Rodriguez, J. L. Gouldthorpe, N. L. Stedman, et al. “Exploring Outcomes Two Years after an International Faculty Abroad Experience.” *Journal of Agricultural Education* 57, No. 1 (2016): 30-41.

**Percentage of time devoted to LAC studies:** 25%

**ROGAL, Maria**

**Year of Appointment:** 2001

**Title/Department:** Associate Professor, School of Art & Art History

**Tenure Status:** Tenured

**Education:** BA, Villanova University, Political Science/History 1988; MFA, Virginia Commonwealth University, Design and Visual Communications, 1995

**Academic Experience:** Assistant Professor of Communication Design, University of North Texas, 1996-1997; Adjunct Assistant Professor, Virginia Commonwealth University, 1995-1996

**Number of MFA Creative Projects Supervised During Past 5 Years:** 11

**Languages:** Spanish (5)

**Research/Teaching Interests:** Visual Communication; Intercultural Communication; Design and Development

**Overseas Experience:** Mexico

**Number of Recent Publications:** 1

With R. Sánchez. “Co-Designing for Development.” In *Routledge Handbook of Sustainable Development*, edited by R. Egenhoefer. London: Routledge, 2018.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**ROMERO, Claudia**

**Year of Appointment:** 2008

**Title/Department:** Courtesy Faculty, Department of Biology

**Tenure Status:** Non-tenure track

**Education:** BSc, Universidad de Los Andes, Bogotá, Colombia, Biology, 1984; MSc, University of Florida, Department of Botany, 1998; PhD, University of Florida, Botany, 2006.

**Academic Experience:** Director of Planning and Management, National Parks, Ministry of the Environment, Colombia, 1995; Project Coordinator, Fundación Natura, Colombia, 1992-1995; Biologist, Gorgona Island National Park, Instituto Nacional de los Recursos Naturales Renovables y del Ambiente INDERENA, Colombia, 1986

**Languages:** Spanish (5), French (5), English (5), Italian (3), German (3)

**Research/Teaching Interests:** Economic Incentives for Tropical Forests Conservation; Climate Change Policies as Related to Tropical Forests; Agent-Based Models for Policy Design; Evaluation of Conservation Interventions.

**Overseas Experience:** Colombia, Peru, Costa Rica, South Africa, Zimbabwe, Indonesia, Malaysia.

**Percentage of time devoted to LAC studies:** 25%

**ROSENBERG, Leah**

**Year of Appointment:** 2001

**Title/Department:** Associate Professor, Department of English

**Tenure Status:** Tenure-track

**Education:** BA, Johns Hopkins, Classics, 1986; MFA, Brooklyn College, Creative Writing, 1991; PhD, Cornell University, Comparative Literature, 2000

**Academic Experience:** Assistant Professor of English, Grinnell College, 1999-2001

**Number of Theses Supervised during Past 5 Years:** 9

**Languages:** French (2), German (2), Spanish (1)

**Research/Teaching Interests:** Anglophone Caribbean Literature and History; Digital Humanities

**Number of Courses:** 4

LIT 4188: Anglophone Caribbean Literature-Its History and Debates; LIT 4183: Tourism and Caribbean Culture; LIT 4192: Caribbean Literature-Empire and Identity; AML 4453: Comparative U.S. and Caribbean Literature.

**Overseas Experience:** Jamaica, Trinidad

**Number of Recent Publications:** 4

With J. Dillon Brown, eds. *Beyond Windrush: Rethinking Postwar Anglophone Caribbean Literature*. Oxford, MS: University of Mississippi Press, 2015; paperback 2017.

**Percentage of time devoted to LAC studies:** 75%

**Distinctions:** Fellow, National Humanities Center, 2010-2013; Excellence Award for Digital Humanities, the Digital Library of the Caribbean, 2011

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**ROYCE, Frederick S.**

**Year of Appointment:** 1994

**Title/Department:** Assistant In, Agricultural and Biological Engineering

**Tenure Status:** Non-tenure track

**Education:** BS, University of Florida, Agricultural Operations Management, 1994; MS, University of Florida, Agricultural and Biological Engineering, 1996; PhD, University of Florida, Agricultural and Biological Engineering, 2002

**Academic Experience:** Project Manager, CARE, 1986-1991; Technical Advisor, Ministry of Agricultural Development, 1982-1986

**Languages:** Spanish (3)

**Research/Teaching Interests:** Agricultural Cooperatives; Agrarian Reform; Rural Social Movements; Cuban Agriculture; Foreign Investment; On-Farm Uses of Computer-Based Information Technologies including Climate Prediction

**Number of Courses:** 2

Agricultural Cooperatives in Latin America; Cuban Agriculture

**Overseas Experience:** Argentina, Brazil, Colombia, Costa Rica, Cuba, Ecuador, Mexico, Nicaragua, Venezuela

**Number of Recent Publications:** 3

“Agricultural Production Cooperatives in Cuba: Toward Sustainability.” In *Cooperativism and Local Development in Cuba: An agenda for Democratic Transformation*, edited by S. Novković and H. Leiden, Netherlands: Veltmeyer Brill, forthcoming 2018.

**Percentage of time devoted to LAC studies:** 100%

**RUIZ MENJIVAR, Jorge**

**Year of Appointment:** 2016

**Title/Department:** Assistant Professor, Department of Family, Youth, and Community Sciences

**Tenure Status:** Tenure track

**Education:** BS, University of New Orleans, Accounting, minor in Spanish, 2011; MS, University of Florida, Personal and Financial Planning, 2013; PhD, University of Georgia, Financial Planning, Housing and Consumer Economics, 2016

**Academic Experience:** Lecturer and Graduate Teaching Assistant, Department of Financial Planning, Housing and Consumer Economics, University of Georgia, 2015-2016; Graduate Research Assistant, Department of Financial Planning, Housing and Consumer Economics, University of Georgia, 2013-2015

**Languages:** Spanish (5)

**Research/Teaching Interests:** Cross-Cultural Study and Psychometric Measurements of Financial Constructs; Personal Finance; Household Economics; Farmers and Economic Decision Making; Quantitative Methods and Mixed Methods; Scale Development

**Number of Courses:** 1

FYC 4003: Personal and Family Financial Counseling

**Overseas Experience:** Costa Rica

**Number of Recent Publications:** 10

With S. Kuzniak, A. Rabbani, W. Heo, and J. E. Grable, J. E. “The Grable and Lytton Risk Tolerance Scale: A 15-Year Retrospective.” *Financial Services Review* 24, no. 2 (2015): 177-92.

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**RUPPERT, Thomas K.**

**Year of Appointment:** 2007

**Title/Department:** Assistant In, Environmental Law, Agricultural and Biological Engineering

**Tenure Status:** Non-tenure track

**Education:** BA, Southwest Minnesota State University, Literature and Philosophy, 1995; JD, University of Florida, 2003

**Academic Experience:** University of Florida, 2007- Present

**Languages:** Spanish (3)

**Research/Teaching Interests:** Property/Land Tenure Regimes; Human Rights; Water Quality; Sea-level Rise; Coastal Law and Policy

**Overseas Experience:** Panama, Guatemala, Costa Rica, Brazil, Colombia

**Number of Recent Publications:**

With C. Grimm. "Drowning in Place: Local Government Costs and Liabilities for Flooding Due to Sea-level Rise." *Florida Bar Journal* 87, no. 9 (2013): 29.

"Reasonable Investment-Backed Expectations: Should Notice of Rising Seas Lead to Falling Expectations for Coastal Property Purchasers?" *Journal of Land Use and Environmental Law* 26, no. 2 (2011): 239-77.

**Percentage of time devoted to LAC studies:** 25%

**RYAN, Sadie**

**Year of Appointment:** 2014

**Title/Department:** Associate Professor, Medical Geography

**Tenure Status:** Tenured

**Education:** BA, Princeton University, Ecology and Evolutionary Biology, 1998; PhD, University of California, Berkeley, Policy and Management, 2006

**Academic Experience:** Research Assistant Professor, SUNY Upstate Medical University, 2012-2017; Lecturer, Department of Anthropology, Stanford University, 2008; Conservation & Research Associate, Department of Conservation and Science, Lincoln Park Zoo, 1998-2002.

**Languages:** Spanish (4)

**Research/Teaching Interests:** Medical geography; Disease Ecology; Tropical Conservation; Human-Wildlife Interface; Spatial Model

**Number of Courses:** 4

GEO 3930: People and Plagues; EFB 360: Introduction to Epidemiology; EFB 497: Conservation in Ecuador; EFB 497/797: Emerging Diseases of Humans and Wildlife Seminar

**Overseas Experience:** Ecuador, Caribbean, Uganda, South Africa

**Number of Recent Publications:** 44

With C. J. Carlton, E. A. Mordecai, and L. R. Johnson. "Climate Change Drives Uncertain Global Shifts in Potential Distribution and Seasonal Risk of *Aedes*-Transmitted Viruses." *BioRxiv* (2017).

With A. Kenneson, E. Beltra-Ayala, M. J. Borbor-Cordova, M. E. Polhemus, et al. "Social-Ecological Factors and Preventive Actions Decrease the Risk of Dengue Infection at the Household-Level: Results from a Prospective Dengue Surveillance Study in Machala, Ecuador." *BioRxiv* (2017).

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**SANCHEZ, Pedro**

**Year of Appointment:** 2016

**Title/Department:** Research Professor of Tropical Soil Science, Soil and Water Sciences Department

**Tenure Status:** Non-tenure track

**Education:** BS, Cornell University, Agronomy, 1962; MS, Cornell University, Soil Science, 1964; PhD, Cornell University, Soil Science, 1968

**Academic Experience:** Director, Agriculture and Food Security Center, the Earth Institute at Columbia University, 2003-2016; Coordinator, Tropical Soils Program, North Carolina State University, 1984-1991; Coordinator, Tropical Pastures Program, Centro Internacional de Agricultural Tropical (CIAT), Cali, Colombia, 1977-1979.

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

**Research/Teaching Interests:** Tropical soils for ending hunger in ways compatible with the environment

**Overseas Experience:** Cuba, Philippines, Peru, Colombia, Brazil, Kenya

**Number of Recent Publications:** 5

*Properties and Management of Soils in the Tropics*. Second Edition. Cambridge: Cambridge University Press, 2017

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Fellow of the American Society of Agronomy, the Soil Science Society of America, the American Association for the Advancement of Science, the American Academy for Art and Sciences, and an honorary member of the Colombian and Cuban Societies of Soil Science. World Food Prize laureate, 2002; MacArthur Fellow, 2004; elected to the US National Academy of Sciences, 2012. President Barack Obama appointed him to the Presidential Committee for the National Medal of Science, January 2017

**SANCHEZ JR, Raúl**

**Year of Appointment:** 2005

**Title/Department:** Associate Professor, Department of English

**Tenure Status:** Tenured

**Education:** BA, University of Tampa, English and Writing, 1987; MA, University of South Florida, English, Rethoric and Composition, 1992; PhD, University of South Florida, English, Rethoric and Composition, 1998

**Academic Experience:** Assistant Professor, University Writing Program and Department of English, University of Utah, 1998-2005; Visiting Instructor, University Writing Program, University of Utah, 1996-1998

**Languages:** Spanish (3)

**Research/Teaching Interests:** Composition; Rhetoric; Decolonial/Postcolonial Theory; Cultural Studies

**Number of Recent Publications:** 4

With M. Rogal. "Codesigning for Development." In *Routledge Handbook of Sustainable Design*, edited by Rachel Beth Egenhoefer. New York: Routledge, 2018.

*Inside the Subject: A Theory of Identity for the Study of Writing*. National Council of Teachers of English (CCCC Studies in Writing and Rhetoric), 2017.

With Iris D. Ruiz. *Decolonizing Rhetoric and Composition Studies: New Latinx Keywords for Theory and Pedagogy*. New York: Palgrave, 2016.

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**SANDOVAL GUTIERREZ, Héctor H.**

**Year of Appointment:** 2015

**Title/Department:** Assistant Professor, Department of Economics. Director of Economic Analysis, Bureau of Economic and Business Research (BEBR)

**Tenure Status:** Tenure track

**Education:** BS, Economics, Tecnológico de Monterrey, Campus Ciudad de México, 2004; MA, Economics and Public Policy, EGAP Tecnológico de Monterrey, CCM, 2006; MSc, Economics, University of Wisconsin – Madison, 2013; PhD Economics, University of Wisconsin – Madison, 2015

**Academic Experience:** Research Assistant, Data analysis on sovereign debt crisis, University of Wisconsin – Madison, 2015

**Number of Theses Supervised During Past 5 Years:** 2

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

**Research/Teaching Interests:** Applied Microeconomics; Social Interactions; Peer Effects, Education, and Program Evaluation

**Number of Courses:** 1

ECO 4934: Applied Analysis of Economic Indicators;

**Overseas Experience:** Mexico

**Percentage of time devoted to LAC studies:** 25%

**SARGENT, Steven Alonzo**

**Year of Appointment:** 1987

**Title/Department:** Professor, Horticultural Sciences

**Tenure Status:** Tenured

**Education:** BS, Michigan State University, Horticulture, 1976; MS, Michigan State University, Horticulture, 1979; PhD, Michigan State University, Agricultural Engineering Technology, 1984

**Academic Experience:** Honorary Professor, Universidad del Santa, Food Technology Department, Chimbote, Peru, 2010

**Number of Theses Supervised During Past 5 Years:** 19

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

**Research/Teaching Interests:** Postharvest methods and technologies of fresh fruits and vegetables for local, domestic and export markets

**Number of Courses:** 1

HOS 5330: Postharvest Technology for Horticultural Crops

**Overseas Experience:** Brazil, Mozambique, Mexico, Central America, Peru, Ecuador, Guatemala, South Korea, Thailand, China

**Number of Recent Publications:** 23

With M. D. Ferreira and P. C. Spricigo. “Harvest and Packing”. In Postharvest Instrumentation for Fruits and Vegetables. (Original title: *Instrumentação pós-colheita em frutas e hortaliças*. Brasilia DF, Brazil: Embrapa, 2017).

With C. L. Moretti. “Tomato.” In *The Commercial Storage of Fruits, Vegetables, and Florist & Nursery Stocks*, edited by K. Gross, C. Y. Wang, M. Saltveit. *Agriculture Handbook* 66 (2016): 581-87.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Researcher of the Year, Florida Fruit & Vegetable Association, 2011

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**SARTAIN, Jerry B.**

**Year of Appointment:** 1974

**Title/Department:** Professor Emeritus, Soil and Water Science

**Tenure Status:** Tenured

**Education:** BS, Mississippi State University, Agronomy-Soils, 1967; MS, Mississippi State University, Agronomy Soil Fertility, 1970; PhD, North Carolina State University, Soil Fertility, 1974.

**Academic Experience:** University of Florida, 1974-Present

**Languages:** Spanish (3)

**Number of Courses:** 2

SWS 6136: Soil Fertility; SWS 4116/5115: Environmental Nutrient Management

**Overseas Experience:** Costa Rica, Brazil, Honduras, Ecuador, Dominican Republic

**Number of Recent Publications:** 6

With M. S. Castillo, L. E. Sollenberger, J. M. B. Vendramini, K. R. Woodard, et al. "Incorporation of Municipal Biosolids Affects Organic Nitrogen Mineralization and Elephantgrass Biomass Production." *Agronomy Journal* 103 (2011): 899-905.

**Percentage of time devoted to LAC studies:** 25%

**SAUNDERS, Tanya**

**Year of Appointment:** 2016

**Title/Department:** Associate Professor, Latin American Studies

**Tenure Status:** Tenured

**Education:** BA, St. Mary's College of Maryland, St. Mary's City Maryland, Political Science and Spanish; PhD, University of Michigan, Ann Arbor, Sociology/MPP International Public Policy

**Academic Experience:** Assistant Professor, Department of Sociology and Anthropology, Lehigh University, 2009-2013; Adjunct Lecturer, Department of Sociology and Anthropology, Harrisburg Area Community Colleges – Lancaster Campus, 2007-2009

**Number of Theses Supervised During Past 5 Years:** 70

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

**Research/Teaching Interests:** Race, Gender, Sexuality, Sociology of Culture, Cultural Studies, Social Inequalities

**Number of Courses:** 2

LAS 6938: Queer Latin America; LAS 6938: The Black Radical Tradition of the Americas

**Overseas Experience:** Brazil, Cuba, Netherlands, Spain

**Number of Recent Publications:** 4

"SomosMuchoMas: Arts-Based Public Spheres and Possibilities for Democratic Praxis in Post-Embargo Cuba." *Reforming Communism: Cuba in Comparative Perspective* (2018).

"Towards a Transnational Hip Hop Feminist Liberatory Praxis." *Social Identities: Journal for the Study of Race, Nation and Culture* 22, no. 2 (2016): 178-94.

*Cuban Underground Hip Hop: Black Thoughts, Black Revolution, Black Modernity*. Austin: University of Texas Press, 2015.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Awarded Honorable Mention for the Barbara Christian Prize for best book in the Humanities, announced at the 42nd Caribbean Studies Association Conference 2017

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**SCHMINK, Marianne**

**Year of Appointment:** 1979

**Title/Department:** Professor, Center for Latin American Studies

**Tenure Status:** Tenured

**Education:** BA, University of Michigan, Anthropology, 1971; PhD, University of Texas, Anthropology, 1979

**Academic Experience:** Visiting researcher, Núcleo de Altos Estudos Amazônicos, Federal University of Pará, 1978-1984; Teaching Assistant, Department of Anthropology, University of Texas at Austin, 1977-1978

**Number of Theses Supervised During Past 5 Years:** 26

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

**Research/Teaching Interests:** Anthropology and development of Latin America; Tropical resource management; Gender; Conservation and development; Amazonia

**Number of Courses:** 2

LAS 6943: Development Theory and Practice in Latin America and Africa/ Global Classroom; LAS 6290/4935: The Amazon

**Overseas Experience:** Brazil

**Number of Recent Publications:** 12

With C. H. Wood. "Conflitos Sociais e a Formação da Amazônia." Belém, Brazil: Universidade Federal do Pará, 2012. (Portuguese translation of *Contested Frontiers in Amazonia*).

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Recipient, Chico Mendes Florestania Prize, Government of Acre, Brazil, 2010; Lifetime Member, UF Academy of Distinguished Teaching Scholars, 2009

**SIEVING, Kathryn E.**

**Year of Appointment:** 1997

**Title/Department:** Professor, Wildlife Ecology and Conservation

**Tenure Status:** Tenured

**Education:** BS, University of California, Davis, Wildlife Biology, 1982; PhD, University of Illinois, Urbana, Ecology, 1991

**Academic Experience:** Assistant Professor, Department of biological Sciences, California State University, 1991-1995; Post Doc, USDA Forestry Sciences Laboratory, 1991-1993

**Number of Theses Supervised During Past 5 Years:** 22

**Languages:** Spanish (2)

**Research/Teaching Interests:** Research Design; Biodiversity Conservation; Behavioral Landscape Ecology

**Number of Courses:** 4

WIS 5496: Research Design in Wildlife Ecology and Conservation

**Overseas Experience:** Brazil, Chile, Argentina, Costa Rica, Panama, Peru, Thailand, Sri Lanka, India

**Number of Recent Publications:** 21

With W. Chaves, D. S. Wilkie, and M. C. Monroe. "Market Access and Wild Meat Consumption in the Central Amazon, Brazil." *Biological Conservation* 212A (2017): 240-48.

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**SIMMONS, Cynthia**

**Year of Appointment:** 2014

**Title/Department:** Associate Professor and Graduate Coordinator, Geography

**Tenure Status:** Tenured

**Education:** BA, Florida State University, Communications, Pre-Law, and Latin American Studies, 1990; MA, Florida State University, International Affairs and Latin American Studies, 1993; MS, Florida State University, Urban and Regional Planning, 1995; PhD, Florida State University, Geography, 1999

**Academic Experience:** Associate Professor, Department of Geography, Michigan State University, 2004-2014; Associate Professor, Department of Geography, Central Michigan University, 2001-2004

**Number of Theses Supervised During Past 5 Years:** 2

**Languages:** Spanish (5)

**Research/Teaching Interests:** Political Ecology; Economic Development and Environmental Policy; Agrarian Reform; Land Conflict; Social Processes

**Number of Courses:** 3

GEO 6931: Cultural and Political Ecology; GEA 3405: Geography of Latin America; GEO 6118: Contemporary Geographic Thought

**Overseas Experience:** Brazil, Amazonia

**Number of Recent Publications:** 8

With S. Aldrich, R. Walker, M. Caldas, and S. Perz. "Contentious Land Change in Amazônia's Arc of World." *Ecology and Society* 18, no. 2 (2012).

**Percentage of time devoted to LAC studies:** 100%

**SOKOL, D. Daniel**

**Year of Appointment:** 2008

**Title/Department:** Professor, Law

**Tenure Status:** Tenured

**Education:** BA, Amherst College, History and Political Science, 1996; MSt, University of Oxford, Modern History, 1997; JD, University of Chicago, 2001; LL.M., University of Wisconsin, 2007

**Academic Experience:** Visiting Associate Professor, University of Missouri School of Law, 2007-2008; William H. Hastie Fellow, University of Wisconsin Law School 2005-2007

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

**Research/Teaching Interests:** Antitrust; Economic Development; Corporate Law and Governance; Law and Entrepreneurship

**Number of Courses:** 6

LAW 6930: Springbreak Field Course: Doing Business with Latin America; LAW 6959: Journal of Technology Law and Policy; LAW 6930: Business of Sports; LAW 6930: General Counsel Practicum; LAW 6930: Law and Entrepreneurship; LAW 6930: Fair Competition in Sport

**Overseas Experience:** Argentina, Brazil, Chile, El Salvador, Panama, Peru

**Number of Recent Publications:** 18

*Patent Assertion Entities and Competition Policy*, ed. Cambridge: Cambridge University Press, 2016.

With R. Blair, eds. *The Oxford Handbook of International Antitrust Economics*. Vols. 1 and 2. Oxford: Oxford University Press, 2014.

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**SOLLENBERGER, Lynn E.**

**Year of Appointment:** 1985

**Title/Department:** Distinguished Professor and Graduate Coordinator, Agronomy

**Tenure Status:** Tenured

**Education:** BA, Messiah College, Biology, 1979; MS, Pennsylvania State University, Agronomy, 1981; PhD, University of Florida, Agronomy, 1985

**Academic Experience:** Visiting Professor, University of Queensland, Brisbane, Australia, 2000; Visiting Professor, Pennsylvania State University, 1993

**Number of Theses Supervised During Past 5 Years:** 28

**Languages:** Spanish (1)

**Research/Teaching Interests:** Ecology; Management and utilization of warm-climate grasslands

**Overseas Experience:** Brazil, Jamaica, Mexico, Argentina

**Number of Recent Publications:** 15

With S. W. Coleman and J. M. B. Vendramini. "Plant-Animal Interface in Grazing Systems." In *Forages: Science, Technology and Management of Forage Resources*, edited by R.A. Reis et al. Lavras, Brazil: Federal University of Lavras, 2014.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** 2012 Gamma Sigma Delta International Award for Distinguished Service to Agriculture, 2012; University of Florida Research Foundation Professor, 2012; Gamma Sigma Delta Senior Faculty Award of Merit, 2010

**SORBILLE, Martín**

**Year of Appointment:** 2004

**Title/Department:** Associate Professor, Spanish and Portuguese Studies

**Tenure Status:** Tenured

**Education:** BA, California State University at Fullerton, Economics, International Business, Spanish Linguistics and Hispanic Literatures, 1992; MA, University of California Los Angeles, Spanish-American Literature, 1995; PhD, University of California Los Angeles, Hispanic Languages and Literatures, 2004

**Academic Experience:** University of Florida, 2004-Present

**Number of Theses Supervised During Past 5 Years:** 4

**Languages:** Spanish (5), Portuguese (3), French (1)

**Research/Teaching Interests:** 19<sup>th</sup>/ 20<sup>th</sup> Centuries Southern Cone Literature and Culture; Spanish-American Film Studies; Psychoanalytic Theory; Critical Theory

**Number of Courses:** 4

SPW 6934: Seminar in Spanish American Lit. and Culture; SPW 4190: Spanish American Literature and Film; SPW 3030: Discovery to Independence, SPW 4930: Literature, Film, Psych. Theory

**Overseas Experience:** Argentina

**Number of Recent Publications:** 2

*El matadero: una pesadilla. En busca del falo perdido con las topologías de Freud, Lacan y Žižek.* Buenos Aires: Editorial Biblos (Colección Teoría y Crítica), 2016.

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**SOTELO, Clara**

**Year of Appointment:** 2003

**Title/Department:** Spanish Lecturer, Spanish and Portuguese Studies

**Tenure Status:** Non-tenure track

**Education:** BA, Universidad Pedagógica Nacional de Bogotá, Foreign Language and Literatures, 1979; MA, University of Florida, Latin American Studies, 1988; PhD, University of Florida, Romance Language and Literatures, 1996

**Academic Experience:** Assistant Professor, Modern Languages, Bethune-Cookman College, 1996-2003; Instructor of Spanish, Language Institute International Ltd." Bogotá, Colombia, 1981-1984

**Number of Theses Supervised During Past 5 Years:**

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

**Research/Teaching Interests:** Diaspora in Hispanic America

**Number of Courses:** 5

SPN 2200: Intermediate Spanish 1; SPN 2201: Intermediate Spanish 2; SPN 1180: Elementary Spanish: Review and Progress; SPN 4420: Advanced Composition and Syntax; SPN 3301: Spanish Grammar and Composition II

**Overseas Experience:** Colombia

**Percentage of time devoted to LAC studies:** 50%

**SOUTHWORTH, Jane**

**Year of Appointment:** 2002

**Title/Department:** Professor and Chair, Geography

**Tenure Status:** Tenured

**Education:** BS, Leicester University, Physical Geography, 1992; MA, Indiana University, Meteorology & Climatology, 1996; PhD, Indiana University, Environmental Science, 2000

**Academic Experience:** Post-doctoral Research Associate in Climate Change Analysis and Remote Sensing of Land Cover Change, NIGEC & CIPEC, Indiana University, 2000-2001

**Number of Theses Supervised During Past 5 Years:** 20

**Research/Teaching Interests:** Remote Sensing of Land Use; Land Cover Change and Land Change Modeling; Scale and Scaling in Remote Sensing and Modeling Analyses; People and Parks; Climate Variability and Climate Change; Coupled Social-Ecological Systems

**Number of Courses:** 5

GEO 3930: Geographical Sciences and Sustainability; GEO 2200: Physical Geography; GIS 5038C: Environmental Remote Sensing; GEO 6375: Land Change Science Seminar; GEO 3930: The Digital Earth

**Overseas Experience:** Honduras, Mexico, Costa Rica, Brazil, Bolivia, Peru, Argentina

**Number of Recent Publications:** 34

With G. Cao, B. Wang, X. Haro-Carrión, D. Yang, et al. "A new Difference Image Creation Method Based on Deep Neural Networks for Change Detection in Remote Sensing Images." *International Journal of Remote Sensing* 38, no. 23 (2017): 7161-75.

With J. Sun and Y. Qiu. "Mapping Multiscale Impacts of Deforestation in the Amazonian Rainforest from 1986-2010." *Journal of Land Use Science* 10, no. 2 (2015): 174-90.

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**STACCIARINI, Jeanne-Marie R.**

**Year of Appointment:** 2006

**Title/Department:** Associate Professor, Nursing

**Tenure Status:** Tenure-track

**Education:** BS, Catholic University of Goiás, Nursing, 1985; MS, University of São Paulo, Psychiatric Nursing and Mental Health, 1991; PhD, University of Brasília, Psychology, 1999

**Academic Experience:** Honors Coordinator, School of Nursing, University of Massachusetts Amherst, 2002-2006; Clinical Assistant Professor- College of Nursing, Federal University of Goiás, Brazil, 1994-2000; Clinical Assistant Professor- School of Nursing, Catholic University of Goiás, Brazil, 1990-1994

**Number of Theses Supervised During Past 5 Years:** 6

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

**Research/Teaching Interests:** Mental Health among Low Income Latinos; Community-Based Participatory Research; Social Isolation among Rural Latinos

**Overseas Experience:** Brazil, Mexico

**Number of Recent Publications:** 10

With R. Vacca, B. Wiens, E. Loe, M. LaFlam, et al. "FBO Leaders' Perceptions of the Psycho-Social Contexts for Rural Latinos." *Issues in Mental Health Nursing* 37, no. 1 (2016): 19-25.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** College of Nursing Teacher of the Year, University of Florida, 2012-2013; Award for Research in Minority Health by the Southern Nursing Research Society, 2012

**STANFIELD-MAZZI, Maya**

**Year of Appointment:** 2008

**Title/Department:** Associate Professor, Art and Art History

**Tenure Status:** Tenured

**Education:** BA, Smith College, Latin American Studies, 1994; MA, University of California Los Angeles, Art History, 2001; PhD, University of California Los Angeles, Art History, 2006

**Academic Experience:** Visiting Assistant Professor, Art Department, Tulane University, 2006-2008; Adjunct Professor, Art Department, Whittier College, Spring 2006; Adjunct Professor, Arts and Sciences Department, Woodbury University, 2005-2006

**Number of Theses Supervised During Past 5 Years:** 17

**Languages:** Spanish (S-5), French (2), Quechua (2), Portuguese (2), Latin (2)

**Research/Teaching Interests:** Pre-Columbian and Colonial Art of Latin America; religious art; textiles, Painting, and Sculpture; Art collecting

**Number of Courses:** 8

ARH 2930: Introduction to Latin American Art; ARH 3652: Ancient Andean Art

**Overseas Experience:** Peru, Bolivia, Ecuador, Mexico, Panama, Spain, U.K., Canada

**Number of Recent Publications:** 11

"Uniquely American Visions of the Virgin Mary." In *Painting in Colonial Bolivia*, edited by Suzanne Stratton-Pruitt. Philadelphia: St. Joseph's University Press, 2017

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** University of Florida Provost Term Professor 2016-19; Sainsbury Research Unit Visiting Scholar Fellowship, University of East Anglia, U.K., Fall 2015; Rothman Faculty Summer Fellowship, UF Center for the Humanities and the Public Sphere, 2014

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**STEPP, John Richard**

**Year of Appointment:** 2002

**Title/Department:** Associate Professor, Center for Latin American Studies and Department of Anthropology

**Tenure Status:** Tenured

**Education:** Ph.D., University of Georgia, Anthropology, 2002

**Academic Experience:** University of Florida, 2002-Present

**Number of Theses Supervised During Past 5 Years:** 7

**Languages:** Spanish (3), Tzeltal Maya (2)

**Research/Teaching Interests:** Ethnobiology; Ecological Anthropology; Medical Anthropology; Tropical Conservation and Development

**Overseas Experience:** Mexico, Belize, Ecuador, Chile, Peru

**Number of Recent Publications:** 34

*Maya Medical Ethnobotany and Ecology*. New York: Springer Nature, 2018

With J. Drew et al. "Ancient Grains and New Markets: The Selling of Quinoa as Story and Substance."

In *Corporate Social Responsibility and Corporate Governance in Ibero-America: Concepts, Perspectives, and Future Trends*, edited by L.M. Gómez, L. Vargas-Preciado, and D. Crowther. New York: Emerald Publishing Group, 2017.

With E. Olson, eds. *Plants & Health: New Perspectives on the Human Relationships to Medicinal Plants*. New York: Springer Nature, 2017.

**Percentage of time devoted to LAC studies:** 75%

**Distinctions:** EPA STAR Fellow; Robert L. Boren NSEP Fellow

**STONER, Kristen**

**Year of Appointment:** 2002

**Title/Department:** Professor, Music

**Tenure Status:** Tenured

**Education:** BA, University of Texas, Austin, Music, 1995; MMusic, University of Cincinnati, Flute Performance, 1997; Doctor of Musical Arts, University of Cincinnati, Flute Performance, 2000

**Academic Experience:** Assistant Professor and Coordinator of Woodwind Studies, Denison University, 1999-2002; Graduate Teaching Assistant, Graduate Theory and Analysis, University of Cincinnati College-Conservatory of Music, 1997-1999

**Number of Theses Supervised During Past 5 Years:** 5

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

**Research/Teaching Interests:** Popular and Classical Flute Music of Latin America and the Caribbean

**Overseas Experience:** Argentina, Chile, Ecuador, Brazil, Peru, Colombia, Puerto Rico, Australia, Malaysia, France, Finland, Sweden, Italy, Ireland, England

**Number of Recent Publications (Recitals):** 3

Solo Recital Tour with Piano including *Sonatina* by Camargo Guarneri, Cathedral Americaine, Paris, France and Conservatory of Music and Dance, Dublin, Ireland, 2016

Solo Recital Tour including *Otras variaciones sobre el mismo tema de Paganini* by Luis Carrera and Fantasia Andina by Cesar Vivanco Sanchez, Paris, France; London, England; Lucca, Italy, 2015

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**SUAREZ, Cecilia**

**Year of Appointment:** 2016

**Title/Department:** Assistant Professor, Leadership and Intercultural Communication, Agricultural Education and Communication

**Tenure Status:** Tenure track

**Education:** BS, University of Miami, Coral Gables, Florida, Education, Biology, and Elementary Education, 2005; MS, Miami University, Ohio, 2008; PhD, University of Illinois, Urbana-Champaign, Education Policy, Organization and Leadership, 2014

**Academic Experience:** Consideration of Agricultural Education as a Career, University of Illinois at Urbana Champaign, 2015-2016; Student of Color Activist at Predominately White Institutions, New York University, 2007-2010

**Number of Theses Supervised During Past 5 Years:** 5

**Languages:** Spanish (5)

**Research/Teaching Interests:** Intercultural and Global Leadership; Issues of Equity and Access for the Marginalized Communities in Higher Education

**Overseas Experience:** Senegal

**Number of Recent Publications:** 6

With I. M. Berry. "Hired On, Not Hired In: Early Career Scholars Experiences with Race in Education."

In *Handbook of critical race theory in education, 2nd Edition*, edited by A. D. Dixson, G.

Ladson-Billings, and C. E. Suarez. New York: Routledge, forthcoming 2018.

**Percentage of time devoted to LAC studies:** 25%

**SUAREZ CARRASQUILLO, Carlos A.**

**Year of Appointment:** 2015

**Title/Department:** Lecturer, Political Science

**Tenure Status:** Non-Tenure track

**Education:** BA, Political Science, Universidad de Puerto Rico, Río Piedras, 1997; M.A. Political Science, University of Massachusetts, Amherst, 2004; Ph.D. in Political Science, University of Massachusetts, Amherst, 2009

**Academic Experience:** Lecturer, Department of Political Science, University of Massachusetts, 2014-2015; Visiting Assistant Professor, Department of Government, Connecticut College, 2012-2013; Adjunct Instructor, Department of Social Sciences, Greenfield Community College, 2011-2012

**Number of Theses Supervised During Past 5 Years:** 5

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

**Research/Teaching Interests:** Urban Politics; Public Policy; City Marketing; Gated Communities

**Number of Courses:** 7

INS 4930: Senior Research Seminar in International Studies; POS 4931: Politics of the Caribbean

**Overseas Experience:** Chile, Puerto Rico

**Number of Recent Publications:** 6

"Marketing a Devastated Puerto Rico Should Not Be the Priority." *The Conversation* (October 11, 2017).

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** Latin American Studies Course Development Grant, Summer, University of Florida, 2017; Latin American Studies Course Enhancement Grant, Summer, University of Florida, 2017

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**SWISHER, Marilyn E.**

**Year of Appointment:** 1988

**Title/Department:** Professor, Family, Youth, and Community Sciences

**Tenure Status:** Tenured

**Education:** BA, Eastern University, Geography, 1972; MS, Wayne State University, Geography and Biology, 1975; PhD, University of Florida, Geography and Soil Science, 1982

**Academic Experience:** Coordinator, Center for Rural Development, Panamerican School of Agriculture, Tegucigalpa, Honduras, 1985-1986; Multi-County Extension Agent II, North Florida Farming Systems Research and Extension Project, University of Florida, 1980-1985

**Number of Theses Supervised During Past 5 Years:** 32

**Languages:** Spanish (4), Portuguese (2), French (3)

**Research/Teaching Interests:** Community Development; Food Systems; Sustainable Agriculture

**Overseas Experience:** Costa Rica, Haiti, Honduras, Democratic Republic of the Congo, Uganda

**Number of Recent Publications:** 13

With F. Di Gioia, M. Ozores-Hampton, J. Hong, J., et al. "The Effects of Anaerobic Soil Disinfestation on Weed and Nematode Control, Fruit Yield Quality of Florida Fresh-Market Tomato." *HortSci* 51, no. 6 (2016): 703-11.

With K. N. Moore, J. C. Rodriguez, M. Blevins, M. Hogan, et al. "Principles Guiding Practice: A Case Study Analysis of the Principles of Sustainable Agriculture for Diverse Farms." *Journal of Agriculture, Food Systems, and Community Development* 6, no. 3 (2016): 61-89.

**Percentage of time devoted to LAC studies:** 25%

**TAYLOR, Laurie**

**Year of Appointment:** 2011

**Title/Department:** University Librarian and Director of Digital Library of the Caribbean, George A. Smathers Libraries

**Tenure Status:** Tenured

**Education:** BA, Jacksonville University, English, 1999; MA, University of Florida, English/Media Studies and Digital Humanities, 2002; PhD, University of Florida, English/Media Studies and Digital Humanities, 2006

**Academic Experience:** Journalist, GamesFirst! and The Gainesville Sun, 2004-2008; Instructor, Department of English, University of Florida, 2000-2006

**Languages:** Spanish (2)

**Research/Teaching Interests:** Community Development; Food Systems; Sustainable Agriculture

**Overseas Experience:** Bahamas, Barbados, Cuba, Curaçao, Dominican Republic, Haiti, Surinam

**Number of Recent Publications:** 5

With M. Morris Babb, C. Dinsmore, and B. W. Keith. *Libraries, Presses, and Publishing: ARL SPEC Kit 357*. Washington, DC: Association of Research Libraries (ARL), 2017.

With B. W. Keith and L. Santamaria-Wheeler. "Broadening Impact for Library Exhibitions and Speakers." *Journal of Library Administration* (2017): 1-17.

With M. Ochoa and M. Sullivan. *Outreach and Assessment for Locally Curated Digital Collections: ARL SPEC Kit*. Washington, DC: Association of Research Libraries (ARL), 2014.

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**THAPA, Brijesh**

**Year of Appointment:** 2000

**Title/Department:** Professor, Tourism, Recreation and Sport Management; Director, Eric Friedheim Tourism Institute

**Tenure Status:** Tenured

**Education:** BS, West Liberty University, Business Administration, 1994; MS, Pennsylvania State University, Recreation, Parks and Tourism Management, 1996; PhD, Pennsylvania State University, Recreation, Parks and Tourism Management, 2000

**Academic Experience:** Director, Friedheim Tourism Institute, 2008-2014.

**Number of Theses Supervised During Past 5 Years:** 9

**Research/Teaching Interests:** People, Parks and Protected Areas Management; World Heritage Sites and Tourism Management; Tourist Behaviors and Impacts; Ecotourism and Cultural Heritage Tourism

**Number of Courses:** 4

LEI 3003: Principles of Travel and Tourism; LEI 4955: Humans and the Environment

**Overseas Experience:** Barbados, Belize, Brazil, Costa Rica, Dominica, Mexico, Panama, Peru, St. Lucia, Suriname, Trinidad and Tobago

**Number of Recent Publications:** 58

With M. Best. "Motives, Facilitators, and Constraints of Environmental Management in the Caribbean Accommodations Sector." *Journal of Cleaner Production* 52 (2013): 165-75.

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** International Educator of the Year Award, University of Florida, 2011; Outstanding Alumni Award, Department of Recreation, Parks and Tourism Management, Pennsylvania State University, 2009

**TREMURA, Welson A.**

**Year of Appointment:** 2002

**Title/Department:** Associate Professor, Center for Latin American Studies and Music

**Tenure Status:** Tenured

**Education:** BS, UNIRP (Brazil), Law, 1985; BS, Weber State University, Music, 1985; MM, University of Tennessee, Music, 1991; PhD, Florida State University, Musicology-Ethnomusicology, 2004

**Academic Experience:** Graduate Teaching Assistant, World Music Cultures, Florida State University, 1993-1997; Assistant Professor, Department of Music, Roane State Community College, 1991-1992

**Number of Theses Supervised During Past 5 Years:** 12

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

**Research/Teaching Interests:** Musicology/Ethnomusicology; Classical Guitar; World Music; Brazilian Music; Latin American Music; Folk Catholicism; Music and Politics; Digital Technology in Arts Education; Pedagogy of World Music in Higher Education; Portuguese Culture; Politics; Music, and Identity; Vocal and Guitar Repertoires of Latin America (Classical, Folk, Popular)

**Number of Courses:** 5

LAS 6905: The Guitar in Latin American Culture—Traditional and Contemporary Voice

**Overseas Experience:** Brazil, China

**Number of Recent Publications ( Performances):** 6

"Concert for a Cause" to benefit the 2017 Nicaragua Mission Trip at the First Presbyterian Church of Gainesville (October 2016)

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**TUCKER, Catherine**

**Year of Appointment:** 2015

**Title/Department:** Professor, Center for Latin American Studies and Anthropology

**Tenure Status:** Tenured

**Education:** B.A., Gustavus Adolphus College, Anthropology/Biology/Philosophy, 1983; MA, University of Massachusetts, Anthropology, 1987; MA, Harvard University, Cambridge, Extension School, Economics, 1989; MA, Northeastern University, Economics, 1989; PhD, University of Arizona, Tucson, Anthropology, 1996

**Academic Experience:** Associate Professor, Department of Anthropology, Indiana University, 2009-2015

**Number of Theses Supervised During Past 5 Years:** 3

**Languages:** Spanish (5), Portuguese (1)

**Research/Teaching Interests:** Environmental Governance; Community-Based Natural Resource Management; Mexico and Central America; Ecological and Economic Anthropology

**Number of Courses:** 3

ANG 6930/ANT 4930/LAS 4935/LAS 6938: Coffee Culture, Production and Markets

**Overseas Experience:** Honduras, Central America, Mexico, Peru

**Number of Recent Publications:** 6

*Coffee Culture: Local Experiences, Global Connections*. Second Ed. New York: Routledge Press, 2017

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** National Science Foundation Research Coordination Network Grant, 2014-19; National Park Service Grant, 2016-18

**USECHE, Pilar**

**Year of Appointment:** 2007

**Title/Department:** Associate Professor, Center Latin American Studies/Food and Resource Economics

**Tenure Status:** Tenure-track

**Education:** BS, Economics, Universidad de Los Andes, 1998; MS, Universidad de Los Andes, Natural Resource and Environmental Economics, 2000; MA, U. of Wisconsin-Madison, Agricultural and Applied Economics, 2002; PhD, U. of Wisconsin-Madison, Agricultural and Applied Economics, 2007

**Academic Experience:** Research Assistant, Department of Agricultural and Applied Economics, University of Wisconsin, 2000-2006; Research Assistant, Department of Economics, University of Los Andes, Bogota, Colombia, 1997-1998

**Number of Theses Supervised During Past 5 Years:** 14

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

**Research/Teaching Interests:** Sustainable economic Development; Latin American Development; Inequality and Gender; Agriculture; Innovation and Technology Adoption

**Number of Courses:** 2

AEB 6933/LAS 6938: Economic Development in Latin America

**Overseas Experience:** Ecuador, Colombia, Guatemala, Honduras, Nicaragua, Peru, Ghana

**Number of Recent Publications:** 8

With J. Twyman and C.D. Deere. "Gendered Perceptions of Land Ownership and Agricultural Decision-Making in Ecuador: Who is the Farm Manager?" *Int. Forestry Review* (forthcoming)

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Grant from London School of Hygiene and Tropical Medicine: "Agriculture, Intra-household Decision Making and Nutrition in Guatemala", 2017-19

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**VALDES KROFF, Jorge**

**Year of Appointment:** 2014

**Title/Department:** Assistant Professor, Spanish and Linguistics/Spanish and Portuguese Studies

**Tenure Status:** Tenure-track

**Education:** BA, University of North Carolina–Chapel Hill, Linguistics & International Studies, 2001; MA, Penn State University, Hispanic Linguistics, 2008; PhD, Penn State University, Hispanic Linguistics & Language Science (Dual-Title), 2012

**Academic Experience:** Postdoctoral Research Fellow, Department of Psychology, University of Pennsylvania, 2012-2014

**Number of Theses Supervised During Past 5 Years:** 5

**Languages:** Spanish (5)

**Research/Teaching Interests:** Bilingualism; Auditory Comprehension; Code-Switching, Psycholinguistics

**Number of Courses:** 2

SPN 4930: Language and Thought; SPN 6735/LIN 6932: Bilingual Language Control

**Overseas Experience:** Chile, Spain, The Netherlands, Puerto Rico

**Number of Recent Publications:** 9

With R. E. Guzzardo Tamargo and P. E. Dussias. “Experimental Contributions of Eye-Tracking to the Understanding of Comprehension Processes while Hearing and Reading Code-Switches.” *Linguistic Approaches to Bilingualism* (forthcoming 2018).

With C. A. Dean. “Cross-Linguistic Orthographic Effects in Late Spanish/English Bilinguals.” *Languages* 2, no. 24 (2017).

**Percentage of time devoted to LAC studies:** 25%

**Distinctions:** UF Term Professor, 2017-2020; NSF Minority Postdoctoral Research Fellow, 2012-2014

**VALLE-LEVINSON, Arnaldo**

**Year of Appointment:** 2005

**Title/Department:** Professor, Civil and Coastal Engineering

**Tenure Status:** Tenured

**Education:** BS, Universidad Autónoma de Baja California, Mexico, Oceanology, 1985; MS, SUNY, Stony Brook, NY, Marine Environmental Sciences, 1988; PhD, SUNY, Stony Brook, NY, Oceanography, 1992

**Academic Experience:** Associate Professor, Ocean, Earth and Atmospheric Sciences Department, Old Dominion University, 2001-2005; Adjunct Professor, Centro de Investigación Científica y de Educación Superior de Ensenada, México, 1999

**Languages:** Spanish (5)

**Research/teaching Interests:** Coastal Physical Oceanography; Estuarine and Coastal Hydrodynamic Processes; Estuary-Ocean Exchange; Competition between Buoyancy and Mixing

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

**Number of Recent Publications:** 54

With C. A. F. Schettini. “Fortnightly Switching of Residual Flow Drivers in a Tropical Semiarid Estuary.” *Estuar. Coast. Shelf Sci.* 169 (2016): 46-55.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**VARGAS, Nicholas**

**Year of Appointment:** 2015

**Title/Department:** Assistant Professor, Center for Latin American Studies and Department of Sociology and Criminology & Law

**Tenure Status:** Tenure track

**Education:** BA, Bloomsburg University of Pennsylvania, Sociology and Criminal Justice, 2006; MA, University of Florida, Sociology, 2009; PhD, Purdue University, Sociology, 2013

**Academic Experience:** Assistant Professor, School of Economic, Political, and Policy Sciences, The University of Texas at Dallas, 2013-2015

**Number of Theses Supervised During Past 5 Years:** 10

**Languages:** Spanish (2)

**Research/teaching Interests:** Race and Ethnicity; Latinx Studies, Educational Inequalities; Religion; Network Diversity and Social Support

**Number of Courses:** 3

LAS 3930: Introduction to Latina/o Studies; LAS 6938: U.S. Latina/os in Contemporary Society; SYD 3700: Minorities in American Society

**Overseas Experience:** Cuba

**Number of Recent Publications:** 10

“Ideological Whitening: Does Skin Color Shape Colorblind Ideology Adherence for Latina/os?” *Ethnic and Racial Studies* (2017).

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** University of Florida Term Professor, 2017-2020

**VARGAS-BETANCOURT, Margarita**

**Year of Appointment:** 2011

**Title/Department:** Assistant University Librarian, Department of Special & Area Studies Collections, George A. Smathers Libraries

**Tenure Status:** Tenure-track

**Education:** BA National Autonomous University of Mexico, Hispanic Language and Literature, 2000; MA, Tulane University, Latin American Studies, 2003; PhD candidate, Tulane University, Latin American Studies, 2006

**Academic Experience:** Assistant, Latin American Library, Tulane University, 2002-2007

**Languages:** Spanish (5), French (2), Nahuatl (1)

**Research/Teaching Interests:** Caribbean History; Ethnohistory in Latin America; Colonial Mexico; Problems over Land Tenure

**Overseas Experience:** Cuba, Puerto Rico, Mexico, Spain

**Number of Recent Publications:** 3

“Continuity and Transformation in Central Mexico: ‘The Legend of the Tepozteco’ and the People of Tepoztlan.” In *The Legacy of Mesoamerican Ancestors: Archaeological Heritage in and beyond Contemporary Mexico*, edited by D. S. Anderson, D. J. Clark, and J. H. Anderson. *Archaeological Papers of the American Anthropological Association* 25 (2015): 50-58.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Digital Library of the Caribbean (dLOC) Awards of Excellence, Community Outreach, 2012

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**VEGA, Sergio**

**Year of Appointment:** 1999

**Title/Department:** Professor, School of Art and Art History

**Tenure Status:** Tenured

**Education:** BFA, Escuela Nacional de Bellas Artes, Buenos Aires, 1981; MFA, Yale University, Sculpture, 1996

**Academic Experience:** International Residence at Récollets, City of Paris / Institute Français, 2014; Artist in Residence, Yale University, 2007; Visiting Artist Lecture, Paradise in the New World, Denison University, August 2005; Visiting Artist Lecture, Brown University, April 1996

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

**Research/Teaching Interests:** Visual, Historical, and Cultural Studies; Photography

**Overseas Experience:** Argentina, Brazil

**Number of Recent Publications (Exhibitions):** 8

*A Summer Garden and Genesis According to Parrots.* Miami, Jenielift Art Gallery, 2016.

*The Lost Steps (after Steichen, Oiticica and Derrida).* Orlando, Museum of Art, 2016.

**Percentage of time devoted to LAC studies:** 25%

**VITTOR, Amy**

**Year of Appointment:** 2013

**Title/Department:** Assistant Professor, College of Medicine

**Tenure Status:** Tenure track

**Education:** BA, University of California, Berkeley, Biology-Anthropology, 1997; MHS, Johns Hopkins University School of Public Health, International Health, Disease Control and Prevention, 1999; PhD, Johns Hopkins University School of Public Health, 2003; MD, Stanford University School of Medicine, 2007

**Academic Experience:** Post-doctoral Fellow, University of Texas, Medical Branch, Galveston, 2012-2013; Research Fellow, Center for Disease Control and Prevention, University of Pennsylvania, 2010-2012; Consultant, Johns Hopkins University School of Public Health, 2009-2010

**Number of Theses Supervised During Past 5 Years:** 1

**Languages:** Spanish (4), Japanese (3), Dutch (3), French (3), Swahili (2)

**Research/Teaching Interests:** Alphaviral Epidemiology/Drivers of Arboviral Emergence

**Overseas Experience:** Peru, Panama, Kenya, Ethiopia, Botswana

**Number of Recent Publications:** 10

With N. Burkett Cadena. "Deforestation and Vector-Borne Disease: Forest Conversion Favors Important Mosquito Vectors of Human Pathogens. *Basic and Applied Ecology* (2017).

With J. M. Tucker Lima, S. Rifai, and D. Valle "Does deforestation Promote or Inhibit Malaria Transmission in the Amazon? A Systematic Literature Review and Critical Appraisal of the Effect of Deforestation on Malaria." *Phil. Trans. Royal Soc. B* 372, no. 1722 (2017): 20160125.

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**VRANA, Heather A.**

**Year of Appointment:** 2017

**Title/Department:** Assistant Professor, History

**Tenure Status:** Tenure track

**Education:** BA, George Mason University, History and Latin American Studies, 2006; MA, Indiana University, History, 2008; PhD, Indiana University, History/Latin America, 2013

**Academic Experience:** Assistant Professor, Department of History, Southern Connecticut State University, 2013-2017; Graduate Instructor, Department of History, Indiana University, 2012

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

**Research/Teaching Interests:** Student and Social Movements; Social, Class, Race, Disability and History of Medicine; Nationalism, Youth Politics and Culture, and Popular Culture

**Number of Courses:** 2

LAH 2020: Introduction to Latin American History; LAH 3741: Revolution in the Americas

**Overseas Experience:** Guatemala, Nicaragua, Mexico

**Number of Recent Publications:** 7

*This City Belongs to You: A History of Student Activism in Guatemala, 1944-1996.* Berkeley: University of California Press, 2017.

*Anti-colonial Texts from Central American Student Movements.* Edinburgh, UK: Edinburgh University Press, 2017.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Fellow in the UF Global Fellows Program, 2017; Grant Recipient UF Humanities Enhancement Funds, 2017; Co-recipient of the SSHRC Connections Grant, 2017

**WALKER, Robert T.**

**Year of Appointment:** 2014

**Title/Department:** Professor, Center for Latin American Studies and Geography

**Tenure Status:** Tenured

**Education:** BS, University of Florida, Chemistry, 1973; MSc, University of Florida, Environmental Engineering, 1976; PhD, University of Pennsylvania, Regional Science 1984

**Academic Experience:** Professor, Department of Geography, Michigan State University, 2002-2014; Associate Professor, Department of Geography, Florida State University, 1992-1999; Assistant Professor, Department of Geology and Geography, West Virginia University, 1986-1989

**Number of Theses Supervised During Past 5 Years:** 2

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

**Research/Teaching Interests:** Environmental Sciences

**Number of Courses:** 3

GEO 4938/6938: Spatial Economy and Modeling; GEO 3162C: Introduction to Quantitative Analysis

**Overseas Experience:** Brazil, Mexico

**Number of Recent Publications:** 12

With C. Simmons. "Endangered Amazon: An Indigenous Tribe Fights Back Against Hydropower Development in the Tapajós Valley." *Environment: Science and Policy for Sustainable Development* 60, no. 2 (2018): 4-15.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Florida Bar, Environmental and Land Use Law Section, Public Interest Committee; American Bar Association, Natural Resources, Energy and Environmental Law Section

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**WAYLEN, Peter R.**

**Year of Appointment:** 1985

**Title/Department:** Associate Dean and Professor, Geography

**Tenure Status:** Tenured

**Education:** BS, London University, Geography, 1975; MA, McMaster University, Geography, 1976; PhD, McMaster University, Geography, 1982

**Academic Experience:** Visiting Associate Professor, Department of Geography, University of Southampton, U.K., 1992; Assistant Professor, Department of Geography, University of Saskatchewan, Canada, 1982-1985

**Number of theses supervised during the past 5 years:** 23

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

**Research/Teaching Interests:** Hydrology; Climatology

**Number of Courses:** 1

Principles of Geographic Hydrology

**Overseas Experience:** Colombia, Costa Rica, Peru, Chile, Argentina, Panama

**Number of Recent Publications:** 23

With J. J. Hernandez, D. Keellings, and C. Matyas. "Extreme Floods and Their Relationship with Tropical Cyclones in Puerto Rico." *Hydrological Sciences Journal* 62, no. 13 (2017): 2103-19.

With M. Quesada. "Variaciones en la precipitación y su posible impacto en la producción agrícola de Liberia, Costa Rica." *Tópicos Meteorológicos y Oceanográficos* [Costa Rica] 15, (2016): 50-59.

**Percentage of time devoted to LAC studies:** 50%

**WIDMER, Jocelyn**

**Year of Appointment:** 2015

**Title/Department:** Assistant Scholar and Program Director of Online Degree, Department of Urban & Regional Planning

**Tenure Status:** Non-Tenure Track

**Education:** BA, Southwestern University, English and Art History, 2003; Master of Landscape Architecture, Texas A&M, Landscape Architecture and Urban and Regional Planning, 2007; PhD, University of Florida, College of Design, Construction and Planning, Certificates in Public Health and Tropical, Conservation, and Development, 2010

**Academic Experience:** Assistant Professor, Department of Urban Affairs & Planning, Virginia Tech, 2012-2015; Research Assistant, Texas A&M Center for Health Systems & Design, 2007

**Number of Theses Supervised During Past 5 Years:** 10

**Languages:** Spanish (2)

**Research/Teaching Interests:** Intersection of Built Environment and Public Health; Using technology to overcome the digital divide in resource-challenged contexts

**Overseas Experience:** Brazil, Colombia, Dominican Republic, Ecuador and Galapagos Islands, Haiti, Guyana, Peru; Australia, Pohnpei (Federated States of Micronesia); Indonesia (Java, Bali), Myanmar, Singapore, Thailand; Cote d'Ivoire, Ethiopia, Rwanda

**Number of Recent Publications:** 10

With K. Coleman and M. Stern. "Facilitation, Coordination, and Trust in Landscape-level Forest Restoration." *Journal of Forestry* (2017).

**Percentage of time devoted to LAC studies:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**WILLIAMS, Norris H.**

**Year of Appointment:** 1981

**Title/Department:** Curator, Department of Natural History, Florida Museum of Natural History

**Tenure Status:** Tenured

**Education:** BS, University of Alabama, 1964, MS University of Alabama 1967, PhD University of Miami, 1971

**Academic Experience:** Associate Professor, Department of Biological Science, Florida State University, 1978-1981; Visiting Postdoctoral Research Associate, Department of Botany, Smithsonian Institution, 1971-1972; NDEA Fellowship, University of Miami, 1966-1968; Graduate Teaching Assistant, University of Alabama, 1965-1966

**Number of Theses Supervised During Past 5 Years:** 3

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

**Research/Teaching Interests:** Neotropical Orchidaceae; Molecular Systematics of Plants; Biology of Euglossine Bees; Pollination Biology

**Number of Courses:** 1

BOT 6935/ ZOO 6927: Biological Nomenclature

**Overseas Experience:** Mexico, Guatemala, El Salvador, Nicaragua, Costa Rica, Panama, Colombia, Ecuador, Guyana, Argentina, Cayman Islands, Jamaica, Dominican Republic

**Number of Recent Publications:** 3

With I. Molgo, G. C. Fernández-Concha, and W. M. Whitten. "Dendrophylax Megarhizus (Orchidaceae), a New Species from Mexico." *Systematic Botany* 41, no. 2: 263-74.

**Percentage of time devoted to LAC studies:** 50%

**WRIGHT, Robin**

**Year of Appointment:** 2005

**Title/Department:** Associate Professor, Religion

**Tenure Status:** Tenured

**Education:** BA, Bates College, Sociology and Anthropology, 1972; MA, Stanford University, Social and Cultural Anthropology, 1974; PhD, Stanford University, Social and Cultural Anthropology, 1981

**Academic Experience:** Associate Professor, Department of Anthropology, State University of Campinas, Brazil, 1996-2005; Fulbright Visiting Professor, Department of Anthropology, State University of Campinas, Brazil, 1985

**Number of Theses Supervised During Past 5 Years:** 7

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

**Research/Teaching Interests:** Indigenous Religious Traditions; Indigenous History; Religion, Medicine and Healing

**Number of Courses:** 5

Contemporary Shamanism; Indigenous Religions; Religion, Medicine, and Healing Overseas

**Overseas Experience:** Brazil, Guatemala

**Number of Recent Publications:** 2

*Mysteries of the Jaguar Shamans of the Northwest Amazon*. Lincoln, NE: University of Nebraska Press, 2013.

**Percentage of time devoted to LAC studies:** 50%

**Distinctions:** Abrams Student Recognition, 2009

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**ZSEMBIK, Barbara A.**

**Year of Appointment:** 1990

**Title/Department:** Associate Professor and Chair, Department of Sociology

**Tenure Status:** Tenured

**Education:** BS, University of Akron, 1982; MA, University of Texas at Austin, Sociology, 1985; PhD, University of Texas, Austin, Sociology, 1988

**Academic Experience:** Adjunct Assistant Professor, Department of Sociology, University of Michigan, 1990; National Institute on Aging Postdoctoral fellow in the Demography of Aging Program, Population Studies Center, University of Michigan, 1988-1990.

**Number of Theses Supervised During Past 5 Years:** 11

**Languages:** Spanish (2)

**Research/Teaching Interests:** Migration and Health; Health Disparities; Latino Sociology and Demography; Social Epidemiology; Family and Household Demography; Health in the Caribbean

**Number of Courses:** 8

SYG 2000: Principles of Sociology; SYG 2010: Social Problems; SYA 4300: Methods in Social Research; SYD 3805: Gender & Health; SYO 4530: Social Inequality; SYD 6000: Health Disparities; SYA 7933: Professional Development Seminar; CCJ 6936: Seminar in Crime, Law, and Justice

**Number of Recent Publications:** 2

With T. Gui "Delayed Childbearing." *The Encyclopedia of Family Studies*, Thousand Oaks, CA: SAGE, 2014.

**Percentage of time devoted to LAC studies:** 25%

## STAFF

**ALBA, Patricia**

**Year of Appointment:** 2016

**Title/Department:** Communications Specialist, Center for Latin American Studies

**Education:** BA, University of Florida, English, 2010; MA, University of Florida, Mass Communication, 2015

**Academic Experience:** Program Assistant, International Center, University of Florida, 2011-2015; International Student Services Secretary, International Center, University of Florida, 2010-2011

**Languages:** Spanish (5)

**Overseas Experience:** Bolivia

**Percentage of time devoted to LAC studies:** 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**ALEXANDRINO, Dania**

*Year of Appointment:* 2017

*Title/Department:* Spanish Language News Manager, College of Journalism and Communications

*Tenure Status:* Non-tenure track

*Education:* BS, Boston University, Broadcast Journalism, 1999; MA, Kent State University, Public Relations, 2012

*Academic Experience:* Journalism Teacher, Boston Public Schools Boston, 2000-2002; Media Arts Teacher Boston Public Schools Boston, MA Summer, 1999

*Languages:* Spanish (5)

*Research/Teaching Interests:* Bilingual Bicultural life in the US

*Overseas Experience:* Puerto Rico

*Percentage of time devoted to LAC studies:* 25%

**BAKER, Jessica**

*Year of Appointment:* 2013

*Title/Department:* Accountant III, Center for Latin American Studies

*Education:* BA, University of Florida, History/Classics, 1994; JD, University of Florida, 1999

*Academic Experience:* Coordinator, Research Programs, University of Florida, 2002-2003; Admissions Officer, Office of Admissions, University of Florida, 2001-2002; Grants Assistant, College of Engineering, University of Florida, 1994-1996

*Percentage of time devoted to LAC studies:* 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**CAICEDO, Jessica**

***Year of Appointment:*** 2006

***Title/Department:*** Fiscal Assistant III, Center for Latin American Studies

***Education:*** BA, University of Florida, Spanish, 2005

***Academic Experience:*** Secretary, Center for Latin American Studies, University of Florida, 2006-2012;  
Non-Clerical (In-house translator), Family, Youth and Community Science, University of Florida, 2005-2006

***Languages:*** Spanish (5)

***Overseas Experience:*** Colombia, Honduras

***Percentage of time devoted to LAC studies:*** 100%

**CARTER, Wanda**

***Year of Appointment:*** 2001

***Title/Department:*** Program Assistant, Academic Affairs, Center for Latin American Studies

***Education:*** HS Diploma and 22 years of work experience at University of Florida

***Academic Experience:*** Office Assistant, Animal Care Services, University of Florida, 1999-2001;  
Receptionist, College of Veterinary Medicine, University of Florida, 1996-1998

***Percentage of time devoted to LAC studies:*** 100%

***Distinctions:*** University of Florida Superior Award, Division 5, for excellency in academic services, 2018

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**CASTILLO SIFUENTES, Mónica**

**Year of Appointment:** 2016

**Title/Department:** Fiscal Assistant II, Center for Latin American Studies

**Education:** BS, Wharton School at The University of Pennsylvania, Economics with a concentration in Accounting, 2016

**Academic Experience:** Spanish data analyst and annotator, Linguistic Data Consortium, 2015-2016; Spanish Tutor, Language Center, University of Pennsylvania, 2013-2015.

**Languages:** Spanish (5)

**Percentage of time devoted to LAC studies:** 100%

**DAS, Rajeeb**

**Year of Appointment:** 2013

**Title/Department:** Senior Program Evaluator and Assessment Specialist, Office of the Provost, Institutional Planning and Research

**Education:** BS, University of Michigan, Cell Biology, 1998; Master of Science in Public Health, University of South Florida, 2000; Ph.D. Candidate, Research and Evaluation Methodology, University of Florida, 2014

**Academic Experience:** Statistical Researcher, University of Florida College of Medicine-Pediatrics, 2005-2013, Computer Applications, University of Florida College of Medicine-Statistics, 2000-2005

**Languages:** Spanish (2)

**Research/Teaching Interests:** Specialization in quantitative & qualitative data analysis and data mining to link financial, enrollment, and student semester data; Evaluation employing surveys, focus groups, interviews, and data analysis for quality improvement and to guide future evaluation efforts; training in financing higher education in international contexts with focus on Cuba

**Selected Publications:** 2

With N. Hardt, J. Eliazar, M. Burt, et al. "Use of a Prenatal Risk Screen to Predict Maternal Traumatic Pregnancy-Associated Death: Program and Policy Implications. *Women's Health Issues* 23, no. 3 (2013): e187-93.

With N. Hardt, S. Muhamed, R. Estrella, and J. Roth. "Neighborhood Level Hot Spot Maps to Inform Delivery of Primary Care and Allocation of Resources. *The Permanente Journal* 17, no. 1 (2013): 4-9.

**Percentage of time devoted to UF NRCs:** 25%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**FARLEY, Rose**

*Year of Appointment:* 2017

*Title/Department:* Human Resource Assistant, Center for Latin American Studies

*Education:* HS Diploma and over 10 years of work experience at the University of Florida

*Academic Experience:* Office Assistant/Human Resources Assistant, Electrical Computer Engineering, University of Florida, 2015-2017; Secretary, Senior Fiscal Assistant, Physical Plant Division, University of Florida, 2008-2011; Office Manager, Pharmaceuticals, University of Florida, 2007.

*Percentage of time devoted to LAC studies:* 100%

**GUTIERREZ RASCÓN, MAIRA**

*Year of Appointment:* 2016

*Title/Department:* Program Coordinator, Center for Latin American Studies

*Education:* BBA, New Mexico State University, International Business, 2015

*Academic Experience:* Campus Visit Coordinator, Welcome Center, Georgia State University, 2015-2016; Clerical Aide, Chicano Programs, New Mexico State University, 2014-2015

*Languages:* Spanish (5)

*Overseas Experience:* Costa Rica, Dominican Republic, Mexico, India, Spain

*Percentage of time devoted to LAC studies:* 100%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**HERNÁNDEZ, Ivette**

**Year of Appointment:** 2017

**Title/Department:** Administrative Support Assistant I, Center for Latin American Studies

**Education:** AA, Rasmussen College, HR and Organizational Leadership, 2017

**Academic Experience:** University of Florida, 2017-Present

**Languages:** Spanish (5)

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

**Percentage of time devoted to LAC studies:** 100%

**NOSS, Andy**

**Year of Appointment:** 2014

**Title/Department:** Program Coordinator, Master of Sustainable Development Practice Program (Center for Latin American Studies / Center for African Studies)

**Education:** BA cum laude, Carleton College, International Relations, 1986; MA, John Hopkins University School of Advanced International Studies, International Economics, Social Change and Development, 1989; PhD, University of Florida, Geography and Tropical Conservation, Certificate in African Studies, 1995.

**Academic Experience:** Adjunct Assistant Professor, Department of Geography and Center for African Studies, University of Florida, Spring 2014; Adjunct Professor of Geography, Santa Fe College, Summer-Fall 2013; Consultant, Jaguar Conservation Program, Wildlife Conservation Society, 2013; Research Associate, Duke University Primate Center, 1995-1996

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

**Research/Teaching Interests:** Conservation and management of indigenous territories and protected areas; sustainable use of wildlife; community conservation; camera trapping

**Overseas Experience:** Argentina, Bolivia, Brazil, Colombia, Costa Rica, Ecuador, Guatemala, Paraguay, Peru

**Selected Publications:** 19

With T. Kuemmerle, M. Altrichter, G. Baldi, M. Cabido, et al. "Forest Conservation: Remember Gran Chaco." *Science* 355, no. 6324 (2017):465.

With S. Perz, J. Araujo, and F. Roman. "Introducción: Temas compartidos y perspectivas diferentes en la Amazonía andina cambiante." *Biodiversidad Amazónica* 5, no. 5 (2015): 1-16.

With J. Koster. "Hunting Dogs and the Extraction of Wildlife as a Resource." In *Free-Ranging Dogs and Wildlife Conservation*, edited by M.E. Gompper. Oxford: Oxford University Press, 2013.

**Percentage of time devoted to LAC studies:** 50%

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

**SAMPAIO, Patricia**

**Year of Appointment:** 2006

**Title/Department:** Program Coordinator, Tropical Conservation and Development Program

**Tenure Status:** Non-tenure track

**Education:** BS, Federal University of Rio de Janeiro, Biology, 1992; MS, University of São Paulo, Ecology, 1997

**Academic Experience:** Administrative Director Coordinator, Biological Dynamics of Forest Fragments Project (BDFFP), Smithsonian Institution -Instituto Nacional de Pesquisas da Amazônia Manaus, Brazil, 2000-2002; Research Assistant, Biological Dynamics of Forest Fragments Project (BDFFP), Smithsonian Institution -Instituto Nacional de Pesquisas da Amazônia Manaus, Brazil, 1997-1999

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

**Research/Teaching Interests:** Tropical conservation and development

**Overseas Experience:** Brazil, Mexico

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** University of Florida International Educator of the Year award, staff category, 2014

**UREÑA VALERIO, Lenny A.**

**Year of Appointment:** 2016

**Title/Department:** Assistant Director, Administrative Services, Center for Latin American Studies

**Education:** BA magna cum laude, University of Puerto Rico, Río Piedras, 1999; MA, University of Michigan, Ann Arbor, 2002; PhD, University of Michigan, Ann Arbor, History, 2010

**Academic Experience:** Assistant Director and Academic Program Manager of the Center for Latin American and Caribbean Studies (LACS) at the University of Michigan, 2010-16; Lecturer I in History/LACS, University of Michigan, 2011-2016; Visiting Professor at University of Puerto Rico, Summer 2016

**Number of Theses Supervised During Past 5 Years:** 2

**Languages:** Spanish (5), Portuguese (4), German (4), French (3), Polish (3)

**Research/Teaching Interests:** Imperial/Colonial Studies; History of Medicine and Public Health; European Migration to South America, particularly Brazil; Transnational Studies

**Number of Courses:** 2

LAS 6905: Independent Study; LAS 6971: Masters Research

**Overseas Experience:** Brazil, Cuba, Dominican Republic, Ecuador, Germany, Guatemala, Poland, Puerto Rico, Spain

**Number of Recent Publications:** 2

*Colonial Fantasies, Imperial Realities: Race Science and the Making of Polishness on the Fringes of the German Empire.* Forthcoming with Ohio University Press, 2019.

With M.D. Lasso. "The Quito Project: Un proyecto de justicia social para niños de comunidades urbano-marginales." *Esferas* (Serie Monográfica de la Universidad de San Francisco de Quito, forthcoming 2018).

With V. Ferreira, co-translator. "Un mundo destruido, una nación impuesta: La masacre haitiana de 1937 en la República Dominicana," by Richard L. Turits, *Translating the Americas 2* (Fall 2014): 1-47.

**Percentage of time devoted to LAC studies:** 100%

**Distinctions:** Elected Executive Committee Member of Consortium for Latin American Studies Programs (CLASP), 2017-2019; Distinguished Dissertation Award in Polish Studies, Polish Institute of Arts and Sciences, 2010; Fulbright-Hays Doctoral Dissertation Research Fellowship, 2003-2004

Scale of language proficiency level: 1=poor, 2=fair, 3=good, 4=excellent, 5=fluent

# **Appendix B:**

## Position Descriptions

**Appendix B**  
**UF Latin American Studies**

**Position I**

|  |  |
|--|--|
| <b>Classification Title:</b>               | Adjunct Professor in Portuguese<br>(\$7,000 salary + fringes in Title VI funds for .25 fte position)   |
| <b>Job Description:</b>                    | <p>The Center for Latin American Studies at the University of Florida invites applications for an Adjunct Professor position in Portuguese effective August 22, 2019. This is a .25FTE, yearly renewable, nine-month position depending on positive student and peer evaluation reports.</p> <p>Duties: a) teach Portuguese courses (Beginning Portuguese I in fall 2019 and Beginning Portuguese II in the spring 2020) at Santa Fe Community College as pipeline courses to attract transfer students to Portuguese and Latin American Studies coursework at UF; b) contribute to the development of a robust Portuguese program at the beginning level and the internationalization of the curriculum in the Community College; and c) provide support identifying FLAS-eligible students to attend the UF in Rio Program Summer Language and Culture Program.</p> <p>The Center is committed to creating an environment that affirms diversity across a variety of dimensions, including ethnicity/race, gender identity and expression. We particularly welcome applicants who can contribute to such an environment through their scholarship, teaching, and professional service. The university and greater Gainesville community enjoy a diversity of cultural events, restaurants, year-round outdoor recreational activity, and social opportunities.</p> <p>The University of Florida is an Equal Opportunity Institution dedicated to building a broadly diverse and inclusive faculty and staff. The selection process will be conducted in accordance Florida's Sunshine and Public Records Laws. If an accommodation due to disability is needed to apply for this position, please call (352) 392-2477 or the Florida Relay System at (800) 955-8771 (TDD).</p> |
| <b>Minimum Requirements:</b>               | M.A. in Portuguese Studies or related field. Native or near-native proficiency in Portuguese and English is required.  |
| <b>Preferred Qualifications:</b>           | A.B.D. or Ph.D. in Portuguese Studies or related field. Demonstrated potential for excellence in teaching.   |
| <b>Special Instructions to Applicants:</b> | <p>Applicants should submit 1) cover letter, 2) curriculum vitae, 3) statement of teaching philosophy, and 3) the names and e-mail addresses for three references. After initial review, letters of recommendation will be requested for selected applicants.</p> <p>The final candidate will be required to provide an official transcript to the hiring department upon hire. A transcript will not be considered "official" if a designation of "Issued to Student" is visible. Degrees earned from an educational institution outside of the United States must be evaluated by a professional credentialing service provider approved by the National Association of Credential Evaluation Services (NACES), which can be found at <a href="http://www.naces.org/">http://www.naces.org/</a>.</p>   |

**Appendix B**  
**UF Latin American Studies**

**Position II**

|  |  |
|--|--|
| <b>Classification Title:</b>               | Graduate Assistant – Teaching – in Haitian Creole Language and Culture (\$16,000 salary + fringes in Title VI funds for .50fte. The Department covers tuition)   |
| <b>Job Description:</b>                    | <p>The Department of Languages, Literatures and Cultures at the University of Florida invites applications for the position of Graduate Teaching Assistant in Haitian Creole language and culture to begin August 16, 2018. This is a .50FTE, yearly renewable, nine-month position depending on positive student and peer evaluation reports.</p> <p>Duties: a) teach one undergraduate language classes per semester; b) contribute to a robust undergraduate major by collaborating with colleagues to ensure smooth articulation across the levels of language instruction and by participating in course design and creation; c) provide extracurricular support of the program through service that includes weekly language tables and other activities relating to extracurricular Haitian Creole language use.</p> <p>The Department is committed to creating an environment that affirms diversity across a variety of dimensions, including ethnicity/race, gender identity and expression. We particularly welcome applicants who can contribute to such an environment through their scholarship, teaching, and professional service. The university and greater Gainesville community enjoy a diversity of cultural events, restaurants, year-round outdoor recreational activity, and social opportunities.</p> <p>The University of Florida is an Equal Opportunity Institution dedicated to building a broadly diverse and inclusive faculty and staff. The selection process will be conducted in accordance Florida's Sunshine and Public Records Laws. If an accommodation due to disability is needed to apply for this position, please call (352) 392-2477 or the Florida Relay System at (800) 955-8771 (TDD).</p> |
| <b>Minimum Requirements:</b>               | Fulltime registered M.A. or doctoral students at a degree awarding department at the University of Florida, preferably candidates in relevant areas, including second-language acquisition or linguistics. Native or near-native proficiency in Haitian Creole and English is required.  |
| <b>Preferred Qualifications:</b>           | Candidates with demonstrated expertise in language-learning technology are particularly welcome.   |
| <b>Special Instructions to Applicants:</b> | <p>Applicants should submit 1) cover letter, 2) curriculum vitae, 3) statement of teaching philosophy, and 3) the names and e-mail addresses for three references. After initial review, letters of recommendation will be requested for selected applicants.</p> <p>The final candidate will be required to provide an official transcript to the hiring department upon hire. A transcript will not be considered “official” if a designation of “Issued to Student” is visible. Degrees earned from an educational institution outside of the United States must be evaluated by a professional credentialing service provider approved by the National Association of Credential Evaluation Services (NACES), which can be found at <a href="http://www.naces.org/">http://www.naces.org/</a>.</p>   |

**Appendix B**  
**UF Latin American Studies**

**Position III**

|  |  |
|--|--|
| <b>Classification Title:</b>               | Graduate Assistant – Teaching – in Haitian Creole Language and Culture (\$8,000 salary + fringes in Title VI funds for .50fte. The Department covers 50% salary and tuition)   |
| <b>Job Description:</b>                    | <p>The Department of Languages, Literatures and Cultures at the University of Florida invites applications for the position of Graduate Teaching Assistant in Haitian Creole language and culture to begin August 16, 2018. This is a .50FTE, yearly renewable, nine-month position depending on positive student and peer evaluation reports.</p> <p>Duties: a) teach one undergraduate language classes per semester; b) contribute to a robust undergraduate major by collaborating with colleagues to ensure smooth articulation across the levels of language instruction and by participating in course design and creation; c) provide extracurricular support of the program through service that includes weekly language tables and other activities relating to extracurricular Haitian Creole language use.</p> <p>The Department is committed to creating an environment that affirms diversity across a variety of dimensions, including ethnicity/race, gender identity and expression. We particularly welcome applicants who can contribute to such an environment through their scholarship, teaching, and professional service. The university and greater Gainesville community enjoy a diversity of cultural events, restaurants, year-round outdoor recreational activity, and social opportunities.</p> <p>The University of Florida is an Equal Opportunity Institution dedicated to building a broadly diverse and inclusive faculty and staff. The selection process will be conducted in accordance Florida's Sunshine and Public Records Laws. If an accommodation due to disability is needed to apply for this position, please call (352) 392-2477 or the Florida Relay System at (800) 955-8771 (TDD).</p> |
| <b>Minimum Requirements:</b>               | Fulltime registered M.A. or doctoral students at a degree awarding department at the University of Florida, preferably candidates in relevant areas, including second-language acquisition or linguistics. Native or near-native proficiency in Haitian Creole and English is required.  |
| <b>Preferred Qualifications:</b>           | Candidates with demonstrated expertise in language-learning technology are particularly welcome.   |
| <b>Special Instructions to Applicants:</b> | <p>Applicants should submit 1) cover letter, 2) curriculum vitae, 3) statement of teaching philosophy, and 3) the names and e-mail addresses for three references. After initial review, letters of recommendation will be requested for selected applicants.</p> <p>The final candidate will be required to provide an official transcript to the hiring department upon hire. A transcript will not be considered “official” if a designation of “Issued to Student” is visible. Degrees earned from an educational institution outside of the United States must be evaluated by a professional credentialing service provider approved by the National Association of Credential Evaluation Services (NACES), which can be found at <a href="http://www.naces.org/">http://www.naces.org/</a>.</p>   |

**Appendix B**  
**UF Latin American Studies**

**Position IV**

|   |   |
|---|---|
| <p><b>Classification Title:</b></p>               | <p>Graduate Assistant – Program Assistant (\$7,500 salary + fringe in Title VI funds for .50fte. The College of Education covers 53% of salary and tuition)</p>   |
| <p><b>Job Description:</b></p>                    | <p>The College of Education at the University of Florida invites applications for the position of Graduate Research/Curriculum Assistant in the School of Teaching and Learning to begin August 16, 2018. This is a .50FTE, yearly renewable, nine-month position depending on positive student and peer evaluation reports.</p> <p>Duties:</p> <ul style="list-style-type: none"> <li>• Facilitate communication between CLAS and COE faculty</li> <li>• Support implementation of projects envisioned under the Title VI grant in designated COE courses</li> <li>• Collaborate with COE faculty on obtaining student feedback on project experiences</li> <li>• Develop supporting teaching materials for designated projects as needed</li> </ul> <p>The Department is committed to creating an environment that affirms diversity across a variety of dimensions, including ethnicity/race, gender identity and expression. We particularly welcome applicants who can contribute to such an environment through their scholarship, teaching, and professional service. The university and greater Gainesville community enjoy a diversity of cultural events, restaurants, year-round outdoor recreational activity, and social opportunities. The University of Florida is an Equal Opportunity Institution dedicated to building a broadly diverse and inclusive faculty and staff. The selection process will be conducted in accordance Florida's Sunshine and Public Records Laws. If an accommodation due to disability is needed to apply for this position, please call (352) 392-2477 or the Florida Relay System at (800) 955-8771 (TDD).</p> |
| <p><b>Minimum Requirements:</b></p>               | <p>Fulltime admitted and/or registered doctoral students in the School of Teaching and Learning at the University of Florida, preferably candidates in relevant areas, second language development (ESOL), English language and literacy, multiliteracies, children’s literature, or curriculum and teacher education (CTTE).</p>   |
| <p><b>Preferred Qualifications:</b></p>           | <p>Candidates with demonstrated expertise in K-12 teaching, curriculum implementation, and preferred experiences with instructional technologies and research</p>   |
| <p><b>Special Instructions to Applicants:</b></p> | <p>Applicants should submit 1) cover letter, 2) curriculum vitae, 3) statement of how their experiences are relevant to the position, and 3) the names and e-mail addresses for three references. After initial review, letters of recommendation may be requested for selected applicants.</p> <p>The final candidate will be required to provide an official transcript to the hiring department upon hire. A transcript will not be considered “official” if a designation of “Issued to Student” is visible. Degrees earned from an educational institution outside of the United States must be evaluated by a professional credentialing service provider approved by the National Association of Credential Evaluation Services (NACES), which can be found at <a href="http://www.naces.org/">http://www.naces.org/</a>. Materials submitted for graduate program admission application may be used for this purpose.</p>   |

## **Appendix B**

### **UF Latin American Studies**

#### **Position V**

**Imaging Assistant** (\$7,500 salary and fringes in Title VI support to cover 750 hours for this OPS position)

#### **Job Description**

The University of Florida Digital Collections represents over 13 million pages of digital and digitized materials from the collections of the University of Florida and partner institutions. The Imaging Assistant will work across various units with staff in Digital Production Services at the George A. Smathers Libraries. This position supports the scanning of library materials held in our Latin and Caribbean Library Collection.

Work in the Imaging Unit of the Digital Production Services Department will consist of preparation of newspapers, books or other materials for digital capture. Imaging can be conducted on a number of different scanners. This position may also perform online searches of digital content and review/enhance the accuracy of metadata.

#### **Duties and Responsibilities:**

- Images source materials using CopiBook scanners and other hardware
- Performs image correction individually or in batches using Adobe Photoshop and other software
- Monitor work flow history using department database
- Perform quality control on files to assure image consistency, pagination and sectioning and other work as assigned within the Imaging Unit
- Data entry to bring metadata up to set standards
- Other tasks as needed

#### **Minimum Qualifications**

- Familiarity with Adobe Photoshop and Microsoft Office Suite
- Flexibility and ability to adapt and work in a rapidly changing production environment
- Strong computer skills and demonstrated ability to work accurately in detail-oriented, busy production environment
- Ability to follow both written and spoken instructions and procedures
- Ability to communicate effectively

#### **Preferred Qualifications**

- Experience with DSLR cameras
- Excellent organizational skills
- Ability to set and follow a written schedule
- Ability to work independently, once trained
- Ability to lift 20 pound boxes

**Pay Rate:** \$10.00

**Appendix B**  
**UF Latin American Studies**

**Desired Hours:** Time limited, up to 30 hours per week

**Location and Hours:**

- Please be aware this position is not located on the main campus. The job location for this position is at: 4040 NE 49th Avenue (RTS – Job Corps Route 24)
- Hours are to be worked Monday-Friday between 8 am and 5 pm.

# **Appendix C:**

## Course List

# Appendix C UF Course List Table of Contents

## AGRICULTURAL AND LIFE SCIENCES

|  |     |
|--|-----|
| Agricultural and Biological Engineering .....  | C2  |
| Agricultural Education and Communication ..... | C3  |
| Agricultural Operations Management .....       | C3  |
| Agronomy.....                                  | C3  |
| Entomology and Nematology .....                | C13 |
| Food and Resource Economics.....               | C14 |
| Forest Resources and Conservation .....        | C15 |
| Natural Resources and Environment .....        | C33 |
| Soil and Water Science.....                    | C39 |
| Wildlife and Ecology Conservation .....        | C46 |

## ARTS

|                          |     |
|--------------------------|-----|
| Art and Art History..... | C9  |
| Music .....              | C32 |
| Theatre and Dance .....  | C45 |

## BUSINESS, WARRINGTON COLLEGE

|  |     |
|--|-----|
| Accounting .....                         | C1  |
| Finance, Insurance and Real Estate ..... | C14 |
| Management .....                         | C32 |
| Marketing .....                          | C32 |

## DESIGN, CONTRUCTION AND PLANNING

|                                   |     |
|-----------------------------------|-----|
| Architecture .....                | C9  |
| Building Construction .....       | C11 |
| Urban and Regional Planning ..... | C45 |

## EDUCATION

|   |     |
|---|-----|
| Education – Teaching and Learning ..... | C11 |
|---|-----|

## ENGINEERING, HERBERT WERTHEIM COLLEGE

|  |     |
|--|-----|
| Civil and Coastal Engineering .....    | C11 |
| Environmental Engineering Science..... | C14 |

## HEALTH AND HUMAN PERFORMANCE

|  |     |
|--|-----|
| Tourism, Recreation and Sport Management ..... | C45 |
|--|-----|

## HONORS PROGRAM

|                      |     |
|----------------------|-----|
| Honors Program ..... | C21 |
|----------------------|-----|

## JOURNALISM AND COMMUNICATIONS

|                          |     |
|--------------------------|-----|
| Advertising .....        | C1  |
| Journalism.....          | C21 |
| Mass Communication ..... | C32 |
| Telecommunication .....  | C45 |

## LATIN AMERICAN STUDIES

|                              |     |
|------------------------------|-----|
| Latin American Studies ..... | C22 |
|------------------------------|-----|

## LAW, LEVIN COLLEGE

|          |     |
|----------|-----|
| Law..... | C30 |
|----------|-----|

**Appendix C**  
**UF Course List**  
**Table of Contents**

**LIBERAL ARTS AND SCIENCES**

|   |     |
|---|-----|
| African-American Studies .....            | C1  |
| African Studies .....                     | C1  |
| Anthropology.....                         | C4  |
| Biology .....                             | C11 |
| Economics .....                           | C11 |
| English.....                              | C12 |
| Geography .....                           | C15 |
| Geological Sciences .....                 | C17 |
| Haitian Creole .....                      | C17 |
| History .....                             | C18 |
| Languages, Literatures and Cultures ..... | C22 |
| Linguistics .....                         | C31 |
| Philosophy.....                           | C33 |
| Political Science .....                   | C33 |
| Portuguese .....                          | C35 |
| Religion .....                            | C37 |
| Sociology, Criminology and Law .....      | C39 |
| Spanish .....                             | C39 |
| Women’s Studies .....                     | C47 |

**PUBLIC HEALTH AND HEALTH PROFESSIONS**

|                         |     |
|-------------------------|-----|
| Heath Professions ..... | C18 |
| Public Health .....     | C37 |

## Appendix C UF Latin American Studies

| Course Number                   | Course Title / Description   | Instructor    | LAC Content | Term     | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------------------------|--|---------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| <b>Accounting</b>               |  |               |             |          |       |              |            |               |               |                               |
| ACG 6691                        | <b>International Auditing</b> --Global perspective of auditing issues including international auditing standards and corporate governance practices providing an in depth analysis of the audit of multinational companies, cross border transactions and transfer pricing within affiliated groups of companies.  | Knechel       | 25%         | S        | 2     |              | 60         | X             | X             |                               |
| TAX 6526                        | <b>International Taxation</b> --Expansion of introduction to international tax, addressing more complex concepts encountered by U.S. multinationals operating abroad. U.S. taxation of foreign persons with U.S. activities included.  | Mcgill        | 25%         | S        | 2     |              | 42         | X             | X             |                               |
| <b>Advertising</b>              |  |               |             |          |       |              |            |               |               |                               |
| ADV 4400                        | <b>International Advertising</b> --Global competition and worldwide markets; technological revolutions; and branding products and services under different cultural, regulatory, and competitive conditions.   | Various       | 25%         | F, S, Su | 3     | 134          |            | X             | X             |                               |
| <b>African-American Studies</b> |  |               |             |          |       |              |            |               |               |                               |
| AFA 3110                        | <b>Key Issues in African-American and Black-Atlantic Thought</b> --The leading voices of resistance and social change that have influenced African-American intellectual history, black public consciousness, political action and social theory.  | Various       | 50%         | F, S     | 3     | 173          |            | X             | X             |                               |
| AFA 3240                        | <b>The African Diaspora</b> --Overview of transnational fields of cultural contact, power and competing economic interests in which the African Diaspora developed.  | Henson        | 50%         | F        | 3     |              |            | X             | X             |                               |
| AFA 3332                        | <b>Black Feminist &amp; Womanist Theory</b> --Includes material on Caribbean and Afro-Latin American feminisms.  | Celeste       | 25%         | S        | 3     | 20           |            | X             | X             |                               |
| AFA 4931                        | <b>Black Englishes</b> --The aim of this course is to present students with varieties of Englishes spoken by Blacks in Africa, the Caribbean, and the United States. Students will learn about the structure of these varieties as well as the social histories which underpin them. They will be made to appreciate difficulties in using terms like dialect versus language to describe these varieties. Further, they will watch movies and interact with native speakers of these varieties with a view to identifying features that set them apart. Students will also be introduced to such concepts like "pidgins" and "creoles". Students will also learn to distinguish between "broken English" and Pidgin or Creole English. <b>Cross-listed with LIT 4930/ SSA 4930/ LING 4930</b> | Essegbey      | 25%         | F        | 3     | 2            |            |               | X             |                               |
| <b>African Studies</b>          |  |               |             |          |       |              |            |               |               |                               |
| AFS 4935                        | <b>Children in Developing Countries</b> --The course covers some of the realities and debates concerning children's lives and welfare in developing countries, with particular focus on Sub-Saharan Africa and Latin America. <b>Cross-listed with LAS 4935.</b>   | Serra         | 50%         | F        | 3     | 7            |            |               |               |                               |
| AFS 4935                        | <b>Diasporas of Africa</b> --Addresses both the old and new African Diaspora(s), examining definition and relation to a homeland, consciousness of belonging, political activism, relations with the host society, and symbolic or physical return home. <b>Cross-listed with AFS 6905, ANG 6930, and ANT 4930.</b>  | Kane          | 25%         | F, S     | 3     | 2            |            | X             | X             |                               |
| AFS 4935                        | <b>Global Studies for Educators</b> --As the world becomes increasingly interconnected, global education is crucial to prepare students with knowledge and critical thinking skills to navigate our complex world. Global education aims to infuse regional content across disciplines to enable students to analyze information from diverse perspectives as we seek solutions to resolve issues that affect humanity at the local and global levels. <b>Online course cross-listed with EDG 4930 and LAS 4935. Course developed with Title VI funds.</b>   | Risner; Kumar | 33%         | Su       | 3     |              |            | X             | X             | X                             |

## Appendix C UF Latin American Studies

| Course Number                                  | Course Title / Description   | Instructor    | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|--|--|---------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| AFS 6305                                       | <b>Development Theory &amp; Practice</b> --Both conceptual and practical issues are addressed in relation to each course topic with a multi-disciplinary approach that focuses on the interrelationship among approaches, comparing Latin American and African contexts. Participants learn to describe and analyze complex development issues, paying particular attention to cross-sector linkages and regional comparisons. The course leverages web-based technologies to facilitate interactions among students and faculty at participating MDP universities around the world. <b>Cross-listed with LAS 6938 and ANG 6930.</b>             | Schmink       | 50%         | F    | 3     |              | 9          | X             | X             |                               |
| AFS 6307                                       | <b>Foundations for Economics of Sustainable Development</b> --Provides students with key analytical tools from economics for the study of sustainable economic development. <b>Cross-listed with LAS 6938.</b>   | Serra         | 50%         | S    | 3     |              | 8          | X             | X             |                               |
| AFS 6905                                       | <b>Diasporas of Africa</b> --Addresses both the old and new African Diaspora(s), examining definition and relation to a homeland, consciousness of belonging, political activism, relations with the host society, and symbolic or physical return home. <b>Cross-listed with AFS 4935, ANG 6930, and ANT 4930.</b>  | Kane          | 25%         | F, S | 3     |              | 1          | X             | X             |                               |
| AFS 6905                                       | <b>Conservation &amp; Development in Practice</b> --Analyzes information and interprets results using diverse methodological approaches including those employed during students' field practicum projects. Required for MDP students. <b>Cross-listed with LAS 6938.</b>  | Galloway      | 50%         | F    | 3     |              | 5          | X             | X             |                               |
| AFS 6905                                       | <b>MDP Administration</b> --Introduction to key topics in development, including climate change, agriculture, water, nutrition, primary health, education, energy, biodiversity, and ecosystems, program management, foreign aid, ethics, and global governance. <b>Cross-listed with LAS 6938.</b>  | Galloway      | 50%         | F    | 3     |              | 5          | X             | X             |                               |
| AFS 6905                                       | <b>Gender and Empowerment in Developing Nations</b> --The course aims to develop not only knowledge but also expertise in a range of skills, such as leadership and training, survey design, focus group discussions, role-play, key informant interviews, or data analysis. For the main assignment, students will work in groups to organize a symposium at the end of the semester, presenting on the different perspectives on gender equity and women's empowerment from the South. <b>Cross-listed with WST 6935.</b>  | Serra         | 25%         | S    | 3     |              |            | X             | X             |                               |
| AFS 6905                                       | <b>Design and Methods for Sustainable Development Practice</b> --The purpose of this course is to build practical skills and critical perspectives that empower participants to engage constructively in planning, implementation and evaluation of sustainable development practice. Required for MDP students. <b>Cross-listed with LAS 6938.</b>  | Galloway      | 50%         | F    | 3     |              | 0          | X             | X             |                               |
| AFS 6905                                       | <b>Wildlife Economics and Governance</b> -- The course discusses human-environmental interactions through a framework of governance, economics and applied management. Its focus is devising sustainable livelihood strategies for people and communities living in marginal lands – mainly through the use of wild life in the form of forests, drylands, wildlife and fisheries. The course is designed for the natural resources/skills “pillar” in the Masters in Sustainable Development Practice, the interdisciplinary requirement for core course in TCD, and as a course in natural resource policy. <b>Cross-listed with GEO 6938.</b> | Child         | 50%         | F    | 3     |              | 3          |               |               |                               |
| <b>Agricultural and Biological Engineering</b> |  |               |             |      |       |              |            |               |               |                               |
| ABE 3212                                       | <b>Land and Water Resource Engineering</b> --Introduces hydrology, flow through porous media, flood routing, grade control structures and erosion control. Students will gain knowledge of the land and water resources field as it relates to societal issues both locally and globally.  | Muñoz-Carpena | 25%         | S    | 4     | 10           |            | X             | X             |                               |
| ABE 4033                                       | <b>Fundamentals and Applications of Biosensors</b> --Provides a broad introduction to the field of biosensors, as well as an in-depth and quantitative view of biosensor design and performance analysis. Fundamental application of biosensor theory will be demonstrated, including: recognition, transduction, signal acquisition, and post processing/data analysis. Case studies from Colombia made possible with Title VI interdisciplinary working group support. <b>Cross-listed with ABE 5038.</b>  | McLamore      | 25%         | S    | 3     | 28           |            | X             | X             | X                             |
| ABE 5038                                       | <b>Recent Developments and Applications in Biosensors</b> --Introduction to biosensors, design and performance analysis. Fundamental application of biosensor theory will be demonstrated, including recognition, transduction, signal acquisition, and post processing/data analysis. Includes case studies from Colombia made possible with Title VI interdisciplinary working group support. <b>Cross-listed with ABE 4033.</b>   | McLamore      | 25%         | S    | 3     | 2            | 6          | X             | X             | X                             |

## Appendix C UF Latin American Studies

| Course Number                                   | Course Title / Description  | Instructor                     | LAC Content | Term     | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---|---|--------------------------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| <b>Agricultural Education and Communication</b> |   |                                |             |          |       |              |            |               |               |                               |
| AEC 3073  | <b>Intercultural Communication</b> -- Communication behaviors are examined to identify basic differences among individuals from diverse cultural backgrounds. Includes material from anthropology and communication.  | Suarez; Rollins                | 25%         | F, S, Su | 3     | 79           |            | X             | X             |                               |
| AEC 4465  | <b>Global Leadership</b> --An integrated, practical and dynamic framework for students to develop global literacy and leadership competencies.  | Suarez                         | 25%         | F        | 3     | 29           |            | X             | X             |                               |
| AEC 4932  | <b>Food, Communication and Social Justice</b> --This course will examine the connection between food, community, and social justice by utilizing both in class activities and lectures and out-of-class service learning hours within local community gardening programs. Throughout the course, students will grow a greater understanding of how equitable access to food, educating communities about nutrition and growing food, and increasing overall efforts to beautify communities can inspire and invigorate communities with hope and justice. <b>Cross-listed with AEC 6932.</b>                                  | Suarez                         | 25%         | F        | 3     |              |            | X             |               |                               |
| AEC 6419  | <b>Communication and Competencies for Global Leadership</b> --The purpose of this course is to increase knowledge of the global social, political, anthropological, psychological and linguistic perspectives of intercultural communication and relationships and to enhance cultural competence in communication through practical application of intercultural communication principles and concepts.  | Suarez                         | 25%         | S        | 3     |              | 6          |               |               |                               |
| AEC 6932  | <b>Food, Communication and Social Justice</b> This course will examine the connection between food, community, and social justice by utilizing both in class activities and lectures and out-of-class service learning hours within local community gardening programs. Throughout the course, students will grow a greater understanding of how equitable access to food, educating communities about nutrition and growing food, and increasing overall efforts to beautify communities can inspire and invigorate communities with hope and justice. <b>Cross-listed with AEC 4932.</b>                                    | Suarez                         | 25%         | F        | 3     |              |            | X             |               |                               |
| <b>Agricultural Operations Management</b>       |   |                                |             |          |       |              |            |               |               |                               |
| AOM 2520  | <b>Global Sustainable Energy: Past, Present and Future</b> --Students will explore the global history of energy sources. New energy sources are investigated and international solutions to future needs are analyzed. <b>Cross-listed with AOM 6932.</b>   | Porter                         | 25%         | F        | 3     | 57           |            | X             | X             |                               |
| AOM 6932  | <b>Advanced Global Sustainable Energy</b> --Students will explore the global history of energy sources. New energy sources are investigated and international solutions to future needs are analyzed. <b>Cross-listed with AOM 2520.</b>  | Porter                         | 25%         | F        | 3     |              | 1          | X             | X             |                               |
| <b>Agronomy</b>                                 |   |                                |             |          |       |              |            |               |               |                               |
| AGR 4932  | <b>Tropical Cropping Systems</b> --Students will gain basic knowledge of the major tropical food crops (biology, production, utilization), tropical environments and ecology, and tropical cropping systems. Cropping systems will be discussed within the context of agricultural development, focusing on current management practices, constraints to production, and food security. Historical and current models for rural agricultural development will also be discussed, including holistic approaches to crop production and the role of technology in tropical cropping systems. <b>Cross-listed with AGR 5277.</b> | Macdonald                      | 25%         | F        | 3     | 11           |            | X             | X             |                               |
| AGR 5277  | <b>Tropical Cropping Systems</b> --Students will gain basic knowledge of the major tropical food crops (biology, production, utilization), tropical environments and ecology, and tropical cropping systems. Cropping systems will be discussed within the context of agricultural development, focusing on current management practices, constraints to production, and food security. Historical and current models for rural agricultural development will also be discussed, including holistic approaches to crop production and the role of technology in tropical cropping systems. <b>Cross-listed with AGR 4932.</b> | Macdonald                      | 25%         | F        | 3     |              | 23         | X             | X             |                               |
| AGR 6233  | <b>Tropical Grassland Agroecosystems</b> --Importance, ecology, ecosystems services, physiology, management, and utilization of sown grasslands in the tropics and subtropics. Emphasizes interactions between grassland plants and the environment, other plants, and grazing herbivores.  | Sollenberger                   | 25%         | F        | 3     |              |            | X             |               |                               |
| ALS 4154  | <b>Global Agroecosystems</b> --Focusing on the principles of agroecology and presentation of topics that integrate ecological with agricultural principles to optimize resource conservation, productivity, societal benefit, and profitability. <b>Cross-listed with ALS 5155.</b>   | Rowland;<br>Gloaguen;<br>Landy | 25%         | F        | 3     |              |            | X             | X             |                               |

## Appendix C UF Latin American Studies

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|---------------------|--|--------------------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| ALS 5155            | <b>Global Agroecosystems</b> --Focusing on the principles of agroecology and presentation of topics that integrate ecological with agricultural principles to optimize resource conservation, productivity, societal benefit, and profitability. <b>Cross-listed with ALS 4154.</b>  | Rowland;<br>Gloaguen;<br>Landy | 25%         | F    | 3     |              | 15         | X             | X             |                               |
| <b>Anthropology</b> |  |                                |             |      |       |              |            |               |               |                               |
| ANG 5336            | <b>Peoples of Brazil</b> --This course takes a fresh look at the peoples of Brazil by exploring the history, culture, and contemporary issues facing Latin America's richest and most populous nation and site of the 2101 Earth Summit, the 2014 FIFA World Cup, and the 2016 Olympiad. Supported with Title VI Course Development/Enhancement grant. <b>Cross-listed with ANT 4336, LAS 4935 and LAS 6938.</b>   | Resende                        | 100%        | F    | 3     |              |            | X             |               | X                             |
| ANG 5621            | <b>Linguistic and Cultural Anthropology Proseminar</b> --This course provides an overview of major ideas and research areas within the subfields of cultural and linguistic anthropology. The objective of the course is to provide a solid foundation for a graduate fourfield Anthropology degree.   | Broadwell;<br>Collings         | 25%         | S    | 3     |              | 22         | X             | X             |                               |
| ANG 6110            | <b>Archaeological Theory</b> --Theoretical approaches in social sciences and philosophies, developed and applied in anthropological archaeology through the 20th century and into the 21st. Relationship of archaeology to anthropology.   | Gillespie                      | 25%         | F    | 3     |              | 3          | X             | X             |                               |
| ANG 6161            | <b>Problem Caribbean Prehistory</b> --Theories and methods for study of prehistoric human societies. Case studies drawn primarily from Caribbean islands. <b>Cross-listed with ANT 4930.</b>   | Keegan                         | 100%        | S    | 3     |              | 2          |               |               |                               |
| ANG 6186            | <b>International Heritage Management</b> -- This seminar-style course provides a global perspective on the current state of Cultural Heritage Management. Political, religious and social conflicts, massive development projects, governmental complacency, ignorance, corruption and lack of funding, substantial tourism growth, and other factors have all seriously impacted the World's, and especially the Global South's ability to maintain, conserve and protect Cultural Heritage.  | Brandt                         | 25%         | F    | 3     |              |            | X             |               |                               |
| ANG 6186            | <b>South American Archeology</b> --The objective of this course is to create a baseline of knowledge on the archaeological heritage found in South America. <b>Cross-listed with ANT 4930.</b>   | Oyucla-<br>Caycedo             | 100%        | F    | 3     |              |            | X             |               |                               |
| ANG 6286            | <b>Urban Anthropology/Urban Landscape</b> --This course provides a general overview of urban studies in anthropology and affiliated disciplines, focusing particularly on ethnography conducted in urban settings in Brazil and the USA.   | Heckenberger                   | 50%         | F    | 3     |              | 4          | X             |               |                               |
| ANG 6421            | <b>Landscape, Place, Dwelling</b> --Contemporary theoretical approaches and applications to the social construction of place and space from the macro-scale of landscape to the micro-scale of dwelling. Emphasis on materiality of experience of inhabiting space.  | Gillespie                      | 25%         | S    | 3     |              | 6          |               |               |                               |
| ANG 6930            | <b>Coffee Culture, Production and Markets</b> --Coffee is an integral part of life for producers and consumers around the world, and it is the world's second most valuable commodity produced by developing countries (in terms of total trade dollars). This course will consider the diverse expressions and ramifications of "coffee culture," from the farmers who see it as their life, to the buyers and traders who know it as a living, to the drinkers who can't imagine life without cups of java. <b>Cross-listed as ANT4930, LAS4935, and LAS6938.</b>  | Tucker                         | 50%         | S    | 3     |              | 4          |               |               |                               |
| ANG 6930            | <b>Development Theory and Practice in Latin America and Africa</b> --Both conceptual and practical issues are addressed in relation to each course topic with a multi-disciplinary approach that focuses on the interrelationship among approaches, comparing Latin American and African contexts. Participants learn to describe and analyze complex development issues, paying particular attention to cross-sector linkages and regional comparisons. The course leverages web-based technologies to facilitate interactions among students and faculty at participating MDP universities around the world. <b>Cross-listed with AFS 6305 and LAS 6938.</b> | Schmink                        | 50%         | F    | 3     |              | 1          | X             |               |                               |
| ANG 6930            | <b>Feminist Anthropology</b> --This seminar offers an introduction to feminist anthropology. It explores the historical developments of feminist anthropology and the transformations and expansions that characterizes feminist anthropology in the twenty-first century. Particular emphasis is given to how feminist anthropology, both theoretically and methodologically have challenged and contributed to the wider field of anthropology. <b>Cross-listed with ANT 4930.</b>   | Ostebo                         | 25%         | F    | 3     |              | 11         | X             |               |                               |

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|---------------|--|--------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| ANG 6930      | <b>Diasporas of Africa</b> --Addresses both the old and new African Diaspora(s), examining definition and relation to a homeland, consciousness of belonging, political activism, relations with the host society, and symbolic or physical return to home. <b>Cross-listed with AFS 4935, AFS 6905, and ANT 4930.</b>   | Kane               | 25%         | S    | 3     |              | 3          | X             | X             |                               |
| ANG 6930      | <b>Environmental Governance</b> --Participants in this course explore the roles of governments, markets, and civil society in the creation, adoption and implementation of environmental rules and norms. The course evaluates leading environmental policy strategies, including traditional state regulation, market-based incentives and regulation created by private actors (civil society and corporations/CSR). Increasingly, the interactions between different forms of regulation figure prominently in debates on governance. Empirical examples of governance arrangements from different parts of the world and different domains (climate change, forestry, fisheries, agriculture, air quality) highlight challenges and opportunities. <b>Cross-listed with SYA 7933 and LAS 6938.</b> | Overdevest; Tucker | 25%         | F    | 3     |              | 4          | X             |               |                               |
| ANG 6930      | <b>Ethnographic Writing</b> --This course will explore the craft of writing in relation to events, circumstances, and predicaments that arise during ethnographic fieldwork. Our main activity as participants will be to write. However, we will also use this forum to foster an extended conversation on strategies and techniques for portraying empirical worlds. Making our own ethnographic writing more adequate to encounters with the worlds we study is the overarching aspiration of the class.  | Kernaghan          | 25%         | F, S | 3     |              | 16         |               |               |                               |
| ANG 6930      | <b>Global Public Health</b> --This course offers anthropologically informed perspectives on global public health. Through readings of selected journal articles and ethnographies of global health, students are introduced to various global health challenges and problems, and to the initiatives and approaches that have been undertaken to address them. This includes a focus on the main actors and institutions that constitute the field of global health and on the different value systems and forms of knowledge production that have informed historical and contemporary trends in global health policy and practice.   | Ostebo             | 25%         | F    | 3     |              | 8          |               |               |                               |
| ANG 6930      | <b>Migration and Globalization</b> --This course studies the Global not as a given, but rather as an invitation to explore the intense and highly unequal exchanges and ideologies that comprise transnational processes. Central part of these is also the flow of people, resources and finance. We look at some of the major topics and debates pertaining to the literature on globalization in anthropology, then link the topic with that of migration. The second portion of the course focuses on specific examples of mobility around the globe and the social and cultural transformations they tend to spur. We link globalization and migration with problems regarding the reshaping of national and personal identities, citizenship, belonging.   | Stoilkova          | 25%         | F    | 3     | 1            | 12         |               |               |                               |
| ANG 6930      | <b>Indigenous Religions of the World</b> --This course seeks to understand comparatively the religious traditions of indigenous peoples from selected areas of the globe. The central objectives of our studies of these religious traditions are to comprehend the principles by which cosmogonies (the creation) are founded, cosmologies (worldviews) are constructed, the variety of beings that populate the cosmos are inter-related, and eschatologies (views on the end-of- times) are envisaged.  | Wright             | 25%         | S    | 3     |              | 1          |               |               |                               |
| ANG 6930      | <b>Field Methods in Anthropological Linguistics</b> --This course is intended to help you learn how to gather and analyze linguistic information from speakers of other languages.   | Broadwell          | 25%         | F    | 3     |              | 1          |               |               |                               |
| ANG 6930      | <b>Power &amp; Environment</b> --This course brings together natural and social scientists and practitioners to ask: How does power work in and through ecosystems, economies, environmental governance systems, institutions, bodies and science itself? Participants explore environmental challenges and conflicts on scales ranging from local farms and forests to earth systems of atmosphere, hydrosphere and biosphere. Attention is drawn to unequal distribution of environmental benefits and burdens, asymmetrical exchange of material and energy, and contested understandings of human and other nature. <b>Cross-listed with LAS 6938.</b>   | Paulson            | 100%        | S    | 3     |              | 2          |               |               |                               |
| ANG 6930      | <b>Racism, Medicine, and Health</b> --This graduate seminar grapples with the relations among racism, health, and medicine—both in the United States and abroad. It examines the historical roots of medical racism, the role of medical and genetic research in constructing and deconstructing race as a biological concept, and the ways that systemic racism harms health. We will read broadly across disciplines, including anthropology, biology, history, law, public health, and science and technology studies.  | Gravlee            | 25%         | F    | 3     |              | 9          |               |               |                               |

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|---------------|--|-------------------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| ANG 6930      | <b>Roads and Road Publics</b> --This course examines roads and road-building, and will weigh the distinctive features and shared traits of different kinds of roads with attention to how through them place, time, and space appear to coalesce. <b>Cross-listed as ANT 4930.</b>   | Kernaghan               | 25%         | S        | 3     |              | 9          |               |               |                               |
| ANG 6930      | <b>Sacred Plants</b> --This course explores the sacred relationships constructed among humans and plants in cultures primarily of the Americas. Among topics to be discussed are: plants as concocted to become intermediaries between humans and the divine; plants as constitutive of the "body" of the gods; sacred rituals involving plants; human/plant relationships as the privileged locus of discourse on the nature of the divine and spirit worlds. <b>Cross-listed as ANT 3930 and RLG 5937.</b>   | Wright                  | 75%         | S        | 3     | 12           |            |               |               |                               |
| ANG 6930      | <b>Indigenous People of Brazil</b> --This course is a survey course of the indigenous peoples of Brazil, including case material from archaeological, historical and ethnographic studies. The class considers the history and diversity of indigenous peoples, particularly in the Amazon region, and their place in the contemporary world, including the unique challenges they face. <b>Cross-listed with ANT 4930.</b>  | Heckenberger            | 100%        | F        | 3     |              |            | X             |               |                               |
| ANG 6930      | <b>Religion &amp; Healing</b> --Focuses on "non-conventional" healers and healing practices in various religious traditions around the globe. <b>Cross-listed with REL 2930 and ANT 3930.</b>  | Wright                  | 25%         | F, Su    | 3     |              |            | X             | X             |                               |
| ANG 6930      | <b>Readings in Legal Anthropology</b> --In this course, participants examine some thematic crossings and convergences between the philosophy of law and the tradition of anthropology in light of recent ethnographic studies on the legal entanglements of neoliberalism, post colony and the aftermaths of counterinsurgency wars. Given that legal phenomena begin with and are primarily entailed through relations—above all, the movements of bodies and passions that shape and alter social life—the course's theoretical orientation is broadly empiricist. We will focus, however, less on rationality per se than on the specificity of relations themselves: their terms, potency, transformational potential, and affective charge. | Kernaghan               | 25%         | F        | 3     |              |            | X             |               |                               |
| ANG 6930      | <b>Anthropology of Travel</b> -- The course explore a substantial body of theory and some relevant ethnographies in order to facilitate research on travel narratives tourism, and related topics. The readings have an interdisciplinary quality to them including anthropology, history and comparative literature.  | Kugelmass               | 25%         | F        | 3     |              | 6          |               |               |                               |
| ANG 6930      | <b>Anthropology of Infectious Diseases</b> -- This graduate seminar advances a critical medical anthropology perspective on infectious disease emergence, transmission, prevention and control. The course explores counter-narratives to the hegemony of science and technology, including the role of local communities and the need to address health inequalities and structural factors, such as water, hygiene, sanitation and housing. The seminar provides a forum for students in anthropology, geography, sociology, development studies, public health, medicine and other disciplines to critically reflect on the social and political lives of infectious disease, and to explore pathways for novel anthropological engagement.   | Bardosh                 | 25%         | S        | 3     |              | 2          | X             |               |                               |
| ANG 6930      | <b>Violence &amp; Crime in Latin America</b> --An examination of the historical, social, political, cultural, and economic aspects of violence and crime in present-day Latin America. <b>Cross-listed with ANT 4930, LAS 4935, and LAS 6938.</b>  | Hanson                  | 100%        | F        | 3     |              |            | X             |               |                               |
| ANG 6930      | <b>Zooarcheology of Mexico and Central America</b> --This class uses zooarchaeological data and research approaches to explore the many theoretical questions that confront archaeologists working in Central America (including the Mesoamerican region from Mexico south, and lower Central America). Advanced knowledge of zooarchaeological methods is required because the course takes the science as the foundation for investigating anthropological and archaeological questions.   | Emery                   | 100%        | F        | 2     |              |            |               | X             |                               |
| ANT 2140      | <b>Introduction to World Archaeology</b> --The global study of human culture from its origins to the present through the recovery, description, and analysis of archaeological remains.  | Staff                   | 25%         | F, S     | 3     | 259          |            | X             | X             |                               |
| ANT 2301      | <b>Human Sexuality &amp; Culture</b> --Examines aspects of sexuality from a cross-cultural viewpoint and traces the development of an individual's sexuality and sexual identity. Sexual anatomy and functioning, gender roles and the interplay of behavior and sexual ethics are discussed.  | Gravlee;<br>Chakrabarti | 25%         | F, S     | 3     | 945          |            | X             | X             |                               |
| ANT 2410      | <b>Cultural Anthropology</b> --The nature of culture. The content of cultures; languages, subsistence, economic structures, art and religion in human societies.   | Staff                   | 25%         | F, S, Su | 3     | 703          |            | X             | X             |                               |

## Appendix C UF Latin American Studies

| Course Number | Course Title / Description   | Instructor           | LAC Content | Term     | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|--|----------------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| ANT 3141      | <b>Development of World Civilization</b> --Discussion of archeological evidence for the development of civilization in its regional variants from the earliest beginning to the dawn of written history.   | Staff                | 25%         | F, S     | 3     | 226          | 1          | X             | X             |                               |
| ANT 3302      | <b>Sex Roles Across Culture</b> --Anthropological perspective on division of labor by sex in different world societies. Variation in sex roles in economic, religious, political domains.  | Grafft-Weis          | 25%         | F, S     | 3     | 115          |            | X             |               |                               |
| ANT 3420      | <b>Consumer Culture</b> --Examination of the cultural bases for the consumption of commodities in modern society, employing anthropological concepts and social science methods. Primary emphasis is on the social relationships enacted between people and the things they live with.   | Gillespie            | 25%         | F        | 3     | 41           |            | X             |               |                               |
| ANT 3451      | <b>Race &amp; Racism</b> --Examines the concept of race from a holistic anthropological perspective, incorporating examples from biological anthropology, cultural anthropology, archaeology as well as linguistic anthropology.   | Ibarrola;<br>Gravlee | 25%         | F, S, Su | 3     | 450          |            | X             |               |                               |
| ANT 3478      | <b>Global Health Culture</b> --Examines the ways in which diverse societies in the United States and abroad construct illness and health experiences, balance healing traditions with multiple forms of medical practice and integrate the human experiences of illness, recovery and death with the technical world of biomedicine.   | Chapman;<br>Bardosh  | 25%         | F        | 3     | 89           |            | X             |               |                               |
| ANT 3930      | <b>Globalization &amp; Migration</b> --This class helps us understand the implications of what we have come to see as "globalization" for our social experiences in different parts of the world. We are told that the augmented economic exchanges, new media, human migrations, and circulating knowledges have made our world much more interconnected in the post-Cold War era. But in what ways, precisely, and to what ends? In this course, we take the Global not as a given, but rather as an invitation to explore the intense and highly unequal exchanges that comprise transnational processes.         | Stoilkova            | 25%         | S        | 3     | 5            | 1          |               |               |                               |
| ANT 3930      | <b>Sacred Plants</b> --This course explores the sacred relationships constructed among humans and plants in cultures primarily of the Americas. Among topics to be discussed are: plants as concocted to become intermediaries between humans and the divine; plants as constitutive of the "body" of the gods; sacred rituals involving plants; human/plant relationships as the privileged locus of discourse on the nature of the divine and spirit worlds. <b>Cross-listed as ANG 6930 and RLG 5937.</b>   | Wright               | 75%         | S        | 3     |              | 2          |               |               |                               |
| ANT 3930      | <b>Plagues and People</b> -- This course provides an overview of how plagues and epidemics have shaped human prehistory and history. We consider the long-term human experience with infectious disease in terms of "Epidemiological Transitions." Throughout the course we undertake an anthropological understanding of how infectious disease has been conceptualized at different times and by different cultural groups, and how epidemics may be viewed as a threat to the social order. In the contemporary world epidemics continue to occur and new, highly virulent diseases are emerging at a rapid rate. | Cobb                 | 25%         | S        | 3     | 34           |            |               |               |                               |
| ANT 3930      | <b>Indigenous Religions of the Americas</b> --Introduces the student to the historical and contemporary religious beliefs and practices of Native peoples of North, Central and South America. <b>Cross-listed with REL 2388.</b>  | Wright               | 75%         | F, S     | 3     | 18           |            | X             |               |                               |
| ANT 3930      | <b>Religion &amp; Healing</b> --Focuses on "non-conventional" healers and healing practices in various religious traditions around the globe. <b>Cross-listed with REL 2930 and ANG 6930.</b>  | Wright               | 25%         | F, Su    | 3     | 21           |            | X             |               |                               |
| ANT 3930      | <b>Gender, Religion and Human Rights</b> --The intersection of gender and religion remains a complex issue in the context of human rights and international development. Human rights activists and feminists tend to present religion as an anti-thesis to women's rights and gender equality and often accuse religious authorities of holding conservative views of female sexuality and for preserving religiously inspired principles hostile to women's rights.  | Ostebo               | 25%         | F        | 3     |              |            | X             |               |                               |
| ANT 3930      | <b>Introduction to Haitian Vodou</b> --Explores the structure, content, language, history, rituals, practices, beliefs, origins, temples, songs, rhythms, art, mythology, literature, philosophy, and culture of Vodou in Haiti, the Americas, and Africa. <b>Cross-listed with HAI 3930, REL 3938, and LAS 3930.</b>  | Hebblethwaite        | 75%         | S        | 3     |              |            | X             |               |                               |

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**UF Latin American Studies**

| Course Number | Course Title / Description  | Instructor     | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|----------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| ANT 4006      | <b>Human Rights and Culture</b> --This course provides an introduction to the study of human rights and culture. In addition to a general introduction to human rights theory and practice, the course provides an overview of anthropology's engagement with human rights. It critically explores key human rights concepts and study texts that reflect the dominant theoretical discussions within the field, such as e.g. the relationship between universalism and relativism, individual vs. communal rights, and the origins of human rights. It also scrutinizes challenges related to the implementation of globally formulated human rights ideas into culturally diverse localities. | Ostebo         | 25%         | F    | 3     | 35           |            | X             | X             |                               |
| ANT 4114      | <b>Principles of Archaeology</b> --This course is largely about the methods of archaeological practice, including both the means by which observations about the world are collected and organized, and how archaeologists recognize and interpret patterning in such observations. This course also is about the decisions archaeologists make to garner knowledge about people from the material traces of their existence.   | Gillespie      | 25%         | S    | 3     | 11           |            |               |               |                               |
| ANT 4213      | <b>Global Humankind</b> --Advanced analysis of experiences and strategies for tackling classic dilemmas of the human condition in interconnected cultural works. Examination of how basic lifestyle decisions and actions are experienced locally and their global consequences. Anthropological theories and concepts are discussed in tandem with case studies from around the world.   | Burgen; Berces | 25%         | S    | 3     | 69           |            | X             | X             |                               |
| ANT 4336      | <b>Peoples of Brazil</b> --This course takes a fresh look at the peoples of Brazil by exploring the history, culture, and contemporary issues facing Latin America's richest and most populous nation and site of the 2101 Earth Summit, the 2014 FIFA World Cup, and the 2016 Olympiad. Supported with Title VI Course Development/Enhancement grant. <b>Cross-listed with ANG 5336, LAS 4935, and LAS 6938.</b>   | Resende        | 100%        | F    | 3     |              |            | X             |               | X                             |
| ANT 4403      | <b>Environment and Cultural Behavior</b> --The interaction of people and their environment as mediated by cultural institutions. Levels of socioeconomic adaptation in hunting and gathering, pastoral, and agricultural societies. Warfare and ritual as ecological mechanisms.  | Tucker         | 25%         | S    | 3     | 23           |            |               |               |                               |
| ANT 4930      | <b>Violence &amp; Crime in Latin America</b> --An examination of the historical, social, political, cultural, and economic aspects of violence and crime in present-day Latin America. <b>Cross-listed with ANG 6930, LAS 4935, and LAS 6938.</b>   | Hanson         | 100%        | F    | 3     |              |            | X             |               |                               |
| ANT 4930      | <b>Roads and Road Publics</b> --This course examines roads and road-building, and will weigh the distinctive features and shared traits of different kinds of roads with attention to how through them place, time, and space appear to coalesce. <b>Cross-listed as ANT 4930.</b>  | Kernaghan      | 25%         | S    | 3     | 2            |            |               |               |                               |
| ANT 4930      | <b>Feminist Anthropology</b> --This seminar offers an introduction to feminist anthropology. It explores the historical developments of feminist anthropology and the transformations and expansions that characterizes feminist anthropology in the twenty-first century. Particular emphasis is given to how feminist anthropology, both theoretically and methodologically have challenged and contributed to the wider field of anthropology. <b>Cross-listed with ANG 6930.</b>  | Ostebo         | 25%         | F    | 3     | 1            |            | X             |               |                               |
| ANT 4930      | <b>Problem Caribbean Prehistory</b> --Theories and methods for study of prehistoric human societies. Case studies drawn primarily from Caribbean islands. <b>Cross-listed with ANG 6161.</b>  | Keegan         | 100%        | S    | 3     | 4            |            |               |               |                               |
| ANT 4930      | <b>Indigenous People of Brazil</b> --This course is a survey course of the indigenous peoples of Brazil, including case material from archaeological, historical and ethnographic studies. The class considers the history and diversity of indigenous peoples, particularly in the Amazon region, and their place in the contemporary world, including the unique challenges they face. <b>Cross-listed with ANG 6930.</b>   | Heckenberger   | 100%        | F    | 3     |              |            | X             |               |                               |
| ANT 4930      | <b>Global Cultural Heritage Management</b> --This course provides an international perspective on Cultural Heritage Management, with a focus upon the Developing World. The management of the Developing World's cultural heritage, including indigenous and minority peoples living in Developed Countries, has reached a critical stage. Political and social conflicts, massive development projects, governmental complacency, ignorance, corruption and lack of funding, substantial tourism growth, and other factors have all seriously impacted the Developing World's ability to maintain, conserve and protect its cultural heritage.   | Brandt         | 25%         | F    | 3     |              |            | X             |               |                               |

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**UF Latin American Studies**

| Course Number              | Course Title / Description  | Instructor     | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|----------------------------|---|----------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| ANT 4930                   | <b>Coffee Culture, Production and Markets</b> --Coffee is an integral part of life for producers and consumers around the world, and it is the world's second most valuable commodity produced by developing countries (in terms of total trade dollars). This course will consider the diverse expressions and ramifications of "coffee culture," from the farmers who see it as their life, to the buyers and traders who know it as a living, to the drinkers who can't imagine life without cups of java. <b>Cross-listed with ANG 6930, LAS 4935, and LAS 6938.</b>  | Tucker         | 50%         | S    | 3     | 9            |            |               |               |                               |
| ANT 4930                   | <b>People of Mexico &amp; Central America</b> --This survey course will cover the past and present of indigenous peoples of Mexico and Central America, including examination of cultural expression, the enduring impacts of colonialism, human-environment interactions, indigenous-state relations and indigenous social movements. <b>Cross-listed with LAS 4935.</b>   | Tucker         | 100%        | F    | 3     |              |            | X             |               |                               |
| ANT 4930                   | <b>The Tropics and Tropical Cultures</b> --This course takes a critical look at the anthropology of three major tropical regions, the Pacific, Africa and the Amazon. It provides a brief survey of cultures in these areas, paying particular attention to how tropical forest and tropical island peoples have been portrayed in Western characterizations. It critically evaluates the characterization of tropical peoples as primitive, environmentally limited, and generally backwards, in comparison to the cultures of temperate and sub-tropical regions, a viewpoint that has been characterized as "tropicality." | Heckenberger   | 33%         | F    | 3     |              |            |               | X             |                               |
| ANT 4930                   | <b>South American Archeology</b> --The objective of this course is to create a baseline of knowledge on the archaeological heritage found in South America. <b>Cross-listed with ANG 6186.</b>  | Oyuela-Caycedo | 100%        | F    | 3     |              |            | X             |               |                               |
| <b>Architecture</b>        |   |                |             |      |       |              |            |               |               |                               |
| ARC 4930                   | <b>Sustainable Urbanism</b> --The course evaluates the state of the art in Sustainable Urbanism, and demand students' full involvement in expanding the meaning of this evolving subject. Students will develop a conceptual understanding of sustainable urbanism inclusive of the multiple dimensions and research, competently review relevant worldwide literature and case studies; and demonstrate cultural and global literacy regarding the understanding of sustainability. <b>Cross-listed with ARC 6911.</b>   | Kohen          | 25%         | F    | 3     |              | 9          | X             |               |                               |
| ARC 4930                   | <b>Archigenesis of Amphibious Typologies</b> --The Seminar (a meeting for research and discussion) will study the precedents of the coexistence of human settlements with coastal and tidal environments. the Seminar will select successful proposals from around the world and study its adaptability to our local Florida environments. Case studies will include Gulf of Mexico and Atlantic Seaboard communities. <b>Cross-listed with ARC 6911.</b>   | Kohen          | 50%         | S    | 3     | 2            |            |               |               |                               |
| ARC 6357                   | <b>Cuba, Architectural Modernism, 1930-1969</b> -- This seminar examines Cuba's important contribution to modern architecture. Using this focused subject, the students are expected to revise important moments in the general history of modern architecture to which they have been exposed in other courses. The seminar has a broad scope so that students interested in the history of twentieth century modern architecture, and students interested in Latin America and Cuba can be engaged in fruitful discussion.  | Pérez-Méndez   | 100%        | F    | 3     |              |            | X             | X             |                               |
| ARC 6911                   | <b>Archigenesis of Amphibious Typologies</b> --The Seminar (a meeting for research and discussion) will study the precedents of the coexistence of human settlements with coastal and tidal environments. The Seminar will select successful proposals from around the world and study its adaptability to our local Florida environments. Case studies will include Gulf of Mexico and Atlantic Seaboard communities. <b>Cross-listed with ARC 4930.</b>   | Kohen          | 50%         | S    | 3     |              | 5          |               |               |                               |
| ARC 6911                   | <b>Sustainable Urbanism</b> --The course evaluates the state of the art in Sustainable Urbanism, and demand students' full involvement in expanding the meaning of this evolving subject. Students will develop a conceptual understanding of sustainable urbanism inclusive of the multiple dimensions and research, competently review relevant worldwide literature and case studies; and demonstrate cultural and global literacy regarding the understanding of sustainability. <b>Cross-listed with ARC 4930.</b>   | Kohen          | 25%         | F    | 3     |              |            | X             |               |                               |
| <b>Art and Art History</b> |   |                |             |      |       |              |            |               |               |                               |

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| Course Number | Course Title / Description   | Instructor      | LAC Content | Term     | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|--|-----------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| ARC 2000      | <b>Art Appreciation- American Diversity and Global Arts</b> -- This course is an introduction to the visual arts from a global perspective with an emphasis on diversity in the United States. Students will be challenged to analyze visual cultures and built environments from multiple perspectives, using key themes, principles and terminology in the discipline of art history. Traditional differences among world cultures will be applied to current populations in order to recognize how social roles and status affect diverse groups in the United States. To this end, we will analyze art objects and monuments from around the world within their historical, social, economic and religious contexts. | Various         | 25%         | F, S, Su | 3     | 1681         |            | X             | X             |                               |
| ARH 2500      | <b>Non-Western Art History</b> --Survey of Non-Western Art History offers a visual encounter with the cultural and historical heritage of selected Non-Western societies from ancient times to the present. Nonwestern cultures are those that early on were considered to have initially developed outside the realm of Western culture and include Africa, Pacific, Asia and cultures of the Americas (Pre-Conquest and Native American)   | Laughlin        | 25%         | F        | 3     | 35           |            | X             | X             |                               |
| ARH 2930      | <b>Intro to Latin American Art</b> --Introduces the art and architecture of Pre-Columbian, colonial, and modern Latin America. Examines the way the field of Latin American art has developed and how scholars approach this art. Includes museum and site visits.   | Stanfield-Mazzi | 100%        | F        | 3     |              |            | X             | X             |                               |
| ARH 3347      | <b>Global Baroque Art</b> --Studies Baroque and Rococo art from a global perspective, considering how and why the style appeared in so many regions (even those with no Roman and/or Renaissance heritage) and what its distinct meanings were. Also examines the origins of the concepts of the Baroque and Rococo.   | Stanfield-Mazzi | 25%         | F        | 3     |              |            |               | X             |                               |
| ARH 3653      | <b>Mesoamerican Art</b> --Art and architecture of pre-Columbian civilizations of Mexico and the Maya area from 3000 B.C. until the Spanish Conquest in A.D. 1521. <b>Cross-listed with ARH 6918.</b>   | Stanfield-Mazzi | 100%        | F        | 3     |              |            | X             |               |                               |
| ARH 4453      | <b>Mid 20th Century Art</b> --This lecture course addresses key artistic practices and movements in the United States, Europe and Latin America from the 1940s to the 1960s.   | Cabañas         | 25%         | F        | 3     | 30           |            | X             | X             |                               |
| ARH 4471      | <b>Late 20th Century Art</b> --This lecture course addresses key artistic practices and movements from the mid-1960s to the 1990s. Cases from Cuba, Venezuela, and Brazil.   | Cabañas         | 25%         | S, SU    | 3     | 27           |            | X             | X             |                               |
| ARH 4930      | <b>Indigenous Arts of the Colonial Americas</b> --Colonial Americas Christian scenes made with hummingbird feathers. Carved wooden cups for drinking corn beer. Armorial tapestries made out of brightly-dyed alpaca wool. All of these are examples of art forms that flourished during the colonial Americas, growing out of native traditions while responding to the imposition of foreign (Spanish, Portuguese, or English) rule and religion. This class will consider a variety of native arts from North, South, and Central America that do not fit neatly into the European categories of Renaissance and Baroque but are unique, and often anticolonial, responses to their time and place.                   | Stanfield-Mazzi | 75%         | S        | 3     | 19           |            | X             | X             |                               |
| ARH 4930      | <b>Imaginary Leaps: Latin American Art and Cinema about Immigration</b> --This course considers how visual artists and filmmakers from Latin America interpret the experience of migration to the United States. It studies works from Cuba, Mexico, Guatemala, Colombia and Brazil. <b>Cross-listed with LAS 4935 and LAS 6938.</b>   | Fusco           | 100%        | S        | 3     |              |            | X             |               |                               |
| ARH 4930      | <b>Modern &amp; Contemporary Art in the Americas</b> --This course focuses on artistic practices of the twentieth century in the United States and Latin America.  | Cabañas         | 50%         | F, S     | 3     | 50           |            |               |               |                               |
| ARH 6481      | <b>Contemporary Art- Global</b> --Where and when does art as therapy converge with art as modern or contemporary? This seminar aims to approach this question from the 1960s to today from an interdisciplinary and international perspective.   | Cabañas         | 25%         | F        | 3     |              | 8          | X             |               |                               |
| ARH 6666      | <b>Colonial Latin American Art</b> --From the vantage point of Latin America, this course has two goals: (1) to approach some non-western ways of knowing and visualizing nature, and (2) to consider the implications of Europeans' coming into direct contact with Latin American nature and confronting native ways of knowing nature.  | Stanfield-Mazzi | 100%        | F        | 3     |              |            | X             | X             |                               |
| ARH 6918      | <b>Mesoamerican Art</b> --Art and architecture of pre-Columbian civilizations of Mexico and the Maya area from 3000 B.C. until the Spanish Conquest in A.D. 1521. <b>Cross-listed with ARH 3653.</b>   | Stanfield-Mazzi | 100%        | F        | 3     |              |            | X             |               |                               |
| ARC 6930      | <b>Art Global Diversity</b> -- Visual arts from a global perspective.  | Brekka          | 25%         | F        | 3     |              | 30         |               |               |                               |

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|--|--|----------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| <b>Biology</b>                           |  |                |             |          |       |              |            |               |               |                               |
| BOT 2010                                 | <b>Introductory Botany</b> --This course gives appreciation of the beauty in the forms and functions of plants from molecular to global levels. This appreciation will derive from understanding more about plant anatomy, physiology, genetics, life cycles, evolution, and ecology.  | Putz           | 25%         | F        | 3     | 46           |            | X             | X             |                               |
| BOT 6935                                 | <b>Tropical Conservation</b> --Since this group started meeting weekly in 2008, the focus has broadened from an initial emphasis on REDD+ (reductions in greenhouse gas emissions from deforestation and forest degradation while enhancing carbon stocks through improved management) to include consideration of other types of conservation interventions. This semester the group will continue to follow REDD+ and in general the Paris outcomes, but will also pay attention to socio-economic and policy environmental landscapes that could foster mitigation and adaptation to the inevitable changes in global climates as well as to other efforts at conservation. | Putz           | 25%         | S        | 1-2   |              | 3          | X             | X             |                               |
| <b>Building Construction</b>             |  |                |             |          |       |              |            |               |               |                               |
| BCN 1582                                 | <b>International Sustainable Development</b> --An overview of international trends in reducing the environmental impacts of land development and construction. Surveys best practices in a dozen countries around the world.   | Various        | 25%         | F, S, Su | 3     | 431          | 1          | X             | X             |                               |
| <b>Civil and Coastal Engineering</b>     |  |                |             |          |       |              |            |               |               |                               |
| OCP 6050                                 | <b>Physical Oceanography</b> --Structure of ocean basins; physical and chemical properties of sea water; basic physical laws used in oceanography; ocean current; thermohaline effects; numerical models; heat budget.   | Valle-Levinson | 25%         | S        | 3     |              | 5          | X             | X             |                               |
| <b>Economics</b>                         |  |                |             |          |       |              |            |               |               |                               |
| ECO 3704                                 | <b>International Trade</b> --Course studies current issues in international trade, comparative advantage, scale economics, the economics of tariff and non-tariff barriers, international factor movements and multinational firms.  | Various        | 25%         | F, S     | 4     | 83           |            | X             | X             |                               |
| ECO 3713                                 | <b>International Macroeconomics</b> -- The course adopts a highly international perspective, considering the international linkages arising from capital & trade flows as well as a comparison of macroeconomic policies and performance across countries. <b>Cross-listed with ECO 6716.</b>  | Waldo          | 25%         | F, S     | 4     | 124          |            | X             | X             |                               |
| ECO 6716                                 | <b>International Macroeconomics</b> -- The course adopts a highly international perspective, considering the international linkages arising from capital & trade flows as well as a comparison of macroeconomic policies and performance across countries. <b>Cross-listed with ECO 3713.</b>  | Waldo          | 25%         | F, S     | 4     |              | 85         | X             | X             |                               |
| ECO 7706                                 | <b>Theory of International Trade</b> --Historical and economic background of foreign trade; theory of international trade; fundamentals of international exchange; international commercial policies and international trade; exchange fluctuations and their control; international monetary institutions.  | Dinopoulos     | 25%         | F        | 3     |              |            | X             | X             |                               |
| ECO 7707                                 | <b>International Economic Relations</b> --This course is an introduction to empirical international trade on the graduate level. It introduces students to empirical facts and data related to trade, international prices, and firms. The course covers models and techniques that allow researchers to bring trade theory to the data and to evaluate trade policies quantitatively. The final goal is to become familiar with the recent literature in the field.   | Heins          | 25%         | S        | 3     |              |            | X             | X             |                               |
| ECS 4013                                 | <b>Economic Development</b> --Problems and policies of modernization related to economic change and growth in the third world. Empirical and theoretical case studies. Area study and formulation of development projects and programs.  | Peluffo        | 25%         | S        | 4     |              |            | X             | X             |                               |
| <b>Education - Teaching and Learning</b> |  |                |             |          |       |              |            |               |               |                               |
| EDG 4930                                 | <b>Global Studies for Educators</b> --As the world becomes increasingly interconnected, global education is crucial to prepare students with knowledge and critical thinking skills to navigate our complex world. Global education aims to infuse regional content across disciplines to enable students to analyze information from diverse perspectives as we seek solutions to resolve issues that affect humanity at the local and global levels. <b>Online course cross-listed with AFS 4935 and LAS 4935. Course developed with Title VI funds.</b>   | Risner; Kumar  | 33%         | Su       | 3     |              |            | X             | X             | X                             |

**Appendix C**  
**UF Latin American Studies**

| Course Number  | Course Title / Description  | Instructor              | LAC Content | Term  | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|----------------|---|-------------------------|-------------|-------|-------|--------------|------------|---------------|---------------|-------------------------------|
| ESE 4312       | <b>Social Studies for Diverse Learners</b> --Throughout the social studies methods course, students learn how to use the tools of inquiry as a teacher in a social studies classroom populated with a wide spectrum of different learners. Inquiry is a "questioning" stance that good teachers assume as professionals who plan for, carry out, and study the impact of their instruction. The course uses a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.   | Staff                   | 25%         | F     | 3     |              |            |               | X             |                               |
| ESE 6939       | <b>Global Studies Methods in Social Studies</b> -- This course is designed to provide pre-service middle and secondary social studies teachers with a comprehensive overview of standards-based global issues appropriate for study in grade 6-12 social studies classes. This class also focuses on effective techniques for planning, implementing, and assessing teacher-directed and teacher-facilitated global education learning experiences.   | Staff                   | 25%         | F     | 3     |              | 9          |               |               |                               |
| FLE 6167       | <b>Cross-Cultural Communication for Teachers</b> --Explores issues of culture and communication as well as the social realities that impact students in educational settings.   | Coady, Vecchio          | 25%         | F, Su | 3     |              | 26         | X             |               |                               |
| TSL 3520       | <b>ESOL Foundations: Language and Culture in Elementary Classroom</b> --This course examines issues of language and culture that are relevant for elementary learners of English as a Second Language (ESL). The course provides an introduction to the structure of language and to principles and processes of first and second language development in young learners. The role of the native language and culture and their influence on learning for language minority students is a major focus of the course.  | Various                 | 25%         | F, S  | 3     | 142          |            | X             | X             |                               |
| TSL 4324       | <b>ESOL Strategies for Content Area Teachers</b> --Overview of the issues relevant to ESOL learners and develops the skills to teach ESOL students in content area classes.   | Coady                   | 25%         | F, Su | 3     | 59           |            | X             | X             |                               |
| <b>English</b> |   |                         |             |       |       |              |            |               |               |                               |
| AML 2410       | <b>Modernism in the Americas</b> --This course investigates the period of American "modernism" and the related process of "modernity," as they are deployed in literary criticism and cultural studies. While this course is, in part, meant to acquaint students with modernist American literature, we will also complicate the history of modernism by examining texts not only from the American canon of white (largely male) authors, but also texts from Canada, the Caribbean, South America, texts by indigenous authors, and transnational productions. By broadening the field of "American modernism" we will investigate patterns and transnational influences as they appear in a range of issues—from nationalism, imperialism, racism, gender, economics, politics, institutionalization, and high vs. mass culture—and demonstrate the relational nature of modernist aesthetics and its socio-political dimensions. | Murray                  | 50%         | F     | 3     | 7            |            |               |               |                               |
| AML 4685       | <b>Contemporary Latin/x Fictions</b> --In this course, participants will be reading twenty-first century U.S. Latina and Chicana authors (2000-2017), both bestsellers as well as less well-known writers; we will investigate popular Latina/Chicana genres as well as queer Latin/x literature, Latina detective and "street" novels. With all these novels, we will also be doing some reading in critical and theoretical Latino/a and Chicana/o Studies; in doing so, we will examine the ways assumptions—esthetic, social, political, and market-driven—about U.S. Latina/o/x groups and their ethnicity, race, sexuality and gender have changed (and in some ways remained the same) since the turn of the century.  | Hedrick                 | 50%         | F     | 3     |              |            | X             |               |                               |
| ENG 4135       | <b>Brazilian Cinema</b> --This course examines Brazil's contributions to world cinema with a focus on contemporary films and their roots in Brazil's social reality, including issues of race, violence, poverty and social disparities in a variety of film genres, from Cinema Novo to the New Brazilian Cinema and beyond. <b>Cross-listed with PRT 3391.</b>  | Ginway                  | 100%        | F     | 3     |              |            |               | X             |                               |
| ENG 4936       | <b>Honors Seminar/Migration and Mobility: Caribbean Literature</b> --This course examines the relationship between this history and modern Caribbean literature. How have and how do migrations affect literary representations of the Caribbean subject? The course was designed in collaboration with Professor Evelyn O'Callaghan at the University of the West Indies (UWI), in Barbados, and students at UF and at UWI collaborate through digital projects and teleconferencing. <b>Cross-listed with LITS 3501 (University of West Indies, Cave Hill, Barbados, UWI).</b>  | Rosenberg; Taylor; Huet | 100%        | F     | 3     |              |            | X             |               |                               |
| LIT 2120       | <b>World Literature: 17th Century to Modern</b> --Introduces some of the major writers, issues and forms found in history of the period.  | Various                 | 25%         | F, S  | 3     | 28           |            | X             | X             |                               |

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**UF Latin American Studies**

| Course Number                    | Course Title / Description   | Instructor  | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|----------------------------------|--|-------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LIT 3383                         | <b>Black Women, Literature, and Travel</b> --This course analyzes tropes of travel and travel metaphors in Black women's literature and literary criticism. Students will critically engage a range of literary representations of traveling Black women—including enslaved women “traveling” to freedom, Blues women performers, Great Migration migrants, tourists and first-generation Caribbean Americans returning to the Caribbean region. Through interrogating these texts, students will consider the ways in which Black women's literature reveals the gendered and racialized contours of travel—thus challenging the idea that travel (and mobility writ large) is inherently liberatory.   | Gill-Sadler | 50%         | Su   | 3     | 28           |            | X             | X             |                               |
| LIT 3400                         | <b>Imagine Climate, Seeing the Anthropocene</b> --This course focuses on visual imaginaries of the late Anthropocene. Students will read contemporary graphic fiction and — nonfiction on the subject of global climate change and ecological crisis and watch films. The principal model for the work of bearing witness and renewed insight will be a landmark art exhibition at UF's Harn Museum of Art, “The World to Come” (September 18, 2018 – January 6, 2019). The exhibition, which features works by more than 45 contemporary international visual artists, will challenge us to discard assumptions about human privilege and mastery of nature, to rethink the bond of humans to non-human life, and to locate an openness and sense of wonder that may lead to critical reflection, shared responsibility, and the possibility of a *planetary* humanism. | Harpold     | 25%         | F    | 3     |              |            |               | X             |                               |
| LIT 4192                         | <b>Caribbean Literature: Money, and the Making of Modern Caribbean Literature</b> --This interdisciplinary introduction to digital humanities and the use of historical research in literary analysis examines two often overlooked labor migrations that profoundly influenced the shape and timing of the emergence of modern Caribbean literary culture: The immigration of Chinese and Indian indentured laborers into the French, Dutch, and British West Indies between 1838 and 1917, and the emigration and return of the Afro-Caribbean workers who went to Panama to build the canal between 1904–1914.  | Rosenberg   | 100%        | F    | 3     |              |            | X             |               |                               |
| LIT 4233                         | <b>Postcolonial Literature, Culture, Theory</b> --In this course, we will read and discuss several important books and key essays that address aspects of the colonial and postcolonial experience in Mexico, Central & South America, the Caribbean, and the United States.   | Sánchez     | 75%         | F, S | 3     | 61           |            |               | X             |                               |
| LIT 4930                         | <b>Black Englishes</b> --The aim of this course is to present students with varieties of Englishes spoken by Blacks in Africa, the Caribbean, and the United States. Students will learn about the structure of these varieties as well as the social histories which underpin them. They will be made to appreciate difficulties in using terms like dialect versus language to describe these varieties. Further, they will watch movies and interact with native speakers of these varieties with a view to identifying features that set them apart. Students will also be introduced to such concepts like “pidgins” and “creoles”. Students will also learn to distinguish between “broken English” and Pidgin or Creole English. <b>Cross-listed with AFA 4931, SSA 4930, and LING 4930.</b>  | Essegbey    | 25%         | F    | 3     | 9            |            |               | X             |                               |
| <b>Entomology and Nematology</b> |  |             |             |      |       |              |            |               |               |                               |
| ALS 4154                         | <b>Global Agroecosystems</b> --Focuses on the principles of agroecology and presentation of topics that integrate ecological with agricultural principles to optimize resource conservation, productivity, societal benefit, and profitability. <b>Cross-listed with ALS 5155.</b>   | Various     | 25%         | F    | 3     | 5            |            |               |               |                               |
| ALS 4162                         | <b>Consequences of Biological Invasions</b> --Non-native species invasions and environmental effects of these invaders. Students will develop analytical capabilities to assess the consequences of biological invasions. <b>Cross-listed with ALS 6935.</b>   | Cuda        | 25%         | S    | 3     | 121          |            | X             | X             |                               |
| ALS 5155                         | <b>Global Agroecosystems</b> --Focuses on the principles of agroecology and presentation of topics that integrate ecological with agricultural principles to optimize resource conservation, productivity, societal benefit, and profitability. <b>Cross-listed with ALS 4162.</b>   | Various     | 25%         | F    | 3     |              | 6          |               |               |                               |
| ALS 6935                         | <b>Topics in Biological Invasions</b> -- Non-native species invasions and environmental effects of these invaders. Students will develop analytical capabilities to assess the consequences of biological invasions.   | Cuda        | 25%         | S    | 3     |              | 1          | X             | X             |                               |

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**UF Latin American Studies**

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|---|---|----------------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| ENY 3563                                  | <b>Tropical Entomology</b> -- This course provides the student an overview of the ecology, diversity, and agricultural and veterinary importance of insects in the tropics. Insects are the most diverse multicellular organisms in the tropics. Tropical insects are used as bio indicators of ecosystem health and conservation needs, in butterfly farming, live material in insect zoos, and models in literature, art, and sculpture. <b>Cross-listed with ENY 5566.</b> | Various              | 50%         | Su       | 3     | 10           |            | X             |               |                               |
| ENY 5566                                  | <b>Tropical Entomology</b> -- This course provides the student an overview of the ecology, diversity, and agricultural and veterinary importance of insects in the tropics. Insects are the most diverse multicellular organisms in the tropics. Tropical insects are used as bio indicators of ecosystem health and conservation needs, in butterfly farming, live material in insect zoos, and models in literature, art, and sculpture. <b>Cross-listed with ENY 3563.</b> | Various              | 50%         | Su       | 3     |              | 1          | X             |               |                               |
| <b>Environmental Engineering Sciences</b> |   |                      |             |          |       |              |            |               |               |                               |
| ENV 4932                                  | <b>Waste Management in Developing Countries</b> --This new course will focus on how communities and organizations in developing countries design and develop solid waste programs and practices that can properly manage solid waste and empower local communities. The course will study topics such as recycling, composting, landfills, marine debris and human health as it relates to solid waste.   | Townsend             | 25%         | F        | 3     |              |            |               | X             |                               |
| <b>Finance, Insurance and Real Estate</b> |   |                      |             |          |       |              |            |               |               |                               |
| ENT 6930                                  | <b>International Entrepreneurship</b> --This course deals with the international entrepreneurship from the perspective of the firm and entrepreneurial managers operating in an international environment. International entrepreneurship is the intersection of entrepreneurship, international business, and strategy. The objective of the course is to provide students with a fundamental knowledge of the theory and application of global entrepreneurship.            | Kraft                | 25%         | S, Su    | 2     | 1            | 21         | X             | X             |                               |
| FIN 6638                                  | <b>International Finance</b> --An introduction to international finance, including foreign exchange markets, international capital markets, international investing, and international trade and risk management issues.  | Naranjo              | 25%         | F, S, Su | 2     | 71           | 86         | X             | X             |                               |
| FIN 6575                                  | <b>Emerging Markets Finance: Part I</b> Introduces the essential elements of investing and finance in the emerging markets, including insights into key macroeconomic policy issues that affect the emerging markets.   | Gendreau             | 50%         | F, S     | 2     | 23           | 46         | X             | X             |                               |
| GEB 3373                                  | <b>International Business</b> --Exploration of major characteristics, motivations, interactions, and structural realities of international economics via functional areas of business.  | Phalin               | 25%         | F, S     | 4     | 1104         | 23         | X             | X             |                               |
| GEB 6366                                  | <b>Fundamentals of International Business</b> --Complexities of extending the market to more than a single nation/state. Impact on multinational corporation of different cultures and languages, multiple legal systems, national and global capital markets, foreign exchange, and political issues.  | Clarke               | 25%         | F, S, Su | 2     | 47           | 57         | X             | X             |                               |
| <b>Food and Resource Economics</b>        |   |                      |             |          |       |              |            |               |               |                               |
| AEB 4126                                  | <b>Agricultural and Natural Resource Ethics</b> --Examines the political, economic, environmental and ethical value issues involved in agricultural practices and policies, including agricultural research.  | Burkhardt            | 25%         | F, S     | 3     | 81           |            | X             | X             |                               |
| AEB 4242                                  | <b>International Trade Policy</b> --Examines effects of various trade policies on domestic and international prices, consumption, production, trade and government revenues as related to the agricultural sector.  | Burkhardt            | 25%         | F, S     | 3     | 128          |            | X             | X             |                               |
| AEB 4282                                  | <b>International Humanitarian Assistance</b> --Emergency assistance to developing countries to minimize losses and affect recovery. Includes legal/ethical bases, program designs promoting recovery, and cultural issues.  | Valderrama;<br>Thapa | 25%         | F, S     | 3     | 89           |            | X             | X             |                               |
| AEB 4283                                  | <b>International Development Policy</b> --How factors such as poverty, population, technology, resources, trade and the environment affect man's effort to develop.   | Thapa;<br>Mcarthur   | 25%         | F, S     | 3     | 89           |            | X             | X             |                               |
| AEB 4343                                  | <b>International Agricultural Markets</b> Problems, issues, regulations, policies, and procedures unique to the global agribusiness marketing of perishable and storable agricultural commodities and food products. <b>Cross-listed with AEB 6675.</b>   | Stems;<br>Farnsworth | 25%         | F, S     | 3     | 43           |            | X             | X             |                               |
| AEB 4673                                  | <b>International Agricultural Trade</b> Examines the economic forces associated with trade in food and agricultural products between the U.S. and other countries. Applies economics principles and analytical techniques to international agricultural trade and multi-national markets.   | Kropp;<br>Schmitz    | 25%         | S        | 3     | 27           |            | X             | X             |                               |

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|--|--|----------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| AEB 6675                                 | <b>International Agribusiness Marketing</b> Discusses policies and strategies involved in international marketing with emphasis on perishable and storable agricultural commodities and food products. <b>Cross-listed with AEB 4343.</b>  | Stems;<br>Farnsworth | 25%         | F, S | 3     | 2            | 10         | X             | X             |                               |
| AEB 6933                                 | <b>Economic Development in Latin America</b> An exploration of the forces that have shaped economic and agricultural development in Latin America. <b>Cross-listed with LAS 6938.</b>  | Useche               | 100%        | F, S | 3     |              | 1          | X             | X             |                               |
| <b>Forest Resources and Conservation</b> |  |                      |             |      |       |              |            |               |               |                               |
| FAS 2024                                 | <b>Global and Regional Perspectives in Fisheries Fish Biology, Ecology and Habitats</b> -- The course is relevant to fisheries on both a global and regional (Florida) scale. Follows the fisheries occurring from cold mountain rivers to the depths of the oceans, with special topics (e.g., artificial reefs, fisheries bycatch and aquaculture). Intended for non-science and science majors.   | Murie                | 25%         | S    | 3     | 32           |            | X             | X             |                               |
| FOR 2662                                 | <b>Forests for the Future</b> --Examination of current environmental issues that impact individual, community, and institutional decisions about forest resources. Case studies from Latin America (Haiti).  | Various              | 25%         | F, S | 3     | 105          |            | X             | X             |                               |
| FOR 4060                                 | <b>Global Forests</b> --An analysis of the current status and trends of forest resource use and conservation on a global scale.  | Kainer               | 25%         | F, S | 3     | 15           |            | X             | X             |                               |
| FOR 4905                                 | <b>UF in Belize- Field Methods in Ecology in the Tropics</b> --In these co-taught courses, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. A combination of lectures, readings, discussions, labs, field trips, and a research project will provide hand-on, practical experience. <b>Cross-listed with WIS 4905 and FOR 6905.</b>  | Andreu;<br>Giuliano  | 100%        | Su   | 3     | 2            |            | X             | X             |                               |
| FOR 4905                                 | <b>UF in Belize- Field Methods in Conservation in the Tropics</b> --In these co-taught courses, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. A combination of lectures, readings, discussions, labs, field trips, and a research project will provide hand-on, practical experience. <b>Cross-listed with WIS 4905 and FOR 6905.</b>   | Mattes;<br>Giuliano  | 100%        | Su   | 2     | 2            |            | X             | X             |                               |
| FOR 6905                                 | <b>UF in Belize- Field Methods in Ecology in the Tropics</b> --In these co-taught courses, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. A combination of lectures, readings, discussions, labs, field trips, and a research project will provide hand-on, practical experience. <b>Cross-listed with WIS 4905 and FOR 4905.</b>  | Mattes;<br>Giuliano  | 100%        | Su   | 3     |              |            | X             | X             |                               |
| FOR 6905                                 | <b>UF in Belize- Field Methods in Conservation in the Tropics</b> --In these co-taught courses, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. A combination of lectures, readings, discussions, labs, field trips, and a research project will provide hand-on, practical experience. <b>Cross-listed with WIS 4905 and FOR 4905.</b>   | Mattes;<br>Giuliano  | 100%        | Su   | 2     |              |            | X             | X             |                               |
| FOR 6170                                 | <b>Tropical Forestry</b> --Promise and pitfalls of production-oriented management as a conservation strategy for naturally regenerated tropical forests. Ecological constraints to sustainable forest management in the tropics; strategies, tools, and techniques for large- and small-scale management of old growth and secondary tropical forests for timber and non-timber forest products and services; future of forests and forestry in tropical landscapes.   | Bohlman              | 50%         | S    | 3     |              | 10         | X             | X             |                               |
| FOR 6628                                 | <b>Community Forest Management</b> --This graduate course weighs the evidence to date of how well communities conserve their forests, and examines how researchers and practitioners (including graduate students) have collaborated with them in these efforts. It explores the conceptual underpinnings, efficacy, and practice of this growing trend in global forest management. It is designed for students to think critically about the multi-scale, contextual factors that influence conservation and livelihood outcomes. Conservation and development tradeoffs, complementarities and limitations of community forest management will be highlighted. <b>Cross-listed with LAS 6290.</b> | Kainer               | 100%        | F    | 3     | 1            | 6          | X             | X             |                               |
| <b>Geography</b>                         |  |                      |             |      |       |              |            |               |               |                               |

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|---------------|--|------------|-------------|-------|-------|--------------|------------|---------------|---------------|-------------------------------|
| GEA 1000      | <b>Geography of Changing World</b> --This class will introduce you to the geography of the major world regions, divided approximately into the western and eastern hemispheres. The physical characteristics, cultural context, and current issues will be the framework within which the region is investigated.  | Various    | 25%         | F, S  | 3     | 65           |            | X             | X             |                               |
| GEA 3405      | <b>Geography of Latin America</b> --This course is a regional course designed to acquaint students with the physical and human geography of Latin America. It is a general introduction to Latin American environments and peoples from a geographic perspective. No prerequisites are required and effort is made to make the material accessible to a broad range of students. <b>Supported with Title VI funds.</b>   | Simmons    | 100%        | F, Su | 3     | 72           |            | X             | X             | X                             |
| GEA 4465      | <b>Amazonia</b> --The course is designed to give the student a fuller understanding of both the biophysical setting and the social processes of the Amazon basin, particularly focusing on critical issues of conservation and development.  | Carrara    | 100%        | S     | 3     |              |            | X             | X             |                               |
| GEO 2200      | <b>Physical Geography</b> --This is a study of some of the basic elements of the physical world in which climates, meteorology, and landforms are examined in terms of their natural occurrences, distribution and interrelationships.   | Various    | 25%         | S, Su | 3     | 253          |            | X             | X             |                               |
| GEO 2500      | <b>Global and Regional Economies</b> --Highlights contemporary perspectives, themes and research in economic geography, focusing on issues and problems associated with regional and global economic and demographic change.   | Various    | 25%         | F, S  | 3     | 82           | 1          | X             | X             |                               |
| GEO 3250      | <b>Climatology Genesis of Regional Climates and Their Global Distribution</b> --Emphasis on world regional climatology. Secondary topics include applied climatology and climate change. <b>Cross-listed with GEO 6255.</b>  | Matyas     | 25%         | S     | 3     | 22           |            | X             | X             |                               |
| GEO 3454      | <b>Peoples and Plagues</b> --Introduces emerging infectious diseases (EIDs) in the context of previous outbreaks, focusing on geography, origin, and management response. Explores basic models of infectious diseases processes, transmission cycled, and life-histories of host-vector systems, and the ecological and landscape conditions that favor emergence.  | Ryan       | 25%         | S     | 3     | 22           |            | X             | X             |                               |
| GEO 4938      | <b>Environmental Catastrophes, Tipping Points, and Challenges</b> Global Warming, Extinction Crises, Ocean Acidification--The newspapers and magazines are full of environmental doomsday prophecies, and this course will help you make sense of what's happening to our planet. <b>Cross-listed with GEO 6938 and LAS 6938.</b>  | Walker     | 50%         | S     | 3     | 2            |            | X             | X             |                               |
| GEO 5920      | <b>Geography Colloquium</b> --Presentation and discussion of contemporary geographic research. Case studies from Latin America.  | Ryan       | 25%         | F, S  | 1     |              | 42         | X             | X             |                               |
| GEO 6118      | <b>Contemporary Geographic Thought and Research</b> --Summary of major currents of intellectual thought and research orientations in contemporary geography.   | Simmons    | 25%         | F     | 3     |              | 10         | X             | X             |                               |
| GEO 6255      | <b>Climatology Genesis of Regional Climates and Their Global Distribution</b> --Emphasis on world regional climatology. Secondary topics include applied climatology and climate change. <b>Cross-listed with GEO 3250.</b>  | Matyas     | 25%         | S     | 3     |              | 4          | X             | X             |                               |
| GEO 6938      | <b>Wildlife Economics and Governance</b> -- The course discusses human-environmental interactions through a framework of governance, economics and applied management. Its focus is devising sustainable livelihood strategies for people and communities living in marginal lands – mainly through the use of wild life in the form of forests, drylands, wildlife and fisheries. The course is designed for the natural resources/skills “pillar” in the Masters in Sustainable Development Practice, the interdisciplinary requirement for core course in TCD, and as a course in natural resource policy. <b>Cross-listed with AFS 6905.</b> | Child      | 50%         | F     | 3     |              | 6          | X             |               |                               |

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|----------------------------|---|--------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| GEO 6938                   | <b>Spatial Econometrics and Modeling</b> --This course addresses spatial statistical models, from both theoretical and empirical perspectives. It shows students how to assess the presence of spatial autocorrelation in their data, and how to specify appropriate regression models that produce reliable results when spatial autocorrelation is present. As a consequence, students learn to implement a variety of spatial models, developed by econometricians and spatial analysts in geography. Spatial lag and spatial error models are addressed, as are situations with complex autocorrelation patterns affecting independent variables, and error terms and dependent variables simultaneously. <b>Cross-listed with LAS 4935 and LAS 6938.</b> | Walker             | 50%         | F    | 3     |              |            | X             | X             |                               |
| MET 4532                   | <b>Hurricanes</b> --This course is designed to be a capstone course that utilizes concepts that you have learned in other weather related courses. We will cover both meteorological and climatological concepts related to tropical cyclones (TCs), and there will be computer-related work with current forecasts, models, and data. <b>Cross-listed with MET 6530.</b>   | Matyas             | 50%         | F    | 3     | 15           | 3          | X             |               |                               |
| MET 6530                   | <b>Hurricanes</b> --This course is designed to be a capstone course that utilizes concepts that you have learned in other weather related courses. We will cover both meteorological and climatological concepts related to tropical cyclones (TCs), and there will be computer-related work with current forecasts, models, and data. <b>Cross-listed with MET 4532.</b>   | Matyas             | 50%         | F    | 3     | 15           | 3          | X             |               |                               |
| <b>Geological Sciences</b> |   |                    |             |      |       |              |            |               |               |                               |
| GLY 4930                   | <b>Limnology</b> --This course examines physical, chemical, and biological aspects of inland waters, with a focus on tropical and subtropical lakes, rivers, and springs. <b>Cross-listed with PCB 5307.</b>  | Brenner            | 25%         | S    | 3     | 1            | 2          | X             | X             |                               |
| GLY 4930                   | <b>Tropical Ecology- Yucatan</b> --The combined courses, "Tropical Ecology" (3 credits) and "Humans and the Environment of the Yucatan Peninsula" (2 credits) present an overview of the ecology of the Yucatan Peninsula and focus on long-term interactions between humans and the environment in the region. Classes are taught in English by faculty members from University of Florida and the Department of Veterinary Medicine and Animal Science at the Autonomous University of Yucatan (UADY).  | Brenner            | 100%        | Su   | 3     | 15           |            | X             | X             |                               |
| GLY 4930                   | <b>Humans and the Environment of the Yucatan Peninsula- Yucatan</b> --The combined courses, "Tropical Ecology" (3 credits) and "Humans and the Environment of the Yucatan Peninsula" (2 credits) present an overview of the ecology of the Yucatan Peninsula and focus on long-term interactions between humans and the environment in the region. Classes are taught in English by faculty members from University of Florida and the Department of Veterinary Medicine and Animal Science at the Autonomous University of Yucatan (UADY).   | Brenner            | 100%        | Su   | 2     | 15           |            | X             | X             |                               |
| GLY 6075                   | <b>Global Climate Change</b> --Evolution of the Earth's climate through geologic time, including discussion of modern climatology and methods of paleoclimate interpretations.  | Martin             | 25%         | F    | 3     |              | 7          |               | X             |                               |
| GLY 6932                   | <b>Global Geodynamics</b> --This course will be concerned with the dynamics of the solid Earth system and how its different constituents (crust, lithosphere, mantle and core) interact with each other and evolve over geologic time. A particular focus will be on the dynamics of the Earth's interior and its impact on the global evolution of our planet. We will therefore study the most important process: namely thermal convection, which is effectively the internal "heat engine" of our planet. An understanding of how this internal engine works is essential to understanding the thermal and chemical evolution of the planet since it formed 4.5 billion years ago.  | Forte              | 25%         | F    | 3     |              | 7          | X             | X             |                               |
| PCB 2441                   | <b>Biological Invaders</b> --An introduction to biological invasions including plants, animals, and microbes. Biology and ecology of invasive species and traits of invaded ecosystems. Role of humans in invasions, impacts of invasions on communities and ecosystems, management of invaded natural areas.   | Flory              | 25%         | F    | 3     | 34           |            | X             |               |                               |
| <b>Haitian Creole</b>      |   |                    |             |      |       |              |            |               |               |                               |
| HAI 1130                   | <b>Beginning Haitian Creole I</b> --This course and its sequel, HAI 1131, constitute the basic sequence for the development of overall skills in the language. Conversational approach, with essentials of grammar. <b>Supported with Title VI funds.</b>   | Barzen; Duvalsaint | 100%        | F, S | 5     | 20           | 2          | X             | X             | X                             |
| HAI 1131                   | <b>Beginning Haitian Creole II</b> --Second part of the basic Haitian Creole sequence. <b>Supported with Title VI funds.</b>  | Cenatus            | 100%        | F, S | 5     | 16           | 3          | X             | X             | X                             |

## Appendix C UF Latin American Studies

| Course Number             | Course Title / Description   | Instructor                  | LAC Content | Term  | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------------------|--|-----------------------------|-------------|-------|-------|--------------|------------|---------------|---------------|-------------------------------|
| HAI 2200                  | <b>Intermediate Haitian Creole I</b> --Concentrates on conversation, readings and introduction to Haitian culture through music and film. <b>Supported with Title VI funds.</b>  | Cenatus                     | 100%        | F     | 3     | 3            | 1          | X             | X             | X                             |
| HAI 2201                  | <b>Intermediate Haitian Creole II</b> --Continued concentration on conversation with added emphasis on reading, as well as issues related to the Haitian way of living. <b>Supported with Title VI funds.</b>  | Cenatus;<br>Duvalsaint      | 100%        | S     | 3     |              | 1          | X             | X             | X                             |
| HAI 3930                  | <b>Introduction to Haitian Vodou</b> --Explores the structure, content, language, history, rituals, practices, beliefs, origins, temples, songs, rhythms, art, mythology, literature, philosophy, and culture of Vodou in Haiti, the Americas, and Africa. <b>Cross-listed with REL 3938, LAS 3930, and ANT 3930.</b>  | Hebblethwaite               | 75%         | F     | 3     |              |            | X             |               |                               |
| HAI 4905                  | <b>Individual Work.</b> Independent language study in Haitian Creole. <b>Supported with Title VI funds.</b>  | Barzen;<br>Duvalsaint       | 100%        | S     | 3     |              | 1          | X             | X             | X                             |
| HAT 3503                  | <b>Haitian Culture and Literature in Translation</b> --Examines representations of Haiti and its culture through Haitian literature, art, film, and music. <b>Cross-listed with LAS 3930.</b>  | Hebblethwaite               | 100%        | F     | 3     |              |            |               | X             |                               |
| HAT 3564                  | <b>Haitian Culture and Society</b> --The objective of this class is to help develop your understanding of the Haitian Culture and Society.   | Barzen; Felima              | 100%        | F, S  | 3     | 10           |            | X             | X             |                               |
| HAT 3700                  | <b>Introduction to Haitian Creole Linguistics</b> --Examination of the major subfields of linguistics by means of the Haitian Creole language. <b>Cross-listed with LIN 4930.</b>  | Barzen                      | 100%        | S     | 3     | 2            |            | X             | X             |                               |
| <b>Health Professions</b> |  |                             |             |       |       |              |            |               |               |                               |
| HSC 2000                  | <b>International Health Professions</b> --Lecture, discussion and group assignments provide the opportunity to learn about different disciplines making up a health care team and their role in both the science and practice of health care.  | Kerkhoff                    | 25%         | F, S  | 3     | 264          |            | X             | X             |                               |
| <b>History</b>            |  |                             |             |       |       |              |            |               |               |                               |
| AMH 3931                  | <b>Latino History</b> --In this course we will study the emergence of diverse Latina/o cultures within the United States in the past two centuries using the framework of the Latina/o Diaspora in the Americas. This class will address the intersections of race, gender, socio-economic status and immigration. The class will also focus on contemporary issues affecting different cohorts of Latina/o Diaspora with a special focus on the themes of citizenship, education and labor.   | Ortiz                       | 50%         | S     | 3     | 28           |            | X             | X             |                               |
| AMH 4931                  | <b>Atlantic Slave Rebellion</b> --During the nearly four centuries that African slavery endured in the Americas, enslaved people escaped, committed acts of resistance large and small, and led dozens of major uprisings, the largest and most successful resulting in the independent republic of Haiti. This course will examine the frequency of, motivations for, and tactics behind rebellion as a window onto African-Atlantic resistance to slavery.   | Sensbach                    | 30%         | F     | 3     | 20           |            | X             |               |                               |
| LAH 2020                  | <b>Introduction to Latin American History</b> --An introduction to Latin American civilization, from the conquest to the present, emphasizing select topics in social, political and cultural history.   | Various                     | 100%        | F, S  | 3     |              |            | X             | X             |                               |
| LAH 3100                  | <b>Emergence of Latin American Nations</b> --The last phase of the colonial regime, movement for independence, and problems of nation-building to the end of the 19th century.   | Hamm;<br>Needell            | 100%        | F     | 3     | 28           |            | X             | X             |                               |
| LAH 3130                  | <b>Colonial Latin America</b> --A survey of the formation of Spanish and Portuguese imperial systems and colonial societies in America in the 16th, 17th and 18th centuries.   | Farnsworth;<br>Chauca Tapia | 100%        | F     | 3     | 25           |            | X             | X             |                               |
| LAH 3300                  | <b>Contemporary Latin America</b> --Survey of contemporary Latin America with emphasis on national histories of Brazil, Cuba, Mexico, and Peru.  | Needell;<br>Chauca Tapia    | 100%        | S, Su | 3     | 68           |            | X             | X             |                               |
| LAH 3470                  | <b>Intro to Caribbean History</b> --This course introduces students to some of the main issues and debates in Caribbean history from the time of Columbus to the mid-twentieth century. Approximately equal attention is given to Spanish-, English-, and French-speaking regions, and to political, cultural, and economic developments. No other part of the world has been shaped so completely as the Caribbean by the two institutions of European colonialism and plantation slavery. They provide a unity, which otherwise is lacking in the region's highly fractured history and geography. Their rise and fall, and the role they played in shaping the contemporary Caribbean, constitute the dominant themes of this course. | Geggus                      | 100%        | S     | 3     | 30           |            | X             | X             |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number | Course Title / Description   | Instructor | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|--|------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAH 3725      | <b>Race, Religion and Revolution in the Black Caribbean</b> --Explores the history of Jamaica, Haiti, the Dominican Republic and the Miskito Coast of Nicaragua. Explains the emergence of colonial and neo-colonial political systems, the concept of race in relationship to slavery and global capitalism as well as the role of religion in revolutionary actions.   | Guerra     | 100%        | S    | 3     | 32           |            |               | X             |                               |
| LAH 3741      | <b>Revolutions in the Americas</b> --Historical analysis of the armed and unarmed revolutionary movements of 20th century Latin America, from Mexico to Chile.   | Vrana      | 100%        | F    | 3     |              |            | X             |               |                               |
| LAH 3931      | <b>The History of Cuba and Puerto Rico</b> --The course provides a deep knowledge of the complex realities of Cuban and Puerto Rican societies, helping to reveal how the past (especially slavery and imperialism) affected what was—and is—politically and economically possible to achieve in these countries.  | Guerra     | 50%         | F    | 3     |              |            | X             |               |                               |
| LAH 3931      | <b>Inquisitions</b> --Historical analysis of the Inquisition process in Latin America and the Caribbean.   | Deardoff   | 100%        | F    | 3     |              |            |               | X             |                               |
| LAH 3931      | <b>Empires, Nationalism and Revolution 1945-1994</b> --This class shows how terms like “the third world,” “terrorism,” “liberal democracy,” and “free and fair elections” have a linked point of origin in the history of the end of colonialism and that of the Cold War: both emerged in specific historical conditions after World War II. This class argues, as does our main text, that it is a mistake to see East and West as opposites, formed in inevitable conflict between free market democracies and state socialism; instead Soviet and US expansion in the decolonized world mirrored each other in both development projects and military might – the syllabus will follow the trajectory of military stalemate to military defeat, from the “loss” of China to the Korean war, the Cuban missile crisis, the war in Vietnam, the war in the Ogaden, to US involvement in Central America and the defeat of the Soviet Union in Afghanistan. | White      | 25%         | F    | 3     |              |            |               |               |                               |
| LAH 3931      | <b>Gender &amp; Sexuality in Latin America</b> --This course focuses on the experience of Latin American majorities, that is, the very groups of people whom modernizing elites have often seen as problematic members of their nations and whom they have most wanted to “fix”. These include not only people of African, indigenous or mixed descent, but specifically prostitutes, the urban poor, single women, workers, social activists and homosexuals. <b>Cross-listed with LAH 5934 and IDH 3931.</b>   | Guerra     | 100%        | F    | 3     |              |            | X             |               |                               |
| LAH 3931      | <b>History of Cuban Revolution</b> --This class interrogates the accuracy of these two deeply inter-related arguments about the Cuban Revolution by asking and exploring answers to the following questions: How was the “millenarian” character of the Cuban Revolution rooted in the democratic political culture of the 1940s? How did the struggle against the dictatorship of Fulgencio Batista in the 1950s deepen Cubans’ longstanding belief in martyrdom, messianism and Cuba’s unique role in the world? Why did the vast majority of Cubans—over 90% according to the US State Department—support Fidel Castro and his decision to “postpone” elections from 1959-1960? To what degree did the unconditionality of so many citizens’ foundational support shape or even create the authoritarian system that was yet to come after 1961? <b>Cross-listed with LAH 5934.</b>   | Guerra     | 100%        | F, S | 3     | 54           |            | X             |               |                               |
| LAH 3931      | <b>Culture, Empire, and Leisure in the Caribbean</b> --Analyzes race, sexuality and the rooting of national and personal identities in differing sources of political power among Spanish-speaking Caribbean nations and their US diasporas, especially those of Cuba, Puerto Rico and the Dominican Republic.   | Guerra     | 100%        | S    | 3     | 5            |            | X             |               |                               |
| LAH 3931      | <b>Intro to Haitian History</b> --The History of Haiti: Slavery, Revolution, and Independence This class introduces students to the central themes in Haiti’s history from the colonial era to the late twentieth century.   | Geggus     | 100%        | S    | 3     | 5            |            |               |               |                               |
| LAH 3931      | <b>Iberian Atlantic World</b> --This course addresses the early modern Iberian Atlantic world, a milieu shaped by Spanish and Portuguese expansion and the resulting complex interactions among European, African, and American peoples and environments, from the late fifteenth century to around 1750.  | Farnsworth | 100%        | S    | 3     |              |            | X             |               |                               |
| LAH 4433      | <b>Modern Mexico</b> --Aftermath of independence and war with U.S., the Reform and Maximillian, Porfiriato, Mexican Revolution and contemporary trends.  | Vrana      | 100%        | F    | 3     |              |            |               | X             |                               |
| LAH 4471      | <b>Caribbean History to 1880</b> --This course, which covers the development of colonization in the Caribbean until the end of the 18th century, is designed to give students an understanding of the making of the Caribbean and the role of African slavery in its evolution. It begins with the Amerindian societies that welcomed Columbus and ends with the slave revolution that created Haiti.  | Geggus     | 100%        | S    | 3     |              |            | X             |               |                               |

## Appendix C UF Latin American Studies

| Course Number | Course Title / Description   | Instructor | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|--|------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAH 4602      | <b>History of Amazonia</b> --Historical analysis of the Amazon. Need no previous knowledge of Latin American history; for those interested in the current issues confronting the region.   | Needell    | 100%        | S    | 3     |              |            | X             |               |                               |
| LAH 4930      | <b>Latin American Cold War</b> --Looking especially at events and processes of the early 1970s through the 1990s, students will examine multiple case studies, often considered iconic of the Latin American experience of the Cold War, especially Chile, El Salvador, and Guatemala.   | Guerra     | 100%        | F    | 3     | 16           |            |               |               |                               |
| LAH 4930      | <b>Conflict and Rebellion in Mexico</b> --The legacy of the Mexican Revolution in the early twentieth century continues to challenge and define Mexico to the present day, although it did not put an end to conflict and protest. This course considers episodes of conflict in Mexican history, with class discussion focusing mainly on primary documents.  | Altman     | 100%        | S    | 3     | 16           |            |               |               |                               |
| LAH 4930      | <b>Slavery in the Atlantic World</b> --This seminar introduces students to the historiography of slavery in Latin America.   | Geggus     | 100%        | S    | 3     |              |            | X             |               |                               |
| LAH 4930      | <b>History Research Seminar: Gender and Sexuality in Latin America</b> --This course looks carefully at the honorific cultures of the colonial period as well as the role of gender in political struggles that such factors as Spanish Catholicism, monasticism, African and indigenous resistance generated. It then turns to the Nineteenth Century's transition to nationhood and discover how new ideologies such as Liberalism, modernity, and progress effected contradictory forms of liberation for women and men, especially in terms of class.  | Guerra     | 100%        | F    | 3     |              |            |               | X             |                               |
| LAH 5934      | <b>History of Cuban Revolution</b> --This class interrogates the accuracy of these two deeply inter-related arguments about the Cuban Revolution by asking and exploring answers to the following questions: How was the "millenarian" character of the Cuban Revolution rooted in the democratic political culture of the 1940s? How did the struggle against the dictatorship of Fulgencio Batista in the 1950s deepen Cubans' longstanding belief in martyrdom, messianism and Cuba's unique role in the world? Why did the vast majority of Cubans—over 90% according to the US State Department—support Fidel Castro and his decision to "postpone" elections from 1959-1960? To what degree did the unconditionality of so many citizens' foundational support shape or even create the authoritarian system that was yet to come after 1961? <b>Cross-listed with LAH 5934.</b> | Guerra     | 100%        | F    | 3     |              | 1          |               |               |                               |
| LAH 5934      | <b>Conquest of Amazonia</b> --This course is designed to offer a historical analysis of the Amazon region that will be a useful contribution to the established and increasing efforts to understand Amazonia at the University of Florida. It attempts something of a novelty in Amazonian studies, in that it will strive to link the tendencies and forces affecting the region to larger ones affecting the nations dividing the region today.   | Needell    | 100%        | S    | 3     |              |            | X             |               |                               |
| LAH 5934      | <b>Latin American Cold War</b> --Looking especially at events and processes of the early 1970s through the 1990s, students will examine multiple case studies, often considered iconic of the Latin American experience of the Cold War, especially Chile, El Salvador, and Guatemala.   | Guerra     | 100%        | S    | 3     |              | 6          |               |               |                               |
| LAH 5934      | <b>Gender &amp; Sexuality in Latin America</b> --This course focuses on the experience of Latin American majorities, that is, the very groups of people whom modernizing elites have often seen as problematic members of their nations and whom they have most wanted to "fix". These include not only people of African, indigenous or mixed descent, but specifically prostitutes, the urban poor, single women, workers, social activists and homosexuals. <b>Cross-listed with LAH 3931 and IDH 3931.</b>   | Guerra     | 100%        | F    | 3     |              |            | X             |               |                               |
| LAH 6934      | <b>Colonial Spanish America</b> -- The objective of the seminar is to become familiar with trends and topics in the history and historiography of early Spanish America. The field has grown rapidly in recent years, and earlier pioneering work has not been superseded. Our approach will take into account the development of the scholarship and changing emphases in topics, sources and methodology.  | Altman     | 100%        | F    | 3     |              | 9          |               |               |                               |
| LAH 6936      | <b>Seminar in Brazilian Historiography</b> --This graduate seminar introduces the historiography concerning Brazil written in English. It is meant to give the student some sense of the established authors, the debates, and the general contours of that part of the literature. Generally, at least up to the twentieth century, the seminar is chronologically, rather than thematically, organized. It also follows the traditional emphases of the literature in its focus on socio-economic and political history.   | Needell    | 100%        | F    | 3     |              |            | X             |               |                               |

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|-----------------------|--|---------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAH 6938              | <b>Seminar in Modern Latin America</b> --This course introduces students to the historiography and study of Latin America during the Modern period.  | Vrana         | 100%        | F, S | 3     |              |            | X             | X             |                               |
| WOH 2040              | <b>World in 20th Century</b> --Surveys major developments in the history of the twentieth century, focusing on the increasing world interconnections and interdependency. Themes include imperialism, nationalism and decolonization, the two world wars and the interwar period, the Cold War, new social movements and globalization and the international economy.  | Esenwein      | 25%         | F    | 3     | 28           |            | X             | X             |                               |
| WHO 3225              | <b>History of Human Rights</b> --In this course, students will study both the intellectual and practical history of human rights in the modern era.  | Finkel        | 25%         | F    | 3     |              |            | X             |               |                               |
| WHO 4243              | <b>Empires, Nationalism and Revolution 1945-1994</b> --This class shows how terms like "the third world," "terrorism," "liberal democracy," and "free and fair elections" have a linked point of origin in the history of the end of colonialism and that of the Cold War: both emerged in specific historical conditions after World War II. This class argues, as does our main text, that it is a mistake to see East and West as opposites, formed in inevitable conflict between free market democracies and state socialism; instead Soviet and US expansion in the decolonized world mirrored each other in both development projects and military might – the syllabus will follow the trajectory of military stalemate to military defeat, from the "loss" of China to the Korean war, the Cuban missile crisis, the war in Vietnam, the war in the Ogaden, to US involvement in Central America and the defeat of the Soviet Union in Afghanistan. | White         | 25%         | F    | 3     |              |            | X             |               |                               |
| WOH 4254              | <b>Nations and Nationalism</b> -- Studies the modern genesis of the nation and the nation-state in the Americas, Europe, Asia and Africa. Emphasizes the relationship between European Imperialism and colonial and postcolonial nationalisms around the globe.  | Chauca Tapia  | 25%         | S    | 3     | 31           |            | X             | X             |                               |
| WHO 4264              | <b>Empires and Imperialism</b> --Introduces the history of early modern and modern empires and imperialisms in Europe, Africa, the Americas and Asia.  | Kozik         | 25%         | Su   | 3     | 27           |            | X             | X             |                               |
| <b>Honors Program</b> |  |               |             |      |       |              |            |               |               |                               |
| IDH 3931              | <b>Cuba: Assassination, Revolution and the Peril of Writing</b> --Some of the objectives of this course is to explore the thematic and narrative intricacies of Padura's novel, <i>The Man Who Loved Dogs</i> and identify the "subversive" (i.e., critique of Stalinist communism) textual qualities in a controversial contemporary Cuban novel that implicitly exposes the Castro régime's suppression of the Cuban people's historical memory.   | Little        | 100%        | F    | 1     | 20           |            |               |               |                               |
| IDH 3931              | <b>Chemistry in the Cocina Latina</b> --This is a basic course that combines the science of chemistry with the humanistic aspects of the Spanish language and Hispanic cultures and histories. We explore Hispanic cultures and language through the foods and recipes that define them, and explore the science of those foods by studying the chemical reactions inherent in all cooking. <b>Cross-listed with LAS 3930.</b>   | Lord; Kleiman | 100%        | S    | 1     | 8            |            | X             |               |                               |
| IDH 3931              | <b>Global Environment Issues</b> --This course explores major impacts of environmental science upon our society by looking at local, state, national, and international environmental issues. Students will be expected to present their own ideas about testable hypotheses, ways to organize the data from testing their ideas, and how to evaluate experimental data. Issues discussed will include availability of clean water, clean air, growth/decrease in human populations, biodiversity, conservation, environmental hazards, waste disposal, climate change, and energy issues.   | Nation        | 25%         | S    | 1     | 7            |            | X             |               |                               |
| IDH 3931              | <b>Gender &amp; Sexuality in Latin America</b> --This course focuses on the experience of Latin American majorities, that is, the very groups of people whom modernizing elites have often seen as problematic members of their nations and whom they have most wanted to "fix". These include not only people of African, indigenous or mixed descent, but specifically prostitutes, the urban poor, single women, workers, social activists and homosexuals. <b>Cross-listed with LAH 5934 and LAH 3931.</b>   | Guerra        | 100%        | F    | 3     |              |            | X             |               |                               |
| <b>Journalism</b>     |  |               |             |      |       |              |            |               |               |                               |
| JOU 4930              | Agricultural and Biological Engineering  | Kaplan        | 25%         | F    | 3     | 15           |            | X             |               |                               |

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|--|---|----------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| MMC 4302                                   | <b>World Communication Systems</b> --This course introduces students to the world communication systems by exploring historical foundations of global communication to include early advancements, technology, social, political and economic factors, theoretical paradigms and the mass media itself among other topics.  | Braddock       | 25%         | F, S, Su | 3     | 169          |            | X             | X             |                               |
| MMC 5306                                   | <b>International Communications</b> --Analyzes the institutions and practices that structure the form and content of global communications.   | Ostroff        | 25%         | S        | 3     | 1            | 12         |               |               |                               |
| <b>Languages, Literatures and Cultures</b> |   |                |             |          |       |              |            |               |               |                               |
| AAS 4930                                   | <b>Black Englishes</b> --The aim of this course is to present students with varieties of Englishes spoken by Blacks in Africa, the Caribbean, and the United States. Students will learn about the structure of these varieties as well as the social histories which underpin them. They will be made to appreciate difficulties in using terms like dialect versus language to describe these varieties. Further, they will watch movies and interact with native speakers of these varieties with a view to identifying features that set them apart. Students will also be introduced to such concepts like "pidgins" and "creoles". Students will also learn to distinguish between "broken English" and Pidgin or Creole English. <b>Cross-listed with LIT 4930/ LING 4930/ AFA 4931.</b> | Essegbey       | 25%         | F        | 3     | 2            |            | X             | X             |                               |
| <b>Latin American Studies</b>              |   |                |             |          |       |              |            |               |               |                               |
| LAS 2001                                   | <b>Introduction to Latin America</b> --This course offers an introduction to Latin America by exploring the history, cultures, and contemporary issues facing this multifaceted region as a whole, as well as individual nations. Part of the course will focus on U.S.-Latin America relations and interactions—both as states and as people. Throughout the semester, we will attend to race, class, and gender as inequalities that are important dimensions for understanding social life and communities. <b>Online course supported with Title VI funds.</b>  | Resende        | 100%        | Su       | 3     | 18           |            | X             | X             | X                             |
| LAS 3930                                   | <b>Brazilian Crime and Detective</b> --This course will trace the history and conventions of crime and detective fiction in general, exploring how authors in Brazil adapted an imported genre to portray Brazilian reality from 1940s to the present. Students will learn to recognize the distinct types of detective fiction: the traditional deductive or analytical model, the police procedural, American noir or hard-boiled novel, and literary or postmodern variations on the genre. <b>Cross-listed with PRT 3930.</b>   | Ginway         | 100%        | S        | 3     | 1            |            |               |               |                               |
| LAS 3930                                   | <b>Chemistry in the Cocina Latina</b> --This is a basic course that combines the science of chemistry with the humanistic aspects of the Spanish language and Hispanic cultures and histories. We explore Hispanic cultures and language through the foods and recipes that define them, and explore the science of those foods by studying the chemical reactions inherent in all cooking. <b>Cross-listed with IDH 3931.</b>  | Lord; Kleiman  | 100%        | S        | 3     | 10           |            | X             |               |                               |
| LAS 3930                                   | <b>Economic Geography</b> --This is an introductory course to Economic Geography, a fascinating field that has evolved with contributions from a diverse array of disciplines and schools of thought. The course explores main research traditions and epistemological paradigms in the field, from the early German school of neoclassical location theory to contemporary topics on Globalization and Value Chain research grounded in relational perspectives.   | Galvin-Miyoshi | 50%         | F        | 3     |              |            | X             |               |                               |
| LAS 3930                                   | <b>Favela Brazil Culture</b> --Long seen as urban blight by many, the favelas of Rio de Janeiro have generated a vibrant culture of their own. While these communities are mainly known for their social problems, they nonetheless enjoy a strong sense of pride and identity. Highly interdisciplinary, this course seeks to understand these communities through the arts and humanities in photography, art, film, literature, and music, while contextualizing these with studies in history, and the social sciences. <b>Cross-listed with PRT 3930.</b>  | Ginway         | 100%        | F        | 3     | 4            |            |               |               |                               |
| LAS 3930                                   | <b>Introduction to Latina/o Studies</b> The aim of this course is to provide an introduction to the historical and contemporary experiences of Latina/o immigrants and their descendants in the United States. Readings and discussions will focus on themes including historical migration and colonization; contemporary experiences of immigrations and deportation; interracial relations between Latina/os and others; undocumented youth and education; racial identity formation and language use among descendants of Latina/o immigrants, and others.  | Vargas         | 50%         | F        | 3     |              |            | X             | X             |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number | Course Title / Description  | Instructor                         | LAC Content | Term  | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|------------------------------------|-------------|-------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAS 3930      | <b>Introduction to Haitian Vodou</b> --Explores the structure, content, language, history, rituals, practices, beliefs, origins, temples, songs, rhythms, art, mythology, literature, philosophy, and culture of Vodou in Haiti, the Americas, and Africa. <b>Cross-listed with HAI 3930, REL 3938, and ANT 3930.</b>   | Hebblethwaite                      | 75%         | S     | 3     |              |            | X             |               |                               |
| LAS 3930      | <b>Haitian Culture and Literature in Translation</b> --Examines representations of Haiti and its culture through Haitian literature, art, film, and music. <b>Cross-listed with HAI 3503.</b>   | Hebblethwaite                      | 100%        | F     | 3     |              |            |               | X             |                               |
| LAS 3930      | <b>Introduction to Latin American Politics</b> An overview of political patterns and political behavior in LA from comparative and developmental perspectives. <b>Cross-listed with CPO 3303.</b>   | Anderson                           | 100%        | F     | 3     | 5            |            |               |               |                               |
| LAS 3930      | <b>Latin American Music</b> --This course addresses the varied musical expressions of Latin America, their historical formations and social importance. <b>Cross-listed with MUH 3541.</b>  | Tremura                            | 100%        | F     | 3     | 6            |            | X             | X             |                               |
| LAS 3930      | <b>Religions of Latin America</b> --A survey of the main religious traditions in Latin America: native religions, Catholicism, Protestantism and African-based religions. <b>Cross-listed as REL 3381.</b>  | Persaud;<br>Blumenthal;<br>Lomelin | 100%        | F     | 3     | 6            |            | X             | X             |                               |
| LAS 4905      | <b>Individual Work</b> --Reading or research topics focusing on a Latin America area.   | Various                            | 100%        | S, Su | 1-3   | 6            |            | X             | X             |                               |
| LAS 4935      | <b>Children in Developing Countries</b> --Analyzes realities and debates concerning children's lives and welfare in developing countries, with particular focus on Sub-Saharan Africa and Latin America. <b>Cross-listed with AFS 4935.</b>   | Serra                              | 50%         | F     | 3     | 6            | 1          | X             |               |                               |
| LAS 4935      | <b>Islam in the Americas</b> --This course will place Latin America, the Caribbean, & North America within a broader Islamic framework & locate Muslims of various backgrounds & experiences within the hemisphere from the 1500s to today, from Cape Columbia, Canada to Cajamarca, Argentina, & many periods & places in between.   | Chitwood                           | 75%         | S     | 3     | 8            |            |               |               |                               |
| LAS 4935      | <b>People of Mexico &amp; Central America</b> --This survey course will cover the past and present of indigenous peoples of Mexico and Central America, including examination of cultural expression, the enduring impacts of colonialism, human-environment interactions, indigenous-state relations and indigenous social movements. <b>Cross-listed with ANT 4930.</b>   | Tucker                             | 100%        | F     | 3     |              |            | X             |               |                               |
| LAS 4935      | <b>Peoples of Brazil</b> --This course takes a fresh look at the peoples of Brazil by exploring the history, culture, and contemporary issues facing Latin America's richest and most populous nation and site of the 2101 Earth Summit, the 2014 FIFA World Cup, and the 2016 Olympiad. <b>Cross-listed with ANG 5336 and LAS 6938.</b>  | Resende                            | 100%        | F     | 3     |              |            | X             |               |                               |
| LAS 4935      | <b>Policing in the Americas</b> --This course compares the creation and development of police forces in the U.S., Venezuela, Chile, El Salvador, and Nicaragua, looking at how the contexts and histories of each place shaped police organizations and practices. It also discusses contemporary issues in policing, including topics such as community policing, terrorism, technological advancements, and immigration. The course also looks at the current challenges to policing in the Americas, discussing how social movements, police violence, as well as changes in the global economy might shape policing in the future. <b>Cross-listed with CCJ 4934.</b> | Hanson                             | 100%        | F     | 3     |              |            | X             |               |                               |
| LAS 4935      | <b>Politics of the Caribbean</b> This course will consider the Caribbean as a subject of political study. It will consider the political forces that have impacted the Caribbean since colonization, after independence, and those who are still in a territorial, dependency, or colonial status. The course will focus significantly on the Spanish and English speaking islands, but will also address the experience of the islands that were colonized by other European powers.   | Suarez                             | 100%        | F     | 3     | 2            |            | X             |               |                               |
| LAS 4935      | <b>Violence &amp; Crime in Latin America</b> --An examination of the historical, social, political, cultural, and economic aspects of violence and crime in present-day Latin America. <b>Cross-listed with ANG 6930, ANT 4930, LAS 6938.</b>   | Hanson                             | 100%        | F     | 3     |              |            | X             |               |                               |
| LAS 4935      | <b>Cuba: Race, Rev &amp; Culture</b> --This interdisciplinary course analyzes the role of race and "culture" in the formation of contemporary Cuban politics and national identity. By focusing on the arts; particularly music, film and literature, this course analyzes the development of Cuban national identity during Cuba's colonial period; the Afro-Cuban challenge to the "race blind" political and cultural movements of the Cuban Republic. <b>Cross-listed with LAS 6938.</b>  | Saunders                           | 100%        | S     | 3     | 8            |            |               |               |                               |

## Appendix C UF Latin American Studies

| Course Number | Course Title / Description  | Instructor | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAS 4935      | <b>Black Radical Thought in America</b> --This course is a theory based course that will focus especially on the anti-colonial and postcolonial thought of radical Black intellectuals from the U.S, the Caribbean and Latin America. We will critically engage these theorists, and consider how their work represents and has influenced the revolutionary social movements of the latter half of the 20th century. <b>Cross-listed with LAS 6938.</b>  | Saunders   | 75%         | F    | 3     |              |            | X             |               |                               |
| LAS 4935      | <b>Art and Literature in Latin America</b> --This course addresses the relationship between visual art and literature in Latin America from pre-Hispanic times to the present. <b>Cross-listed with LAS 6938.</b>   | Barradas   | 100%        | F    | 3     | 9            |            | X             |               |                               |
| LAS 4935      | <b>Law and Order in Latin America</b> Uses anthropological approaches to examine institutions, regimes and processes that define and maintain law and order in Latin America. <b>Cross-listed as ANG 6930, ANT 4930, and LAS 6938.</b>  | Hanson     | 100%        | S    | 3     |              |            | X             |               |                               |
| LAS 4935      | <b>Coffee Culture, Production and Markets</b> --Coffee is an integral part of life for producers and consumers around the world, and it is the world's second most valuable commodity produced by developing countries (in terms of total trade dollars). This course will consider the diverse expressions and ramifications of "coffee culture," from the farmers who see it as their life, to the buyers and traders who know it as a living, to the drinkers who can't imagine life without cups of java. <b>Cross-listed as ANG 6930, ANT4930, and LAS6938.</b>  | Tucker     | 50%         | S    | 3     | 3            |            |               |               |                               |
| LAS 4935      | <b>Cuban Cinema: Beyond the Revolution</b> --This course we will consider how post-revolutionary Cuban filmmakers have responded to social crises such as the failed 10 million ton sugar harvest of 1970, the storming of the Peruvian Embassy and subsequent Mariel Boatlift of 1980, the economic duress of the Special Period and the demise of socialist utopianism that marks the post-Soviet era. We will also look at films and newer video productions that have generated ideological crises, often leading to censorship. <b>Cross-listed as LAS 6938.</b> | Fusco      | 100%        | F    | 3     |              |            | X             |               |                               |
| LAS 4935      | <b>From Private to Public: Women in Latin America</b> --Gender and gender roles cut across all facets of social life as integral elements to the human experience. In this course, we will explore how Latin American and Caribbean nations have shaped and been shaped by women—as individuals and as mobilized collectives. <b>Cross-listed with LAS 6938.</b>  | Resende    | 100%        | S    | 3     | 14           |            |               |               |                               |
| LAS 4935      | <b>Glohip Hop/Soc Change</b> --This course analyzes how an why socially conscious Hip Hop has emerged as a tool for social change. It focuses primarily on the US and Latin America to frame how Hip Hop is a uniquely "American" phenomena--regionally speaking. The course considers how what is now called "socially conscious" Hip Hop reflects the tensions surrounding discourses concerning race, gender, sexuality, and notions "legitimate" political expression and cultural production. <b>Cross-listed with LAS 6938.</b>                                 | Saunders   | 50%         | F    | 3     | 4            |            |               |               |                               |
| LAS 4935      | <b>Latin American and Caribbean Migration</b> --This course examines im/migration from Latin America/Caribbean to the US, the region of origin for the highest proportion of im/migrants into the U.S. While considering historical roots, the course focuses on contemporary issues looking at both sending countries and destination cities, analyzing how these in/migrants can shape the U.S. of tomorrow. <b>Cross-listed with LAS 6938.</b>   | Resende    | 50%         | S    | 3     | 14           |            |               |               |                               |
| LAS 4935      | <b>Race &amp; U.S. Latina/os</b> --This course probes definitions of race and racism, and considers the multitude and divergent ways that Latina/os conceptualize, experience, and challenge some of these notions. <b>Cross-listed with LAS 6938, SYA 7933, SYA 4930.</b>  | Vargas     | 50%         | S    | 3     | 4            |            |               |               |                               |
| LAS 4935      | <b>Revolution &amp; Conflict in Central America</b> --Weekly seminar focused the major conflicts, wars and revolutions in twentieth-century Central America. Particular attention will be devoted to the conflicts of the 1930s and 1980s, with special attention given to Nicaragua, El Salvador and Guatemala. Suitable for upper-level undergraduate and beginning or advanced graduate students, the course is cross-listed with History and Latin American Studies. <b>Cross-listed with LAS 6938.</b>   | May        | 100%        | F    | 3     | 3            |            |               |               |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number | Course Title / Description  | Instructor      | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|-----------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAS 4935      | <b>Spatial Econometrics and Modeling</b> --This course addresses spatial statistical models, from both theoretical and empirical perspectives. It shows students how to assess the presence of spatial autocorrelation in their data, and how to specify appropriate regression models that produce reliable results when spatial autocorrelation is present. As a consequence, students learn to implement a variety of spatial models, developed by econometricians and spatial analysts in geography. Spatial lag and spatial error models are addressed, as are situations with complex autocorrelation patterns affecting independent variables, and error terms and dependent variables simultaneously. <b>Cross-listed with LAS 6938 and GEO 6938.</b>                                     | Walker          | 50%         | F    | 3     |              |            | X             | X             |                               |
| LAS 4935      | <b>The City in Latin America</b> --This course explores the challenges and promises of Latin American cities, the most urbanized region in the world. After a brief history of pre-hispanic and colonial cities, we will delve into the rapid urbanization of 20th Century Latin America from a social science perspective, considering the lived experiences of Latin Americans in various urban environments--informal cities, gated communities, traditional neighborhoods, as well as the pitfalls and possibilities that city life embody in day to day life. The course is organized both topically (informal cities, healthcare, security, social movements, and more) and geographically, with special focus on Mexico City, São Paulo, and Buenos Aires. <b>Cross-listed as LAS 6938</b> | Resende         | 100%        | F    | 3     | 13           |            |               |               |                               |
| LAS 4935      | <b>Imaginary Leaps: Latin American Art and Cinema about Immigration</b> --This course considers how visual artists and filmmakers from Latin America interpret the experience of migration to the United States. It studies works from Cuba, Mexico, Guatemala, Colombia and Brazil. <b>Cross-listed with ARH 4930 and LAS 6938.</b>  | Fusco           | 100%        | S    | 3     |              |            | X             |               |                               |
| LAS 4935      | <b>Global Studies for Educators</b> --As the world becomes increasingly interconnected, global education is crucial to prepare students with knowledge and critical thinking skills to navigate our complex world. Global education aims to infuse regional content across disciplines to enable students to analyze information from diverse perspectives as we seek solutions to resolve issues that affect humanity at the local and global levels. <b>Online course cross-listed with AFS 4935 and EDG 4930. Course developed with Title VI funds.</b>  | Risner; Kumar   | 33%         | Su   | 3     |              |            | X             | X             | X                             |
| LAS 4935      | <b>Human Rights in Latin America</b> --This course provides students with an understanding of how struggles for human rights have evolved in Latin America. Throughout the semester, students examine different human rights crises to understand how these events have shaped the region and what the response to them has been. <b>Cross-listed with LAS 6938.</b>  | Correia         | 100%        | F    | 3     |              |            |               | X             |                               |
| LAS 4935      | <b>Race and Nation in Latin America</b> --This course explores the various discourses surrounding race and ethnicity in Latin America tracing these from the colonial period to the contemporary context. We will unpack ideologies that naturalize racial hierarchies and engender seemingly cordial race relations, particularly as these intersect with class, gender, and sexuality. <b>Cross-listed with LAS 6938.</b>   | Resende         | 100%        | F    | 3     |              |            |               | X             |                               |
| LAS 4935      | <b>Women in Latin American Cinema</b> --Analysis of films by and about Latin American women, both documentaries and dramatic feature films. <b>Cross-listed with LAS 6938.</b>  | Fusco           | 100%        | F    | 3     |              |            |               | X             |                               |
| LAS 4935      | <b>The Amazon</b> --This interdisciplinary seminar provides an introduction to history, ecology, and current issues and dilemmas related to Amazonian conservation and development policies, with a focus on Brazil. <b>Cross-listed with LAS 6290.</b>   | Schmink; Loisel | 100%        | F    | 3     |              |            |               | X             |                               |
| LAS 4935      | <b>Testimonio in Latin America: Voices in Pursuit of Justice</b> --This course critically reevaluates U.S. history through testimonio, challenging the myth of exceptionalism by listening to the voices of marginalized peoples from throughout the Americas. These accounts offer us openings to examine the destructive and contradictory nature of capitalism, opening a space for dialogue on changes within or alternatives to the current system that could accommodate all peoples of the world. <b>Cross-listed with WST 6935.</b>   | Sotelo          | 50%         | F    | 3     |              |            |               | X             |                               |

## Appendix C UF Latin American Studies

| Course Number | Course Title / Description   | Instructor        | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|--|-------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAS 4935      | <b>Politics of the Caribbean</b> --This course considers the Caribbean as a subject of political study. It addresses the political forces that have impacted the Caribbean since colonization, after independence, and those who are still in a territorial, dependency, or colonial status. The course focuses significantly on the Spanish and English speaking islands, but also addresses the experience of the islands that were colonized by other European powers. Some of the topics that will be discussed in the class will be colonialism, decolonization, imperialism, geopolitics, nationalism, populism, authoritarianism, clientelism, democratization, drug trafficking, neoliberalism, and migration. <b>Supported with Title VI funds. Cross-listed with POS 4931.</b> | Suarez            | 100%        | F    | 3     | 2            |            | X             | X             | X                             |
| LAS 6220      | <b>Issues and Perspectives in Latin American Studies</b> --Overview of the economic and political history of Latin America, the history of thought about Latin American development problems, and US-Latin American relations during the 19th and 20th centuries.  | Williams          | 100%        | S    | 3     |              | 14         | X             | X             |                               |
| LAS 6290      | <b>Knowledge, Governance and Land Use Dynamics in the Tropics</b> -- This course will be closely aligned with the Fall TCD Workshop on "Tools and Strategies for Conservation and Development in the Amazon: Lessons Learned and Future Pathways." It will address similar themes, interact with conference participants, and contribute to the conference report.   | Buschbacher       | 100%        | F    | 3     |              |            | X             | X             |                               |
| LAS 6290      | <b>Community Forest Management</b> --This graduate course weighs the evidence to date of how well communities conserve their forests, and examines how researchers and practitioners (including graduate students) have collaborated with them in these efforts. It explores the conceptual underpinnings, efficacy, and practice of this growing trend in global forest management. It is designed for students to think critically about the multi-scale, contextual factors that influence conservation and livelihood outcomes. Conservation and development tradeoffs, complementarities and limitations of community forest management will be highlighted. <b>Cross-listed with FOR 6628.</b>   | Kainer            | 100%        | F    | 3     |              | 3          | X             | X             |                               |
| LAS 6290      | <b>The Amazon</b> --This interdisciplinary seminar provides an introduction to history, ecology, and current issues and dilemmas related to Amazonian conservation and development policies, with a focus on Brazil. <b>Cross-listed with LAS 4935.</b>  | Schmink; Loiselle | 100%        | F    | 3     |              |            |               | X             |                               |
| LAS 6290      | <b>Ethnoecology</b> --This seminar provides an overview along with an emphasis on how indigenous and small scale societies know and utilize natural resources and the implications for conservation and development.   | Stepp             | 100%        | F    |       |              |            |               | X             |                               |
| LAS 6291      | <b>Conflict Management</b> -- Development of skills relevant to the realities of conflict and collaboration management in tropical resource management. Includes material from human resource and natural resource management.   | Dain              | 75%         | S    | 3     |              | 12         | X             | X             |                               |
| LAS 6291      | <b>Conservation Planning</b> --Development of technical knowledge and interpersonal skills necessary for conservation and development professionals. Professional presentations, facilitation, workshop organization, and negotiation skills.  | Dain              | 75%         | S    | 3     |              | 5          | X             | X             |                               |
| LAS 6291      | <b>Communication and Leadership Skills</b> --This course creates spaces where participants can strengthen core communication and leadership skills for supporting collaborative approaches to Development and Conservation practice.   | Dain              | 75%         | F, S | 3     |              | 40         | X             | X             |                               |
| LAS 6291      | <b>Fundraising for TCD for Tropical Conservation and Development</b> --This course introduces students in the TCD Program to the diverse set of private and public sources for funding their activities in order to develop the skills needed to fundraise from these sources and understand the ethical and legal issues surrounding fundraising.   | Bruna             | 100%        | S    | 3     |              |            | X             | X             |                               |
| LAS 6293      | <b>Design/Methods of Research</b> -- Seminar designed to introduce students to the logic of scientific inquiry and the elements of research design. Surveys social science quantitative and qualitative methods and provides "hands-on" experience in research design and method.  | Paulson           | 100%        | F    | 3     |              | 13         | X             | X             |                               |
| LAS 6295      | <b>Latin American Business Environment</b> --Examination of the contemporary political economy of Latin America from a business perspective. Analysis of economic, social, political, and cultural factors affecting business and finance in the region. Special attention to recent market reforms and regional integration.  | Gendreau          | 100%        | F    | 3     |              | 21         | X             | X             |                               |
| LAS 6905      | <b>Individual Work</b> --Reading or research topics focusing on a Latin America area, but cutting across disciplines.  | Varies            | 100%        | F, S | 1-3   |              | 12         | X             | X             |                               |

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|---------------|---|------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAS 6938      | <b>Glohip Hop/Soc Change</b> --This course analyzes how and why socially conscious Hip Hop has emerged as a tool for social change. It focuses primarily on the US and Latin America to frame how Hip Hop is a uniquely "American" phenomena--regionally speaking. The course considers how what is now called "socially conscious" Hip Hop reflects the tensions surrounding discourses concerning race, gender, sexuality, and notions "legitimate" political expression and cultural production. <b>Cross-listed with LAS 4935.</b>  | Saunders   | 100%        | F    | 3     |              | 5          |               |               |                               |
| LAS 6938      | <b>Cuba: Race, Rev &amp; Culture</b> --This interdisciplinary course analyzes the role of race and "culture" in the formation of contemporary Cuban politics and national identity. By focusing on the arts; particularly music, film and literature, this course analyzes the development of Cuban national identity during Cuba's colonial period; the Afro-Cuban challenge to the "race blind" political and cultural movements of the Cuban Republic. <b>Cross-listed with LAS 4935.</b>  | Saunders   | 100%        | S    | 3     |              | 3          |               |               |                               |
| LAS 6938      | <b>Human Rights in Latin America</b> --This course provides students with an understanding of how struggles for human rights have evolved in Latin America. Throughout the semester, students examine different human rights crises to understand how these events have shaped the region and what the response to them has been. <b>Cross-listed with LAS 4935.</b>  | Correia    | 100%        | F    | 3     |              |            |               | X             |                               |
| LAS 6938      | <b>Race and Nation in Latin America</b> --This course explores the various discourses surrounding race and ethnicity in Latin America tracing these from the colonial period to the contemporary context. We will unpack ideologies that naturalize racial hierarchies and engender seemingly cordial race relations, particularly as these intersect with class, gender, and sexuality. <b>Cross-listed with LAS 4935.</b>   | Resende    | 100%        | F    | 3     |              |            |               | X             |                               |
| LAS 6938      | <b>Spatial Econometrics and Modeling</b> --This course addresses spatial statistical models, from both theoretical and empirical perspectives. It shows students how to assess the presence of spatial autocorrelation in their data, and how to specify appropriate regression models that produce reliable results when spatial autocorrelation is present. As a consequence, students learn to implement a variety of spatial models, developed by econometricians and spatial analysts in geography. Spatial lag and spatial error models are addressed, as are situations with complex autocorrelation patterns affecting independent variables, and error terms and dependent variables simultaneously. <b>Cross-listed with LAS 4935 and GEO 6938.</b> | Walker     | 50%         | F    | 3     |              |            | X             | X             |                               |
| LAS 6938      | <b>Cuban Cinema: Beyond the Rev</b> --This course we will consider how post-revolutionary Cuban filmmakers have responded to social crises such as the failed 10 million ton sugar harvest of 1970, the storming of the Peruvian Embassy and subsequent Mariel Boatlift of 1980, the economic duress of the Special Period and the demise of socialist utopianism that marks the post-Soviet era. We will also look at films and newer video productions that have generated ideological crises, often leading to censorship. <b>Cross-listed with LAS 4935.</b>  | Fusco      | 100%        | F    | 3     |              |            | X             |               |                               |
| LAS 6938      | <b>Revolution &amp; Conflict in Central America</b> --Weekly seminar focused the major conflicts, wars and revolutions in twentieth-century Central America. Particular attention will be devoted to the conflicts of the 1930s and 1980s, with special attention given to Nicaragua, El Salvador and Guatemala. Suitable for upper-level undergraduate and beginning or advanced graduate students, the course is cross-listed with History and Latin American Studies. <b>Cross-listed with LAS 4935.</b>   | May        | 100%        | F    | 3     |              | 6          |               |               |                               |
| LAS 6938      | <b>Race &amp; U.S. Latina/os</b> --This course probes definitions of race and racism, and considers the multitude and divergent ways that Latina/os conceptualize, experience, and challenge some of these notions. <b>Cross-listed with LAS 4935, SYA 7933, and SYA 4930.</b>  | Vargas     | 50%         | S    | 3     |              | 5          | X             |               |                               |
| LAS 6938      | <b>From Private to Public: Women in Latin America</b> --Gender and gender roles cut across all facets of social life as integral elements to the human experience. In this course, we will explore how Latin American and Caribbean nations have shaped and been shaped by women—as individuals and as mobilized collectives. <b>Cross-listed with LAS 4935.</b>  | Resende    | 100%        | S    | 3     |              | 4          |               |               |                               |

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|---------------|--|------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAS 6938      | <b>Black Radical Thought in the Americas</b> --This course is a theory based course that will focus especially on the anti-colonial and postcolonial thought of radical Black intellectuals from the U.S, the Caribbean and Latin America. We will critically engage these theorists, and consider how their work represents and has influenced the revolutionary social movements of the latter half of the 20th century. <b>Cross-listed with LAS 4935.</b>  | Saunders   | 75%         | F    | 3     |              |            | X             |               |                               |
| LAS 6938      | <b>City &amp; Landscape in Latin America</b> --Over the course of the semester each student will have the opportunity to explore spatially and temporally a specific city or region in depth creatively documenting the issues and opportunities facing communities. These explorations can be presented in a variety of media, e.g., design, print, video, or cartography. The core purpose of the seminar is to critically review the past and present as a means to think creatively about the future of city and landscape in Latin America.   | Murtha     | 100%        | S    | 3     |              |            |               |               |                               |
| LAS 6938      | <b>Latin American and Caribbean Migration</b> --This course examines in/migration from Latin America/Caribbean to the US, the region of origin for the highest proportion of in/migrants into the U.S. While considering historical roots, the course focuses on contemporary issues looking at both sending countries and destination cities, analyzing how these in/migrants can shape the U.S. of tomorrow. <b>Cross-listed with LAS 4935.</b>  | Resende    | 50%         | S    | 3     |              | 4          |               |               |                               |
| LAS 6938      | <b>Coffee Culture, Production and Markets</b> Coffee is an integral part of life for producers and consumers around the world, and it is the world's second most valuable commodity produced by developing countries (in terms of total trade dollars). This course will consider the diverse expressions and ramifications of "coffee culture," from the farmers who see it as their life, to the buyers and traders who know it as a living, to the drinkers who can't imagine life without cups of java. <b>Cross-listed with ANG 6930, ANT4930, and LAS 4935.</b>  | Tucker     | 50%         | S    | 3     |              | 2          |               |               |                               |
| LAS 6938      | <b>The City in Latin America</b> --This course explores the challenges and promises of Latin American cities, the most urbanized region in the world. After a brief history of pre-hispanic and colonial cities, we will delve into the rapid urbanization of 20th Century Latin America from a social science perspective, considering the lived experiences of Latin Americans in various urban environments--informal cities, gated communities, traditional neighborhoods, as well as the pitfalls and possibilities that city life embody in day to day life. The course is organized both topically (informal cities, healthcare, security, social movements, and more) and geographically, with special focus on Mexico City, São Paulo, and Buenos Aires. <b>Cross-listed with LAS 4935.</b> | Resende    | 100%        | F    | 3     |              | 4          |               |               |                               |
| LAS 6938      | <b>Conservation &amp; Development in Practice</b> --Analyzes information and interprets results using diverse methodological approaches including those employed during students' field practicum projects. Required for MDP students. <b>Cross-listed with AFS 6905.</b>  | Galloway   | 50%         | F    | 3     |              | 6          | X             | X             |                               |
| LAS 6938      | <b>Democracy and its Competitors</b> --Analysis of democracy's components and several forms of authoritarianism such as apartheid, racism, right-wing populism, and totalitarianism. <b>Cross-listed with CPO 6059.</b>  | Anderson   | 50%         | S    | 3     |              | 1          |               |               |                               |
| LAS 6938      | <b>Design and Methods for Sustainable Development Practice</b> --The purpose of this course is to build practical skills and critical perspectives that empower participants to engage constructively in planning, implementation and evaluation of sustainable development practice. Required for MDP students. <b>Cross-listed with AFS 6905.</b>  | Galloway   | 50%         | S    | 3     |              | 10         | X             | X             |                               |
| LAS 6938      | <b>Economic Development in Latin America</b> --An exploration of the forces that have shaped economic and agricultural development in Latin America. <b>Cross-listed with AEB 6933.</b>  | Useche     | 100%        | F    | 3     |              | 3          | X             | X             |                               |
| LAS 6938      | <b>Law and Policy in the Americas</b> --The seminar evaluates the development of legal systems in the Americas and includes a comparative analysis. Topics include constitutional and international law, trade and commercial development, alternative dispute resolution mechanism use and development, citizen security and human rights, property rights, and a review of regional judicial reform efforts focusing on efforts to improve access, efficiency and transparency in justice systems as a means to promote democratic consolidation and economic growth. <b>Cross-listed with LAW 6936.</b>   | McLendon   | 100%        | S    | 2     |              | 2          | X             | X             |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number | Course Title / Description   | Instructor         | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|--|--------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAS 6938      | <b>Environmental Catastrophes, Tipping Points, and Challenges</b> —Global Warming, Extinction Crises, Ocean Acidification—The newspapers and magazines are full of environmental doomsday prophecies, and this course will help you make sense of what’s happening to our planet. <b>Cross-listed with GEO 4938 and GEO 6938.</b>  | Walker             | 50%         | S    | 3     |              | 2          |               |               |                               |
| LAS 6938      | <b>Environmental Governance</b> —Participants in this course explore the roles of governments, markets, and civil society in the creation, adoption and implementation of environmental rules and norms. The course evaluates leading environmental policy strategies, including traditional state regulation, market-based incentives and regulation created by private actors (civil society and corporations/CSR). Increasingly, the interactions between different forms of regulation figure prominently in debates on governance. Empirical examples of governance arrangements from different parts of the world and different domains (climate change, forestry, fisheries, agriculture, air quality) highlight challenges and opportunities. <b>Cross-listed with ANG 6930 and SYA 7933.</b>  | Overdevest; Tucker | 25%         | F    | 3     |              | 4          | X             |               |                               |
| LAS 6938      | <b>Foundations of Economics of Sustainable Development</b> — The course provides students with key analytical tools from economics for the study of sustainable economic development. <b>Cross-listed with AFS 6905.</b>   | Serra              | 50%         | S    | 3     |              | 5          |               |               |                               |
| LAS 6938      | <b>Image Leaps: LA Film &amp; Visual Culture</b> — In this course we will consider how visual artists and filmmakers from Latin America interpret the experience of migration to the United States. We will study works from Cuba, Mexico, Guatemala, Colombia and Brazil. We will look at film, photography, painting, and performance art that represent different aspects of migration: the journey, the arrival, the encounter with a foreign culture and language, the challenges of integration, and the return to the homeland. We will compare and contrast the artists’ representational strategies and their modes of affect - some treat the experience as tragic, other as comic, while others look at it as challenge that catalyzes self-discovery.  | Fusco              | 100%        | S    | 3     |              | 13         |               |               |                               |
| LAS 4935      | <b>Imaginary Leaps: Latin American Art and Cinema about Immigration</b> —This course considers how visual artists and filmmakers from Latin America interpret the experience of migration to the United States. It studies works from Cuba, Mexico, Guatemala, Colombia and Brazil. <b>Cross-listed with ARH 4930 and LAS 6938.</b>  | Fusco              | 100%        | S    | 3     |              |            | X             |               |                               |
| LAS 6938      | <b>Latin American Politics</b> —A systematic examination of LA politics, providing a basic foundation and understanding of the core themes in the field. Includes regime change, democratization and social movements. <b>Cross-listed with CPO 6307.</b>  | Williams           | 100%        | F    | 3     |              | 4          | X             | X             |                               |
| LAS 6938      | <b>MDP Development Administration</b> —An exploration of specific tools, processes and concepts linked to the praxis of development administration that will be useful for development professionals. Required for MDP students. <b>Cross-listed with AFS 6905.</b>  | Galloway           | 50%         | F    | 3     |              | 8          | X             | X             |                               |
| LAS 6938      | <b>Power &amp; Environment</b> —This course brings together natural and social scientists and practitioners to ask: How does power work in and through ecosystems, economies, environmental governance systems, institutions, bodies and science itself? Participants explore environmental challenges and conflicts on scales ranging from local farms and forests to earth systems of atmosphere, hydrosphere and biosphere. Attention is drawn to unequal distribution of environmental benefits and burdens, asymmetrical exchange of material and energy, and contested understandings of human and other nature. <b>Cross-listed with ANG 6930.</b>  | Paulson            | 100%        | S    | 3     |              | 14         |               | X             |                               |
| LAS 6938      | <b>Queer Latin America</b> —This graduate-level seminar course in which we will engage the intellectual thought of academics, activists and activists who are theorizing social change from the experiences of queer populations in Latin America, the Caribbean and queer Latinx populations in U.S. America. This course is one of a series of courses being taught that are rooted in a central perspective: that human diversity offers multiple ways to theorize liberation. The goal of this course is to provide space for folks interested in thinking liberation as it relates to genders, sexualities and racialization in Latin America and Latinx communities in U.S. America. By engaging activists, activists and intellectuals speaking from Latin America, and the Caribbean, we will engage also questions concerning sexual and political economy, and coloniality. <b>Cross-listed with WST 6935.</b> | Saunders           | 75%         | S    | 3     |              | 1          |               |               |                               |

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|---------------|---|-------------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAS 6938      | <b>Racial and Ethnic Relations Seminar</b> --In this course we will probe definitions of race and racism, and consider the multitude and divergent ways that sociologists challenge and conceptualize some of these notions. We will consider theories of race and racial stratification and explore their potential transformations over time. We will discuss historical and contemporary forms of racial progress and racist progress in the United States at both macro and micro-levels of analysis.   | Vargas            | 50%         | F        | 3     |              |            | X             |               |                               |
| LAS 6938      | <b>Trade &amp; Human Rights in the Americas</b> --This seminar will explore the premises of the trade and human rights debate from the perspectives of both free trade advocates and human rights activists. <b>Cross-listed with LAW 6936.</b>   | Hernandez; Powell | 100%        | S        | 2     |              | 1          |               |               |                               |
| LAS 6938      | <b>Art and Literature in Latin America</b> --This course addresses the relationship between visual art and literature in Latin America from pre-Hispanic times to the present. <b>Cross-listed with LAS 4935.</b>   | Barradas          | 100%        | F        | 3     |              | 3          | X             |               |                               |
| LAS 6938      | <b>Law and Order in Latin America</b> Uses anthropological approaches to examine institutions, regimes and processes that define and maintain law and order in Latin America. <b>Cross-listed with LAS 4935.</b>  | Hanson            | 100%        | S        | 3     |              |            | X             |               |                               |
| LAS 6938      | <b>Women in Latin American Cinema</b> --Analysis of films by and about Latin American women, both documentaries and dramatic feature films. <b>Cross-listed with LAS 4935.</b>  | Fusco             | 100%        | F        | 3     |              |            |               | X             |                               |
| LAS 6941      | <b>Tropical Conservation/Development Practice</b> --This course allows students to design and organize an independent service-oriented project, beyond thesis research, on- or off-campus, illustrating leadership and collaboration, engaging others in workshops, outreach, and other practical activities.   | Staff             | 100%        | F        | 3     |              | 1          | X             | X             |                               |
| LAS 6943      | <b>Development Theory and Practice in Latin America and Africa</b> -- Both conceptual and practical issues are addressed in relation to each course topic with a multi-disciplinary approach that focuses on the interrelationship among approaches, comparing Latin American and African contexts. Participants learn to describe and analyze complex development issues, paying particular attention to cross-sector linkages and regional comparisons. The course leverages web-based technologies to facilitate interactions among students and faculty at participating MDP universities around the world. <b>Cross-listed with AFS 6305 and ANG 6930.</b> | Schmink           | 50%         | F        | 3     |              | 18         | X             | X             |                               |
| LAS 6949      | <b>Internship in Latin American Studies</b> --Rotating topics surrounding the inter-relationship of core fields of study of development in Latin America, including health sciences, natural sciences, social sciences, and management. Introduces the basic core competencies and practical skills required of a development practitioner. Students pursuing an MA with the internship option are required to sign up for 3-6 credits of the internship or capstone project.   | Various           | 100%        | F, Su    | 3-6   |              | 4          | X             | X             |                               |
| LAS 6971      | <b>Masters Research</b> --Individual work on completion of a Masters thesis on a Latin American topic, conducted under the supervision of a LAS faculty member.   | Various           | 100%        | F, S, Su | 1-3   |              | 17         | X             | X             |                               |
| <b>Law</b>    |   |                   |             |          |       |              |            |               |               |                               |
| LAW 6250      | <b>Comparative Law</b> --Cross-cultural comparison of law and the legal profession, including comparison of American and foreign case materials.  | Malavet           | 25%         | F, S     | 3     | 1            | 20         |               | X             |                               |
| LAW 6260      | <b>International Law</b> --An introduction to international law as applied between nations and in the US courts.  | Hernandez         | 25%         | S        | 3     | 5            | 19         |               | X             |                               |
| LAW 6261      | <b>International Business Law</b> --Legal aspects of managing the international business environment.   | Zheng             | 25%         | F        | 3     | 1            | 63         |               | X             |                               |
| LAW 6262      | <b>International Trade Law</b> --Legal problems involved with the control of trade and investment by national governments and multinational agreements. Explores obligations under the World Trade Organization and NAFTA.  | Zheng             | 25%         | F        | 2     |              |            | X             | X             |                               |
| LAW 6574      | <b>International Intellectual Property Law</b> --A survey of the principal multinational agreements relating to intellectual property.  | Loewenheim        | 25%         | S        | 3     |              | 13         |               |               |                               |
| LAW 6930      | <b>International Criminal Law</b> --This course will study the development of international criminal law, and the development of the institutions where international criminal cases will be heard. The course will focus entirely on criminal law, meaning both international law regarding serious criminal offenses, such as genocide and crimes against humanity, as well as domestic crime which has international implications.   | Jacobs            | 25%         | S        | 3     |              | 17         |               | X             |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number      | Course Title / Description  | Instructor        | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|--------------------|---|-------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LAW 6930           | <b>International and Comparative Environmental Law-Costa Rica</b> --This course offers students the unique opportunity to study international and comparative environmental law from a Latin American perspective through the study abroad program in Costa Rica. The UF Levin College of Law/University of Costa Rica Joint Program in Environmental Law emphasizes international and comparative environmental law as well as skills training in a cross-cultural context through its Conservation Clinic and skills-based courses such as Environmental Dispute Resolution.  | Ankersen          | 100%        | Su   | 3     |              | 10         |               | X             | X                             |
| LAW 6930           | <b>International and Comparative Law Skills-Costa Rica</b> --This course offers students the unique opportunity to study international and comparative environmental law from a Latin American perspective through the study abroad program in Costa Rica. The UF Levin College of Law/University of Costa Rica Joint Program in Environmental Law emphasizes international and comparative environmental law as well as skills training in a cross-cultural context through its Conservation Clinic and skills-based courses such as Environmental Dispute Resolution. <b>Supported with Title VI funds.</b>   | Ankersen          | 100%        | Su   | 2     |              | 10         |               | X             | X                             |
| LAW 6930           | <b>International Environmental Law</b> --This course offers an introduction to International Environmental Law. It provides the student with the most important issues related to the protection of the environment. It addresses a thorough examination of specific topics included the international regulation of the marine environment, the protection of the atmosphere, the protection of endangered species and biodiversity. The course also examines the conflicts between international environmental law and international economic law as well as the relationship between international human rights and the protection of the environment. | Virzo             | 25%         | S    | 1     | 1            | 15         |               | X             |                               |
| LAW 6930           | <b>International Law of the Sea</b> --This course is meant to provide a survey of international law of the sea. It will focus on the legal regime established by both customary international law and the United Nations Convention on the Law of the Sea (UNCLOS). It will cover the legal regime of internal waters; territorial Sea; international straits and archipelagos; contiguous zone; exclusive economic zone; continental shelf; high seas and the international seabed area.   | Virzo             | 25%         | S    | 1     | 1            | 24         |               | X             |                               |
| LAW 6936           | <b>International Children's Rights</b> --This course deals with aspects of contemporary childhood, adolescence and youth, with a particular focus on human rights violations and remedies globally. The course starts by asking how conceptions of childhood and adolescence have changed over time and space. It then introduces fundamental international and regional human rights principles and their relevance to key contemporary concerns.  | King              | 25%         | S    | 2     |              | 14         |               | X             |                               |
| LAW 6936           | <b>International Financial Crimes</b> --This seminar will examine laws, executive orders, international agreements, and judicial decisions impacting upon national as well as transnational illicit money transfers especially within the context of terrorism funding.   | Baldwin           | 25%         | F    | 2     |              | 15         | X             | X             |                               |
| LAW 6936           | <b>Trade &amp; Human Rights in the Americas</b> --This seminar will explore the premises of the trade and human rights debate from the perspectives of both free trade advocates and human rights activists. <b>Cross-listed with LAS 6938.</b>   | Hernandez; Powell | 100%        | S    | 2     |              | 12         |               | X             |                               |
| LAW 6936           | <b>Law and Policy in the Americas</b> --The seminar evaluates the development of legal systems in the Americas and includes a comparative analysis. Topics include constitutional and international law, trade and commercial development, alternative dispute resolution mechanism use and development, citizen security and human rights, property rights, and a review of regional judicial reform efforts focusing on efforts to improve access, efficiency and transparency in justice systems as a means to promote democratic consolidation and economic growth. <b>Cross-listed with LAS 6938.</b>  | McLendon          | 100%        | S    | 2     |              | 11         | X             | X             |                               |
| <b>Linguistics</b> |   |                   |             |      |       |              |            |               |               |                               |
| LIN 4930           | <b>African Elements in the Americas</b> --This course addresses the issue, beginning with the first Africans to set foot on the continent and tracing the African influence from that period to the modern day.   | Essegbey          | 25%         | F    | 3     | 12           |            | X             |               |                               |

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|---------------------------|--|------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| LIN 4930                  | <b>Black Englishes</b> --The aim of this course is to present students with varieties of Englishes spoken by Blacks in Africa, the Caribbean, and the United States. Students will learn about the structure of these varieties as well as the social histories which underpin them. They will be made to appreciate difficulties in using terms like dialect versus language to describe these varieties. Further, they will watch movies and interact with native speakers of these varieties with a view to identifying features that set them apart. Students will also be introduced to such concepts like "pidgins" and "creoles". Students will also learn to distinguish between "broken English" and Pidgin or Creole English. <b>Cross-listed with LIT 4930, SSA 4930, and AFA 4931.</b> | Essegbey   | 25%         | F        | 3     | 12           |            | X             | X             |                               |
| LIN 4930                  | <b>Introduction to Haitian Creole Linguistics</b> --Examination of the major subfields of linguistics by means of the Haitian Creole language. <b>Cross-listed with HAT 3700.</b>  | Barzen     | 100%        | S        | 3     | 1            |            |               |               |                               |
| <b>Management</b>         |  |            |             |          |       |              |            |               |               |                               |
| BUL 4443                  | <b>Ethics in Global Business</b> -- This course explores issues involving the role of individuals, citizens, business, and government in promoting profitable but responsible commerce and socially beneficial business activity.  | Darnell    | 25%         | F, S     | 2     | 217          |            | X             | X             |                               |
| BUL 6852                  | <b>International Bus Law</b> -- This course addresses legal aspects of managing the international business environment.  | Di Matteo  | 25%         | F        | 2     | 4            | 24         | X             | X             |                               |
| MAN 6636                  | <b>Global Strategic Management</b> --Designed for master's students in business administration. Strategic issues facing global and multinational organizations.  | Ross       | 25%         | F, S     | 2     | 87           | 162        | X             | X             |                               |
| <b>Marketing</b>          |  |            |             |          |       |              |            |               |               |                               |
| MAR 6157                  | <b>International Marketing</b> --This course introduces students to the analysis of economic, social, and cultural issues affecting marketing management in the international environment.   | Xie        | 25%         | F        | 2     | 24           | 34         | X             | X             |                               |
| <b>Mass Communication</b> |  |            |             |          |       |              |            |               |               |                               |
| MMC 6638                  | <b>Global Activism and Social Change Communication</b> --This course delves into activism, social change, and social entrepreneurship from a local and global perspective in order to enhance students' perspectives of social change as it manifests via popular media and community action. As part of the course, students will critically analyze the political histories around national and global issues in order to better understand the depth of community organizing and breadth of social change communication.  | Castillo   | 25%         | S        | 3     | 7            |            | X             | X             |                               |
| PUR 4932                  | <b>International Humanitarian Communication</b> --Research of international humanitarian topics including how to determine if information gathered is credible, less than credible, or even propagandistic. <b>Cross-listed with JOU 4930.</b>   | Kaplan     | 25%         | F        | 3     | 15           |            | X             | X             |                               |
| <b>Music</b>              |  |            |             |          |       |              |            |               |               |                               |
| MUE 2470                  | <b>Percussion Skills</b> --The purpose of this course is to prepare music education majors for the complexities of teaching percussion in a public school setting. All major areas of percussion pedagogy will be covered. 25% coverage of LAC music.  | Broadway   | 25%         | F, S     | 1     | 14           |            | X             | X             |                               |
| MUH 2501                  | <b>Introduction to World Music</b> --Introduction to music of non-western cultures in comparison with music of Western European civilizations; the nature of music and the realm of ethnomusicology.   | Staff      | 25%         | F, S, Su | 3     | 134          | 1          | X             | X             |                               |
| MUH 3541                  | <b>Latin American Music</b> --The varied musical expressions of Latin America, their historical formations and social importance. <b>Cross-listed with LAS 3930.</b>   | Tremura    | 100%        | F        | 3     | 4            |            | X             | X             |                               |
| MUH 6549                  | <b>Seminar in Brazilian Music</b> --Examination of historical, social, and aesthetic dimensions of Brazilian music and music making.   | Crook      | 100%        | S        | 3     |              | 20         |               | X             |                               |
| MUH 6675                  | <b>Seminar in Twentieth-Century Music</b> --Selected topics from the 20th century for research and study.  | dos Santos | 25%         | F        | 3     |              |            | X             | X             |                               |
| MUN 1440                  | <b>Percussion Ensemble</b> --Study and performance of ensemble literature for percussion instruments. 25% coverage of LAC music. <b>Cross-listed with MUN 3443 and MUN 6445.</b>   | Broadway   | 25%         | F, S     | 1     | 11           |            | X             | X             |                               |
| MUN 1491                  | <b>Steel Drum Ensemble</b> --Development of performance skills in various components of Caribbean steel drum ensemble, discussing historical and cultural aspects of the art form. <b>Cross-listed with MUN 3813.</b>  | Broadway   | 100%        | F, S     | 1     | 8            |            | X             | X             |                               |

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|--|---|-------------------|-------------|------|--------|--------------|------------|---------------|---------------|-------------------------------|
| MUN 2800                                 | <b>World Music Ensemble</b> --Jacaré Brazil, dedicated to learning Brazilian culture through musical performance. The percussion section of Jacaré Brazil meets as a separate unit to begin the semester and is then combined with the vocal, string, and wind components of Jacaré several weeks into the semester. During the semester students will learn a variety of Brazilian musical styles and Brazilian musical instruments. | Cook              | 100%        | F, S | 1      | 6            |            | X             | X             |                               |
| MUN 3443                                 | <b>Percussion Ensemble</b> --Study and performance of ensemble literature for percussion instruments. 25% coverage of LAC music. <b>Cross-listed with MUN 1440 and MUN 6445.</b>  | Broadway          | 25%         | F, S | 1      | 25           | 1          | X             | X             |                               |
| MUN 3813                                 | <b>Steel Drum Ensemble</b> --Development of performance skills in various components of Caribbean steel drum ensemble, discussing historical and cultural aspects of the art form. <b>Cross-listed with MUN 1491.</b>   | Broadway          | 100%        | F, S | 1      | 27           |            | X             | X             |                               |
| MUN 6445                                 | <b>Percussion Ensemble</b> --Study and performance of ensemble literature for percussion instruments. 25% coverage of LAC music. <b>Cross-listed with MUN 1440 and MUN 3443.</b>  | Broadway          | 25%         | F, S | 1      | 25           | 1          | X             | X             |                               |
| MUN 6496                                 | <b>World Music Ensemble</b> --Jacaré Brazil, dedicated to learning Brazilian culture through musical performance. The percussion section of Jacaré Brazil meets as a separate unit to begin the semester and is then combined with the vocal, string, and wind components of Jacaré several weeks into the semester. During the semester students will learn a variety of Brazilian musical styles and Brazilian musical instruments. | da Silva; Tremura | 100%        | F, S | 1      |              | 4          | X             | X             |                               |
| MUN 6816                                 | <b>Steel Drum Ensemble</b> --Rehearsal, performance and historical aspects of steel drum. 25% coverage of LAC music.  | Broadway          | 25%         | F, S | 1      |              | 2          | X             | X             |                               |
| MUS 6905                                 | <b>Brazilian Music Institute</b> --Intensive study of Brazilian music and musical instruments. Supported with Title VI funds.   | Tremura           | 100%        | Su   | 1      |              | 1          | X             | X             | X                             |
| MVS 1416                                 | <b>Guitar</b> --This course facilitates the development of students to the highest level of musical artistry while learning the different styles of guitar, including Brazilian guitar style and instruments such as cavaquinho and viola caipira. <b>Cross-listed with MVS 2426 and MVS 3436.</b>  | da Silva          | 25%         | F    | Varies | 12           |            | X             | X             |                               |
| MVS 2426                                 | <b>Guitar</b> --This course facilitates the development of students to the highest level of musical artistry while learning the different styles of guitar, including Brazilian guitar style and instruments such as cavaquinho and viola caipira. <b>Cross-listed with MVS 3436.</b>   | Tremura; da Silva | 25%         | F, S | Varies | 11           |            | X             | X             |                               |
| MVS 3436                                 | <b>Guitar</b> --This course facilitates the development of students to the highest level of musical artistry while learning the different styles of guitar, including Brazilian guitar style and instruments such as cavaquinho and viola caipira. <b>Cross-listed with MVS 2426.</b>   | Tremura; da Silva | 25%         | F, S | Varies | 2            |            | X             | X             |                               |
| <b>Natural Resources and Environment</b> |   |                   |             |      |        |              |            |               |               |                               |
| EVR 5705                                 | <b>Natural Resource Management and Innovation Systems</b> - This course addresses how human societies perceive, use, and change natural resources, by examining the drivers, feedbacks, and social impacts of the innovation process. The course connects the ecological and economic systems studied during the first semester of the Master's in Development Practice degree program with the social realm.                         | Porzecanski       | 25%         | S    | 3      |              | 14         | X             | X             |                               |
| <b>Philosophy</b>                        |   |                   |             |      |        |              |            |               |               |                               |
| PHI 3930                                 | <b>Global Justice</b> --In this course we will engage contemporary philosophical questions in the domain of global justice, including: What principles should guide international action? How does economic integration affect what the world's peoples owe to each other? What do the peoples of the Global North owe to the peoples of the Global South?  | Ahlberg           | 25%         | F    | 3      |              |            | X             |               |                               |
| <b>Political Science</b>                 |   |                   |             |      |        |              |            |               |               |                               |
| CPO 2001                                 | <b>Comparative Politics</b> --The classification of political systems according to institutional and developmental characteristics. Comparison of contemporary political institutions and processes in specific countries.  | Various           | 25%         | F, S | 3      | 432          |            | X             | X             |                               |
| CPO 3303                                 | <b>Introduction to Latin American Politics</b> --An overview of political patterns and political behavior in LA from comparative and developmental perspectives. Emphasis on the social, economic and political factors shaping contemporary political structures and processes. <b>Cross-listed with LAS 3930.</b>   | Staff             | 100%        | F, S | 3      | 38           |            | X             | X             |                               |
| CPO 4034                                 | <b>Developing Nations</b> --A general introduction to politics in third world states, examining common problems and the various strategies for dealing with them.   | Various           | 25%         | F, S | 3      | 39           |            | X             | X             |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number | Course Title / Description  | Instructor    | LAC Content | Term     | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|---------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| CPO 4306      | <b>Contemporary Problems in Latin America</b> --The analysis of major themes and issues in the study of Latin American politics: democratic transitions, economic restructuring, social movements, civil-military relations and political violence. <b>Cross-listed as LAS 4935.</b>  | Anderson      | 100%        | S        | 3     | 13           |            |               |               |                               |
| CPO 4731      | <b>Democratization in Global Perspective</b> --The course familiarizes students with issues characterizing democratization literature including factors favoring or undermining the establishment of democracy, such as economic development, culture, and civil society.   | O'Dwyer       | 25%         | F        | 3     | 42           |            | X             | X             |                               |
| CPO 4793      | <b>Environmental Politics in the Global South</b> --This course examines the politics of environmental degradation in countries of the global south, a.k.a. the developing world, through case studies of Amazonian deforestation in Brazil, international development projects in India and oil drilling in the Niger Delta.   | Mcomber       | 50%         | F        | 3     | 18           | 1          |               |               |                               |
| CPO 6059      | <b>Democracy and its Competitors</b> --Analysis of democracy's components and several forms of authoritarianism such as apartheid, racism, right-wing populism, and totalitarianism. <b>Cross-listed with LAS 6938.</b>   | Anderson      | 100%        | S        | 3     |              | 8          |               | X             |                               |
| CPO 6077      | <b>Social Movements in Comparative Perspective</b> --This course examines major classical and contemporary theoretical approaches to the field of collective action and social movements.   | O'Dwyer       | 25%         | S        | 3     |              | 10         |               | X             |                               |
| CPO 6091      | <b>Introduction to Comparative Policy Analysis</b> --Introduction to major theoretical and methodological approach to study of comparative politics.  | Bernhardt     | 25%         | F        | 3     |              | 10         | X             | X             |                               |
| CPO 6307      | <b>Latin American Politics</b> --A systematic examination of LA politics, providing a basic foundation and understanding of the core themes in the field. Includes regime change, democratization and social movements. <b>Cross-listed with LAS 6938.</b>  | Williams      | 100%        | S        | 3     |              |            | X             | X             |                               |
| INR 2001      | <b>International Relations</b> -- introduction to the study of international relations that will help students acquire analytical tools to understand international politics.   | Various       | 25%         | F, S     | 3     | 992          |            | X             | X             |                               |
| INR 3034      | <b>Politics of the World Economy</b> --International trade, finance and investment issues in the global political economy and their importance for advanced industrial and less-developed countries.  | Brown         | 25%         | F, S     | 3     | 49           |            | X             | X             |                               |
| INR 3084      | <b>Culture &amp; World Politics</b> --This course explores the interplay between culture and power in contemporary world politics by focusing on concepts such as identity, difference, and representation, which have emerged as objects of major political and theoretical contestation over the past two decades. The major purpose of the course is to expose political complexities of these concepts and to reveal their intimate and intricate relation with knowledge production, on the one hand, and economies of warfare and violence, on the other – or, in other words, with international relations as a discipline itself. | Hozic         | 25%         | S        | 3     | 40           |            |               |               |                               |
| INR 3102      | <b>US &amp; World Affairs</b> This course is designed to enable students to understand the policies and objectives of the United States in its relations with others in an international system undergoing tremendous change.   | Nolan, Selden | 25%         | F, S, Su | 3     | 143          |            | X             | X             |                               |
| INR 3333      | <b>Introduction to International Security</b> -- This course examines and applies the major theoretical and methodological approaches to international security. Analyzes the impact of domestic, state, regional and global system factors in international security. Familiarity with the basic concepts of world politics, particularly the dominant actors, issues and paradigms, is recommended.   | Staff         | 25%         | F, S     | 3     | 47           |            | X             | X             |                               |
| INR 3603      | <b>Theories of International Relations</b> --Examines a variety of theoretical and methodological approaches to the study of international relations.   | Staff         | 25%         | F, S     | 3     | 92           |            | X             | X             |                               |
| INR 4035      | <b>Poor and Rich Nations</b> --This course explores the economic, social, and political linkages and interdependencies between and among less- and more-developed countries in the global system predominantly from the former's perspective.   | Staff         | 25%         | F, S     | 3     | 48           |            |               | X             |                               |
| INR 4350      | <b>International Environmental Relations</b> --This course considers the special problems posed by environmental collective action for international policymakers, some of the primary actors and organizations involved in addressing environmental problems, and selected international environmental issues.   | Various       | 25%         | F, S     | 3     | 58           | 1          |               | X             |                               |
| INR 6337      | <b>Survey of International Security</b> --Principal problems and issues in the area of international security, considered by examining samples of scholarly literature in the subfield.   | Staff         | 25%         | F, S     | 3     |              | 13         |               | X             |                               |
| INR 6507      | <b>International Organization</b> --Advanced reading and research. Special focus on international norms, regimes, formal intergovernmental and supranational organizations, and global constitutions.   | Brown         | 25%         | S        | 3     |              | 15         |               | X             |                               |

## Appendix C UF Latin American Studies

| Course Number     | Course Title / Description   | Instructor        | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|-------------------|--|-------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| INR 6607          | <b>International Relations Theory</b> --Basic forces, problems, and developments in international politics and organization. Includes Latin American examples and readings.  | Hozic             | 25%         | F    | 3     |              | 14         | X             | X             |                               |
| POS 4931          | <b>Politics of Sports and Stadium</b> --This course addresses how sports and stadiums are frequently intertwined political forces. It studies issues such as the public funding of private stadiums, bidding for Olympic Games, and gentrification in the name of sports. It will also examine how nationalism, identity, and gender are significant to sports.  | Suarez            | 25%         | F    | 3     |              |            | X             |               |                               |
| POS 4931          | <b>Politics of Housing</b> --This course will consider how politics and policies can assist in shaping housing, cities, homelessness, and suburbia in Latin America. Some examples of class material will consider the early origins of modern cities, the development of suburbia, recent developments such as public housing, gentrification, and gated communities.   | Suarez            | 100%        | S    | 3     | 22           |            |               |               |                               |
| POS 4931          | <b>Politics of the Caribbean</b> --This course considers the Caribbean as a subject of political study. It addresses the political forces that have impacted the Caribbean since colonization, after independence, and those who are still in a territorial, dependency, or colonial status. The course focuses significantly on the Spanish and English speaking islands, but also addresses the experience of the islands that were colonized by other European powers. Some of the topics that will be discussed in the class will be colonialism, decolonization, imperialism, geopolitics, nationalism, populism, authoritarianism, clientelism, democratization, drug trafficking, neoliberalism, and migration. <b>Supported with Title VI funds. Cross-listed with LAS 4935.</b> | Suarez            | 100%        | F    | 3     | 15           |            | X             | X             | X                             |
| POS 6933          | <b>The Politics of International Law</b> --This course seeks to provide students with an understanding of the logistics and substance of international law. Pitched at the interdisciplinary intersection of political science and law, it helps students to ask what laws exist in the global political arena and how those laws affect the structure, content, and outcomes of global political interaction. As such, the course explores the legal dimensions of international relations, the nature and development of international law, the subjects of international law, human rights, state and individual responsibility, recognition, jurisprudence, immunities, the International Court of Justice, the United Nations, and international law regarding the use of force.    | Sjoberg           | 25%         | S    | 3     |              | 17         |               |               |                               |
| <b>Portuguese</b> |  |                   |             |      |       |              |            |               |               |                               |
| POR 1130          | <b>Beginning Portuguese I</b> --The sequence POR 1130 and POR 1131 is the basic course in Portuguese stressing the language as spoken in Brazil.   | Quinn             | 100%        | F, S | 5     | 38           |            | X             | X             |                               |
| POR 1131          | <b>Beginning Portuguese II</b> --This course focuses on the four skills of language acquisition: speaking, writing, listening and reading to give students the tools for basic proficiency in Brazilian Portuguese.  | Quinn             | 100%        | F, S | 5     | 26           |            | X             | X             |                               |
| POR 3010          | <b>Introduction to Portuguese and Brazil</b> -- Course designed for those with knowledge of another Romance language (usually Spanish).  | Quinn             | 100%        | F, S | 5     | 28           | 4          | X             | X             |                               |
| POR 3224          | <b>Favela (Applied Portuguese)</b> --Long seen as urban blight by many, favelas have generated a vibrant culture of their own. Readings and discussions are in Portuguese to develop vocabulary and fluency and to provide an international perspective on the issues addressed.   | Ginway            | 100%        | F    | 1     | 6            |            |               |               |                               |
| POR 3224          | <b>Grammar Review</b> --This course is designed to improve students' ability in written and spoken Portuguese. Grammar exercises will be coupled with cultural texts – music, magazine and newspaper articles, etc. – to help students develop their writing skills and expand their vocabulary and cultural knowledge. The course will provide an overview of main grammatical structures, new orthographical rules, and advance students' communication skills.  | Ferreira          | 100%        | F    | 1     | 7            |            | X             | X             |                               |
| POR 3242          | <b>Oral and Written Practice</b> --This class is an intermediate-level course geared toward preparing students for the Portuguese proficiency test established by the Brazilian Ministry of Education: Certificado de Proficiência em Língua Portuguesa do Brasil (Celpe-Bras). Designed to emphasize all four skills (comprehension, speaking, reading and writing), this course provides ample opportunity to train for the examination and improve students' command of Portuguese. Students will also learn more about Brazilian society and culture.  | Perrone, Ferreira | 100%        | S    | 3     | 12           |            |               | X             |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number | Course Title / Description  | Instructor        | LAC Content | Term     | Hours  | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|-------------------|-------------|----------|--------|--------------|------------|---------------|---------------|-------------------------------|
| POR 3243      | <b>Composition and Conversation</b> --An intermediate course with continued expansion of vocabulary, review of essential grammar and structures and development of reading, writing and speaking skills.  | Perrone; Ginway   | 100%        | F        | 3      | 14           | 1          | X             | X             |                               |
| POR 3451      | <b>Portuguese Translation and Interpretation</b> --This course will introduce students to key principles of translation and interpretation, while allowing them to practice the art of translation and learn about the ins and outs of the professional field. Students will be able to improve their Portuguese language skills in all facets through Portuguese-English and English-Portuguese translation. The course is divided into thematic sections – methods and theories, Language for Special Purposes (LSP) for different professional fields [business, law, medicine, tourism, and marketing], interpretation, and entertainment - where students will learn about the themes by reading and practicing. <b>Supported with Title VI funds.</b> | Ferreira          | 100%        | S        | 3      |              |            | X             | X             | X                             |
| POR 3500      | <b>Luso-Brazilian Civilization and Culture</b> --Introduction to the central historical events, political institutions, intellectual currents and artistic movements in the foundation and development of Portugal, Brazil and Lusophone Africa. Draws on history and literature.   | Perrone, Ferreira | 50%         | F        | 3      |              |            | X             |               |                               |
| POR 3502      | <b>Brazilian Culture</b> - Introduction to the study of modern cultural forms, including folk pageantry, performance arts, literature, film and television. <b>This course is part of the UF in Rio de Janeiro FLAS-approved Program.</b>   | Ferreira; Ginway  | 100%        | S; Su    | 6      | 16           | 8          | X             | X             |                               |
| POR 4420      | <b>Advanced Composition and Syntax</b> --A language course that distinguishes Portuguese from related Romance tongues, including the more difficult aspects of grammar and structure, specialized vocabulary, different stylistic registers, and application of these to translation and original composition.  | Perrone           | 100%        | S        | 3      | 11           | 2          |               | X             |                               |
| POR 3130      | <b>Intro to Brazilian Literature I</b> --This course has four principal objectives: 1) to introduce beginning students of literature to fundamental concepts of literary study (e.g. genre, epochal style) and textual analysis; 2) to familiarize students with the principal periods of the history of literature in Brazil; 3) to appreciate Brazilian writers in national and international contexts; and 4) to compare the development of literature in Brazil with that of Portugal and other European models.  | Perrone           | 100%        | F        | 3      | 9            |            |               |               |                               |
| POW 4380      | <b>Contemporary Brazilian Poetry</b> --A study of lyric, both literary and musical, in the second half of the 20th century, including experimental trends, political verse, popular music and youth movements.  | Perrone           | 100%        | S        | 3      | 1            |            |               |               |                               |
| POW 4382      | <b>Brazilian Drama</b> --The course opens students to the dramatic traditions of Brazil, including tragedy, melodrama, comedy, political theater, telenovela and the religious auto. The class examines the work of the theatrical groups as well as productions of the stage, television and film within the context Brazil's social and political culture and key historical moments in the nineteenth and twentieth centuries. <b>Cross-listed with POW 6930.</b>  | Ginway            | 100%        | S        |        |              |            | X             |               |                               |
| POW 4700      | <b>Machado de Assis</b> --As critics and historians continue to examine Machado de Assis' critique of gender, race and slavery in his nineteenth-century works, his texts become all the more contemporary and relevant. Through a careful reading of short stories, crônicas and the viewing of select films, students learn to recognize and understand socio-political critique of gender, race and slavery of this nineteenth-century master.   | Ginway            | 100%        | F        | 3      | 4            |            |               |               |                               |
| POW 4930      | <b>Tourism in Brazil</b> --By studying the importance of tourism in the Brazilian economy, students gain knowledge about the economic and cultural impacts of this multi-billion dollar industry. Since Brazil receives over five million tourists annually and generates over six billion in tourist dollars, the industry is important to Brazil's future growth. In this class, taught in Portuguese, students will practice their language skills through the use of diverse materials, including tourist pamphlets, articles from newspapers and academic journals, book chapters, magazine and television advertisements and music.   | Ferreira          | 100%        | S        | 3      | 11           |            |               |               |                               |
| POW 4930      | <b>Brazilian Science Fiction</b> --Analyses Brazilian science fiction as a tool for discovering and describing Brazil's experience of modernization. <b>Cross-listed with POW 6930.</b>   | Ginway            | 100%        | F        | 3      |              |            | X             |               |                               |
| POW 6385      | <b>Brazilian Lyric</b> --Theory and practice of poetry including Modernist legacy, experimental trends, political verse, song, youth movements, and contemporary phenomena.   | Perrone           | 100%        | S        | 3      |              | 4          |               |               |                               |
| POW 6905      | <b>Individual Work</b> --Independent study of a Portuguese topic, conducted under the supervision of a Portuguese faculty member.   | Staff             | 100%        | F, S, Su | Varies |              | 2          |               |               |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number        | Course Title / Description   | Instructor             | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|----------------------|--|------------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| POW 6930             | <b>Brazilian Drama</b> --The course opens students to the dramatic traditions of Brazil, including tragedy, melodrama, comedy, political theater, telenovela and the religious auto. The class examines the work of the theatrical groups as well as productions of the stage, television and film within the context Brazil's social and political culture and key historical moments in the nineteenth and twentieth centuries. <b>Cross-listed with POW 4382.</b>   | Ginway                 | 100%        | S    | 3     |              |            | X             |               |                               |
| POW 6930             | <b>Brazilian Science Fiction</b> --Analyses Brazilian science fiction as a tool for discovering and describing Brazil's experience of modernization. <b>Cross-listed with POW 4930.</b>  | Ginway                 | 100%        | F    | 3     |              | 3          | X             |               |                               |
| PRT 3391             | <b>Brazilian Cinema</b> --This course examines Brazil's contributions to world cinema with a focus on contemporary films and their roots in Brazil's social reality, including issues of race, violence, poverty and social disparities in a variety of film genres, from Cinema Novo to the New Brazilian Cinema and beyond. <b>Cross-listed with ENG 4135.</b>   | Ginway                 | 100%        | F    | 3     |              |            |               | X             |                               |
| PRT 3930             | <b>Brazilian Crime and Detective</b> --This course will trace the history and conventions of crime and detective fiction in general, exploring how authors in Brazil adapted an imported genre to portray Brazilian reality from 1940s to the present. Students will learn to recognize the distinct types of detective fiction: the traditional deductive or analytical model, the police procedural, American noir or hard-boiled novel, and literary or postmodern variations on the genre. <b>Cross-listed with LAS 3930.</b>                              | Ginway                 | 100%        | S    | 3     | 6            |            |               |               |                               |
| PRT 3930             | <b>Favela Brazil</b> --Culture Long seen as urban blight by many, the favelas of Rio de Janeiro have generated a vibrant culture of their own. While these communities are mainly known for their social problems, they nonetheless enjoy a strong sense of pride and identity. Highly interdisciplinary, this course seeks to understand these communities through the arts and humanities in photography, art, film, literature, and music, while contextualizing these with studies in history, and the social sciences. <b>Cross-listed with LAS 3930.</b> | Ginway                 | 100%        | F    | 3     | 7            |            |               |               |                               |
| <b>Public Health</b> |  |                        |             |      |       |              |            |               |               |                               |
| PHC 3440             | <b>Global Public Health</b> --The course examines these health threats, health production, and their relationship with social processes from an interdisciplinary perspective. The course also examines how social and technical innovations provide new opportunities to address these challenges.  | Mcdermott;<br>Wood     | 25%         | S    | 3     | 57           |            | X             | X             |                               |
| <b>Religion</b>      |  |                        |             |      |       |              |            |               |               |                               |
| REL 2300             | <b>Introduction to World Religions</b> --Origin, historical development, and key figures, concepts, symbols, practices and institutions of Judaism, Christianity, Islam, Hinduism, Buddhism, and East Asian traditions, including Taoism, Shinto, and Confucianism.  | Various                | 25%         | F, S | 3     | 190          |            | X             | X             |                               |
| REL 3022             | <b>Myth and Ritual</b> --Theory and method in the anthropological and religious studies of myths, rituals, religious specialists, and religious movements using examples from cultures throughout the world. <b>Cross-listed with REL 5937.</b>  | Wright                 | 25%         | F    | 3     |              |            |               | X             |                               |
| REL 3098             | <b>Religion, (Medicine) &amp; Healing</b> --Non-conventional healers and healing practices in religious traditions around the globe. <b>Cross-listed with ANT 3930.</b>  | Various                | 25%         | Su   | 3     | 29           |            | X             | X             |                               |
| REL 3148             | <b>Religion &amp; Violence</b> --Explores the problem of violence that springs from religious roots in Western, Asian, African, and Native American traditions. 25% of LAC case studies.   | Peterson               | 25%         | Su   | 3     | 27           |            |               |               |                               |
| REL 3381             | <b>Religion in Latin America</b> --An examination of the main religious traditions in Latin America: native religions, Catholicism in its various forms, Protestantism and African-based religions. <b>Cross-listed with LAS 3930 and RLG 6387.</b>  | Persaud;<br>Blumenthal | 100%        | F    | 3     | 4            |            | X             | X             |                               |
| REL 3938             | <b>Indigenous Religions of the World</b> --Introduces the student to the historical and contemporary religious beliefs and practices of Native peoples of the world. <b>Cross-listed with ANT 3930.</b>  | Wright                 | 25%         | S    | 3     | 8            |            |               | X             |                               |
| REL 3938             | <b>Introduction to Haitian Vodou</b> --Explores the structure, content, language, history, rituals, practices, beliefs, origins, temples, songs, rhythms, art, mythology, literature, philosophy, and culture of Vodou in Haiti, the Americas, and Africa. <b>Cross-listed with HAI 3930, LAS 3930, and ANT 3930.</b>  | Hebblethwaite          | 75%         | F    | 3     |              |            | X             |               |                               |

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**UF Latin American Studies**

| Course Number | Course Title / Description  | Instructor        | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|-------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| REL 3938      | <b>Religion and Animals</b> --This course examines the place of non-human animals in the cosmologies and ethical systems, as well as in practices and institutions, in various religious traditions. Non-human animals have been important in most religions, playing diverse roles as subjects of myth, objects of sacrifice or worship, and symbols and members of communities. We will explore the interpretations and roles of animals in different religions both to illuminate important elements of the religions themselves and to understand the roles of non-human animals in human history and culture generally. <b>Cross-listed with RLG 5396.</b>   | Peterson          | 25%         | S    | 3     | 10           | 1          |               |               |                               |
| REL 3938      | <b>Modern Shamanism</b> --This course examines the varieties of religious experience that have come under the rubric of 'shamanism' and 'shaman'. The course will include contemporary shamanisms among traditional peoples; urbanized, non-indigenous movements, especially core shamanism and the neo-shamanic movements; and prophet movements of the Americas directly connected to shamanic cosmologies. The societies we will be focusing our attention on in the course of the semester include: Amazonian; Central American; Asian; and North American. <b>Cross-listed with RLG 5937.</b>  | Wright            | 50%         | S    | 3     | 8            | 1          |               |               |                               |
| REL 3938      | <b>Sacred Plants</b> --This course explores the sacred relationships constructed among humans and plants in cultures primarily of the Americas. Among topics to be discussed are: plants as concocted to become intermediaries between humans and the divine; plants as constitutive of the "body" of the gods; sacred rituals involving plants; human/plant relationships as the privileged locus of discourse on the nature of the divine and spirit worlds. <b>Cross-listed with ANT 3930 and ANG 6930.</b>  | Wright            | 75%         | S    | 3     | 5            | 1          |               |               |                               |
| REL 4168      | <b>Religion, Nature and Social Change</b> --Explores relationships between religion, nature, and society as a means to understand how these relationships reflect and shape social relations among people.  | Sanford           | 25%         | S    | 3     | 7            |            |               |               |                               |
| REL 4936      | <b>Global Islam</b> --With a focus on lived Islam in the contemporary world, the course will provide knowledge about the diversity and complexity of global Islam and Muslim cultures and societies in global context.  | Soares            | 25%         | F    | 3     | 10           |            | X             |               |                               |
| REL 4393      | <b>Islam in the Americas</b> --Provides knowledge of Islam in the Americas from the 15th century to the present. <b>Cross-listed with LAS 4935.</b>   | Chitwood; Simmons | 75%         | S    | 3     | 7            |            |               | X             |                               |
| RLG 5937      | <b>Religion and Healing</b> --The focus of the course will be on "non-conventional" healers and healing practices in various religious traditions around the globe. The most important themes we shall discuss are: the "efficacy of religious symbols" for the healing process; cross-cultural notions of the body, of pain, and healing; embodiment of healing powers by religious specialists; ritual performances and their meanings; the importance of sound, sonic imagery, and music to healing processes; the relations of healing practices to cosmology, metaphysics, and sacred narratives; and, finally, the transformations of self and meaning that emerge during or from a cure. The healing traditions we shall read about, by ethnic groups or geographical regions, are the following: (1) indigenous peoples of the Americas and urban mestizos of Latin America; (2) Asian and Southeast Asian; (3) African and African-derived traditions; (4) charismatic Christianity and Pentecostalism. <b>Cross-listed with RLG 6126.</b> | Wright            | 25%         | F    | 3     |              | 4          | X             | X             |                               |
| REL 5937      | <b>Myth and Ritual</b> --Theory and method in the anthropological and religious studies of myths, rituals, religious specialists, and religious movements using examples from cultures throughout the world. <b>Cross-listed with REL 3022.</b>   | Wright            | 25%         | F    | 3     |              |            |               | X             |                               |
| RLG 6126      | <b>Religion and Healing</b> --The focus of the course will be on "non-conventional" healers and healing practices in various religious traditions around the globe. The most important themes we shall discuss are: the "efficacy of religious symbols" for the healing process; cross-cultural notions of the body, of pain, and healing; embodiment of healing powers by religious specialists; ritual performances and their meanings; the importance of sound, sonic imagery, and music to healing processes; the relations of healing practices to cosmology, metaphysics, and sacred narratives; and, finally, the transformations of self and meaning that emerge during or from a cure. The healing traditions we shall read about, by ethnic groups or geographical regions, are the following: (1) indigenous peoples of the Americas and urban mestizos of Latin America; (2) Asian and Southeast Asian; (3) African and African-derived traditions; (4) charismatic Christianity and Pentecostalism. <b>Cross-listed with RLG 5937.</b> | Wright            | 25%         | F    | 3     |              |            | X             | X             |                               |
| RLG 6387      | <b>Religion in Latin America</b> --An examination of the main religious traditions in Latin America: native religions, Catholicism in its various forms, Protestantism and African-based religions.   | Persaud           | 100%        | S    | 3     |              | 4          |               | X             |                               |

## Appendix C UF Latin American Studies

| Course Number                         | Course Title / Description   | Instructor            | LAC Content | Term     | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------------------------------|--|-----------------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| <b>Sociology, Criminology and Law</b> |  |                       |             |          |       |              |            |               |               |                               |
| CCJ 4934                              | <b>Policing in the Americas</b> --This course compares the creation and development of police forces in the U.S., Venezuela, Chile, El Salvador, and Nicaragua, looking at how the contexts and histories of each place shaped police organizations and practices. It also discusses contemporary issues in policing, including topics such as community policing, terrorism, technological advancements, and immigration. The course also looks at the current challenges to policing in the Americas, discussing how social movements, police violence, as well as changes in the global economy might shape policing in the future. <b>Cross-listed with LAS 4935.</b>  | Hanson                | 100%        | F        | 3     |              |            | X             |               |                               |
| SYA 4930                              | <b>Environmental Sociology</b> --This course offers a survey of sociological theories and ideas in the specialty area of environmental sociology, as well as other sociological ideas applied to environmental topics. In contrast to a previous course, "Environment and Society", which took a "topic-oriented" approach to the material, this class will take a more "idea-oriented" approach, drawing on theories in order to evaluate their assumptions and applicability. This course will however be case-oriented, as it will also take up a large array of specific issues concerning the relationships of society and environment.   | Perz                  | 25%         | F, S     | 3     |              |            | X             | X             |                               |
| SYA 4930                              | <b>Latino/a Migration</b> -- This course explores the process of Latin American migration to the US.   | Dhuman                | 50%         | S        | 3     | 11           |            | X             | X             |                               |
| SYA 4930                              | <b>Race &amp; U.S. Latina/os</b> Race--has been conceptualized as an idea, identity, ideology, a schema, performance, skin color, biological distinction, demographic characteristic, status-based characteristic, social construction, hierarchical classification system, structure, political project, myth, and others. In this course we will probe definitions of race and racism, and consider the multitude and divergent ways that Latina/os conceptualize, experience, and challenge some of these notions. <b>Cross-listed with LAS 4935, LAS 6938, and SYA 7933.</b>   | Vargas                | 50%         | S        | 3     | 3            |            |               | X             |                               |
| SYA 4930                              | <b>Globalization</b> --This course examines globalization in all its diverse forms of worldwide interconnection. Such interconnections include economic ties, political ties, social ties, and ecological ties. The course allows students to describe the main economic and political interdependencies shaping our world, understand the debates over globalization and why it is such a contested term, and critically engage different intellectual arguments about the desirability of global economic and political trends and alternative possible futures.   | Overdevest            | 25%         | F        | 3     |              |            | X             | X             |                               |
| SYA 7933                              | <b>Environmental Governance</b> --Participants in this course explore the roles of governments, markets, and civil society in the creation, adoption and implementation of environmental rules and norms. The course evaluates leading environmental policy strategies, including traditional state regulation, market-based incentives and regulation created by private actors (civil society and corporations/CSR). Increasingly, the interactions between different forms of regulation figure prominently in debates on governance. Empirical examples of governance arrangements from different parts of the world and different domains (climate change, forestry, fisheries, agriculture, air quality) highlight challenges and opportunities. <b>Cross-listed with ANG 6930 and LAS 6938.</b> | Overdevest;<br>Tucker | 25%         | F        | 3     |              | 7          | X             |               |                               |
| SYD 4510                              | <b>Environment and Society</b> --Social foundations of environmental problems, and social responses to environmental issues, including contestation, conflicts and movements.  | Perz                  | 25%         | F        | 3     | 49           |            |               |               |                               |
| <b>Soil and Water Sciences</b>        |  |                       |             |          |       |              |            |               |               |                               |
| SWS 6932                              | <b>Forest &amp; Soil Ecosystem Services</b> --A systematic overview and basic understanding of the concept of ecosystems services from interdisciplinary and international perspectives. Taught in conjunction with University of Georgia-Athens.  | Comerford;<br>Enloe   | 25%         | F        | 3     |              |            | X             | X             |                               |
| <b>Spanish</b>                        |  |                       |             |          |       |              |            |               |               |                               |
| FOL 6943                              | <b>Romance Language Teaching Methods</b> --Required of all graduate students who will be involved in teaching and have not had a similar course elsewhere. Teaching Training course.   | Wooten                | 50%         | F        | 3     |              | 5          |               | X             |                               |
| LIT 2000                              | <b>Intro to Literature</b> -- This course examines the unique and changing role literature has played in individuals' lives and in society. It is centered on three deceptively simple questions: What is literature? Why do we write literature? And why do we read literature? It introduces students to a range of literary genres, from different countries and historical periods.  | Sampedro              | 50%         | F, S, Su | 3     | 67           |            | X             | X             |                               |
| SPN 1130                              | <b>Beginning Spanish I</b> --The first course in the basic Spanish language sequence. Focus is on developing basic communication skills in reading, writing, speaking and listening.   | Various               | 100%        | F, S, Su | 5     | 934          | 4          | X             | X             |                               |

## Appendix C UF Latin American Studies

| Course Number | Course Title / Description  | Instructor        | LAC Content | Term     | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|-------------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| SPN 1131      | <b>Beginning Spanish II</b> --The second course in the basic Spanish language sequence. Focus is on developing basic communication skills in reading, writing, speaking and listening.  | Jimenez           | 100%        | F, S, Su | 5     | 985          | 1          | X             | X             |                               |
| SPN 1134      | <b>Accelerated Spanish</b> --This course is for students with prior study of Spanish but insufficient preparation to advance to intermediate (2000-level) coursework. Successful completion of SPN 1134 with a grade of C(S) or better satisfactorily fulfills the College of Liberal Arts and Sciences' foreign language requirement.  | San Juan          | 100%        | Su       | 5     | 9            |            | X             | X             |                               |
| SPN 1180      | <b>Elementary Spanish-Progress and Review</b> --The primary goal of the Beginning Spanish courses is to offer students an introduction to basic communicative skills in Spanish while developing an awareness and appreciation of Hispanic/Latino cultures. The courses take their goals from the Standards for Foreign Language Learning in the 21st Century, also known as the 5 Cs.  | Gil               | 100%        | S        | 3     | 27           |            | X             | X             |                               |
| SPN 2200      | <b>Intermediate Spanish I</b> -- Focus on developing intermediate skills in reading, writing, speaking and listening, building communicative competence, and enhancing cultural awareness.  | Staff             | 100%        | F, S, Su | 3     | 289          | 1          | X             | X             |                               |
| SPN 2201      | <b>Intermediate Spanish II</b> --Focus on continued development of intermediate skills in reading, writing, speaking and listening, further enhancing communicative competence and cultural awareness.  | Staff             | 100%        | F, S     | 3     | 275          |            | X             | X             |                               |
| SPN 2240      | <b>Intensive Communication Skills</b> --Preparation for 3000 level courses. The course concentrates on developing the ability to understand both oral and written Spanish.  | Staff             | 100%        | F, S, Su | 3     | 219          |            | X             | X             |                               |
| SPN 2340      | <b>Introduction to Reading and Writing for Bilinguals</b> -- This is the first in the sequence of courses designed specifically for bilingual students. It aims to expand and improve their formal knowledge of Spanish. This objective will be carried out by introducing students to the basic rules of grammar and spelling that govern the language.  | Torres            | 100%        | F, S     | 3     | 15           |            | X             | X             |                               |
| SPN 3036      | <b>Spanish in the Health Profession</b> --Equips students with the skills to execute basic functions of the health profession as well as understand and articulate conversations using medical terminology.   | Sotelo            | 100%        | F, S, Su | 3     | 72           |            | X             | X             |                               |
| SPN 3224      | <b>Applied Spanish: College Life in Latin America</b> --In the typical "Latin American Culture" course, topics covered include "Religion," "Politics," "History," "Music," and the like. However, college (or "campus") life—even though it is directly related to all these topics—is rarely discussed in detail. This course attempts to fill that gap. In SPN 3224 we will take a broad look at university life in a variety of Spanish-speaking countries, and highlight the similarities and differences between what it is like to be a college student in the United States and in Latin America.  | Moreland          | 100%        | F, S     | 1     | 21           |            | X             |               |                               |
| SPN 3224      | <b>Applied Spanish: Spanish Creative Writing</b> --This course explores and develops students' creative potential at the level of written language through constant practice and group feedback.  | Rivero Santa Cruz | 100%        | S        | 3     | 4            |            |               |               |                               |
| SPN 3224      | <b>Applied Spanish: Human Rights Latin America</b> --The course introduces multiple perspectives about lives, identities, and collective experience of people from marginalized community members (women, the poor, peasants, immigrants, and indigenous people). By integrating history, literature, and film this one-credit class will examine the ways that societies across national boundaries deal with human rights issues. The social and political landscape of the everyday and the collective experience of people have developed works like testimonial narratives, movies, and documentaries. These works are united in the most important cultural traditions of the twentieth-century and have articulated life and history as integral elements of the human conscience. | Pinzon            | 100%        | F        | 3     | 15           |            | X             | X             |                               |
| SPN 3224      | <b>Applied Spanish: Latin American Families</b> --The class explores Latin American families and their representation through the analysis of literature, film, comics and popular contemporary sitcoms. Four key concepts are used as the theoretical framework for this analysis: familismo, machismo, machismo and personalismo. These cultural variables will be surveyed and interpreted through the family dynamics presented in the mentioned aesthetic productions.   | Murillo           | 100%        | S        | 1     | 14           |            |               |               |                               |
| SPN 3224      | <b>Applied Spanish: Living La Vida Caribeña</b> --The goal of this course is to explore through conversations the cultural identity of the people of the Caribbean and the extraordinary historical and social events that shaped the life of today's Caribbean. The course is designed to provide students with an overview of the contemporary Caribbean society and culture, while talking about selected topics of interest to understand the past and modern Caribbean life.   | Restrepo          | 100%        | F        | 1     | 15           |            | X             | X             |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number | Course Title / Description  | Instructor | LAC Content | Term     | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| SPN 3224      | <b>Applied Spanish: Pop Culture in Latin America</b> --In this student-centered course, we will explore a wide variety of "pop culture topics" that dominate daily headlines (and discourse) in the Spanish-speaking countries of the Americas (including the United States). Weekly discussions will focus on a central theme and/or specific country, but will also depend heavily on the news items selected by all students prior to that day's class.  | Moreland   | 80%         | F, S     | 1     | 21           |            | X             | X             |                               |
| SPN 3300      | <b>Spanish Grammar and Composition I</b> -- Intensive language course designed to develop students' mastery of grammatical principles, increase their vocabulary and enhance their writing and compositional skills.  | Staff      | 100%        | F, S, Su | 3     | 181          |            | X             | X             |                               |
| SPN 3301      | <b>Spanish Grammar and Composition II</b> --Continues review of Spanish grammar begun in SPN 3300, while concentrating on intensive practice in writing expository Spanish.   | Staff      | 100%        | F, S     | 3     | 42           |            | X             | X             |                               |
| SPN 3350      | <b>Spanish and Grammar Composition for Bilingual Speakers</b> -- The main objectives of this course revolve around language issues that present particular challenges to those students who have learned Spanish in an informal way, that is, by hearing and speaking it with family and friends, or by having spent a considerable amount of time residing in a country where Spanish is spoken.   | Jordan     | 100%        | F, S     | 3     |              |            | X             | X             |                               |
| SPN 3414      | <b>Advanced Spanish Conversation II</b> --Authentic materials of the Hispanic world are used to improve students' listening-comprehension and speaking skills for both formal and informal situations.  | Staff      | 100%        | F, S     | 3     | 34           |            | X             | X             |                               |
| SPN 3440      | <b>Commercial Spanish</b> --An introduction to the vocabulary and business practices of the Hispanic world. Emphasis on oral and written business communications.   | Moreland   | 100%        | S        | 3     | 24           |            |               | X             |                               |
| SPN 3442      | <b>Marketing and Advertising in the Spanish-Speaking World</b> --An introduction to the related fields of marketing and advertising as they pertain to the Spanish-speaking world. Focuses on marketing campaigns and advertising strategies, in print and on television. Emphasis on the cultural element(s) and context(s) of marketing/advertising campaigns. Covers a representative sampling of Spanish-speaking countries, with special attention to Spain, Mexico, Argentina and the United States. Group work required for some class projects. | Moreland   | 75%         | F        | 3     | 25           |            |               |               |                               |
| SPN 3451      | <b>Spanish Translation and Interpretation: Theory and Practice</b> --Provides an introduction to the theories and principles of translation and interpretation, combined with practice in English-to-Spanish and Spanish-to-English translations. Working individually and in groups, students will acquire translation techniques for a variety of genres, such as literary texts, letters, legal documents, newspapers, commercial advertisements, etc.   | Braylan    | 100%        | F        | 3     | 21           |            | X             |               |                               |
| SPN 3510      | <b>Culture and Civilization of Spain</b> --A survey of Spanish history, customs and the arts from ancient times to the present; devotes considerable attention to life in contemporary Spain since the death of General Franco in 1975.   | Sampedro   | 25%         | F        | 3     |              |            | X             |               |                               |
| SPN 3520      | <b>Culture and Civilization of Spanish America</b> --Focus on the rich and often conflictive diversity of the Americas, as well as the historical experiences that allow us to speak of the Americas as a whole.  | Various    | 100%        | F, S     | 3     | 46           |            |               | X             |                               |
| SPN 3700      | <b>Introduction to Hispanic Linguistics</b> --Initial overview of central theories and applications of linguistic analysis in the study of Spanish. The phonological, grammatical, discursive and social structures of Spanish are considered.  | Various    | 100%        | F, S     | 3     | 127          |            | X             | X             |                               |
| SPN 3831      | <b>Spanish for the Legal Professions</b> --Prepares students for professional work in legal professions in a Spanish-speaking environment. Enables students to understand legal texts and arguments, write documents and express themselves using legal vocabulary. Covers a broad mix of practical legal terminology, vocabulary and conversational skills. Conducted entirely in Spanish.   | Moors      | 100%        | S        | 3     | 17           |            |               |               |                               |
| SPN 3930      | <b>Contemporary Mexican Literature</b> --Analysis of Mexican literature of the 20th and 21st century as well as a letter and a poem of Sor Juana. Historic events and biographies, literary and social events as well as literary technique will be studied.  | Hind       | 100%        | F        | 3     | 12           |            |               | X             |                               |
| SPN 3930      | <b>Contemporary Music in the Spanish Speaking World</b> --Studies the motivations behind musical production in the Spanish-speaking community as well as the culture produced by the product.   | Moreland   | 100%        | S        | 3     | 22           |            |               | X             |                               |
| SPN 3930      | <b>Spanish for Educators</b> --This course is designed for learners interested in teaching Spanish as a World Language and/or increasing their linguistic and cultural expertise to work with educational stakeholders in Spanish in K- 12 contexts.  | Wooten     | 100%        | F        | 3     | 13           |            |               |               |                               |

## Appendix C UF Latin American Studies

| Course Number | Course Title / Description  | Instructor                   | LAC Content | Term     | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|------------------------------|-------------|----------|-------|--------------|------------|---------------|---------------|-------------------------------|
| SPN 3948      | <b>Spanish Service Learning</b> --Engages students in the local Spanish-speaking community through academic investigation and service work. Consists of classroom meetings, community projects outside of class, and reflective assignments; may be taken a maximum of one time on UF's campus and one time abroad.   | Navajas                      | 100%        | F, S, Su | 3     | 37           |            | X             | X             |                               |
| SPN 4420      | <b>Advanced Composition &amp; Syntax</b> --Emphasizes the finer aspects of Spanish syntax, vocabulary and style that give the advanced student difficulties.  | Staff                        | 100%        | F, S     | 3     | 38           |            | X             | X             |                               |
| SPN 4713      | <b>Spanish Second Language Acquisition</b> --Overview of second language acquisition theory with discussion of empirical studies on the acquisition of Spanish. Emphasis on research design and the analysis of oral or written production of learners of Spanish.  | Zahler; Lord-Ward            | 100%        | F, S     | 3     | 21           |            | X             | X             |                               |
| SPN 4780      | <b>Spanish Phonetics</b> --An introduction to an analysis of the sound system of Spanish from both an articulator and an acoustic perspective.  | Lee Ko                       | 100%        | F, S     | 3     | 21           |            |               | X             |                               |
| SPN 4822      | <b>Sociolinguistics of the Spanish Speaking World</b> --General overview of issues in sociolinguistics: language variation, language contact, discourse analysis, language attitudes, policy, and social factors in language acquisition.   | Aaron; Zahler                | 80%         | S        | 3     | 23           |            |               | X             |                               |
| SPN 4850      | <b>Structure of Spanish</b> --Explores syntactic, morphological and semantic aspects of Spanish. Affords the student a chance to develop written competency and awareness of structural alternatives.   | de Prada Perez               | 50%         | F        | 3     | 24           |            | X             |               |                               |
| SPN 4851      | <b>Spanish Bilingualism</b> --Examines the internal and external factors that lead to and result from bilingualism in regions where Spanish is spoken. Organized into three primary components: social aspects; linguistic aspects; political and educational aspects.  | de Prada Perez; Valdes Kroff | 100%        | S        | 3     | 27           |            |               | X             |                               |
| SPN 4905      | <b>Individual Work</b> --Independent study of a Spanish topic, conducted under the supervision of a Spanish faculty member.   | Various                      | 50%         | Su       | 1-3   | 1            |            |               |               |                               |
| SPN 4930      | <b>Language and Thought</b> --The course has the objective to evaluate the interaction of linguistic processes with the cognitive processes. We examine the principal topics that provide psycholinguistics and embodied cognition.   | Valdés Kroff                 | 100%        | F        | 3     | 25           |            | X             |               |                               |
| SPN 4930      | <b>Spanish in the United States</b> --Examines various facets of the presence of Spanish and its speakers in the United States including code-switching and "Spanglish" as well as questions of identity and borders.   | Zahler                       | 25%         | F        | 3     | 25           |            | X             |               |                               |
| SPN 4930      | <b>Spanish Variation</b> --This course considers the different synchronic variations such as the social, regional and stylistic variations and its relation with the change (diachronic variation) in the natural languages.  | Zahler                       | 100%        | F        | 3     | 17           |            |               |               |                               |
| SPN 4930      | <b>Research Methods in Bilingualism</b> --Structural and sociocultural analysis of the Spanish language in contact with other major languages: Quechua, Aymara, Guarani, Basque, Catalan, English, Portuguese, and African languages. <b>Cross-listed as SPN 6735</b>   | de Prada Perez               | 50%         | S        | 3     | 14           |            |               | X             |                               |
| SPN 4930      | <b>Spanish Dictionaries</b> --This course addresses the delimitation of the dictionary concept, typology of dictionaries, history and panorama of Spanish monolingual lexicography, practical considerations in the preparation of monolingual dictionaries: macro- and microstructure, overview of bilingual English / Spanish lexicography, and practical considerations in the preparation of English / Spanish bilingual dictionaries. <b>Cross-listed with SPN 6735.</b> | Pharies                      | 50%         | S        | 3     | 14           |            |               |               |                               |
| SPN 4930      | <b>Community Language Use-UF in Seville</b> -- Learning Spanish through cultural and community immersion at the Universidad Internacional Menendez Pelayo (UIMP). UIMP is one of the oldest and most prestigious universities that offers extensive summer programs in Spain.   | Valdés Kroff                 | 25%         | Su       | 3     | 11           |            | X             | X             |                               |
| SPN 6480      | <b>Spanish Phonetics and Phonology</b> --Explores the Spanish phonological system from the perspectives of linear and non-linear generative phonology, comparing and contrasting the most popular models and theories used in literature today. Theories are subsequently applied towards broader issues of language acquisition, use and maintenance.  | Lord-Ward                    | 25%         | F        | 3     |              |            |               | X             |                               |
| SPN 6705      | <b>Foundations of Hispanic Linguistics</b> --Introducing theoretical linguistics, exploring research methods employed in the field, and showcasing the research areas represented in the department. The course is divided in three main units: introduction to theoretical linguistics; introduction to research methods; current research. Taught in Spanish.   | Aaron                        | 100%        | F        | 3     |              |            | X             |               |                               |

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| Course Number | Course Title / Description  | Instructor               | LAC Content | Term  | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|--------------------------|-------------|-------|-------|--------------|------------|---------------|---------------|-------------------------------|
| SPN 6735      | <b>Research Methods in Bilingualism</b> --Structural and sociocultural analysis of the Spanish language in contact with other major languages: Quechua, Aymara, Guarani, Basque, Catalan, English, Portuguese, and African languages. <b>Cross-listed with SPN 4930.</b>  | de Prada Perez           | 50%         | S     | 3     |              | 5          |               | X             |                               |
| SPN 6735      | <b>Spanish Dictionaries</b> --This course addresses the delimitation of the dictionary concept, typology of dictionaries, history and panorama of Spanish monolingual lexicography, practical considerations in the preparation of monolingual dictionaries: macro- and microstructure, overview of bilingual English / Spanish lexicography, and practical considerations in the preparation of English / Spanish bilingual dictionaries. <b>Cross-listed with SPN 4930.</b>   | Pharies                  | 50%         | S     | 3     |              | 2          |               |               |                               |
| SPN 6735      | <b>Bilingual Language Control</b> --In this survey course, we begin by overviewing the now well-established finding that a bilingual's languages are co-active to varying degrees--both at the lexical and sentential level; and the subsequent models that have been developed to account for bilingual language control. Subsequently, the course explores current debates on whether domain-general cognitive control aids in bilingual language control.  | Valdés Kroff             | 100%        | F     | 3     |              | 3          | X             |               |                               |
| SPN 6735      | <b>Code-Switching</b> --The course offers an overview of the phenomenon from a sociolinguistic, syntax-theoretic, and phonological point of view. Additionally, different research methods of the study of CS will be discussed.  | de Prada Perez           | 50%         | F     | 3     |              | 6          | X             |               |                               |
| SPN 6735      | <b>Issues in Second Language Acquisition</b> --The goal of this course is to focus on the role of context in the process of learning and/or acquiring a second or foreign language.   | Lord-Ward                | 100%        | F     | 3     |              | 6          | X             |               |                               |
| SPN 6735      | <b>Lab Phonology</b> --The course deals with the use of experimentation to explore phonological theories.   | Lee Ko                   | 100%        | S     | 3     |              | 5          |               |               |                               |
| SPN 6735      | <b>Psycholinguistics</b> --The primary goal of this course will be to introduce the core themes of psycholinguistics, using multilingual speakers as the case study. We will begin with issues concerning the acquisition of core linguistic levels, continue with lexical processing (e.g. how do multilingual speakers process cognates [piano] and false cognates [fin]?), and finish with sentence processing (e.g. How do the two languages influence each other in predictive processing or when resolving syntactic ambiguity?), examining both production and comprehension throughout. | Valdés Kroff             | 100%        | F     | 3     |              | 3          | X             |               |                               |
| SPN 6735      | <b>Spanish Second Language Acquisition</b> --This course investigate the theories and processes involves in the acquisition of a second language focusing on the study of Spanish by speaker of a different language (generally, but not always, English).  | Valdés Kroff             | 75%         | F     | 3     |              | 5          |               |               |                               |
| SPN 6845      | <b>History of the Spanish Language</b> --Phonological, morphological, syntactic, and lexical evolution of Spanish language from Latin.  | Aaron                    | 50%         | F     | 3     |              |            |               | X             |                               |
| SPN 6855      | <b>Structure of Spanish</b> --This course introduces the basic theoretical tenets of generative syntax in order to explore core issues in Spanish syntax: the Null Subject Parameter, Subject Position, Clitic climbim, etc. In addition, other approaches to syntax are discussed.   | de Prada Perez;<br>Aaron | 100%        | F     | 3     |              | 4          | X             |               |                               |
| SPN 6940      | <b>Supervised Teaching</b> --Required of all students teaching in the Lower Division Language Program. This course is designed to provide them with ongoing professional development and to ensure sufficient supervision of their role as language instructors.  | Wooten                   | 100%        | F, Su | 3     |              | 4          | X             | X             |                               |
| SPT 3930      | <b>Topics in Latin American and Spanish Culture and Film</b> --Provides a broad survey of topics and issues pertaining to Latin American (including Brazilian) and Spanish contemporary culture through the analysis and interpretation of texts and films. Coursework is organized by country, theme, or genre on a rotating basis.  | Jordan                   | 80%         | S     | 3     | 24           |            |               |               |                               |
| SPW 3030      | <b>Survey of Spanish American Literature</b> --Discovery to Independence Overview of Spanish-American literature and its cultural context from the European conquest of the Americas to the 19th century.   | Sorbille                 | 100%        | S     | 3     | 36           | 1          | X             | X             |                               |
| SPW 3100      | <b>Introduction to Spanish Literature I</b> --Selected readings in epic, lyric, ballad and popular poetry, early forms of recreational and didactic prose and dramatic works from Spain's Medieval and Golden Ages are presented with attention to form and historical context.   | Armon; Michel            | 25%         | F, S  | 3     | 24           |            | X             | X             |                               |
| SPW 3101      | <b>Introduction to Spanish Literature 2</b> --Provides an overview of Spanish literature and its cultural context from the 18th century to the present. Introduces principal literary movements and authors and trains students to read critically and to analyze literary Spanish.   | Staff                    | 50%         | F, S  | 3     | 25           |            | X             | X             |                               |

## Appendix C UF Latin American Studies

| Course Number | Course Title / Description   | Instructor             | LAC Content | Term  | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|--|------------------------|-------------|-------|-------|--------------|------------|---------------|---------------|-------------------------------|
| SPW 4190      | <b>Mexican Literature</b> --This course introduces students to Mexican literature from colonial times (New Spain) to what we know today as the Mexican Republic.   | Hind                   | 100%        | F     |       |              |            |               | X             |                               |
| SPW 4283      | <b>Contemporary Spanish American Narrative II-</b> The 1960s fiction and after, including the New narrative, the Boom, and the Post-Boom; broader cultural characteristics and theories of understanding the period. <b>Cross-listed with SPW 6285</b>   | Jimenez; Hind          | 100%        | F, S  | 3     | 8            |            |               | X             |                               |
| SPW 4310      | <b>Readings in Spanish Drama of the Golden Age</b> --Variable readings in Spanish Classical Theater by Lope de Vega, Pedro Calderon de la Barca, Tirso de Molina and others, including entremeses and Autos sacramentales. Focuses on the comedians appeal to lettered and unlettered spectators and its potential for mass control and social protest.  | Armon                  | 25%         | S     | 3     | 15           |            |               |               |                               |
| SPW 4364      | <b>Readings in Spanish American Essays</b> --Examination of major texts from the early nineteenth century to the present focusing on such themes as the search for identity, or the definition of ethnic, racial, social and class categories.   | Barradas               | 100%        | F     | 3     | 16           |            |               |               |                               |
| SPW 4521      | <b>U.S. Hispanic Literature</b> --Reading, discussion and analysis of works by U.S. Hispanic or Latino/a writers with an examination of the cultural life and social conditions of the Puerto Rican, Cuban and Chicano communities in the U.S. and in communities of origin.   | Barradas               | 50%         | S     | 3     |              |            | X             |               |                               |
| SPW 4930      | <b>Methamorphosis Gender/Self</b> --This course explores various representations of the plasticity of the masculine and feminine genres in the poetry, theater, essay and narrative prose of Imperial Spain and its territories from 1492 to 1700.   | Sampedro               | 75%         | F     | 3     | 2            |            | X             |               |                               |
| SPW 4930      | <b>Lit, Film, Psych Theory</b> --This course has a double and simultaneous intellectual objective: a) to interpret with depth, and from a psychoanalytical perspective, how the literary / filmic texts presented in the course reflect historical / political situations in Latin America and b) to introduce in a very general way some elements of the counterintuitive but rigorous theory of the subject by Jacques Lacan and Sigmund Freud.  | Sorbille               | 100%        | S     | 3     | 17           |            |               | X             |                               |
| SPW 4930      | <b>Metamorphosis: Gender and Identity in the Transatlantic Context (1492-1700)</b> --This course explores various representations of the plasticity of the masculine and feminine gender in poetry, theatre, essay and narrative prose in the Imperial Spain and its territories between 1492 until 1700.  | Armon                  | 75%         | S     | 3     | 2            |            | X             |               |                               |
| SPW 6209      | <b>Colonial Spanish American Literature</b> --Readings, research, and discussion on literary, historical, and legal 16th, 17th, and 18th century texts in Spanish written in/about colonial Latin America.   | Barradas               | 100%        | S     | 3     |              | 6          |               |               |                               |
| SPW 6269      | <b>Spanish Novel in the 19th Century</b> -- Analyzes the evolution of the Spanish narrative during the second half of the 19th century.  | Alvarez-Castro         | 50%         | F     | 3     |              | 5          |               |               |                               |
| SPW 6286      | <b>Contemporary Spanish American Narrative II-</b> The 1960s fiction and after, including the New narrative, the Boom, and the Post-Boom; broader cultural characteristics and theories of understanding the period. <b>Cross-listed with SPW 4283.</b>  | Jimenez; Hind          | 100%        | F, S  | 3     |              | 6          |               |               |                               |
| SPW 6902      | <b>Golden Age Drama</b> --The dynamic critical field of theatrical adaptation ushers Golden Age comedies by Lope, Calderón, Tirso, and their kin into contact with problems of representation, directorial freedom, low versus high culture, and the limits of interpretation and translation. In this course, we will learn to read and interpret theatrical texts from the perspective of their performance, seeking in (and between) the lines clues for their casting, staging, translation, and adaptation. | Armon                  | 25%         | S     | 3     |              | 4          |               |               |                               |
| SPW 6902      | <b>Literary Theory</b> -- This course studies the styles of contemporary literary criticism. Emphasis on Mexico and Latin American literary movements.   | Hind                   | 100%        | F,S   | 3     |              |            | X             | X             |                               |
| SPW 6902      | <b>Spanish Romanticism</b> --Analyzes literary works of Spanish Neoclassical and Romantic periods in light of their social, historical and ideological contexts.   | Alvarez-Castro         | 50%         | F     | 3     |              | 4          |               |               |                               |
| SPW 6905      | <b>Individual Work</b> --Independent study of a Spanish topic, conducted under the supervision of a Spanish faculty member.  | Valdés Kroff; Barradas | 50%         | F, Su | 1-3   |              | 8          | X             | X             |                               |
| SPW 6934      | <b>Seminar in Spanish American Literature &amp; Culture</b> --Analysis of themes and directions in contemporary Spanish American literature and culture, including feminist literary and cultural criticism.   | Sorbille               | 100%        | F     | 3     |              | 6          |               |               |                               |
| SPW 6910      | <b>Supervised Research</b> --M.A. and Ph.D. students may register for 1-5 semester credits, up to a maximum of 5 semester credits at the University of Florida, while conducting research.   | Alvarez-Castro         | 50%         | Su    | 1-5   |              | 3          | X             | X             |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number                                   | Course Title / Description   | Instructor                   | LAC Content | Term     | Hours  | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---|--|------------------------------|-------------|----------|--------|--------------|------------|---------------|---------------|-------------------------------|
| SPW 6945  | <b>Practicum in Advanced College Teaching</b> --Practical training for advanced doctoral students teaching 3000-level courses (i.e., SPN 3700, SPN 3510/3520, SPN 3948, SPW 3030/3031/3100/3101).  | Dwyer Navajas                | 100%        | F, S     | 2      |              | 3          | X             | X             |                               |
| SPW 7979  | <b>Advanced Research</b> --For doctoral students before admission to candidacy, that is before passing their Qualifying examination and after completion of all the required courses for their doctoral program.   | Various                      | 50%         | F, S     | 1-3    |              | 6          | X             | X             |                               |
| SPW 7980  | <b>Doctoral Research</b> -- Course for doctoral students after they have been admitted to candidacy.   | Various                      | 50%         | F, S, Su | Varies |              | 35         | X             | X             |                               |
| <b>Telecommunication</b>                        |  |                              |             |          |        |              |            |               |               |                               |
| RTV 4930  | <b>Noticias en Español WUFT</b> -- Special study in Spanish language news production. Possible roles include writer, reporter, sports reporter/anchor, and co-anchor/executive producer. For the Live TV cast, producer, associate producer, writer, reporter, sports reporter/anchor, and co-anchor, entertainment reporter/anchor, camera operators, teleprompter. <b>Supported with Title VI funds for the promotion of Spanish language training and Latin American Studies in the professional schools.</b>         | Mena; Alexandrino            | 100%        | F, S, Su | 3      | 18           |            | X             | X             | X                             |
| <b>Theatre and Dance</b>                        |  |                              |             |          |        |              |            |               |               |                               |
| DAA 2104  | <b>Basic Modern Dance</b> --Experience in beginning level technique, readings, observations and movement exploration.  | Frosch                       | 25%         | F, S, Su | 2      | 116          |            | X             | X             |                               |
| DAA 2381  | <b>World Dance/Intercultural Performance</b> --An introduction to the performance of traditional and popular dance styles representing a selection of world dance perspectives.  | Staff                        | 25%         | F, S, Su | 3      | 156          | 2          | X             | X             |                               |
| DAN 2100  | <b>Dance Appreciation for the 21st Century</b> --An examination of dance as a form of communication and as an art; a cross-cultural survey of the theories and styles of dance and their relationships to societal contexts, and to other art forms.   | Farnum; Pozek                | 25%         | F, S, Su | 3      | 203          |            | X             | X             |                               |
| DAN 4124  | <b>Dance History</b> --The course examines dance over time and how its history is constructed. Working with primary and secondary sources, the student analyzes dance calling upon various frames of reference to contextualize practices, personages, and institutions in time.   | Frosch                       | 25%         | S        | 3      | 20           |            | X             | X             |                               |
| TPP 3253  | <b>Advanced Studies in Music Theatre--Acting</b> Analysis and preparation in musical theatre styles, repertoire and technique. Vocal skills and choreography techniques and audition techniques are examined.  | Mata                         | 25%         | F        | 3      | 2            |            | X             | X             |                               |
| <b>Tourism, Recreation and Sport Management</b> |  |                              |             |          |        |              |            |               |               |                               |
| LEI 3301  | <b>Principles of Travel and Tourism</b> --Overview of the travel and tourism industry. Course content covers historical, behavioral, societal and business aspects of travel and tourism.  | Various                      | 25%         | F, S     | 3      | 103          | 1          | X             | X             |                               |
| LEI 3843  | <b>Entrepreneurship in Tourism, Recreation and Sport Management</b> --Analyzes the entrepreneurial opportunities in tourism, hospitality, recreation, events and sport by examining the process of creating, planning and managing business ventures in these sectors.   | Almeyda Zambrano             | 25%         | F, S     | 3      | 86           |            | X             | X             |                               |
| LEI 4880  | <b>Research Methods in Tourism, Recreation, &amp; Sport Management</b> --This course will provide students with a broad understanding of how to design and conduct research in Tourism, Recreation, and Sport Management (TRSM) and related fields. The objective of the course is to prepare students to investigate a research question of their interest. To this end, students will learn the foundations of the scientific method and will conduct an overview of quantitative and qualitative research approaches. | Almeyda Zambrano; Fesenmaier | 25%         | F, S     | 3      | 115          |            | X             | X             |                               |
| LEI 6325  | <b>Ecotourism</b> --A study of the history, practice, and current issues of nature based tourism. Principles and problems for natural resources and host populations. Includes material from leisure studies, ecology and economics.   | Thapa                        | 25%         | S        | 3      |              | 8          | X             | X             |                               |
| LEI 6351  | <b>Heritage Tourism</b> --Theory, practice, history, terminology and current issues of cultural heritage tourism planning and management. Basic survey of cultural and heritage components: motives and behaviors of heritage tourist attractions (museums, arts, festivals/events, and landscapes), interpretation, economics, and policies.  | Thapa                        | 25%         | F        | 3      |              |            | X             |               |                               |
| <b>Urban and Regional Planning</b>              |  |                              |             |          |        |              |            |               |               |                               |
| DCP 4930  | <b>Sustainable Innovations in Global Health</b> --This course will be an interdisciplinary, cross-sector exploration into innovations and their sustainability in global health. Students will consider the relationship, alignment, divergence and tipping point between innovation and sustainability in global health across different systems-based inputs such as context, culture, technology, measurement, scale and policy   | Widmer                       | 25%         | S        | 3      | 30           | 1          |               |               |                               |

## Appendix C UF Latin American Studies

| Course Number                            | Course Title / Description   | Instructor          | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|--|--|---------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| URP 3001                                 | <b>Cities of the World</b> --Comparative case studies of contemporary cities in both industrialized and developing countries.  | Ptschelinzew; Hwang | 25%         | F, S | 3     | 454          | 2          | X             | X             |                               |
| URP 6542                                 | <b>Urban Land Economics</b> --This course examines the economic, social, institutional, political, and various other factors associated with the use of land. Economists view land as one of the factors of production and thus attach greater value to it. This course will incorporate fundamentals of economics of land, influence of market and non-market factors on the value of land, and impacts of public policy on the land use and value.   | Staff               | 25%         | S    | 3     | 2            | 1          |               | X             |                               |
| URP 6610                                 | <b>Introduction to International Development</b> --The purpose of this course is to examine critically the wide array of institutional actors that play a role in addressing development issues in poorer nations within the context of international development strategies. In the process of assessing how planning and implementation are pursued by such institutions as the World Bank, the United Nations, regional development agencies, bi-laterals and Non-Government Organizations (NGOs), the course will expose students to some of the dominant strategies and emerging perspectives on international development. | Silver              | 25%         | S    | 3     |              | 8          |               | X             |                               |
| URP 6905                                 | <b>International Perspectives in Urban and Regional Planning</b> --This course carefully selects critical topics and case studies from around the world and encourages student to evaluate and develop different strategies and corrective course of actions. Students are expected to analyze and solve problems using skills such as critical thinking, conceptual thinking, innovative thinking, and intuitive thinking. This course provides global insights to students and prepares them to think critically to solve real life local and global problems in more informed way.  | Alakshendra         | 25%         | S    | 3     | 1            | 3          |               | X             |                               |
| <b>Wildlife Ecology and Conservation</b> |  |                     |             |      |       |              |            |               |               |                               |
| WIS 2552                                 | <b>Biodiversity Conservation from a Global Perspective</b> --Introduction to the relationship between humans and the global biotic environment that supports them. Explores human patterns of resource use and population biology, and the earth's biodiversity resources.   | Moulton             | 25%         | F, S | 3     | 642          |            | X             | X             |                               |
| WIS 3401                                 | <b>Wildlife Ecology and Management</b> --Examines wildlife as a natural resource, with emphasis on principles of conservation, ecology, and management.  | Giuliano; Soto      | 25%         | F, S | 3     | 150          |            | X             | X             |                               |
| WIS 3434                                 | <b>Tropical Wildlife</b> --An interdisciplinary course that teaches the ecology of animals and the socio-economics of wildlife use. The first part of the course deals with the biology of tropical wildlife and the second with the historical, economic and political aspects of the use and management of tropical wildlife.  | Blake               | 50%         | F    | 3     | 23           |            |               |               |                               |
| WIS 4203                                 | <b>Landscape &amp; Ecological Conservation</b> --Central constructs and methods of landscape ecology are applied to wildlife ecology and conservation. Throughout the course, we discuss real-world problems in ecology, management, and conservation.   | Fletcher            | 25%         | S    | 3     | 19           |            |               | X             |                               |
| WIS 4427                                 | <b>Wildlife Habitat Management</b> --Application of land management practices and their effects on wildlife and habitats in Florida and elsewhere.   | Giuliano; Duncan    | 25%         | S    | 3     | 15           |            |               |               |                               |
| WIS 4554                                 | <b>Conservation Biology</b> --Overview of the major problems in conservation and of the biological principles and theories to preserve this diversity. 25% LAC case studies.   | Staff               | 25%         | F    | 3     | 31           |            | X             | X             |                               |
| WIS 4905                                 | <b>UF in Belize- Field Methods in Ecology in the Tropics</b> --In these co-taught courses, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. A combination of lectures, readings, discussions, labs, field trips, and a research project will provide hand-on, practical experience. <b>Cross-listed with FOR 4905 and FOR 6905.</b>  | Andreu; Giuliano    | 100%        | Su   | 3     | 8            |            | X             | X             |                               |
| WIS 4905                                 | <b>UF in Belize- Field Methods in Conservation in the Tropics</b> --In these co-taught courses, students will actively experience field techniques used by researchers to examine terrestrial natural resource ecology and conservation in the tropics, with Belize as a case study. A combination of lectures, readings, discussions, labs, field trips, and a research project will provide hand-on, practical experience. <b>Cross-listed with FOR 4905 and FOR 6905.</b>   | Andreu; Giuliano    | 100%        | Su   | 2     | 8            |            | X             | X             |                               |

## Appendix C UF Latin American Studies

| Course Number          | Course Title / Description   | Instructor          | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|------------------------|--|---------------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| WIS 4905               | <b>UF in Belize- Veterinary Medicine</b> --In this course, students will actively experience wildlife veterinary medicine at the Belize Zoo. The Zoo is regarded as the best of the West outside of the U.S., and has all native species including the largest collection of jaguars. Students will work with Instructors and Zoo Staff providing annual examinations of 1-5 species and treatment, as needed. Students will receive a focused understanding of zoo wildlife veterinary medicine.  | Heard;<br>Wellehan  | 100%        | Su   | 3     | 14           |            | X             | X             |                               |
| WIS 4905               | <b>UF in Belize- Marine Ecology and Conservation</b> --In this course, students will actively experience marine organisms and habitats, peoples, and conservation issues, solutions, practices, and practitioners in the tropics, with Belize as a case study. Belize has a diversity of coastal and marine ecosystems, the second largest barrier reef system in the world, and is renowned for its marine life and conservation practices.   | Mattes;<br>Giuliano | 100%        | Su   | 3     | 9            |            | X             | X             |                               |
| WIS 4934               | <b>Global Change Ecology</b> --This course will provide a broad overview of patterns and processes in global change biology. Students will gain an understanding of how climate change as well as other human disturbances impacts ecological processes from the gene to ecosystem level.  | Scheffers           | 25%         | S    | 3     | 13           |            |               | X             |                               |
| WIS 5496               | <b>Research Design in Wildlife Ecology</b> --Scientific philosophy and logic of modern ecological approaches, and practical research design as applied to wildlife field ecology.  | Sieving             | 25%         | F    | 3     |              |            | X             | X             |                               |
| WIS 6468               | <b>Pattern and Process in Landscape Ecology</b> --Exploration of applied and quantitative methods to explore links between landscape patterns and processes.   | Fletcher            | 25%         | F    | 3     |              | 25         | X             | X             |                               |
| WIS 6525               | <b>Environmental Interpretation</b> --Theory and practice of environmental interpretation for natural resource management. Design, implementation, and evaluation of programming about environment for variety of audiences and settings.  | Jacobson            | 25%         | F    | 3     |              | 12         |               |               |                               |
| WIS 6905               | <b>Wildlife in Tropics</b> -- This course addresses wildlife and conservation topics in the tropics.   | Staff               | 25%         | F    | 1-6   |              |            |               | X             |                               |
| WIS 6934               | <b>Global Change Biology</b> --This course will cover issues of global change in tropical and temperate ecosystems. This class will discuss the key issues leading to environmental degradation and will attempt to draw similarities/differences between them. There will be an overarching focus on climate change impacts and how these impacts relate to other human caused disturbances.  | Scheffers           | 25%         | S    | 3     |              | 9          |               | X             |                               |
| WIS 6934               | <b>Quantitative Wildlife Ecology</b> --The goal of this course is to provide students with the motivation and training to assess these questions as commonly encountered by natural resource professionals. Upon completing this course, students will be able to formulate hypotheses related to individuals, populations or communities of animals, design studies to test these hypotheses, and analyze actual data sets from different field settings, and present scientific findings following the guidelines for scientific report writing.   | Pine                | 25%         | F    | 3     |              | 9          | X             | X             |                               |
| <b>Women's Studies</b> |  |                     |             |      |       |              |            |               |               |                               |
| WST 3603               | <b>Sexualities Studies</b> --This course will provide students with a critical genealogy of the contemporary field of sexuality studies by introducing them to major themes in the history of sexuality. The course will also invite students to reflect on many pressing contemporary questions pertaining to sex and sexuality, including, but by no means limited to, the following: What is the nature and origin of sexual identity? Is sexual desire naturally occurring or socially constructed? What do our answers to these questions mean for notions such as "sexual freedom," "sexual liberation," and "sex positivity"?   | Saunders            | 25%         | F    | 3     | 72           |            | X             |               |                               |
| WST 3930               | <b>Black Feminist and Womanist Theory</b> --This course presents an interdisciplinary and transnational body of scholarship on the social, political, economic, cultural, and historical contexts of black women's lives with a particular focus on black women's roles in the development of democratic ideas globally. We will use Black Feminism(s) and Womanism as conceptual frameworks for knowledge production about black women's lives and the broader social world. One of the central questions we will ask is who constitutes as a black woman? Considering the experiences of mixed-race African-American women, black women in Latin America and the Caribbean, and immigrant black women, and queer black women will allow us to consider the ways that race, gender, sexuality and nation operate. | Celeste             | 50%         | S    | 3     | 9            |            |               | X             |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number | Course Title / Description  | Instructor | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| WST 3930      | <b>Gender, Race, Sexualities in Media</b> --In this course we will examine how social identities become legible through communicative practices connected by language, commercial culture, and social institutions. Students will learn and apply Cultural Studies and feminist theories and methodologies to unpack popular representations and taken-for-granted notions about gender, race, class, and sexual orientation as interrelated categories.  | Celeste    | 25%         | S    | 3     | 21           |            |               | X             |                               |
| WST 4930      | <b>Women, Romance, Science Fiction, and Mystery</b> --In this course we will be reading theory, criticism, and popular fiction in an effort to see how feminism has (or has not) been taken up and/or been adapted by popular-culture genres such as the romance and the detective/mystery novel. We will also be discussing possible differences and similarities in novels whose main characters (and authors) are white, of color, straight or queer. <b>Cross-listed with WST 6935.</b>   | Hedrick    | 25%         | F    | 3     | 8            |            | X             |               |                               |
| WST 4935      | <b>Capstone Seminar in Women's Studies</b> --This course (required for all majors) is the culmination of the Women's Studies major. It explores some examples of past and present scholarship to reaffirm the interdisciplinary nature of the field and to highlight the relationships among feminist theory, intellectual practice, and social change.   | Hedrick    | 25%         | S    | 3     | 17           |            |               | X             |                               |
| WST 6508      | <b>Advanced Feminist Theory</b> --Introduction to contemporary theoretical ideas in feminist thought. Often taught with a common theme, in and across disciplines.  | Hedrick    | 25%         | S    | 3     | 1            | 13         |               | X             |                               |
| WST 6935      | <b>Feminist/Queer of Color Studies</b> --This graduate level course is a survey course of the scholarship and key debates in the emerging fields of Black Queer/Queer of Color Studies, which have their origins in Black, Chicana, and Latina Feminist Studies. We will take a sociological approach to understanding how race, sexuality, gender, and coloniality affects our understanding of ourselves, and how we experience social life through placing non-heteronormative Black and Latinx Queer subjects at the center of our analyses. We will engage the social implications of the scientific study on sexuality, engage key theoretical perspectives in the area of queer/sexuality studies, and review empirical studies concerning Black and Latinx queer identities and cultural politics within Africa and the Diaspora in the Americas. Sexuality studies is a large and broad field of inquiry, therefore this course is not exhaustive. <b>Cross-listed with LAS 6938.</b>  | Saunders   | 75%         | S    | 3     |              | 8          |               |               |                               |
| WST 6935      | <b>Feminist Media Studies</b> --In this course, we will be examining what it means to have a grasp of feminist media literacy that is, how to "read" and interpret media (the internet, television, movies, news, magazines, etc.) in terms of how and why each of these mediums deliver us hegemonic (that is, unconsciously normative) and ideological messages about race, class, gender, and sexuality  | Hedrick    | 25%         | F    | 3     | 2            | 13         | X             |               |                               |
| WST 6935      | <b>Global Women of Color</b> --This course will use the scholarly works and experiences of women of color to explore topics including media and popular culture, immigration, globalization, colonialism, the state, and academia. We will pay particular attention to scholars of U.S. "Third World," Chicana, Caribbean, and South Asian feminisms as we ask the question, "What is the relationship between women of color feminisms and globality?"   | Celeste    | 25%         | F    | 3     | 1            | 8          |               |               |                               |
| WST 6935      | <b>Post Colonial Feminism</b> --Postcolonial feminisms is a broad term that engages the issues of women in the overwhelming majority of the world. That is, postcolonial feminism does not simply address the issues pertaining what it means to be a woman, to experience life as a woman and/or the political investments of people who are feminist identified. The postcolonial in Postcolonial feminisms addresses questions concerning colonialism, imperialism, capitalism, decoloniality/coloniality studies and neo-colonialism. As such, postcolonial feminisms also engages questions concerning culture (religion, gender and sexuality) and includes the process of racialization as a colonial project and a colonial legacy. Additionally, this course description is also being intentional about challenging our definition of "the west," as there are many countries (Latin America and the Caribbean), that are certainly western, but given their relationship to global power relations, are written out of "the west." Given the broad field of postcolonial feminisms, this course is a graduate-level introductory course to the field, that aims to prepare students for advanced studies in this important area. | Saunders   | 50%         | S    | 3     | 1            | 6          |               | X             |                               |

**Appendix C**  
**UF Latin American Studies**

| Course Number | Course Title / Description  | Instructor | LAC Content | Term | Hours | 16-17 Ungrad | 16-17 Grad | 17-18 Offered | 18-19 Planned | Supported with Title VI funds |
|---------------|---|------------|-------------|------|-------|--------------|------------|---------------|---------------|-------------------------------|
| WST 6935      | <b>Women, Romance, Science Fiction, and Mystery</b> --In this course we will be reading theory, criticism, and popular fiction in an effort to see how feminism has (or has not) been taken up and/or been adapted by popular-culture genres such as the romance and the detective/mystery novel. We will also be discussing possible differences and similarities in novels whose main characters (and authors) are white, of color, straight or queer. <b>Cross-listed with WST 4935.</b>   | Hedrick    | 25%         | F    | 3     | 2            | 13         | X             |               |                               |
| WST 6935      | <b>Testimonio in Latin America: Voices in Pursuit of Justice</b> --This course critically reevaluates U.S. history through testimonio, challenging the myth of exceptionalism by listening to the voices of marginalized peoples from throughout the Americas. These accounts offer us openings to examine the destructive and contradictory nature of capitalism, opening a space for dialogue on changes within or alternatives to the current system that could accommodate all peoples of the world. <b>Cross-listed with LAS 4935.</b> | Sotelo     | 50%         | F    | 3     |              |            |               | X             |                               |
| WST 6935      | <b>Gender and Empowerment in Developing Nations</b> -- The course aims to develop not only knowledge but also expertise in a range of skills, such as leadership and training, survey design, focus group discussions, role-play, key informant interviews, or data analysis. For the main assignment, students will work in groups to organize a symposium at the end of the semester, presenting on the different perspectives on gender equity and women's empowerment from the South. <b>Cross-listed with AFS 6905.</b>                | Serra      | 25%         | S    | 3     |              |            | X             | X             |                               |

|              |                |              |          |
|--------------|----------------|--------------|----------|
| <b>TOTAL</b> | <b>18,193</b>  | <b>2,058</b> | <b>-</b> |
|              | <b>20, 251</b> |              |          |

# **Appendix D:**

## Performance Measure Form

**Appendix D**  
**UF Latin American Studies**

| <b>Goal 1. Expand interdisciplinary research and training initiatives in new and emerging areas</b>  |  |   |                |                |                      |    |    |    |    |
|--|--|---|----------------|----------------|----------------------|----|----|----|----|
| Performance Measures   | Activities   | Data/Indicators   | Frequency      | Data Source    | Baseline and Targets |    |    |    |    |
|  |  |   |                |                | BL                   | T1 | T2 | T3 | T4 |
| 1. Create four new interdisciplinary working groups (WG) in emerging areas by the end of the grant to deepen collaborations between faculty and graduate students across colleges and professional schools <ul style="list-style-type: none"> <li>• Latin American Arts and Art History</li> <li>• Afro-Latin American Studies</li> <li>• Human Rights and Indigenous Politics</li> <li>• 4<sup>th</sup> Emerging Area WG</li> </ul> | 1a. <i>Create at least one interdisciplinary working group a year and organize:</i> <ul style="list-style-type: none"> <li>• Colloquia series</li> <li>• Reading groups</li> <li>• Workshops</li> </ul> Potential working group products: <ul style="list-style-type: none"> <li>• Publications</li> <li>• New courses</li> <li>• Grant proposals</li> </ul> | Number of new working groups formed, narrative summary of activities and products | Annual         | Center records | 0                    | 1  | 1  | 1  | 1  |
| 2. Create three new international linkages by end of grant to expand collaborative research initiatives with: <ul style="list-style-type: none"> <li>• Biblioteca Nacional de Cuba José Martí, the Fundación Antonio Nuñez Jiménez and the Hebrew Cultural Center of Havana's Beth Shalom Synagogue</li> <li>• Land Grant Universities Colombia Consortium</li> <li>• IDIPAR and Universidad Nacional de Asunción</li> </ul>         | 2a. <i>Develop one collaborative research project in Y1, Y2, and Y4 of the grant to support:</i> <ul style="list-style-type: none"> <li>• Digitization of library materials</li> <li>• Publications in academic journals</li> <li>• Collaborative grant proposals</li> <li>• Collaborative research projects</li> </ul>                                      | Number of new international linkages  | Y1, Y2, and Y4 | Center records | 0                    | 1  | 1  | 0  | 1  |

**Appendix D**  
**UF Latin American Studies**

| <b>Goal 2. Enhance area studies and language competencies of students, especially from underrepresented groups</b>                                 |   |   |             |                        |                      |    |    |    |    |
|--|---|---|-------------|------------------------|----------------------|----|----|----|----|
| Performance Measures   | Activities  | Data/Indicators   | Frequency   | Data Source            | Baseline and Targets |    |    |    |    |
|  |   |   |             |                        | BL                   | T1 | T2 | T3 | T4 |
| 1. Increase by at least four the number of technology-enhanced LAS courses and accessibility to non-traditional students when compared to baseline | 1a. <i>Enhance two LAS courses a year with virtual exchange elements</i> (virtual guests, project modules with other LAS courses in LA) | Number of technology-enhanced courses, course evaluations | Annual      | Center records         | 0                    | 2  | 2  | 2  | 2  |
|  | 1b. <i>Develop four new online LAS courses</i> (grad and undergrad) by end of grant   | Number of online courses developed                        | Y2-Y4       | Institutional records  | 1                    | 0  | 1  | 1  | 2  |
| 2. Increase by at least three the number of study abroad opportunities for underrepresented students when compared to baseline                     | 2a. Develop one Research Tutorial Abroad (RTA) Program a year   | Number of new RTAs  | Annual      | Center records         | 0                    | 1  | 1  | 1  | 1  |
|  | 2b. <i>Develop three study abroad programs</i> (such as the Galapagos Field School) by the end of grant cycle                           | Number of new study abroad programs                       | Grant cycle | Institutional records  | 0                    |    |    |    | 3  |
| 3. Expand access to LCTLs (Haitian Creole and Portuguese) by developing four new courses when compared to baseline                                 | 3a. <i>Develop one new HC textbook by the end of grant cycle</i>  | Completion of HC textbook                                 | Grant cycle | Center records         | 0                    |    |    |    | 1  |
|  | 3b. <i>Develop two HC online courses by the end of grant cycle</i>  | Number of online courses developed                        | Grant cycle | Institutional records  | 0                    |    |    |    | 2  |
|  | 3c. <i>Develop and offer two pipeline Portuguese courses at Santa Fe College</i>  | Number of courses offered                                 | Y2-Y4       | Center and SFC records | 0                    | 0  | 2  | 2  | 2  |

**Appendix D**  
**UF Latin American Studies**

| <b>Goal 3. Build capacity of K-12 education through LAS-enhanced pre-service and in-service training, and increased engagement with schools</b>                                |  |  |             |                                 |                      |     |     |     |     |
|--|--|--|-------------|---------------------------------|----------------------|-----|-----|-----|-----|
| Performance Measures   | Activities   | Data/Indicators                                    | Frequency   | Data Source                     | Baseline and Targets |     |     |     |     |
|  |  |  |             |                                 | BL                   | T1  | T2  | T3  | T4  |
| 1. Increase integration of LAC materials into four courses for pre-service teachers at UF's College of Ed (CoE)  | 1a. Integration of Americas Awards books and other world regions into one CoE undergraduate literacy course a year   | Number of courses impacted                         | Annual      | Institutional records           | 0                    | 1   | 1   | 1   | 1   |
|  | 1b. Offer one Global Studies for Educators course a year   | Number of times course offered each year           | Annual      | Institutional records           | 1                    | 1   | 1   | 1   | 1   |
| 2. Increase by at least 25% the exposure to and integration of LAC materials into K-12 classrooms at the local, regional, state, and national levels when compared to baseline | 2a. In partnership with UF's NRCs, UF's COE, state School District, and other non-profits, organize one annual international education conference entitled "Florida Connected" | Attendance at conference                           | Annual      | Conference registration records | 40                   | 50  | 60  | 75  | 75  |
|  | 2b. Offer one summer Global Teacher Leadership Institutes (GTLI) on educational and cultural issues in Mexico and Costa Rica (Years 2 and 4)                                   | Number of times teacher institute offered          | Y2 and Y4   | Center records                  | 1                    | 0   | 1   | 0   | 1   |
|  | 2c. Collaboration with UF COE to develop one K-12 Latin American Studies Curriculum Guide  | Completion of curriculum guide                     | Grant cycle | Center records                  | 0                    |     |     |     | 1   |
| 3. Increase by at least 25% the engagement with classroom students and teachers through virtual visits and speakers on school campuses when compared to baseline               | 3a. Organize six LAS virtual guest visits in classrooms a year to supplement suitcase borrows  | Number of students reached by virtual guest visits | Annual      | Center outreach records         | 100                  | 125 | 150 | 175 | 200 |
|  | 3b. Organize one LAS guest and author visit to schools a year  | Number of students reached                         | Annual      | Center outreach records         | 100                  | 200 | 200 | 200 | 200 |

**Appendix D**  
**UF Latin American Studies**

| <b>Goal 4. Strengthen collaboration with Minority-Serving Institutions and community colleges</b>  |  |   |             |                               |                      |    |     |     |     |
|--|--|---|-------------|-------------------------------|----------------------|----|-----|-----|-----|
| Performance Measures   | Activities   | Data/Indicators   | Frequency   | Data Source                   | Baseline and Targets |    |     |     |     |
|  |  |   |             |                               | BL                   | T1 | T2  | T3  | T4  |
| 1. Increase by 160 the number of participants benefiting from professional/curricular development opportunities that facilitate the integration of LAC resources at community colleges and MSIs in Florida and Georgia when compared to baseline | 1a. Organize one annual one-day workshop in Georgia, partnering with the Nine University and College Consortium of Georgia, which includes multiple MSIs (rotating with other UF NRCs) | Cumulative number of MSI faculty participating in workshops                               | Annual      | Workshop registration records | 40                   | 50 | 100 | 150 | 200 |
|  | 1b. Support 3 faculty a year from Bethune-Cookman, FAMU & Palm Beach faculty to attend CLAS' annual conference   | Number of faculty attending annual conference   | Annual      | Center records                | 0                    | 3  | 3   | 3   | 3   |
| 2. Increase by at least four the number of new and enhanced LAS courses developed in partnership with MSIs and community colleges when compared to baseline  | 1a. Develop one mini-course a year with University of Puerto Rico  | Number of mini-courses developed  | Annual      | Center and UPR records        | 0                    | 1  | 1   | 1   | 1   |
|  | 2a. Offer one professional/curricular development grant a year to UPR faculty  | Number of syllabi created or enhanced from UPR professional/curricular development grants | Grant cycle | Center and UPR records        | 0                    |    |     |     | 2   |

**Appendix D**  
**UF Latin American Studies**

| <b>Goal 5. Expand LAS outreach to business, media, and the general public</b>  |  |   |           |                                      |                      |      |      |      |      |
|--|--|---|-----------|--------------------------------------|----------------------|------|------|------|------|
| Performance Measures   | Activities   | Data/Indicators   | Frequency | Data Source                          | Baseline and Targets |      |      |      |      |
|  |  |   |           |                                      | BL                   | T1   | T2   | T3   | T4   |
| 1. Increase by 50% every year the exposure of LAC outreach activities to business  | Publish and distribute one Latin American Business Report a year   | Number of copies distributed and electronic downloads         | Annual    | Center records and website analytics | 100                  | 200  | 250  | 300  | 350  |
| 2. Increase by 300% the exposure of LAC outreach activities to media by the end of grant when compared to Y1 of the grant                  | Support four local <i>Noticias</i> radio Spanish language programming a year                                     | Cumulative number of Spanish language news segments supported | Annual    | <i>Noticias</i> records              | 0                    | 4    | 8    | 12   | 16   |
| 3. Increase by at least 400 the number of participants exposed to LAC outreach activities for the general public when compared to baseline | 3a. Sponsor one annual Film Festival and related events organized by the Latina Women's League                   | Number of attendees at events                                 | Annual    | Attendance records                   | 1500                 | 2000 | 2500 | 3000 | 3000 |
|  | 3b. Partner with the Harn Museum of Art to support one exhibit and one Latin American-themed Museum Night a year | Number of attendees at events                                 | Annual    | Attendance records                   | 300                  | 350  | 350  | 400  | 400  |
|  | 3c. Sponsor one Bulla Cubana series of events in Years 1 & 3   | Number of attendees at events                                 | Y1 and Y3 | Attendance records                   | 0                    | 200  | 0    | 200  | 0    |

# **Appendix E:**

## Project Activities and Timeline

## Appendix E UF Latin American Studies

| Project Activities and Timeline   |      |   |   |   |            |
|---|------|---|---|---|------------|
| Symbols: ◇ indicates a new activity; ■ indicates expanded activity; □ indicates a continuing activity   |      |   |   |   |            |
| <b>Goal 1: Expand interdisciplinary research and training initiatives in new and emerging areas</b>   |      |   |   |   |            |
| Activity  | Year |   |   |   | Priority   |
|   | 1    | 2 | 3 | 4 |            |
| Support Latin American Arts and Art History Working Group   | ◇    | ◇ |   | ◇ |            |
| Support Afro-Latin American Studies Scholars Working Group  | ◇    |   |   |   | Abs1       |
| Support Human Rights and Indigenous Politics Working Group  | ◇    | ◇ | ◇ | ◇ | Abs1       |
| Develop new Cuba linkage for conservation and digitization of rare materials  | ◇    | ◇ |   |   |            |
| Develop new Colombia linkage focused on post-conflict rural development   | ◇    | ◇ | ◇ | ◇ |            |
| Support new Paraguay linkage to develop a FLAS-approved summer language program in Guarani  |      |   | ◇ | ◇ |            |
| Organize Annual Conference – “Jews and the Americas”  | ◇    |   |   |   | Abs1       |
| Organize Annual Conference – “Pachamama: Contemplating Diversity and Ancestry in Latin America  |      | ◇ |   |   | Abs1       |
| Organize Annual Conference – “Ethnographic Horizons of the Americas”  |      |   | ◇ |   | Abs1       |
| Organize Annual Conference – “Exploring Latin American Arts across Time and Space”  |      |   |   | ◇ | Abs1       |
| Support Law and Policy in the Americas Conference   | □    | □ | □ | □ | Abs1       |
| Support professional development travel   | □    | □ | □ | □ |            |
| <b>Goal 2: Enhance area studies and language competencies of students, especially from underrepresented groups</b>                              |      |   |   |   |            |
| Develop new Haitian Creole textbook   | ◇    | ◇ | ◇ |   |            |
| Develop two Haitian Creole online courses   | ◇    | ◇ | ◇ |   |            |
| Offer pipeline Portuguese courses at Santa Fe College   |      | ◇ | ◇ | ◇ | Abs1, CPP1 |
| Support the new VAuLT initiative  |      |   | ◇ |   |            |
| Support the publication of the Portuguese Language Journal  | □    | □ | □ | □ |            |
| Develop Research Tutorial Abroad (RTA) Program  | ◇    | ◇ | ◇ | ◇ | Abs1       |
| Develop Galapagos Field School and other new study abroad programs  |      | ◇ |   | ◇ | Abs1       |
| Enhance LAS courses with virtual exchange elements  | ◇    | ◇ | ◇ |   | Abs1       |
| Develop online LAS courses  | ◇    | ◇ | ◇ | ◇ |            |
| Develop a new Spanish Language Journalism undergraduate certificate program   |      | ◇ | ◇ |   |            |
| Organize LAS Career Workshops and Development Practitioner Forums   | ■    | ■ | ■ | ■ | Abs1       |
| Support International Education Week  | ◇    | ◇ | ◇ | ◇ |            |
| <b>Goal 3: Build capacity of K-12 education through LAC-enhanced pre-service and in-service training, and increased engagement with schools</b> |      |   |   |   |            |
| Support graduate assistant in COE to help coordinate CLAS initiatives with COE  | ◇    | ◇ | ◇ | ◇ | Abs2, CPP2 |
| Integration of Americas Awards books and other world regions in COE undergraduate literacy courses  | ◇    | ◇ | ◇ | ◇ | Abs2, CPP2 |
| Offer Global Social Studies for Educators course in collaboration with COE  | ◇    | ◇ | ◇ | ◇ | CPP2       |
| Organize international education conference entitled “Florida Connected”  | ■    | ■ | ■ | ■ | Abs2, CPP2 |
| Offer summer Global Teacher Leadership Institutes (GTLI)  |      | □ |   | □ | Abs2       |
| Together with COE develop a K-12 Latin American Studies Curriculum Guide  | ◇    | ◇ | ◇ | ◇ | Abs2, CPP2 |
| Expand LAS virtual guest visits in classrooms to supplement suitcase borrows  | ■    | ■ | ■ | ■ | Abs1, Abs2 |
| LAS guest and author visits to schools  | ◇    | ◇ | ◇ | ◇ | Abs2       |
| Support NOBLE initiative  | □    | □ | □ | □ | Abs2, CPP1 |

## Appendix E UF Latin American Studies

| <b>Goal 4: Strengthen collaboration with Minority-Serving Institutions and community colleges</b>   |   |   |   |   |              |
|---|---|---|---|---|--------------|
| Annual workshop partnering with the Nine University and College International Studies Consortium of Georgia   | □ | □ | □ | □ | CPP1         |
| Organize workshops with community colleges and MSIs to promote the integration of LAS content   | ■ | ■ | ■ | ■ | CPP1         |
| Support MSIs Bethune-Cookman, FAMU & Palm Beach faculty to attend CLAS' annual conference   | ■ | ■ | ■ | ■ | CPP1         |
| Collaborate with University of Puerto Rico to support area-studies through professional and curriculum development activities                                       | ◇ | ◇ | ◇ | ◇ | CPP1         |
| Support Global Studies Conference on NRC, Community College and MSI Collaboration   | ◇ | ◇ | ◇ | ◇ | CPP1         |
| Collaborate with New World School of the Arts to hold Brazilian Music Institute in Miami  | ■ | ■ | ■ | ■ | CPP1         |
| <b>Goal 5: Expand LAC outreach to business, media, and the general public</b>   |   |   |   |   |              |
| Sponsor the annual Latin American Film Festival and related events  | □ | □ | □ | □ | Abs1         |
| Partner with the Harn Museum of Art to support exhibits and Latin American-themed Museum Nights   | ■ | ■ | ■ | ■ |              |
| Sponsor Bulla Cubana series   | □ |   | □ |   |              |
| Support expanded distribution of Latin American Environment Business Report   | ■ | ■ | ■ | ■ | Abs1         |
| Support local Noticias radio for expanded Spanish language programming  | ■ | ■ | ■ | ■ | Abs1         |
| Support for library travel grants (with priority to scholars from community colleges and MSIs)  | □ | □ | □ | □ | CPP1         |
| Support library digitization projects   | □ | □ | □ | □ |              |
| <b>FLAS Awards and Selection Procedures</b>   |   |   |   |   |              |
| FLAS selection committee will prioritize applicants with financial need in the final rankings   | □ | □ | □ | □ | FLAS<br>CPP1 |
| CLAS will award more than 25% of FLAS fellowships to support undergraduate and graduate study of Brazilian Portuguese, Haitian Creole, and other LAC-related LCTLs. | □ | □ | □ | □ | FLAS<br>CPP2 |

# **Appendix F:**

## Letters of Support



# BETHUNE-COOKMAN UNIVERSITY

Founded in 1904 by Dr. Mary McLeod Bethune

Judge Hubert L Grimes, (ret.), President

## COLLEGE OF LIBERAL ARTS

May 24, 2018

Department of Education  
Title VI National Resource Center

Dear DOE Title VI National Resource Center,

As Dean of the College of Liberal Arts at Bethune-Cookman University, I look forward to our continued collaboration with the University of Florida Center for Latin American Studies (UF LAS). Our students have benefited greatly from my faculty members' attendance and participation in trainings, workshops and conferences sponsored by the UF LAS.

The faculty members' involvement with the UF LAS have resulted in their development and ability to provide enhanced course modules that educate our students on Latin American Studies. Our students increased knowledge about Latin America have been paramount in preparing them to be global citizens with a deep understanding of international relations and development as it relates to Latin America.

The faculty members' involvement with the UF LAS have resulted in their developing research agendas that focus on issues and trends related to Latin America, also.

We want to continue our faculty development in Latin American Studies through future collaboration with the University of Florida Center for Latin American Studies. Therefore, I fully support the Center's application for continued Title VI funding.

Respectfully submitted,

Janice Allen-Kelsey, Ph.D.  
Dean, College of Liberal Arts

**SUSTAINING A LEGACY OF FAITH, SCHOLARSHIP, AND SERVICE**

640 Dr. Mary McLeod Bethune Boulevard, Daytona Beach, Florida 32114-3099 \* 386.481.2000

[www.bethune-cookman.edu](http://www.bethune-cookman.edu)

College of Education  
School of Teaching and Learning

2423 Norman Hall  
PO Box 117048  
Gainesville, FL 32611-7048  
352-392-0726  
352-392-9193 Fax  
<http://education.ufl.edu/school>

May 22, 2018

To Whom It May Concern:

On behalf of the College of Education and the School of Teaching and Learning, we are writing to support the Center for Latin American Studies' application for funding as a Title VI USDOE National Resource Center. We have successfully collaborated on several projects, including Latin-American author studies with our preservice teachers, course development to include international perspectives, and the use of technology to support language learning.

We look forward to expanded initiatives promoting undergraduate and graduate student learning, faculty professional development, university-community partnerships, and the integration of area studies across the curriculum

Collaboration with all of the UF National Resource Centers is a priority for COE, as we increase efforts to internationalize the educational experiences of our students. These experiences will better prepare them to teach in schools in our global society.

Sincerely,



Glenn E. Good, Ph.D.  
Dean and Professor  
College of Education  
Ggood@ufl.edu



Ester de Jong, EdD.  
Director and Professor  
School of Teaching and Learning  
edejong@coe.ufl.edu



College of Arts & Sciences  
100 University Parkway, Macon, GA 31206  
478.471.2490 mga.edu

Cochran  
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Warner Robins  
and online everywhere

April 25, 2018

Dr. Philip Williams, Director  
Center for Latin American Studies

Dr. Brenda Chalfin, Director  
Center for African Studies

Dr. Amie Kreppel, Director  
Center for European Studies

University of Florida  
Gainesville, Florida 32611

Re: Letter of Support for University of Florida (UFL) Title VI Center Outreach Collaboration with the Nine University and College International Studies Consortium of Georgia

Dear Drs. Williams, Chalfin and Kreppel:

Greetings from Middle Georgia State University (located 80 miles South of Atlanta) and the headquarters of the Nine University and College International Studies Consortium of Georgia.

I am very pleased to hear that the Center for Latin American Studies, the Center for African Studies and the Center for European Studies at the University of Florida have agreed to collaborate with our Consortium during the period 2018 - 2022 on a series of Faculty and Curriculum Development Seminars to be held during 2018, 2019, 2020 or 2021. In each of these years, one of the three UFL national resource centers will send three faculty experts and a center representative to our primary consortium location in Macon or the metro Atlanta area (Clayton State University, Morrow, Georgia) to help train our faculty members on important issues connected to these three world regions. The workshop theme and world region focus will rotate each year. This collaboration with UFL on international/area studies curriculum development will be of great benefit to our teacher and the students they serve. It is appropriate to note here that almost all our consortium schools also offer certificate, degree and graduate programs in teacher training and education.

Our consortium represents a group of over 68,000 students. We are committed to internationalization of courses as well as providing opportunities for faculty members and students to experience and understand other cultures. Founded in 1993, our organization is dedicated to developing, coordinating and implementing domestic and overseas international education and foreign language programs on behalf of the participating universities and

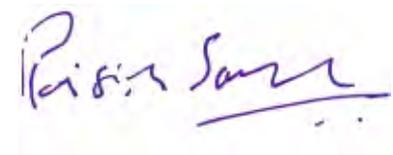
colleges. You will also be interested to learn that diversity of our student bodies is our major strength. Two of our members schools, Fort Valley State and Albany State, are Historically Black Colleges and Universities (HBCUs). A number of other institutions including Clayton State University enroll between 75 and 25% traditionally under represented students. Overall, more than 58% of the students in our consortium do not belong to the mainstream. Therefore, we urgently need your help to increase the knowledge, understanding and awareness of students to issues pertaining to Latin American, African and European Studies so that our young men and women can adapt and succeed in a rapidly changing and highly interdependent global economy.

Based on the foregoing, as the founding Director of the Consortium, I strongly endorse the proposal of the constituent centers of the University of Florida for funding from the National Resource Centers Program of the U. S. Department of Education. I have no doubt that our mutually beneficial collaboration will enhance our partnership and increase participant training at our member schools.

Attached to this letter are demographics and a profile of our consortium. Looking forward to working with you over the next couple of years. Please let me know if you need any additional information.

Thank you very much.

Sincerely,

A handwritten signature in blue ink that reads "Raj Sashti". The signature is written in a cursive style and is underlined with a single horizontal line.

Raj Sashti, Director

Nine University and College International Studies Consortium of Georgia  
raj.sashti@mga.edu - Tel: 404-550-4805  
[www.mga.edu](http://www.mga.edu)

**Member Institutions of the Consortium**

Middle Georgia State University, Macon

Abraham Baldwin Agricultural College, Tifton

Albany State University, Albany (HBCU)

Clayton State University, Morrow

Columbus State University, Columbus

Dalton State College, Dalton (Hispanic Serving Institution)

Fort Valley State University (HBCU)

Georgia Highlands College, Rom/Cartersville

Gordon State College, Barnesville

South Georgia State College, Douglas

University of North Georgia, Dahlonega



June 14, 2018

United States Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
400 Maryland Avenue, SW, Room 3E200  
Washington, DC 20202

To Whom It May Concern:

It is with great pleasure and enthusiasm that I write to support the applications for funding under the Title VI program for the Center for Latin American Studies and Center for European Studies at the University of Florida (UF) as well as for CLASP partners at Stanford University, Ohio State University, University of North Carolina at Chapel Hill, Duke University, and Florida International University. This grant will not only provide resources to advance the internationalization of our academic programs, but will also offer resources to further the professional development of our faculty and expand training opportunities for our students.

The partnership with UF and other CLASP members provides invaluable opportunities to promote diversity and strengthen area-studies capacities and programming at our institutions. We are delighted to collaborate in the curriculum and professional development activities proposed by our colleagues, and we look forward to continue working closely with them over the next four years.

If you need any other information, please do not hesitate to contact me.

Cordially,

Dr. Luis A. Ferrao  
Interim Chancellor

**UNIVERSIDAD DE PUERTO RICO**  
Recinto de Río Piedras  
Rectoría

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PR/Award # P015A180146

Page e265

Patrono con Igualdad de Oportunidades en el Empleo M/M/V/I



**INDIANA UNIVERSITY PRESS**

OFFICE OF SCHOLARLY PUBLISHING

June 18, 2018

U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
1990 K Street, N.W.  
Washington, DC 20006

Dear Sir or Madam,

I am writing in support of the application for a Title VI Grant by the Center of Latin American and Caribbean Studies (CLACS) at Indiana University. Indiana University Press has discussed with CLACS in detail the publishing projects covered by the requested Title VI grant—a beginning textbook on Haitian Creole and beginning and intermediate textbooks on Maya. The Press is strongly committed to working closely with CLACS to develop, produce, and make widely available all three textbooks. In collaboration with the Office of Scholarly Publishing at Indiana University, all three textbooks would be available in open access digital editions on the IU Scholarworks online platform, hosted by IU Libraries. There will be no restrictions on users reading and downloading the content of the digital textbooks. Furthermore, the open access digital textbooks will be enhanced by links to audiovisual materials hosted on the Avalon multimedia online platform, also hosted by IU Libraries.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Gary Dunham, PhD  
Director, Indiana University Press and Digital Publishing

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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**Section C-Budget Narrative**

| Center Latin American Studies<br>University of Florida<br>National Resource Center Proposed Budget<br>August 15, 2018-August 14, 2022   |                   |                   |                   |                   |            |           |
|---|-------------------|-------------------|-------------------|-------------------|------------|-----------|
|   | Year 1<br>2018-19 | Year 2<br>2019-20 | Year 3<br>2020-21 | Year 4<br>2021-22 | Priorities | Page Ref. |
| <b>A SALARIES</b>   |                   |                   |                   |                   |            |           |
| <b>Language Instruction</b>   |                   |                   |                   |                   |            |           |
| <b>1 Santa Fe Community College Portuguese Instruction, TBD</b><br>Collaboration with Santa Fe Community College in Gainesville to promote Portuguese language instruction at the beginning level and create a pipeline of students for our Portuguese courses and FLAS Program (see Position Description I, Appendix B)<br>100% salary for 1 part-time instructor (25% time or .25 fte) to teach Beginning Portuguese I in the fall semester and Beginning Portuguese 2 in the spring semester at Santa Fe Community College |                   | 7,500             | 7,500             | 7,500             | Abs1, CPP1 | 3         |
| <b>2 Haitian Creole Instruction, TBD</b><br>Support for 2 instructors teaching Elementary Haitian Creole courses. Cost shared by UF Languages, Literatures and Cultures Department (See Position Description II and III, Appendix B).<br>100% salary for Haitian Creole instructor (50% time or .50 fte), TBD<br>50% salary for Haitian Creole instructor (50% time or .50 fte), TBD  | 16,000<br>8,000   | 16,000<br>8,000   | 16,000<br>8,000   | 16,000<br>8,000   |            | 3<br>3    |
| <b>3 Haitian Creole Online Courses Development, B. Hebblethwaite</b><br>Collaboration with Florida International University (FIU) and Indiana University to develop 2 online Haitian Creole courses (HAI 1130 and HAI 1131) at beginning level, a Haitian Creole textbook, and a corresponding public access website. Cost-shared by UF On-line.<br>Additional salary for Director of Haitian Creole Program in the Y1-Y3 summers, equivalent to 10% of 100% salary   | 7,000             | 7,000             | 7,000             |                   |            | 3         |
| <b>4 VAuLT Portuguese Collaboration, Andrea Ferreira</b><br>Support for 1 Portuguese instructor to attend the Virtual and Augmented Language Training (VAuLT) workshop, designed for faculty at Title III and V institutions, and working towards the production of module.<br>Additional salary for Portuguese instructor in Y3, equivalent to 2% of 100% salary   |                   |                   | 1,000             |                   |            | 3         |
| <b>Outreach Personnel</b>   |                   |                   |                   |                   |            |           |
| <b>5 College of Education Graduate Assistant, TBD</b><br>Support for graduate assistant to help coordinate programming and assessment of College of Education K-16 activities, including collaborations with MSIs (See Position Description IV, Appendix B). Cost shared by UF College of Education.<br>47% salary of a graduate assistant (50% time or .50 fte) in the College of Education  | 7,500             | 7,500             | 7,500             | 7,500             | Abs2, CPP2 | 6         |
| <b>6 UF speakers at Outreach Events, Varies</b><br>Faculty additional salary when participating in outreach events such as Florida Globally Connected, Nine University/College International Studies Consortium of Georgia, etc.<br>Additional salary for 3-4 UF faculty a year at \$250 each   | 1,000             | 1,000             | 1,000             | 1,000             |            | 5-7       |

| <b>Library Outreach</b>   |               |               |               |               |  |     |
|---|---------------|---------------|---------------|---------------|--|-----|
| <b>7 Library Digitization Personnel</b><br>Support for scanning and digitization of materials held at LAC Library Collection to facilitate open access to holdings, particularly our Caribbean collection (see Position Descriptions V, Appendix B )<br>Approx. 750 hours of part-time library OPS personnel salary at \$10/hr  | 7,500         | 7,500         | 7,500         | 7,500         |  | 8   |
| <b>Business Outreach</b>  |               |               |               |               |  |     |
| <b>8 LABE Report, B. Gendreau and T. McLendon</b><br>Support for preparation and publication of the annual Latin American Business Environment Report in collaboration of UF Business and Law School<br>Additional summer salary for 2 LABE Report Collaborators a year at \$2500/each  | 5,000         | 5,000         | 5,000         | 5,000         |  | 7   |
| <b>9 SALARIES SUBTOTAL</b>  | <b>52,000</b> | <b>59,500</b> | <b>60,500</b> | <b>52,500</b> |  |     |
| <b>B FRINGE BENEFITS</b>  |               |               |               |               |  |     |
| <b>10 Santa Fe Community College Portuguese instructor, TBD, at 5.6%</b>  | 0             | 420           | 420           | 420           |  |     |
| <b>11 Elementary Haitian Creole instructor, TBD, at 11.7%</b>   | 1,872         | 1,872         | 1,872         | 1,872         |  |     |
| <b>12 Elementary Haitian Creole instructor, TBD, at 11.7%</b>   | 936           | 936           | 936           | 936           |  |     |
| <b>13 Haitian Creole Online Courses Development, B. Hebblethwaite, at 27%</b>   | 1,890         | 1,890         | 1,890         | 0             |  |     |
| <b>14 VAuLT Portuguese instructor, A. Ferreira, at 27%</b>  | 0             | 0             | 270           | 0             |  |     |
| <b>15 College of Education Graduate Assistant, TBD, at 11.7%</b>  | 878           | 878           | 878           | 878           |  |     |
| <b>16 UF Speakers Outreach, Varies, at 27%</b>  | 270           | 270           | 270           | 270           |  |     |
| <b>17 Library Digitization Personnel, TBD, at 5.6%</b>  | 420           | 420           | 420           | 420           |  |     |
| <b>18 LABE Report, B. Gendreau and T. McLendon, at 27%</b>  | 1,350         | 1,350         | 1,350         | 1,350         |  |     |
| <b>19 FRINGE BENEFITS SUBTOTAL</b>  | <b>7,616</b>  | <b>8,036</b>  | <b>8,306</b>  | <b>6,146</b>  |  |     |
| <b>C TRAVEL</b>   |               |               |               |               |  |     |
| <b>Foreign Travel</b>   |               |               |               |               |  |     |
| <b>20 Institutional Linkages</b><br>Support LAS faculty/staff travel to develop new collaborations with LAC partners such as the Biblioteca Nacional de Cuba José Martí, Fundación Antonio Nuñez Jimenez (Cuba), Havana's Hebrew Cultural Center at Beth Shalom Synagoge, Land Grant Universities Colombia Consortium, IDIPR in Paraguay, etc.<br>Travel, lodging, and per diem for up to 5 faculty/staff per year at \$1600 each | 8,000         | 8,000         | 8,000         | 8,000         |  | 2   |
| <b>21 Faculty/Staff Professional Development</b><br>Support area-studies and language faculty travel to attend professional conference and international research collaborations<br>Travel, lodging, registration fees, and per diem for 4-5 faculty per year at an average of \$1500 each  | 5,457         | 6,086         | 5,871         | 5,726         |  | 2-3 |
| <b>22 CLAS Librarian Travel</b><br>Support to attend conferences, meetings, and book fairs for professional linkages and LAC/DLOC collection development<br>Travel, lodging, registration fees, and per diem for 3 library specialists at \$1500 each/ year   | 4,500         | 4,500         | 4,500         | 4,500         |  | 8   |

|   |                |                |                |                |      |        |
|---|----------------|----------------|----------------|----------------|------|--------|
| <b>23 Law and Policy in the Americas Annual Conference</b><br>Support for the Law and Policy in the Americas Annual Conference organized in collaboration with UF College of Law<br>Travel, lodging, registration fees, and per diem for 1 UF faculty and/or Latin American-based faculty scholars  | 1,500          | 1,500          | 1,500          | 1,500          | Abs1 | 2      |
| <b>Domestic Travel</b>  |                |                |                |                |      |        |
| <b>24 CLAS Librarian Travel</b><br>Support to attend US-based conferences, meetings, and book fairs for professional linkages and LAC/DLOC collection development<br>Travel, lodging, registration fees, and per diem for 3-4 trips/year at \$750 each  | 3,000          | 3,000          | 3,000          | 3,000          |      | 8      |
| <b>25 Outreach Travel</b><br>Support for Outreach Director, faculty, and other UF specialists to present on LAC outreach at state, national conferences and minority-serving and community-serving institutions, and to deliver teacher training workshops within FL; locations vary by year.<br>Travel, lodging, registration fees, and per diem to cover 10 trips/year at \$750 each  | 7,500          | 7,500          | 7,500          | 7,500          |      | 5-6    |
| <b>26 Faculty/Staff Professional Development Travel</b><br>Support area-studies and language faculty travel to attend professional conferences, research collaborations, and other meetings that support CLAS goals and objectives<br>Travel, lodging, registration fees, and per diem for 5-6 faculty/staff at \$750 each  | 4,000          | 4,000          | 4,000          | 4,500          |      | 2-3    |
| <b>27 TRAVEL SUBTOTAL</b>   | <b>33,957</b>  | <b>34,586</b>  | <b>34,371</b>  | <b>34,726</b>  |      |        |
| <b>D SUPPLIES</b>   |                |                |                |                |      |        |
| <b>28 Outreach Supplies</b><br>Support to send traveling suitcases to K-12 teachers, supplies for dissemination of outreach materials, and graphic design costs for events flyers, posters, newsletters, and reports. Cost-shared with other CLAS funds.<br>Advertisement, printing, and graphic design costs for event flyers, posters, newsletters, and reports<br>Postage and supplies (audiovisual, educational materials) for K-12 traveling suitcases | 5,000<br>1,000 | 5,000<br>1,000 | 5,000<br>1,000 | 5,000<br>1,000 |      | 8<br>8 |
| <b>29 UF-Tulane Outreach Lending Library partnership</b><br>Support for Outreach Lending Library partnership with Tulane University for K-12 and post-secondary audiences<br>Acquisition of books, online subscriptions, and other educational materials  | 2,000          | 2,000          | 2,000          | 2,000          |      | 6      |
| <b>30 SUPPLIES SUBTOTAL</b>   | <b>8,000</b>   | <b>8,000</b>   | <b>8,000</b>   | <b>8,000</b>   |      |        |

| <b>E OTHER</b>  |       |        |       |        |            |   |
|---|-------|--------|-------|--------|------------|---|
| <b>K-12 Teacher Training and Outreach</b>   |       |        |       |        |            |   |
| <b>31 LA through World Children Literature in the Classrooms</b>  |       |        |       |        |            |   |
| Integration of children's literature across world regions and global themes in pre-service education literacy courses in Y1 and Y4 UF NRCs  |       |        |       |        |            |   |
| Travel, lodging, and per diem for author of children book to visit classroom  | 1,000 |        |       | 1,000  | Abs2, CPP2 | 5 |
| Purchase of books and educational materials for partner schools   | 500   |        |       | 500    | Abs2, CPP2 | 5 |
| Travel, lodging, registration fees, and per diem for 1 College of Education faculty member to attend National Literature Conference   | 1,500 |        |       | 1,500  | Abs2, CPP2 | 5 |
| Professional service fees   | 500   |        |       | 500    | Abs2, CPP2 | 5 |
| <b>32 K-12 LAC Virtual Guest Visits</b>   |       |        |       |        |            |   |
| Support for virtual guest visits to classrooms featuring LAC experts from the U.S. and Latin America  |       |        |       |        |            |   |
| Professional service fees for 2 virtual guests  | 500   | 500    | 500   | 500    | Abs2       | 6 |
| <b>33 Global Teacher Leadership Institute</b>   |       |        |       |        |            |   |
| Support for an eight-day interdisciplinary summer teacher institute on Latin American education, social issues, and culture offered in Y2 and Y4. The workshop will be held in Mexico in Y2 and Costa Rica in Y4. |       |        |       |        |            |   |
| Travel, lodging, and per diem for 1 LAC specialist to attend the institute  |       | 2,000  |       | 2,000  | Abs2       | 6 |
| Travel, lodging, and per diem for 10 teachers to attend the institute at \$1,000/each   |       | 10,000 |       | 10,000 | Abs2       | 6 |
| Program fee for travel arrangements and logistics   |       | 1,000  |       | 1,000  | Abs2       | 6 |
| <b>34 Florida Globally Connected</b>  |       |        |       |        |            |   |
| Collaboration with global non-profits, other UF area-studies centers, College of Education, and Florida school districts to organize an annual one-day Global Education Conference: "Florida Globally Connected"  |       |        |       |        |            |   |
| Travel, lodging, and per diem for 1 conference presenter and/or educator participant  | 750   | 750    | 750   | 750    | Abs2, CPP2 | 5 |
| Professional service fees   | 250   | 250    | 250   | 250    | Abs2, CPP2 | 5 |
| <b>35 K-12 Curriculum Development</b>   |       |        |       |        |            |   |
| Collaboration with UF College of Education to develop a K-12 Latin American Studies Curriculum Guide  |       |        |       |        |            |   |
| Professional service fees for 1-2 teachers to collaborate on curriculum guide   | 1,000 | 1,000  | 1,000 | 1,000  | Abs2, CPP2 | 6 |
| <b>K-16 CLASP Collaborations</b>  |       |        |       |        |            |   |
| <b>36 Americas Award Program</b>  |       |        |       |        |            |   |
| Partnering with othe NRCs to support the Consortium for Latin American Studies Program (CLASP) Americas Award Program   |       |        |       |        |            |   |
| Travel, lodging, registration fees, and per diem for 1 teacher to attend the ceremony award   | 1,000 | 1,000  | 1,000 | 1,000  | CPP2       | 5 |
| Program fee to support cost associated with the organization of the ceremony award  | 500   | 500    | 500   | 500    | CPP2       | 5 |



|  |       |       |       |       |      |   |
|--|-------|-------|-------|-------|------|---|
| <b>b) Speakers Series for UPR-based events</b>   |       |       |       |       |      |   |
| Travel, lodging, and per diem for 1-2 guest speakers   | 1,000 | 1,000 | 1,000 | 1,000 | CPP1 | 7 |
| Professional service fees  | 500   | 500   | 500   | 500   | CPP1 | 7 |
| <b>c) Mini-Course Initiative</b>   |       |       |       |       |      |   |
| Creation of 1 mini-course (1-2 credits) a year of area studies/global content (at least 50% LAC) rotating among the Social Sciences, Humanities, and professional schools at UPR   |       |       |       |       |      |   |
| Travel, lodging, and per diem for 1 instructor for 2-week period   | 3,000 | 3,000 | 3,000 | 3,000 | CPP1 | 7 |
| Professional service fees  | 1,000 | 1,000 | 1,000 | 1,000 | CPP1 | 7 |
| <b>Business, Media, and the General Public</b>   |       |       |       |       |      |   |
| <b>44 Latin American Film Festival</b>   |       |       |       |       |      |   |
| In partnership with Gainesville-based Latina Women's League, we will co-sponsor a film festival and related events during Hispanic Heritage Month  |       |       |       |       |      |   |
| Advertising and printing costs   | 2,000 | 2,000 | 2,000 | 2,000 |      | 7 |
| Travel, lodging, and per diem for 1 film director and/or guest speaker   | 1,500 | 1,500 | 1,500 | 1,500 |      | 7 |
| Professional service fees  | 1,000 | 1,000 | 1,000 | 1,000 |      | 7 |
| <b>45 Business Outreach</b>  |       |       |       |       |      |   |
| Support for production of the <i>Latin American Business Environment (LABE) Report</i> and Business seminars in partnership with Florida Chambers of Commerce to disseminate information on LAC Business. CLAS will also collaborate with UF NRCs to globalize technology-focused and entrepreneurial businesses through speaker events and workshops in the Gainesville and North Central Florida region. Sample topics include "Developing International Business Partners" and "Global Online Sales." |       |       |       |       |      |   |
| <b>a) LABE Report</b>  |       |       |       |       |      |   |
| Printing costs   | 2,000 | 2,000 | 2,000 | 2,000 | Abs1 | 7 |
| Travel, lodging, registration fees, and per diem for 1 faculty to attend 1-2 Chamber of Commerce workshops   | 1,500 | 1,500 | 1,500 | 1,500 | Abs1 | 7 |
| <b>b) Technology-focused and Entrepreneurial Businesses</b>  |       |       |       |       |      |   |
| Travel, lodging, and per diem for guest speakers   | 1,000 | 1,000 | 1,000 | 1,000 | Abs1 | 7 |
| Professional development fees  | 500   | 500   | 500   | 500   | Abs1 | 7 |
| <b>46 Community Cultural Events</b>  |       |       |       |       |      |   |
| Support for outreach events in the community at large such as Harn Museum's "The World to Come: Aesthetics in the Anthropocene" in Y1, Bulla Cubana in Y1 and Y3, Sister Cities' collaborations, and other community performances and events.  |       |       |       |       |      |   |
| Travel, lodging, and per diem for 1-2 artists/guest speakers   | 1,000 | 1,000 | 1,000 | 1,000 |      | 7 |
| Professional service fees for artists/guest speakers   | 500   | 500   | 500   | 500   |      | 7 |
| Publicity, marketing events, and supplies  | 2,000 | 1,000 | 2,000 | 1,000 |      | 7 |
| <b>47 Museum Nights</b>  |       |       |       |       |      |   |
| Support for programming costs for LAC activities at Harn Museum of Art's Museum Nights Program for post-secondary and general public audiences   |       |       |       |       |      |   |
| Publicity, marketing events, and supplies  | 1,000 | 1,000 | 1,000 | 1,000 |      | 7 |
| <b>48 Noticias</b>   |       |       |       |       |      |   |
| Support for Spanish language segments on LAC issues through UF public radio station  |       |       |       |       |      |   |
| Program fee to support 4 news segments a year at \$250/each  | 1,000 | 1,000 | 1,000 | 1,000 | Abs1 | 7 |

| <b>Interdisciplinary Research and Training Initiatives</b>   |        |        |        |        |      |     |
|--|--------|--------|--------|--------|------|-----|
| <b>49 Interdisciplinary Working Groups</b>   |        |        |        |        |      |     |
| Support faculty interdisciplinary collaborations such as the Latin American Arts and Art History initiative and the Indigenous Rights Workshops by bridging the humanities and social sciences with the professional schools. Funds will support faculty and guest speakers travel and as well as acquisition and development of educational materials |        |        |        |        |      |     |
| Travel, lodging, and per diem for 2-5 faculty and/or guest speakers at approx. \$1,600 each  | 8,000  | 4,000  | 8,000  | 4,000  | Abs1 | 1   |
| Educational materials and supplies   | 1,000  | 1,000  | 1,000  |        | Abs1 | 1   |
| <b>50 Afro-Latin American Studies Scholars Network</b>   |        |        |        |        |      |     |
| Support for the "International Workshop on Afro-Latin American Studies: Visibility, Collaboration and Advocacy" aimed at strengthening partnerships among UF and Latin American and Caribbean researchers  |        |        |        |        |      |     |
| Travel, lodging, and per diem for 2-3 guest speakers in Y1   | 5,000  |        |        |        | Abs1 | 1   |
| <b>Course Development</b>  |        |        |        |        |      |     |
| <b>51 New Certificate/Specialization Programs</b>  |        |        |        |        |      |     |
| Support for development of new online and FLAC courses for LAS undergraduate/graduate programs, new Spanish Language Journalism undergraduate certificate program, and virtual exchanges.  |        |        |        |        |      |     |
| Travel, lodging, registration fees, and per diem for 3 faculty and/or guest speakers/external collaborators at \$2,000/each  | 6,000  | 6,000  | 6,000  | 6,000  |      | 3-4 |
| Educational materials and supplies   | 2,000  | 2,000  | 2,000  | 2,000  |      | 3-4 |
| Professional service fees for 3-4 guest speakers/external collaborators  | 2,000  | 1,500  | 2,000  | 1,500  |      | 3-4 |
| <b>52 Collaborative International Teaching Network (CITN)</b>  |        |        |        |        |      |     |
| Support for LAC virtual exchange collaborations to engage in asynchronous and synchronous project-based activities that examine global issues and problem solving from diverse perspectives.   |        |        |        |        |      |     |
| Travel, lodging, and per diem for 1 faculty/guest speaker to attend or lead virtual exchange workshops   |        | 2,000  | 2,000  | 2,000  | Abs1 | 4   |
| <b>Events/Workshops</b>  |        |        |        |        |      |     |
| <b>53 Annual Conference</b>  |        |        |        |        |      |     |
| Support for the CLAS annual conference series, which holds together faculty interdisciplinary and thematic collaborations  |        |        |        |        |      |     |
| Y1: "Jews and the Americas"  |        |        |        |        |      |     |
| Y2: "Pachamama: Contemplating Diversity and Ancestry in Latin America"   |        |        |        |        |      |     |
| Y3: "Ethnographic Horizons of the Americas: Method, Evidence, Aesthetics"  |        |        |        |        |      |     |
| Y4: "Exploring Latin American Arts across Time and Space"  |        |        |        |        |      |     |
| Venue rental for 2-3 day event, publicity (printing and graphic design)  | 4,500  | 4,500  | 4,500  | 4,500  | Abs1 | 2   |
| Professional/performance service fees for 5-6 guest speakers at \$500 each   | 3,000  | 3,000  | 3,000  | 3,000  | Abs1 | 2   |
| Travel, lodging, registration fees, and per diem for 9-10 LAC scholars, at \$1,500 each, travelling internationally and domestically to participate as key note speakers and/or panel presenters   | 15,000 | 13,500 | 13,500 | 13,500 | Abs1 | 2   |
| <b>54 International Education Week</b>   |        |        |        |        |      |     |
| Collaboration with UFIC to strengthen LAC studies at UF during International Education Week. We plan to organize a "Brazil Day" in Y1 in partnership with the Brazilian Consulate in Miami. Themes for events in Y2-Y4, TBD.   |        |        |        |        |      |     |
| Venue rental fee   | 1,000  |        |        |        |      | 5   |

|   |       |       |       |       |      |     |
|---|-------|-------|-------|-------|------|-----|
| Travel, lodging, and per diem for 1-2 guest speakers  | 1,500 | 750   | 1,500 | 750   |      | 5   |
| Professional/performance service fees for 1-2 guest speakers  | 500   | 500   | 500   | 250   |      | 5   |
| <b>55 Guest Development Practitioners</b>   |       |       |       |       |      |     |
| Support for short-term visits of LA-based development practitioners in MDP, TCD, and other LAC-related programs   |       |       |       |       |      |     |
| Travel, lodging, and per diem for 1 practitioner  | 2,000 | 2,000 | 2,000 | 2,000 | Abs1 | 5   |
| Professional service fees for 1 practitioner to lecture, visit courses, and meet with students over a one-week period   | 750   | 750   | 750   | 750   | Abs1 |     |
| <b>56 Latin American Career Workshops</b>   |       |       |       |       |      |     |
| Support to organize a career event workshop to increase the probability that UF graduates will pursue careers in areas of national need. We will organize the workshop in collaboration with the office of Multicultural and Diversity Affairs, Career Resource Center, and professional schools. With the College of Journalism, we will also support the visits of Latin American-based journalists to meet with students and participate in career events.   |       |       |       |       |      |     |
| Travel, lodging, and per diem for 2-3 guest speakers at \$700-1,000/each  | 2,000 | 2,000 | 2,000 | 2,000 | Abs1 | 4-5 |
| <b>Evaluation</b>   |       |       |       |       |      |     |
| <b>57 External Evaluator</b>  |       |       |       |       |      |     |
| Support for two NRC external evaluators   |       |       |       |       |      |     |
| Travel, lodging, and per diem for 2 external evaluators at \$1,500/each in Y3   |       |       |       | 3,000 |      | 19  |
| Professional service fees for 2 external evaluators at \$1,500/each in Y3   |       |       |       | 3,000 |      | 19  |
| <b>LCTL Initiatives</b>   |       |       |       |       |      |     |
| <b>58 LCTL Training</b>   |       |       |       |       |      |     |
| Support for Haitian Creole and Portuguese instructors to attend training workshops in areas such as in-classroom and online instruction, proficiency evaluation, development of educational materials, etc.   |       |       |       |       |      |     |
| Travel, lodging, and per diem for 1-2 LCTL instructors  | 1,000 | 1,000 | 1,000 | 1,000 |      | 3   |
| <b>59 Portuguese Language Journal</b>   |       |       |       |       |      |     |
| Collaboration with the University of New Mexico, FIU, and AOTP to support the <i>Portuguese Language Journal</i> , the academic publication of the American Organization of Teachers of Portuguese (AOTP)   |       |       |       |       |      |     |
| Professional service fees for editor of <i>Portuguese Language Journal</i> at \$500/year  | 500   | 500   | 500   | 500   |      | 3   |
| <b>60 VAuLT Summer Pedagogical Design Challenges</b>  |       |       |       |       |      |     |
| Support for the VAuLT (Virtual and Augmented Language Training) project, a joint collaboration between a group of Title VI National Resource Centers and the University of Oregon's Center for Applied Second Language Studies (CASLS) to sponsor two VAuLT Pedagogical Summer Design Challenges for targeted Latin American indigenous languages, Haitian Creole and Portuguese, and create modules in these languages for use by all institutions to introduce and promote the study of those languages. Funds will be used to send a Portuguese instructor in the summer of Y3 to VAuLT workshop and creation of module in Y4. |       |       |       |       |      |     |
| Program fee to contribute towards meeting costs   |       |       | 500   |       |      | 3   |
| Travel, lodging, registration fees, and per diem for 1 Portuguese instructor  |       |       | 1,595 |       |      | 3   |
| Module production cost  |       |       |       | 1,500 |      | 3   |

| <b>Library</b>   |                |                |                |                |      |     |
|--|----------------|----------------|----------------|----------------|------|-----|
| <b>61 Library Travel Grants</b><br>Travel grants for US scholars to travel to LA Library Collection for research and course development. Priority will be given to scholars from community colleges and minority-serving institutions<br>Travel , lodging, and per diem for 10 scholars at \$1,000/each  | 10,000         | 10,000         | 10,000         | 10,000         | CCP1 | 8   |
| <b>Study Abroad</b>  |                |                |                |                |      |     |
| <b>62 Research Tutorial Abroad Programs</b><br>Seed study-abroad initiatives that increase participation of students from underrepresented disciplines, ethnicities, and disadvantaged socio-economic backgrounds. CLAS is partnering with UF International Center and the Multicultural and Diversity Affairs to increase representation of these students by covering the travel expenses of faculty developing and leading the study-abroad learning experience.<br>Travel, lodging, and per diem for 1-2 faculty | 4,000          | 4,000          | 4,000          | 4,000          | Abs1 | 3-4 |
| <b>63 Galapagos Summer Field Course</b><br>Development of a new field school in the Galapagos (Ecuador) in collaboration with the Universidad de San Francisco de Quito, offering tracks in Archaeology, Public Health, and Sustainable Tourism.<br>Travel, lodging, and per diem for 1-2 faculty  | 5,000          |                |                |                |      | 4   |
| <b>64 Study Abroad Course Development and Seed Grants</b><br>Funds for study-abroad courses that support collaborations with the professional schools such as the Business in Mexico program developed with UF College of Business (Y1) and/or emphasize interdisciplinary themes<br>Travel, lodging, and per diem for 1-2 faculty members   | 3,000          | 3,000          | 3,000          | 3,000          | Abs1 | 4   |
| <b>OTHER SUBTOTAL</b>  | <b>120,650</b> | <b>112,100</b> | <b>111,045</b> | <b>120,850</b> |      |     |
| <b>TOTAL DIRECT COST</b>   | <b>222,223</b> | <b>222,222</b> | <b>222,222</b> | <b>222,222</b> |      |     |
| <b>INDIRECT COST at 8% OF DIRECT COSTS</b>   | <b>17,778</b>  | <b>17,778</b>  | <b>17,778</b>  | <b>17,778</b>  |      |     |
| <b>TOTAL CENTER SUPPORT REQUESTED</b>  | <b>240,000</b> | <b>240,000</b> | <b>240,000</b> | <b>240,000</b> |      |     |

**FLAS Budget**

| Center for Latin American Studies<br>University of Florida<br>Foreign Language Area Studies Proposed Budget<br>2018-2022   |  | Year 1<br>2018-19 | Year 2<br>2019-2020 | Year 3<br>2020-2021 | Year 4<br>2021-2022 |
|--|--|-------------------|---------------------|---------------------|---------------------|
| <b>AY FLAS</b>   |  |                   |                     |                     |                     |
| <b>6 Graduate FLAS Academic Year awards</b><br>(to be awarded for Brazilian Portuguese and Haitian Creole)   |  |                   |                     |                     |                     |
| 6 institutional payments @ \$18,000/ea   |  | \$108,000         | \$108,000           | \$108,000           | \$108,000           |
| 6 subsistence allowances @ \$15,000/ea   |  | \$90,000          | \$90,000            | \$90,000            | \$90,000            |
| <b>Subtotal: Graduate Academic Year Fellowships</b>  |  | <b>\$198,000</b>  | <b>\$198,000</b>    | <b>\$198,000</b>    | <b>\$198,000 *</b>  |
| <b>2 Undergraduate FLAS Academic Year awards</b><br>(to be awarded for Intermediate or Advanced Brazilian Portuguese and Haitian Creole)   |  |                   |                     |                     |                     |
| 2 institutional payments @ \$10,000/ea   |  | \$20,000          | \$20,000            | \$20,000            | \$20,000            |
| 2 subsistence allowances @ \$5,000/ea  |  | \$10,000          | \$10,000            | \$10,000            | \$10,000            |
| <b>Subtotal: Undergraduate Academic Year Fellowships</b>   |  | <b>\$30,000</b>   | <b>\$30,000</b>     | <b>\$30,000</b>     | <b>\$30,000 *</b>   |
| <b>SUMMER FLAS</b>   |  |                   |                     |                     |                     |
| <b>6 Graduate FLAS Summer awards</b><br>(to be awarded for Brazilian Portuguese, Haitian Creole, and other LTLCs, particularly LAC indigenous languages)                               |  |                   |                     |                     |                     |
| 6 institutional payments @ \$5,000/ea  |  | \$30,000          | \$30,000            | \$30,000            | \$30,000            |
| 6 subsistence allowances @ \$2,500/ea  |  | \$15,000          | \$15,000            | \$15,000            | \$15,000            |
| <b>Subtotal: Graduate Summer Fellowships</b>   |  | <b>\$45,000</b>   | <b>\$45,000</b>     | <b>\$45,000</b>     | <b>\$45,000 *</b>   |
| <b>2 Undergraduate FLAS Summer awards</b><br>(to be awarded for Intermediate or Advanced Brazilian Portuguese, Haitian Creole, and other LCTLs, particularly LAC indigenous languages) |  |                   |                     |                     |                     |
| 2 institutional payments @ \$5,000/ea  |  | \$10,000          | \$10,000            | \$10,000            | \$10,000            |
| 2 subsistence allowances @ \$2,500/ea  |  | \$5,000           | \$5,000             | \$5,000             | \$5,000             |
| <b>Subtotal: Undergraduate Summer Fellowships</b>  |  | <b>\$15,000</b>   | <b>\$15,000</b>     | <b>\$15,000</b>     | <b>\$15,000 *</b>   |
| <b>TOTAL FLAS FUNDING REQUESTED</b>  |  | <b>\$288,000</b>  | <b>\$288,000</b>    | <b>\$288,000</b>    | <b>\$288,000</b>    |
| * Addresses FLAS Competitive Preference Priority I and II (Narr., pp. 47-49)   |  |                   |                     |                     |                     |