

**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 # P015A180149**

**Grants.gov Tracking#: GRANT12660118**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180149

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text" value="18-2057"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="The Trustees of Columbia University in the City of New York"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="135598093"/>	* c. Organizational DUNS: <input type="text" value="0491794010000"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="615 West 131st Street"/>	
Street2:	<input type="text" value="Room 600 CR1, Mail Code 8725"/>	
* City:	<input type="text" value="New York"/>	
County/Parish:	<input type="text" value="New York"/>	
* State:	<input type="text" value="NY: New York"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="10027-7922"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="A&amp;S ILAS Research 4112104"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name:	<input type="text" value="Rudina"/>
Middle Name: <input type="text"/>		
* Last Name:	<input type="text" value="Odeh-Ramadan"/>	
Suffix: <input type="text"/>		
Title:	<input type="text" value="Vice President for Research Administration"/>	
Organizational Affiliation: <input type="text" value="The Trustees of Columbia University in the City of New York"/>		
* Telephone Number: <input type="text" value="212/854-6851"/>	Fax Number: <input type="text" value="212/854-2738"/>	
* Email: <input type="text" value="MS-Grants-Office@columbia.edu"/>		

**Application for Federal Assistance SF-424**

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.015

CFDA Title:

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

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

ED-GRANTS-052518-001

\* Title:

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

**13. Competition Identification Number:**

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

CU-NYU Latin American & Caribbean Studies Consortium Project

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="764,244.00"/>
* 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="764,244.00"/>

**\* 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

Columbia University and New York University Consortium

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	38,359.00	37,359.00	40,359.00	39,359.00		155,436.00
2. Fringe Benefits	11,667.00	11,362.00	12,277.00	11,972.00		47,278.00
3. Travel	25,250.00	25,500.00	25,500.00	25,500.00		101,750.00
4. Equipment						
5. Supplies	11,800.00	11,800.00	6,000.00	6,000.00		35,600.00
6. Contractual						
7. Construction						
8. Other	163,150.00	163,150.00	166,150.00	165,650.00		658,100.00
9. Total Direct Costs (lines 1-8)	250,226.00	249,171.00	250,286.00	248,481.00		998,164.00
10. Indirect Costs*	22,018.00	19,934.00	20,023.00	19,878.00		81,853.00
11. Training Stipends	492,000.00	492,000.00	492,000.00	492,000.00		1,968,000.00
12. Total Costs (lines 9-11)	764,244.00	761,105.00	762,309.00	760,359.00		3,048,017.00

**\*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: 10/06/2017 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 31.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # P015A180149

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

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

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

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Filled For Validation</p>	<p>TITLE</p> <p>Sr. Project Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>The Trustees of Columbia University in the City of New York</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

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

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

<b>8. Federal Action Number, if known:</b> <input type="text" value="ED-GRANTS-052518-001"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
---	--

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

\* Signature:

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

Title:  Telephone No.:  Date:

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

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPA\_Statement\_2018.pdf

Add Attachment

Delete Attachment

View Attachment

## The Trustees of Columbia University in the City of New York

### GEPA Section 427 Statement - 2018

Columbia University is committed to providing a learning, living, and working environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, and with all applicable laws, it is the policy of the University not to tolerate unlawful discrimination or harassment in any form and to provide those who feel that they are victims of discrimination with mechanisms for seeking redress.

Also consistent with this commitment, Columbia University prohibits any form of discrimination against any person on the basis of race, color, religion, sex, gender, gender identity, pregnancy, age, national origin, disability, sexual orientation, marital status, status as a victim of domestic violence, citizenship or immigration status, creed, genetic predisposition or carrier status, unemployment status, partnership status, military status, or any other applicable legally protected status in the administration of its educational policies, admissions policies, employment, scholarship and loan programs, and athletic and other University-administered programs and functions.

Nothing in this policy shall abridge academic freedom or the University's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to actions, statements or written materials that are relevant and appropriately related to course subject matter or academic debate.

*This policy governs the conduct of all Columbia University students, faculty, staff and visitors that occurs on the University's campuses or in connection with University-sponsored programs. This policy also governs conduct by Columbia University students, faculty, staff and visitors that creates, contributes to, or continues a hostile work, educational, or living environment for a member or members of the University community.*

Columbia University's Policies and Procedures regarding equal opportunity and affirmative action may be reviewed here: <http://eoaa.columbia.edu/>

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

The Trustees of Columbia University in the City of New York

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

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

**1. Project Director:**

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-------------------

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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

\* Attachment:

## **New York City Consortium for Latin American Studies (Columbia & NYU)**

### **Abstract**

The New York City Consortium for Latin American Studies (NYC-CLAS) is a collaborative partnership between the Institute of Latin American Studies (ILAS) of Columbia University (CU) and the Center for Latin American and Caribbean Studies (CLACS) of New York University (NYU), which combines the extraordinary teaching and research capacities of two of New York City's leading universities. These dynamic urban universities, with 59,000 and 25,000 students respectively, advance international education through strategically leveraging their intellectual leadership, their convening capacities, and the rich "locational endowment" in the global city of New York. These unique assets combine with the firm resolve of University leadership to further global studies towards the materialization of strong and innovative institutional commitments to building programs, establishing networks, and educating students across six continents. The two centers have collaborated since 1988 in a mission to advance knowledge and understanding of Latin America and the Caribbean through competitive degree programs, international research opportunities, nationally-recognized library resources, and outreach programs to K-12, post-secondary institutions, and the public at large. We share a history of close collaboration rooted in shared faculty research interests, complementary academic strengths, and close proximity. Both centers offer rigorously interdisciplinary MA degrees in which ease of student cross-registration is a signature of our relation. Like our host universities, the centers leverage on behalf of students, faculty, and the public both the resources of its multicultural location and of each University's deep ties to Latin America through global sites (NYU, Buenos Aires), Global Centers (CU, Santiago and Rio de Janeiro), and a wealth of student exchange programs and faculty research initiatives in every country across the region. NYC-CLAS forms a central part of an intellectual and social ecosystem that is diverse, multidisciplinary, and multisectoral. The programs proposed in this application link to, and benefit from, our networks with the public education system, immigrant communities, consulates, policy makers, artists, cultural institutions, and private sector institutions with ties to the region. In response to demographic changes both regionally and nationally, we seek to expand our training in less commonly taught languages through our Indigenous and Diasporic Language Consortium with Lehman College, and, through new programs in language teaching methodology, to further build our established and strengthening programs in Portuguese. We aim to stimulate interdisciplinary, diverse dialogue on the sociocultural, linguistic, political, economic, and legal dynamics of Latin America and the Caribbean via major conferences, joint faculty grants, and collaborations with MSIs (Lehman College and Borough of Manhattan Community College). Further, we seek to expand K-12 and post-secondary professional development to include new programs (curriculum development, hemispheric knowledge exchange around teacher training), new industry partners (museums and film producers), and expanded audiences (public school and underrepresented groups). The proposed initiatives will further deepen the collaborative spirit of our consortium and will catalyze the complementary research and teaching strengths of both universities. Throughout the implementation of these initiatives, we will evaluate the effectiveness of these programs to ensure that they further the NRC mission to meet national needs for experts in foreign languages and area studies. Our consortium has and will continue to leverage NRC resources to further the intellectual and professional development of students engaged in diverse academic pursuits, including professional degree programs, such as international affairs, public administration, and education. Through the diverse and interconnected initiatives proposed, we address NRC Absolute Priorities 1 and 2, NRC Competitive Priorities 1 and 2, and FLAS Priorities 1 and 2.

## Project Narrative File(s)

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

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**The New York City Consortium for Latin American Studies**  
Columbia University and New York University  
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**The New York City Consortium for Latin American Studies**  
Columbia University and New York University  
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## Glossary of Abbreviations Used in Text List

### Project Title: New York City Consortium in Latin American Studies

ACRONYM	NAME
ACTFL	American Council on the Teaching of Foreign Languages
ACTFL OPI	ACTFL Oral Proficiency Interview
AP	Absolute Priority
AY	Academic Year
BC	Barnard College (CU)
BMCC	Borough of Manhattan Community College
CAS	College of Arts and Science (NYU)
LCBS	Lemann Center for Brazilian Studies (CU)
CC	Community College
CIDE	Centro de Investigación y Docencia en Economía (Mexico)
CIEE	Council on International Educational Exchange
CLACS	Center for Latin American and Caribbean Studies (NYU)
CMS	Center for Mexican Studies (CU)
CP	Competitive Priority
CSER	Center for the Study of Ethnicity and Race (CU)
CU	Columbia University
CUNY	City University of New York
DGS	Director of Graduate Studies
DSLAC	Department of Spanish and Latin American Cultures (CU Barnard)
DSP	Department of Spanish and Portuguese (NYU)
DUS	Director of Undergraduate Studies
EC	Executive Committee
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
FRN	Faculty Resource Network (NYU)
GC	Global Center (CU)
Grad	Graduate
GSAS	Graduate School of Arts and Sciences (CU and NYU)
GSP	Global Scholars Program (CU)
HEMI	Hemispheric Institute of Performance and Politics (NYU)
HSI	Hispanic Serving Institution
IDLC	Indigenous and Diasporic Language Consortium
ILAS	Institute of Latin American Studies (CU)
IUDC	Inter-University Doctoral Consortium
LA	Latin America
LAC	Latin America and the Caribbean

LACS	Latin American and Caribbean Studies
LAIC	Department of Latin American and Iberian Cultures (CU)
LAS	Latin American Studies
LASA	Latin American Studies Association
LCTL	Less Commonly Taught Language
Lehman	Lehman College
MARSLAC	MA in Regional Studies-Latin America and the Caribbean (CU)
MIA	Master of International Affairs
MOPI	Modified Oral Proficiency Interview
MPA	Master of Public Administration
MPH	Masters of Public Health
MSI	Minority Serving Institution
NGOs	Non-Governmental Organizations
NRC	National Resource Center
NYC	New York City
NYC-CLAS	New York City Consortium for Latin American Studies (CU and NYU)
NYCDOE	New York City Department of Education
NYU	New York University
NYUBA	NYU Buenos Aires
PORT	Portuguese
PMF	Performance Measure Form
ROC	Runasimi Outreach Committee (NYU)
SALALM	Seminar on the Acquisition of Latin American Library Materials
SCPS	School of Continuing and Professional Studies (NYU)
SIPA	School of International and Public Affairs (CU)
SPAN	Spanish
Steinhardt	Steinhardt School of Education, Culture, and Human Development (NYU)
SUNY-SB	State University of New York at Stony Brook
TAs	Teaching Assistants
TC	Teachers College (CU)
Undergrad	Undergraduate
US/ED	United States Department of Education
USP	Universidade de São Paulo
Wagner	Wagner School of Public Service (NYU)

## **A. Program Planning and Budget.**

A1. Quality and Purpose. Proposed activities enhance effective and impactful existing programs, while creating new initiatives that foreground interdisciplinarity and diverse perspectives, intensified NYU-CU collaborations, and innovative links with new and established outside partners. Our PMFs (Appendix I) and evaluation plans (p20-21) explain how we will measure and assess the quality and impact of activities for which funding is sought. We highlight the main ILAS-CLACS consortium initiatives that address Absolute and Competitive Priorities (AP, CP), organized under three main programmatic pillars.

**I. The Indigenous and Diasporic Language Consortium (IDLC)** (AP2, CP1, CP2). The changing demographic of our city has seen changing origins of Latin American and Caribbean (LAC) immigration and a consequent rise in the need to engage and provide services for native speakers of Less Commonly Taught Languages (LCTLs), such as Mixtec, Kichwa/Quechua, Haitian Kreyòl, and Portuguese. With university and NRC funds, in 2015 we established the Indigenous and Diasporic Language Consortium between CU, NYU, and the Institute of Mexican Studies of Lehman College (an MSI). The IDLC now offers three less commonly taught languages in credit bearing courses—Quechua and Kreyòl at NYU and Mixtec at Lehman—and allows undergraduate (undergrad) and graduate (grad) students from each institution to cross-register for classes at the others. The languages have been integrated into existing majors and minors in Latin American Studies (LAS) at CU and NYU, in NYU's new minor in Native American and Indigenous Studies, and in Lehman's minor in Mexican Studies. For the next Title VI cycle, the Graduate School of Arts and Sciences (GSAS) at NYU has agreed to underwrite the cost of CLACS MA student enrollment in all levels of Quechua and

Kreyòl, making such study tuition free for these students. We trust that this will increase enrollments, diversify the classroom, and enrich subsequent field research.

With both NRC and university funds, the IDLC now aims to build depth in the language offerings, further connect IDLC to community outreach, and to related research endeavors. A) Language Instruction: NYU will formalize advanced Quechua (up to now an independent study option) and add intermediate Kreyòl, and through the Human Rights Clinic at the Law School, add a course on Kreyòl for Human Rights Lawyers (budget 15-18); B) Community outreach: Both NYU and Lehman will offer non-credit community-based courses aimed at building ties with community organizations. We will continue to develop the successful IDLC indigenous film showcases “May Sumak” and “CLACpi” to share films with wider audiences (budget 11); C) We will launch a new biannual IDLC Conference/Workshop (2019 and 2021), entitled “LCTLs in the Global City,” in collaboration with other local NRCs and relevant city partners (eg. the NYC DOE Department of English Language Learners and Student Support), which will link the IDLC to K-12 and other outreach efforts (budget 79). In addition, D) CU will organize a Portuguese Applied Pedagogy Workshop series for instructors at CU, NYU, and other institutions in the NYC area (including high schools) building on its established and rapidly growing strength in Portuguese and Brazilian Studies (budget 78). Combined with all LCTL training, these programs comprise 24.8% of our NRC request.

**II. NYC LAC Curriculum and K-12 Teacher Training Program (AP2, CP2).** We share a city with the largest and most diverse public school system in the nation, whose students are 40.5% are Hispanic, and of those 13.5% are Latin American foreign-born. In some public schools in the Bronx and Brooklyn, Ecuadorians and Haitians are the majority, while Brazilian students are a salient presence in many schools in Queens and other neighborhoods. Our consortium initiatives

aim to develop curricula that make such diversity an asset for area studies learning and to help teachers and students build diverse approaches to the histories and cultures of the region. We aim to leverage the capillarity of CU and NYU in public school networks and their unique multiplier capacities (budget 69). NYU plans a four-year cycle on “Teaching Latin America through Documentary Film” that leverages relationships with outstanding film producers to create quality curricular materials for K-12 (budget 62-67). Principal partners are the documentary media organization Skylight Productions and Cinema Tropical, the NYC-based leading presenter of Latin American cinema in the United States, with whom CLACS has co-presented the series *Indocumentales* since 2010. CU will also develop the “Americas Dialog on Educational Policy,” an initiative that will strengthen connections between K-12 outreach and CU’s research and teacher/administrator training collaborations in Latin America through programming on educational policy and curriculum development (budget 68). Together these comprise 17.8% of our NRC request.

**III. CU-NYU Consortium Program on “Innovative Perspectives on Latin American and Caribbean Studies”** (AP1, CP1). Mobilizing complementary research strengths, we plan a four-year cycle of activities focused on revaluing Latin American and Caribbean cultures and scholarship that will engage diverse perspectives—disciplinary, cultural, institutional, and ideological—towards understanding the heterogeneous peoples of the region in new and urgent ways. The project will include A) a bi annual large-scale conference (“Peripheral Visions in Latin American and Caribbean Studies”) promoting the value of interdisciplinary area studies, fostering innovation in area studies, and stimulating inter-NRC intellectual connections (2020 and 2022) (budget 86); B) a sustained curricular development initiative with the Borough of Manhattan Community College on “ethnic and area studies” (budget 73); C) a specialized annual

seminar for faculty from MSIs via NYU’s Faculty Resource Network (FRN), an award-winning national consortium that provides professional development opportunities for faculty from MSIs (budget 72); and D) the establishment of a Collaborative Faculty Grants Program to support sustained interdisciplinary projects (budget 37, 90, 91). These grants will be additive to existing grant programs and will complement them with a funding mechanism that stimulates intra- and cross- institutional collaboration. These comprise 25.92% of our NRC request

**FLAS Program**. We request a total of \$492,000 in FLAS funding, or \$246,000 per institution, comprised of seven Academic Year Graduate Fellowships (\$231,000) and two Summer Fellowships (\$15,000) at each school. As a consortium, each of our institutions have ample and unmet demand for these critical funds, and through the IDLC, we now have greater capacity and greater demand in Quechua, Haitian Kreyòl, and Portuguese. A robust FLAS program has a catalytic effect that amplifies the impact of our educational and outreach programs, ultimately maximizing the impact of NRC program funding and the considerable institutional investments in LAC Studies. Our request prioritizes graduate academic year (AY) support, where there is the greatest unmet demand, and where resources have the greatest potential to be most effectively be applied to support students with need.

A2. Development plan. Our consortium has created a development plan and timeline that accounts for the different scope, scale, and medium- and long-term goals of our shared and separate projects. Grant activities will be phased to build strength and to increase university support over four years, with regular intervals of evaluation.

	Y1	Y2	Y3	Y4	Min. Enrollment Y4 /Outcome
<b>Language Program (Indigenous and Diasporic Language Consortium) (AP1, CP1)</b>					
Kreyòl @ NYU	Elem. 1 (x2)	Elem. 1	Elem. 1	Elem. 1 (x2)	6
	Elem. 2	Elem. 2	Elem. 2	Elem. 2	5
		Interm. 1	Interm. 1	Interm. 1	4
	Kreyòl for Law Students	Kreyòl for Law Students	Kreyòl for Law Students	Kreyòl for Law Students	8

	Y1	Y2	Y3	Y4	Min. Enrollment Y4 /Outcome
Mixtec @ Lehman	Elem. 1	Elem. 1 Community course	Elem. 1 (x2) Community course	Elem. 1 (x2) Community course	5 6
Quechua @ NYU	Elem. 1 + 2 Interm. 1 + 2  Community course x2	Elem. 1 + 2 Interm. 1 + 2 Advanced Community course x2	Elem. 1 + 2 Interm. 1 + 2 Advanced Community course x2	Elem. 1 + 2 Interm. 1 + 2 Advanced Community course x2	6, 5 (min. Y4) 4, 4 1 8
IDLC indigenous film showcases	“CLACpi” Indigenous film showcase	“May Sumak 4” Quechua film showcase	“CLACpi” Indigenous film showcase	“May Sumak 5” Quechua film showcase to other NRC	Language teaching tie-ins
Portuguese @ CU and NYU, per institution	Elem. 1+2 Interm. 1+2 Advanced 2-3 “Content courses”	Elem. 1+2 Interm. 1+2 Advanced 2-3 “Content courses”	Elem. 1+2 Interm. 1+2 Advanced 2-3 “Content courses”	Elem. 1+2 Interm. 1+2 Advanced 2-3 “Content courses”	NYU: increase majors in Lusophone Studies by min. 5 CU: 10% increase in enrollments in Portuguese Classes
Portuguese Applied Pedagogy Workshop	Workshop Series (2X a semester)	Workshop Series (2X a semester)	Workshop Series (2X a semester)	Workshop Series (2X a semester)	Enhanced Portuguese pedagogy; Building pedagogical networks
“LCTLs in the Global City” Conference	IDLC Conference		IDLC Conference		Promotion of awareness of LCTLs and enhancement of LCTL pedagogy
<b>Curriculum and K-12 Teacher Training Program (API, CP2)</b>					
(CU) Americas Dialog on Educational Policy - with TC (TC)	Launch Seminar	Cont. Seminar Series & Hosting of Lemann Dialogues Conference	Cont. Seminar Series	Americas Dialog on Educational Policy Conference at the Global Center   Rio	International collaboration and knowledge exchange on educational policy & teacher training
(NYU) Teaching Latin America through film: Indocumentales; Skylight Film Educational Guides	Indoc.: 5 screenings; 2 teaching guides Skylight film guide (1)	Indoc.: 5 screenings; 2 teaching guides Skylight film guide (1)	Indoc.: 5 screenings; 2 teaching guides Skylight film guide (1)	Indoc.: 5 screenings; 2 teaching guides Skylight film guide (1)	Audience: 900; 80 K-12 teachers; 8 teaching guides; 4 Skylight film guides

	Y1	Y2	Y3	Y4	Min. Enrollment Y4 /Outcome
(NYU) PD K-12 workshops and summer institutes; NYU + Kevorkian; RESCAT collaboration with FIU (an NRC)	Summer institute, with Kevo (NRC, Middle East)	Summer institute, with Kevo (NRC, Middle East)	Resilient Communities against Transnational Gangs (RESCAT) Institute, with FIU and John Jay College	Summer institute, with Kevo (NRC, Middle East)	Reach min 40 K-12 teachers/year RESCAT reaches min 60 teachers + law enforcement professionals
<b>Area Studies Program (Innovative Perspectives on Latin American and Caribbean Studies) (AP1, CP1)</b>					
Biannual LAS consortium conference		“Peripheral Visions in LACS I” conf.		“Peripheral Visions in LACS II” conf.	Min 150 attendees; website
BMCC project “ethnic and area studies” (MSI, CC)	Area studies Curriculum development program	Area studies Curriculum development program	Area studies Curriculum development program	Area studies Curriculum development program	4 new core courses with LAC content for major in ethnic studies
FRN Seminar for MSI faculty	Summer seminar	Summer seminar	Summer seminar	Summer seminar	Over 60 teachers
Consortium Collab. Faculty Grants	CFP 1 (multi-year grants)		CFP 2 (multi-year grants)		Min. 4 projects funded
CU Interdisciplinary Collaborative Faculty Grants Program	CFP 1 (multi-year grants)		CFP 2 (multi-year grants)		Min of 10 research projects funded

Strengthened programs. The activities for which NRC funding is sought will strengthen: multi-disciplinary faculty research and teaching; student learning and research, including at professional schools; national, regional, and local outreach on LAC; and training of K-12 and community college educators in Latin American and Caribbean Studies (LACS). The funds requested for language programs (24%), will strengthen and expand the LCTL language programs at CU, NYU, and Lehman. Support for LACS content in core teacher training programs as well as for K-12 teacher training activities (18%) promote K-12 LACS learning for increasingly diverse student populations. Postsecondary outreach to MSIs (9%) supports an annual week-long FRN seminar for faculty from MSIs and curriculum development at CUNY’s Lehman College and BMCC, which provides greater access to international education for underserved students. Conferences, seminars, and other public events along with LACS media

and publications, 14% of NRC funded activities, augment these priority activities by sharing specialist knowledge widely, to impact local, regional, and national policy, debate, and practice. Collaborative Faculty Grants (20%) strengthen and diversify faculty engagement with LACS and connect our NRCs to schools and departments that have traditionally lacked sustained connections to areas studies; they foster connections between our institutions, and provide critical opportunities for student mentorship and learning. Evaluation costs comprise 1% of the budget request. Our teaching, research, and K12 outreach programs support Absolute Priorities 100%; competitive priorities comprise 22% of our NRC request and 100% of our FLAS request.

Effective use of resources. As we have done successfully in the past, we will leverage resources through cooperation with schools and departments across the two universities, as well as seeking additional funding from private foundations, donors, and other relevant collaborators (e.g., consulates). We build upon the tradition of cooperation between CU and NYU to cross-list grad courses, to stimulate learning of LCTLs, and to coordinate our outreach activities. Development and provision of resources for language programs will be the shared responsibility of our Centers and of the respective Directors of the language programs at all institutions. Key personnel at CU and NYU (e.g., Deans, budget officers) were consulted to ensure that adequate resources will be directed toward the proposed activities, including long-term institutional support for strengthening faculty grants and student fellowship programs at ILAS and increased student assistant hours at CLACS. All proposed initiatives count on human resource commitments from our institutions, paid largely through non-NRC funds.

A3. Costs. The principal cost-effective measure for NYC-CLAS is a well-conceived pooling of resources by the two partners to maximize impact in relation to the NRC mission and its Absolute and Competitive Priorities. In this cycle, we propose collaboration with other NRCs to

maximize resources, including co-curating two major LCTL conferences with other NRCs on our campuses (budget 79), and collaborating with FIU on a multi-sited community seminar with teachers and law enforcement officials focused on Central American gang violence (budget 67). CLACS will collaborate with the NYU's Kevorkian Center of Near East Studies (Kevo) in a shared K-12 program for teachers of world history (budget 66).

A4. Long-term impact. Our long-term impact on educational programs is assured through active cultivation of language and areas studies training for undergrads, grads, and professional school students. The proposed initiatives will further CU and NYU's established and growing expertise on Brazil, the Caribbean, Mexico (CU), the Andes (NYU), and will leverage strong ties with professional programs, such as CU's relation to Teachers College (TC) and School of International and Public Affairs (SIPA). The combined effect of our events, media outreach, and NRC-supported activities impact faculty and students—particularly PhD students, with far reaching benefits as most will go on to teaching careers. Our strong language programs, made possible through institutional support, NRC support, and FLAS fellowships, benefit grad and undergrad students outside of areas studies programs, providing vital language opportunities to those in a range of disciplines (e.g., education, law, science, and engineering). Support and professional development for instructors of LCTLs will qualitatively enrich language pedagogy and increase the number of undergrad and grad speakers, especially as the number and levels of courses increase, and will strengthen the IDLC. Maintenance and expansion of FLAS Fellowships ensures the quality and vitality of our language and area studies program, and is critical to establishing a healthy ecosystem for the sustainability of LCTL programs and the IDLC. Our vigorous, interdisciplinary, and multi-sectoral events calendars are a distinguishing feature of the educational experience for students, as is the nurturing of sustained connections

with alumni and professional networks. Support for libraries makes invaluable materials accessible well beyond our institutional walls, for generations of students to come.

Impact on undergraduate programs. Strengthening the undergrad curriculum in LACS and the LCTL instructional programs will progressively increase numbers of majors, minors, and students taking LAC courses, and will provide more opportunities for students at our universities and at Lehman and BMCC to learn about an area vital to the US. Graduate programs. LCTL training enables serious field research for MA and PhD students working on LAC topics, greatly enhancing the depth, quality, and later the impact of their work. Professional training programs. While humanities and social sciences are core constituencies, our consortium provides considerable support to faculty and students in professional degree programs, such as law, international affairs, education, public service, and the arts. Our outreach programs connect these students with outside actors in foreign diplomacy, international development, public administration, the nonprofit sector, and the private sector. A new course in Haitian Kreyòl for law students builds capacity for international and human rights law. At CU, SIPA and TC students are prime beneficiaries of NRC initiatives which train students for government service and in areas of national need such as security, international economic development, and educational policy and administration.

**B. Quality of Staff Resources.** B1. Qualifications of teaching faculty. As illustrated in Appendix II, both faculties have distinguished records of research, publication, and teaching. The LACS faculty are drawn from the FAS and professional schools of both institutions. 226 full time and 61 part time LACS faculty represent 31 disciplines and 5 modern languages in 23 departments and schools (Appendix II). The tenure/tenure-track faculty at CU and NYU are hired through competitive national searches. Many hold or have held leadership positions in the

leading scholarly organizations of the field, including the Latin American Studies Association (LASA) and the Caribbean Studies Association (CSA) (see 3a on “national impact,” p15-17.)

Professional development. *Faculty.* Tenure-track faculty are eligible for sabbaticals, typically receiving a semester of paid leave after three years, which can be extended with external funding. Most faculty conduct field research in LAC during sabbatical leaves and summer breaks (e.g., in 2017–18, our faculty conducted research in Cuba, Colombia, Peru, Brazil, Mexico, and Chile, supported in part by NRC-funded grants). Professional development opportunities for full time contract faculty vary by school; both offer competitive research and curriculum development grants/fellowships and leaves to support ongoing professional development. *Staff.* NRC funds support LACS staff to present and participate in the LASA annual meeting and other professional meetings such as Title VI technical assistance workshops (budget 36, 92). At both CU and NYU, faculty and staff benefit from opportunities for full tuition remission for coursework and degree programs. NYU’s current program administrator, for one example, is pursuing a graduate Advanced Certificate in Digital Humanities that integrates liberal arts topics with the research tools of computer science.

Supervision and advising. At ILAS, the Director (Moya, App II, p37) serves as the Director of Undergraduate Studies (DUS), providing academic advising for undergrad majors and concentrations. The Executive Director (Azenha, App II, p12) serves as Director of Graduate Studies (DGS) and, along with faculty mentors, advises students on their thesis projects, career paths, and professional networking. Thesis projects are developed through a required intensive 2-semester thesis workshop, and are mentored by at least one other ILAS-affiliated co-advisor with relevant expertise. The diversity of faculty expertise ensures valuable mentorship for those interested in either an academic path or applied work (including in foreign diplomacy and the

military).

At NYU, the major and minor in Latin American and Caribbean studies are now jointly governed by the Department of Spanish and Portuguese (DSP) and CLACS (previously only by the DSP)—a 2015 change that has allowed CLACS to take a decisive role in the direction, teaching, and advising of the LACS degrees (see Table H.1 p45.) CLACS Director (Lane, App II p101) is co-chair of the major/minor oversight committee, whose faculty composition is drawn from across a disciplinary range. The associate DUS of the DSP is the primary advisor (Davila App II, p80) for the majors and minors; in her joint faculty/administrative position, Davila dedicates 30% of her time to this advising, providing regular guidance on courses, research opportunities, internships, and career options. The CLACS Director serves as DGS for the MA in LACS. Faculty offer workshops focused on research methods as part of the curriculum and in extracurricular skill-development sessions. A designated research and writing seminar guides students' analysis of research findings and the writing of their theses. The faculty of CLACS closely advise students on their MA research projects, which have a minimum of two core advisors each, one from core faculty and the other drawn from the over 100 affiliated faculty with LACS expertise. PhD students devoted to LACS in both institutions are advised by their respective disciplinary faculty. (See also section H3 on “academic and career advising” p48, also B2 on “faculty involvement” p13-14.)

B2. Administration and staffing. ILAS and CLACS are both led by a tenured faculty member who devotes 100% of his/her teaching and research time to the region and the respective centers. ILAS's Director is José Moya, Professor of History at BC, a renowned expert on migration whose scholarship has been recognized with numerous awards for its quality and methodological innovation. Director since 2013, Professor Moya has focused his efforts on strengthening the

undergrad and MA programs, successfully building linkages with other institutions and CU departments, the creation of the Center for Mexican Studies (CMS) and the center for the study of the Greater Caribbean (GCSC), and the further strengthening of its Lemann Center for Brazilian Studies (LCBS). CLACS Director Jill Lane, Associate Professor jointly appointed with the DSP and CLACS, is a leading scholar of LAC theatre and visual culture, with a focus on Cuba. Since assuming the Directorship in 2012, Professor Lane has focused on securing new faculty lines, building the undergrad degree programs, increasing LCTL offerings, and extending CLACS outreach to LAS communities in NYC.

ILAS has three full time staff, all of whom have graduate degrees, are fluent in Spanish and Portuguese, and have ample experience in the region. Gustavo S. Azenha, Executive Director of ILAS since 2018, holds a PhD from Cornell with interdisciplinary expertise in environmental sciences and sociocultural anthropology. He has served as DGS and instructor for the MARSLAC program, as well as Director for the LCBS. The Senior Business Manager and Student Services Coordinator, Eliza Kwon-Ahn (MA in LACS from CLACS, App II p60), handles the needs of students in undergrad and graduate degree programs as well as overseeing financial administration for ILAS. Esteban Andrade (MA in LAS, St. John's U, App II p60) is full-time Program Manager, manages outreach activities, including K-12 outreach. ILAS hires 6-8 part-time student assistants to support outreach, administrative, and research needs of the Institute (typically MA students from SIPA or TC, and undergrads from CU or Barnard College/BC).

At NYU, Assistant Director Omar Dauhajre (BA UPR, MA FIU, App II p146) assists the Director with Center leadership and project development and is responsible for administrative oversight and all outreach activities, including K-16. He serves as liaison with other NYU units,

public schools, and other NRCs. He is assisted with grant management by Program Administrator Belem Destefani (BA Duke, MA NYU, App II p146) who manages budgetary and operational matters and is FLAS coordinator. CLACS counts on a full-time administrative aide, Isabelle Hazel (BA GWU, App II p146), and 5 grad student assistants that support NRC projects, including events, social media, K-12 activities, and IDLC outreach.

Oversight. Both ILAS and CLACS call upon dedicated LACS faculty from a variety of departments, professional schools, and the libraries for oversight of the centers and its programs. ILAS's faculty Director serves as chair of the ILAS's Executive Committee (EC), comprised of an interdisciplinary group of 10 tenured faculty (currently from History, TC, Latin American and Iberian Cultures/LAIC, SIPA, Economics, Art History, Business School), which meets at least four times a year, and governs all financial and academic matters (including the budget, strategic planning, appointment of visiting scholars and faculty, faculty grants programs, and the creation of new academic programs). In addition, EC members and other faculty serve on committees responsible for MA admissions, grants, and fellowships. At NYU, the Advisory Board is comprised of 15 full-time faculty members drawn from FAS and the schools of Education, Law, Arts, and Social Work, as well as Libraries and with ex officio membership of the Dean of Humanities. Three tenured faculty from CLACS serve on the Board to ensure synergy between the MA program and the Title VI outreach mission of the Center. The Board meets three times per year to discuss strategic planning and appointments. Members the Board and faculty serve on and chair committees for admissions, faculty searches, FLAS, Tinker grants, and other research and travel grant selections. The governance structure of CLACS and ILAS ensure that diverse perspectives and constituencies are engaged in decision making and that there is strong academic and administrative oversight, as individual centers and as a consortium.

Faculty involvement. Both institutions count on the active engagement of their large LACS faculties for student mentorship, programming, and outreach. At ILAS, Claudio Lomnitz (Campbell Family Professor of Anthropology, App II p30) serves as the Director of the CMS. Margaret Crahan (Dorothy Epstein Professor Emerita from CUNY, App II p18), is the Director of the Cuba Program at CU. At NYU, full time clinical assistant professor Pamela Calla (App II p74), former President of the Universidad de la Cordillera in La Paz, Bolivia, advises students and directs our growing MA internship program; she runs two faculty-student research groups and is director of the Observatory on Racism, a partnership with Universidad de la Cordillera and the Lozano Long Institute of Latin American Studies at UT Austin. Professor Ada Ferrer (Julius Silver Professor of History and LACS, App II p86) is immediate past Director of CLACS and directs its Caribbean Initiative. Assistant professor Dylon Robbins (App II p123) directs the Brazil Initiative. Thomas Abercrombie (App II, p61), former director of CLACS, leads the Andean Initiative. Finally, Angela Carreño, Head of Collection Development and Librarian for LACS (App II, p75), holds a faculty appointment at CLACS and is primary advisor for the joint MA in LACS and library science.

NRC consortium oversight is performed by a committee consisting of Moya, Azenha, Lane, and Dauhajre that is convened at least once per semester and is chaired by the two center directors. The committee discusses priorities, joint projects, and outreach activities. There is regular coordination in the K-12 program, the LCTLs program, cross registration in grad courses, and collaboration in the faculty working groups. Both centers maintain close consultation about programmatic/academic matters and the monitoring of all expenditures under the terms of the grant.

B3. Non-discriminatory practices for employment. The Office of Equal Opportunity and

Affirmative Action at CU and the Office of Equal Opportunity at NYU enforce each university's Non-Discrimination policies and Complaint Procedures, and ensure compliance with federal, state and city anti-discrimination laws in the recruitment and selection process, and in all other terms and conditions of employment. Both universities are committed to policies of equal treatment and opportunity in all aspects of employment for faculty and staff, in relation to race, religion, gender, sex, sexual orientation, marital or parental status, national origin, ethnicity, veteran or military status, age, disability and any other legally protected basis. These aspects include, but are not limited to, recruitment, hiring or appointment, selection for training, transfer, layoff, promotion, granting of tenure, rates of pay and other forms of compensation, and participation in University-sponsored educational, social, and recreational programs. These policies and practices result in a diverse faculty and staff, as illustrated by Table B.1.

<b>Table B.1 Demographics and Gender Distribution of Faculty and Staff</b>										
		Male	Female	American Indian	African American	Asian American	Latino	White	Multi racial	Undisclosed/ other*
All Staff	CU	35%	65%		13%	11%	20%	46%		10%
	NYU	42%	58%		10%	10%	8%	57%	1%	-
Center Staff	ILAS	75%	25%		-	20%	80%	-		-
	CLACS	25%	75%		-	-	50%	25%	25%	-
All Faculty	CU	57%	43%		4%	17%	5%	66%		8%
	NYU	35%	49%	1%	5%	2%	35%	38%	1%	17%
LACS Area Studies Faculty	CU	54%	46%		2%	1%	54%	38%		5%
	NYU	35%	51%	1%	6%	3%	32%	43%	1%	15%
LACS Lang Faculty	CU	42%	58%		-	-	50%	47%		
	NYU	38%	33%		4%	-	50%	13%		33%

\* includes foreign nationals

## C. Impact and Evaluation

C1. National impact. The Consortium's national—and international—impact derives largely

from the strength of its approximately 270 research-active core and affiliated faculty, whose leadership in research, teaching, and scholarly associations have helped to shape the direction of scholarly and public debate as well as their disciplinary fields. Among this faculty are presidents of national professional associations, such as the LASA, the Modern Language Association, American Historical Association; Pulitzer Prize winners and finalists; members of the National Academy of Arts and Sciences, the National Academy of Sciences, the National Academy of Education, and the Council on Foreign Relations; recipients of MacArthur, Guggenheim, National Endowment for the Humanities, Rockefeller, American Council of Learned Societies, and many other prestigious fellowships and honors, as well as book and article awards recognizing excellence in scholarship. Scholars working in the fields of politics, history, education, and law are regularly interviewed by the New York Times, the Economist, the Wall Street Journal, NBC, the LA Times, PBS, and leading LAC media; several write for the national and international press, including for The Nation, La Jornada (Mexico), Reforma (Mexico), La Tercera (Chile), the Buenos Aires Herald, and for El País (Spain).

The Latin American News Dispatch (LAND), a collaboration between CLACS and NYU's Journalism program, is an online news site staffed by students and alumni that produces original reportage and the daily newsletter "Today in Latin America," which is republished by NPR's Latino USA. Since February of 2018, its newsletter has gained 1,536 subscribers, its twitter has 2,232 followers, and 2,750 unique viewers visit the site monthly. Also housed at CLACS is the longstanding policy analysis journal NACLA, now published quarterly with Routledge, with 477 institutional subscribers, 8,645 twitter and 7,255 facebook followers; lead articles regularly receive over 26,000 views. Both publications rely on NYU student assistant editors, interns, and writers and provide invaluable professional development opportunities. Graduates of LAND and

NACLA now work at national news organizations including Huffington Post, Fox News Latino, the New York Times, and NPR.

Regional, City impact. *Programming:* Since 2014 we organized 341 events reaching more than 12,520 attendees. We co-sponsored events with more than 70 entities including university departments and programs, other universities, city museums, foundations, media outlets, film producers, and more. Research workshops and scholarly events attract students and faculty attendees from area universities (CUNY, Princeton, Penn, Yale); our scholarly events involved presenters from more than 120 universities in the past four years. The impact of these activities is amplified by the webcasting of 115 events, reaching an audience of 12,243.

*K-12 teacher training:* Since 2014, the consortium has held 15 teacher training seminars attended by 688 educators from a range of fields (plus teachers-in-training from CU's Teacher's College). Summer institutes for teachers are advertised locally and nationally. Curriculum materials on our websites are open access.

*Post-secondary outreach:* Community college faculty participate in teacher seminars; FRN programs on LAC reach faculty from HBCUs, community colleges, and MSIs throughout the country, reaching 81 individuals from 21 under-resourced institutions in 16 states and Puerto Rico. Collaboration with Lehman college, an HSI, has resulted in new LCTL curriculum. Ongoing collaboration with the new Ethnic Studies Department at BMCC aims to integrate LACS content into four new courses and major requirements.

Community impact. Sharing a city with 3.1 million immigrants—37% of the city's total population—we recognize that these “Newest New Yorkers” are both new constituents and powerful resources for area studies teaching and learning. Through our K-12, post-secondary, and broader public outreach, the Consortium engages communities from the LAC region—who

make up fully half of NYC's foreign-born population—as new citizens with needs for area studies knowledge on one hand, and with the ability to contribute to LAC awareness and teaching on the other. K-12 educators who teach foreign-born students have sought increased information about the students' LAC countries of origin (e.g., Dominican Republic, Mexico, Ecuador, Haiti and Brazil), to better serve immigrant students and to integrate deeper exploration of the culture and history of these countries for all students. The IDLC, created in the last cycle, also responds directly to these changing needs by offering new LCTL courses in Mixtec, Haitian Kreyòl, and Quechua—the only regularly-taught credit bearing offerings of those languages in NYC. The NYU and CU students and alumni that comprise the Runasimi Outreach Committee (ROC) have responded to calls from area hospitals, courts, and immigration centers: several are now registered as per-diem translators with the New York State Unified Court System, and the group works with interested local Quechua-speakers in NYC to assist them in becoming interpreters as well. ROC has organized 34 “Quechua Nights” since 2014 with total participation of just over 2,957; these are public outreach events that bring together Quechua language learners and Quechua speakers, and have built bridges between community organizations in Ecuadorian and Peruvian neighborhoods and the university. A recent Quechua FLAS alum, Charlie Uruchima, founded the community radio program “Kichwa Hatari” with partial NRC/NYU support; reaching 1,750-2,000 listeners per month and offered fully in Kichwa, the program is aimed at the Quechua/Kichwa population in the United States, principally in New York, and promotes cultural and linguistic resiliency.

For impact on the University see A2 on strengthened programs (p6-7) and A4 on long-term impact on university programs (8-9).

Enrollments and placement data appear in Table C.2 and in Appendix III; placements are discussed in section C6 (p23-24).

C2. Non-discriminatory equal access. (Section 427 GEPA). NYU and CU maintain a firm commitment to create campus cultures that incorporate diverse peoples and viewpoints. Both advance strong policies and procedures designed to ensure equal access for members of traditionally underrepresented groups; both have clearly stated policies for adjudicating grievances in these domains. Designated Offices and Centers on both campuses work to foster and create an inclusive and diverse community of students, faculty, administrators, and staff. In 2016 NYU created a provostial-level diversity office headed by a new Senior Vice President for Global Inclusion, Diversity, and Strategic Innovation who serves as NYU's inaugural Chief Diversity Officer. Her first initiative was a comprehensive campus-wide climate assessment, the results of which will guide NYU's ongoing efforts to advance equity, diversity, and inclusion. In 2014 CU established the Office of the Vice Provost for Faculty Diversity and Inclusion whose goal is to work in close collaboration with the University's academic and administrative units to attract, advance, and retain a diverse faculty, so that the University can more closely reflect the national pools of qualified candidates. The Office facilitates faculty development, diversity, and planning initiatives with an emphasis on creating a welcoming and inclusive climate at the University. CU was designated the 2016 "INSIGHT Into Diversity" Diversity Champion and earned the 2017 Higher Education Excellence in Diversity (HEED). Both universities have designated Offices of Disability Services (the "Moses Center" at NYU) that facilitate equal access for students with physical, learning, sensory, or psychological disabilities by coordinating accommodations and support services, and cultivating a campus culture that is sensitive and

responsive to the needs of these students (see B3 on “non-discriminatory practices for employment,” (p14-15).

C3. Evaluation plan. Through internal procedures and through external reviews, both centers implement comprehensive evaluation plans that produce quantifiable outcome-oriented data to ensure academic excellence, adherence to our universities’ respective educational missions, and compliance with Title VI objectives. As in the prior cycle, both centers rely on support from our respective Offices of Institutional Research for data collection and expertise on evaluation methodologies and data analysis. CLACS will again apply for funds in Y3 from the Provostial Office of Institutional Research and Program Evaluation to underwrite the cost of a comprehensive professional evaluation, partly funded by NRC (the past award was \$7,000). Through our ongoing and diverse evaluation measures, we particularly track outcomes in LCTL and Priority Language competence, area studies training, and K-16 outreach, as well as the overall impact of both centers, as outlined in our PMFs (Appendix I).

Our aim in designing evaluation goals, methods, and tools at both Centers and for the Consortium is shaped by three principles: *Participatory*: evaluation practices are an integral component of the entire process of program management, rather than a final adjunct to it, and involve many participants and stakeholders in our programs. *Interdisciplinary*: evaluation methods and tools are tailored to the differing scales and nature of the projects; we combine quantitative and qualitative methods to gain a comprehensive understanding of the impact of projects in themselves, in relation to other programs, and to project goals. *Productive*: where relevant and desirable, the results of regular data collection and evaluation will be made available to interested stakeholders who may benefit from knowledge or use of those results.

C4. Recent Evaluations: In 2016-17, CLACS underwent a comprehensive evaluation conducted by Cynthia Miller-Idriss (App II, p145), Professor of Education and Sociology at American U, assisted by a then-doctoral candidate in NYU's School of Ed, Christian Bracho (App II, p145 now Assistant Professor, U La Verne). The evaluation addressed the major criteria identified by the US/ED as important outcomes for NRCs, and relied on mixed methods: reviews of data provided by the Center in combination with interviews with faculty, administrators, students, teachers, and leaders from peer institutions. The resulting report forms the basis for improved activities and new proposed programs. The report recommends creating 1) a faculty liaison with expertise in social studies curricular development from the Steinhardt School; 2) a better alumni tracking system to account for longer career trajectories; 3) a special waiver from the university for MA students to enroll in language courses for credit toward their degree; and 4) greater collaboration and partnership with NYU Buenos-Aires. We have begun to address each of these recommendations. Significantly, we have gained the waiver from GSAS to allow our MA students to enroll for LCTL languages tuition free. Idriss and Bracho also evaluated the CLACS-ILAS consortium, and found it to be a major strength with strong synergy, and noted that the two centers benefit from sharing of best practices. They recommended further collaboration on faculty support and research, which has informed our new project on collaborative research grants. In the coming cycle, Miller-Idriss will guide the development of program goals and indicators of progress throughout the grant period and will conduct a new comprehensive evaluation in Y3. She will, in addition, conduct a review of the CLACS-ILAS consortium. At CU, ILAS has undergone both an external and internal review through CU's Academic Review Committee (ARC), with the final evaluation and recommendations pending the completion of a final report in 2018. Overseen by faculty from each of the three divisions (Humanities, Social

Sciences, and Natural Science), as well as the Associate Vice President for Academic Planning, the review is a broadly participatory, comprehensive assessment engaging internal constituencies and outside evaluators that serves as the basis for self-assessment, establishing priorities, and identifying strategies for achieving goals. Although this strategic planning process has not been finalized, ILAS is already working towards adopting some of the initial recommendations that have emerged, including more actively stimulating interdisciplinarity and connections between centers (LCBS, CMS, CSGC), as well as developing a more systematic and data-driven approach to surveying and measuring the quality and impact of programs. ILAS is already bringing a more evidence-based approach to outreach, educational, and research efforts, including the development of new annual surveys for the ILAS executive committee, affiliated faculty, students, and visiting scholars, as well as proactively drawing on existing university data sources. Many of the recommendations emerging from the ARC are clearly aligned with the goals and priorities of the NRC program and inform the scope of our present proposal, such as the collaborative faculty grants program which aims to promote interdisciplinarity and comparative geographic perspectives.

C5. How activities address national needs and generate information for the public. Courses offered to BA, MA, and PhD students produce graduates trained in critical languages and with expertise in interdisciplinary LACS who continue on to careers in education, government, journalism, and non-profit and private sectors. Curricula produced through K-12 and MSI faculty professional development with FRN, Lehman, and BMCC increase access to international learning for a wide population, and especially for traditionally underserved students. Events are open to the public, advertised widely, and are often streamed online and disseminated through social media, email, and through our respective university's public relations/media office.

Combined, these projects contribute to developing a globally competent citizenry able to engage with multilingual and multicultural contexts in the US and internationally. (See C1 on impact at the national, regional, city, and community levels, p15-18.)

C6. Record for post-graduate employment, education, or training in areas of national need.

*Undergraduate.* As reported in IRIS for 2014-18, recent surveys of students at the undergrad level confirm that their LACS training has had a demonstrable impact on the direction of their professional lives and their contribution to areas of national need. Of the 59% that pursued grad studies, a significant number pursue MEd, MAT, MSW, MPH, or MPAs—some from the nationally recognized schools of Education, Social Work, and Public Service at NYU and CU. In a 2014 comprehensive survey of NYU LACS undergrads, 75% reported that their LAC training prepared them for their current careers, with 36% now working in education (28% in K-12), law (12%, many focused on immigration), medicine (8%), public health, social work, or advocacy (9%), and in the private sector (30%). *Graduate.* At CU, MARSLAC grads pursue doctoral or law degrees (33%), or go on to work in the education/nonprofit (20%), media (18%), public (16%) or the private sectors (13%). 9% of alumni are Foreign Area Officers. At NYU recent CLACS MA grads have pursued a range of careers, with concentrations in education (41%) or the non-profit sector generally (18%), working with such organizations as the Council of the Americas, NPR and StoryCorps, and international development organizations. Government posts (13%) include the foreign service, the UN, the National Guard, and peace corps; private sector jobs include Fox News Latino and the Academy of Motion Picture Arts and Sciences.

*Professional schools.* SIPA at CU graduates as many or more MA recipients in international affairs and public administration than any other school in the nation (over 700 in 2017, for example). Over 30% of SIPA grads go on to careers in the public sector and about 20% in the

nonprofit sector. Over 10% of graduates of the MIA program now work in the US Government. Students at Steinhardt’s International Education and Community Health programs, as well as the Wagner School of Public Service and the Silver School of Social Work, graduate having taken LACS courses. PhD students from both NYU and CU overwhelmingly find positions in higher education: of those who earned a PhD during 2014–2018, some now teach at Princeton, Brown, and University of Chicago as well as at the MSIs Lehman and LaGuardia Community College. Efforts to increase these placements. We continually seek ways of improving our students' placements into rewarding professional posts that utilize their expertise through internship opportunities, career development services and workshops, and alumni networking. In the next cycle NYU will develop a collaboration with the DSP to develop LAS internships for undergraduates (PMF 4).

C7. Matriculation in advanced language and area studies programs. Due to space constraints, please see Table C.5 in section C9 below on enrollments in language studies courses; Table H.2 on LACS-related degree and certificate programs (p47-48); and Appendix III on course

Table C.1 Placement for FLAS Awardees for 2014-18						
	K-12	Higher Ed	Media/ Journalism	Govt	Non Profit	Private sector
NYU	4%	61%	9%	4%	17%	9%
CU	6%	33%	6%	17%	17%	11%

enrollments.

C8. How awarded fellowships address national needs. FLAS awards are granted to

students likely to work and use their

language skills in areas of national need, including public education, public health, policy analysis, diplomacy, and other forms of public service.

C9. Undergraduate and graduate enrollments and placement data. As demonstrated by appendices on courses and enrollments, in the past year, CU and NYU faculty taught 684 courses

to 7,964 undergraduate and 4,472 graduate students. Of these, 9,481 enrolled in area studies courses and 2,955 in language courses.

Table C.2: Languages Taught at CU and NYU 2016-17			
Language	Levels	Sections Offered	Students
Spanish	Elem I & II, Int I & II, Adv, Medical Sp., Sp for Sp Speakers	410	5622
Portuguese	Elem I & II, Int I & II, Adv, Port for Sp Speakers	31	207
Quechua	Elem I & II, Int I & II, Adv-dir, study	6	15
Haitian Kreyòl	Elem I & II	6	17
Nahuatl	Comprehensive	1	7
Mixtec (Lehman)	Elem I	2	12
Area Studies	Literature, Linguistics, Culture (in Sp, PORT)	133	1197
Total		589	7077

Please see section C6 above for placement information (p23-24.)

#### D. Commitment to the Subject Area.

The combined financial commitment of both universities is estimated to have been in excess of \$35,000,000. (Table D.1a and

D.1b). The commitment by both schools is comparable and substantial, and in both cases

Department of Education funds have been significantly leveraged to increase that commitment.

Table D.1a Overall Institutional Commitment to Latin American & Caribbean Studies, 2016-17			
	Columbia*	NYU	Combined
Center/Institute Budgets	\$1,036,200	\$2,058,871	\$3,095,071
Area studies salaries (NYU includes NYUBA)	\$5,609,000	\$10,615,252	\$16,224,252
Language salaries	\$2,793,000	\$940,122	\$3,733,122
Library Staff	\$560,528	\$247,200	\$807,728
Doctoral student fellowships	\$5,698,000	\$3,069,926	\$8,767,926
Operating Budgets for Global Centers (NYU Buenos Aires; CU GC Rio & Santiago)	\$1,600,000	\$3,103,220	\$4,703,220
Total Support for LAC Programs	\$17,296,728	\$20,034,591	\$37,331,319

<b>Table D.1b ILAS &amp; CLACS Budgets, 2016-17 (excluding NRC funds)</b>			
	Columbia	NYU	Combined
<b>Personnel</b>			
Faculty salaries	N/A (ILAS does not have faculty lines)	\$1,052,974	\$1,052,974
Center/Institute staff salaries	\$425,000	\$169,414	\$594,414
Visiting Professorships/Scholars & Adjuncts	\$308,000	\$134,440	\$442,440
Student Assistants	\$20,000	\$48,500	\$68,500
<b>Faculty Support</b>			
Faculty research support	\$40,000	\$89,500	\$129,500
<b>Student Support</b>			
Master's Grad AY Fellowships	\$30,000	\$534,043	\$564,043
UG research/travel grants (awarded for LACS)	\$1,600	N/A	
Grad student travel, publications, associations	\$26,600	\$30,000	\$56,600
<b>Programming &amp; Operations</b>			
Programming/Outreach	\$160,000	\$22,925	\$182,925
Operations	\$25,000	\$65,226	\$90,226
Total Center/Institute Budgets	\$1,036,200	\$2,147,022	\$3,183,222

D1. Support for ILAS and CLACS. Both universities demonstrate robust commitment to LAC studies. CU has invested substantially in LAS at ILAS by creating a new visiting scholar fellowship program at the LCBS; further strengthening its recently created CMS (2013), and establishing the Greater Caribbean Studies Center (GCSC) in 2014. The university provides \$150K toward personnel and operational support, with tuition revenue from the MA program helping to support staffing, and provide funding for fellowships, research grants, and public programming. The LCBS, CMS, GCSC, Cuba Program utilize a mix of institutional, gift, endowment, and grant funds to support their educational and outreach initiatives. The annual ILAS budget, excluding Title VI funds, is about \$1M. At NYU, the overall budget for direct university support for CLACS over \$2M. In addition to three full time faculty appointments, the university has invested tenure faculty lines in the Center, which is now home to seven partial faculty lines, shared with the DSP, and Departments of History, Anthropology, and Social and Cultural Analysis. The total salary support is \$1,052,794. Both universities provide support

toward student and faculty travel, student research, honoraria, working groups, publications, and other outreach activities, as per Tables D.1a–b above.

D2. Support for teaching staff. The combined faculty at both universities is large and diverse (see Appendix II), representing a comprehensive balance across regions and disciplines. Faculty are trained in a wide range of disciplines (Table F.1 p35) and teach in various departments, professional schools, and global sites. Tenure ladder faculty hires from 2014-2018 at CU include 6 with a primary focus on LAC, including new faculty in Latin American and Iberian Cultures (LAIC) (1), SIPA (1), political science (2), journalism (1), and history (1). Since 2014, CU has expanded strength in Brazilian Studies with three new hires in different disciplines. Recent hires at NYU have been in such fields as cultural studies (4), cinema studies (2), food studies (2), international relations (2), Spanish Literature and Language (7), LAS (1), and public health (1). NYU's program in Buenos Aires (NYUBA) has seen a growth and diversification of faculty that draws from a wider range of professional fields including law, nursing, and social work. Faculty at both CU and NYU benefit from a wide array of university-wide awards for research, teaching/mentoring, and curriculum development.

In addition to the permanent faculty, Visiting Professorship programs expand and diversify educational and mentorship offerings on campus. Since 2014, the CU Tinker Visiting Professor Chair at ILAS has brought 10 professors from Argentina, Brazil, Chile, and Mexico, with disciplinary backgrounds in education, law, history, sociology, political science, and anthropology, and with expertise from Indigenous education to Internet governance to the sociology of inequality. The Ruth Cardoso Visiting Professor program has brought Brazilian scholars in the social sciences and humanities with expertise on critical topics such as urbanization and nutritional dynamics in the Amazon, and public policy approaches to security

and crime. At NYU, the King Juan Carlos I of Spain Center hosts the endowed Andrés Bello Distinguished Chair in Latin American Culture that, since 2002, has brought 19 renowned scholars from LAC to research, teach, and organize symposia at NYU. NYU supports two renewable five-year Distinguished Global Visiting Professorships, currently held by the Mexican politician-academic Jorge Castañeda and the Chilean novelist Diamela Eltit.

Language instruction in priority and IDLC languages is strongly supported by our institutions. NYU pays 100% of the salary of a full-time senior language lecturer in Quechua and pays 50% of the salary for three Kreyòl courses annually. In addition, both universities have strengthened offerings in Portuguese and Spanish. Portuguese is offered through the advanced level at both schools (with an increasing number of advanced and “content” courses), with salaries covered by the universities. NYU added an additional language lecturer in Portuguese in 2017, and at CU the program has grown in the last ten years from one to three Lecturers, an Assistant Professor, three GSAS Teaching Fellows who teach in the Program, and one FLTA instructor. This translates into an increase from 8 to 24 courses per year from 2004–2005 to 2017–2018.

D3. Support for libraries. Combined institutional support for LACS library resources totals \$635,569 for materials and \$733,844 for salary and benefits (see Criterion E p32-33).

D4. Support for linkages abroad. Both NYU and CU have significant presence in the region. CU's GCs in Rio and Santiago serve as regional hubs for a range of study and research activities, while NYUBA has served as regional hub for a range of new programs and institutional linkages. Effectively leveraging Title VI resources in this context has led to increased UG, grad, and professional student participation in international LACS programs, and has strengthened support

for research, curriculum development, visiting scholars, and global outreach. This impact is outlined in H.3 on study abroad programs (p49), and in Appendix III on course enrollments.

CU has a variety of established and new cooperative agreements with various LAC institutions, including government institutions and universities in Mexico and Brazil. It also has formal collaborations with two leading educational foundations in Brazil, Instituto Ling and the Lemann Foundation (LF). ILAS visiting professors and scholars programs are primary channels for establishing and sustaining institutional links with Latin America. Strengthening links abroad are evidenced in the numbers of LAC visiting scholars, postdocs, and researchers at CU. For example, in AY2016-17 CU had 138 from Brazil and 35 from Mexico, a growth of 25% and 52%, respectively, between 2014-15 to 2016-17. Among CU's notable international engagements is its newly created (2017) annual EdTech Design Challenge, a collaboration with the Lemann Foundation, which aims to improve public education through Design Thinking and innovative technology solutions by partnering CU students with Brazilian entrepreneurs to generate tech-based solutions for deeply entrenched K-12 education problems (parent engagement, remediation, and special education).

NYU continues to support cooperative faculty and doctoral student research agreements with various LAC institutions, including with the Museu Nacional (Rio de Janeiro), the Instituto Juan Marinello (Havana), USP, the University of Buenos Aires Faculty of Law, among others. Education global programs include faculty-led graduate courses on "Advocacy and Education" in Buenos Aires, and "Brazil: Race, Class and Equity in Higher Education" in São Paulo. The Silver School of Social Work runs a semester long program in Buenos Aires, with some courses taught by local Argentine faculty; students intern at local health and social welfare organizations. Particularly noteworthy is the network of regional partners developed by NYU's Hemispheric

Institute of Performance and Politics (HEMI), of which CU is a strong institutional member. With NYU, Ford, Mellon, Rockefeller, and Luce Foundation support, HEMI has developed an Americas-wide network of 41-member universities in the US and LA, which partner in the oversight of the organization. Biennial international performance festivals (“encuentros”), each attracting between 500–700 students, faculty, and artists, are organized in partnership with major universities and cultural centers, including the USP, the Centro Recoleta in BA, the national universities of Colombia (Bogota) and Mexico (DF), ITESO Guadalajara, Pontificia Universidad Católica del Perú, and the Universidad de Chile (Santiago). Their online journal e-misférica and other web projects reach 185,000 users annually.

D5. Outreach Activities. Both NYU and CU provide administrative support for outreach initiatives at the centers, including for public programming; NYU’s FAS contributes \$22,926 while CU contributes over \$150,000. The position of Outreach Administrator at NYU was seeded with NRC funds in 2010 and is now fully paid by NYU. During the academic year 2016-17, ILAS and CLACS sponsored, either individually and in conjunction with other schools, departments and centers, 148 and 100 events respectively, reaching a combined audience of over 11,000. CU has hosted 5 LAC sitting or former LAC presidents since 2014 through ILAS and the CU World Leaders Forum, as well as numerous other policymakers, from Ministers to State and Municipal Secretaries of Education. The universities support K-12 outreach through TC at CU and the Metropolitan Center for Research on Equity and the Transformation of Schools at NYU’s Steinhardt School of Education, Culture, and Human Development. At the postsecondary level, NYU’s Faculty Resource Network (FRN) is a growing and award-winning national consortium that provides professional development opportunities for faculty from member institutions, most of which are minority-serving (33 MSIs, with 14 HBCUs, and 13 HSIs). FRN brings 250 faculty

members to NYU every summer for 12 intensive seminars, including NRC-funded seminars on LAC topics. For summer 2018, NYU is funding 6 one-month residential research fellowships for scholars of LACS from Puerto Rican universities (HSIs) affected by last year's hurricanes.

D6. Financial support for students in LACS. *Undergraduate.* CU and NYU provide financial support for undergraduate majors, minors, and certificate students in LAS, as well as non-majors with interests in the region. Departmental prizes at both institutions encourage and recognize excellence in LACS. Numerous student groups dedicated to LAC issues receive university support for cultural, academic, and service projects related to LACS. *Graduate.* At both CU and NYU, the respective Graduate Schools of Arts and Science fully support all their PhD students, providing five years of tuition, fees, health insurance, and stipend. Combined annual support for doctoral students working on LAC topics exceeds \$8,000,000. For MA programs, ILAS provides partial tuition fellowships to most MARSLAC students. LACS students in other degree programs benefit from a myriad of merit and need based opportunities, including the International Fellows Program (open to all graduate students). The Lemann Fellowship provides full tuition fellowship to 15 students per year in professional degree programs with a commitment to social impact in Brazil. NYU offers 4 full time awards of tuition and stipend to CLACS MA students, along with 48 tuition remission points per cohort. In addition, NYU extends FLAS monies to create five fellowships out of four awards; each is "topped up" to equal a standard graduate tuition and stipend package. Thus, CLACS is able to award a total of 9 full fellowships each year, and 3 partial tuition awards. Both ILAS and CLACS provide matching funds (\$15,000 at NYU and \$10,000 at CU) for Tinker Field Research Grants that together fund approximately over 60 MA and PhD LACS research projects per summer. Students from both institutions also benefit from other institutional funds for similar purposes (e.g., SIPA at CU and public service at NYU.)

**E. Strength of Library.** The NYC-CLAS library systems offer complementary strengths and a long tradition of contributing to local, regional, national, and international efforts to promote access to LACS resources.

E1. Strength of library holdings. CU's network of 22 campus and affiliate libraries form one of the nation's top ten academic library systems and holds over an estimated 13 million volumes, 160,000 serial subscriptions, 6.3 million microforms, and extensive collections of other non-book formats. The Latin American collections exceed 465,000 titles, including serials, microforms, videos, DVDs, sound recordings, and maps. CU's geographic strengths include Mexico, Brazil, the Southern Cone, and the Spanish Caribbean. Subject specializations are architecture, fine arts, economic development, history, human rights, literature, political science, sociology, and anthropology. Butler Library has an LAS Reading Room with 2,500 core titles to support graduate study and research. The CU Libraries and ILAS collaborate to provide stable and permanent access to scholarship via Academic Commons, an open access institutional repository. CU has been capturing and archiving at-risk web-based information through various initiatives (e.g. Human Rights Web Archive, which preserves over 150 websites of LAC human rights organizations). The Libraries of NYU hold more than 6 million book volumes, 1.2 million electronic books, 280,616 serial subscriptions, 5.4 million microforms, extensive collections of other non-book formats, and one of the nation's largest collections of United Nations documents. The Bobst Library collection has approximately 277,600 LA titles, including 640 current journal subscriptions. The strengths at NYU are in history, performing arts, music, media studies, and migration studies; regional strengths include Brazil, Mexico, Argentina, and the Caribbean. In 2007, the Research Institute for the Study of Man (RISM) transferred its Library of Caribbean Research to NYU, including nearly 10,000 monographs, government documents, rare nineteenth-

century newspapers, and original manuscripts related to Cuba, Haiti, Bolivia, and elsewhere. This collection complements holdings in Caribbean Pidgin and Creole languages. Also noteworthy is the open access HEMI Digital Video Library (HIDVL), a collaboration between NYU Libraries and HEMI, which brings together Latin American video source material previously scattered in small, little-known archives with a focus on LAC politics and performance. NYU's commitment to LA indigenous film is significant: in 2015, the National Museum of the American Indian, Smithsonian Institution transferred the holdings of the American Indian Film and Video Center (2400 items, half from LA) collected between 1979 and 2011. With the partial support of NRC funds, NYU Libraries has assumed stewardship for this unique and internationally recognized collection.

E2. Institutional support. In FY 2017-18, the CU Libraries allocated \$385,534 for LA acquisitions of books, serials and electronic purchases. These numbers do not include supplemental spending on serials, electronic resources, and audiovisual materials charged to general funds. The Library expended in FY 2017-18 approximately \$560,528 on staff associated with LA related collection development, research support services, cataloging and processing. Core staff includes a full-time Latin American & Iberian Studies Librarian, Sócrates Silva, who holds a MA in Latin American Studies and an MLIS in Information Studies (App II p51), and a dedicated bibliographic assistant. In FY 2016-17 the NYU Division of Libraries spent \$279,537 for Latin American acquisitions of books (excluding processing costs.) Because the library does not compute expenditures for other formats according to subject or geographic area, the figure will not include expenditures for serials, audio-visual media, or electronic resources which represent a sizeable and regular supplement to the Latin American materials budget. The NYU Division of Libraries expended in FY 2017-18 approximately \$247,200 in direct salary funds for

the staff members who focus primarily on Latin American materials. Core staff includes Latin American Library specialist Angela Carreño who holds an MA in LA History and an MA in Library Science, 2 grad students and 1 part-time adjunct curator (with a focus on indigenous film). CU’s Digital Humanities and Digital Social Science Centers and NYU’s Data Services Lab and Digital Studio provide extensive support for employing digital scholarship methods.

Table E.1 Networks for Resource-Sharing and Coordinated Collection Development (applies to CU and NYU)	
Selected Electronic Resources	Handbook of Latin American Studies; Hispanic American Periodicals Index; Latin American Newsstand
	High-end computing and support services for data, statistical software and Geographic and Information Systems (GIS) analysis
Survey and public opinion data	Latin American Public Opinion Project (LAPOP) and Latinobarómetro [useful for research on global health, education, business, public administration, and environmental studies]
Digitized primary source sets	Confidential Print: Latin America; Sabin Americana: 1500-1926 Slavery, Abolition and Social Justice; Digital National Security Archive; Caribbean Studies in Video: The Banyan Archive; Caribbean Newspapers 1718–1876.
Reciprocal access, National	OCLC Research Library Partnership; 80-plus member SHARES program; Latin Americanist Research Resources Project (LARRP, a consortium of over 55 U.S. and Canadian academic libraries and LA partner institutions);
Reciprocal access, National, Regional	Seminar on the Acquisition of Latin American Library Materials (SALALM); founding members of the regional sub-group of SALALM, the Latin American Northeast Library Consortium
Reciprocal access, Regional	Borrow Direct (CU, founding member - expedited delivery service that allows for extensive resource sharing among twelve major academic libraries in the Northeastern US); PALCI (membership of 70 academic and research libraries, private and public, in Pennsylvania, New Jersey, West Virginia, and New York); 2CUL partnership with Cornell (CU)
Reciprocal access, Local/tri-state	Metropolitan Reference and Research Library Agency (METRO), a network of 300 libraries in the New York metro region; Manhattan Research Libraries Initiative (MaRLI)
CU-Brazil	Borrow Direct Brazil Regional Monographs Project (distributes in-depth collection responsibility among 10 institutions for Brazilian regional publishing); Borrow Direct Latin American Art Monographs Project, which distributes in-depth collecting responsibilities for Latin American Contemporary Art monographs— CU is responsible for the Caribbean region.

**F. Quality of Non-Language Instructional Program.** F1. Course offerings in a variety of disciplines, including the professional schools. As illustrated in Table C.6 and Appendix III on course offerings, grad and undergrad training in LACS draws on a broad range of introductory and specialist courses from multiple disciplines and across schools. The offerings and disciplinary distribution of LACS-related courses reflect new directions and innovations in the field. Courses that offer 50% or less LACS content (145 at CU and 178 at NYU) frequently

study LAC from new transnational and regionally comparative perspectives—as is the case for “Rising Powers and the Transformation of Global Politics” at CU, or the NYU Buenos Aires-based "Health Policy in a Global World." Others have integrated case studies or perspectives from LAC to foundational courses in specific disciplines—e.g.: the Anthropology core course "Human Society and Culture" (NYU)—and others engage substantial LAC scholarship, literature, or art within broader lines of inquiry, as in "Gender and Migration: Global Perspectives” (CU) and "The Dilemmas of Reparations as Justice" (NYU). The courses that offer above 50% focus on LAC illustrate the Consortium's marked concentration of area expertise. Because each of our professional schools have faculty with research specialization on LA, students in most fields benefit from region- and country-specific courses. For example, students can participate in SIPA's "Drug-Trafficking, Politics, and Development in LatAm" or study "The Political Economy of Latin America" through NYU’s Stern School of Business.

Table F.1 Non-language LACS courses and faculty by discipline								
Discipline	Courses >50% LAS		Courses ≤ 50% LAS		Faculty > 50% LAS		Faculty ≤ 50% LAS	
	CU	NYU	CU	NYU	CU	NYU	CU	NYU
Anthropology	2	5	24	15	4	3	2	3
Architecture, Urban Planning	5	0	8	0	1	0	2	0
Art, Music, Film, Theater	6	46	9	8	4	9	2	9
Biology, Environment	2	1	2	1	3	0	0	0
Business*	1	3	0	10	0	0	4	1
Literature	3	34	5	8	14	30	6	5
Economics	0	6	6	7	4	1	5	2
Education	-	3	-	5	4	2	4	5
Global Public Health*	0	6	0	13	5	2	1	1
History	24	22	11	6	6	4	0	0
Interdisciplinary studies	6	30	21	22	0	12	0	5
International and area studies	9	81	13	5	11	1	3	0

Journalism*	0	6	0	9	2	2	0	0
Law*	1	8	3	10	3	6	2	2
Linguistics	0	3	0	5	0	3	0	1
Political Science	7	4	2	21	6	3	0	1
Psychology	0	1	0	3	0	2	0	2
Public Policy*	14	1	39	10	0	2	0	2
Social Work*	2	1	2	18	0	3	0	3
Sociology	0	0	0	2	0	0	1	2
Total	82	261	145	178	67	85	32	44

\* courses offered in professional schools

F2. Depth of specialized courses. Given the strength of the CMS and LCBS at CU along with its traditional strengths in Southern Cone, and given the concentration of expertise in the Caribbean, Brazil, and Andean Initiatives at NYU, the Consortium offers remarkable depth of study in these regions. Both campuses allow for sustained LAC focus in the professional schools. Exemplary programs at NYU include the Law School’s semester in Buenos Aires that immerses law students in the law and legal culture of LA with a particular focus on economic and institutional development in which students participate in an advocacy clinic covering human rights, judicial disparities, and other issues. The program in Global Public Health offers a semester at NYU Buenos Aires for students pursuing the MSW, and a short-term course in Puebla, Mexico on “Complex Health and Social Welfare Issues.” The Stern School runs a series of “Doing business in...” courses, which allow immersive short term study in Rio de Janeiro, Buenos Aires, Santiago, Colombia, and Costa Rica. In CU professional programs, LAC figures substantively. In 2017-18, LAC-focused courses in TC included History of Education in LA; Schooling & the Margins of the State; and Culture & Society in the Caribbean. In SIPA they included Public Policy Challenges in Brazil & Latin America; Brazilian Political Systems; and Banking in Brazil; and in Law, Rule of Law & Citizen Security in LAC, and International Arbitration in LA.

F3. Teaching faculty and instructional assistants (IAs). Both schools have sizable LAC faculties that are drawn from across disciplines, fields, and schools and allow both institutions and the Consortium to carry out their core academic mission. See Criterion B1, “Qualifications of Teaching Faculty” (p9-10), the disciplinary index to faculty listings (Appendix II, p1-9) and Appendix II. As part of their five-year funding package, and in preparation for future teaching careers, CU PhD students are required to teach at least one full year. PhD Students may apply to the GSAS Teaching Scholars Program, a professional/academic development opportunity that affords advanced doctoral students the opportunity to design and teach a course in their area of expertise. At NYU, the five-year doctoral funding package does not require teaching, but most students teach as assistants in the Core Curriculum or in undergrad departmental courses at additional pay.

F4. Pedagogy training for IAs. At both schools, all grad student teachers receive pedagogy instruction from their departments and the GSAS, including intensive 3-5 day orientations. Their teaching is mentored and supervised by faculty. TAs also have access to support services, including classroom videotaping and in-class evaluations by the Center for Teaching Excellence. At CU, Graduate students benefit from the of the Center for Teaching and Learning (CTL), which supports the professional development of students with teaching responsibilities, helping to improve presentation skills and prepare them to become leaders in future professional contexts. The CTL also offers an array of support to graduate students to help them reflect on, improve, and measure their teaching (e.g. Microteaching Practice; Mid-Course Reviews; Teaching Observations; Consultations; and Instructional Technology Support.)

F5. Interdisciplinary courses. At both schools, interdisciplinary training is a hallmark of grad and undergrad education. This commitment is evident in courses, joint faculty appointments, and

interdisciplinary and joint degrees. The undergrad major and the MA programs at both schools seek to combine deep and rigorous training with a multidisciplinary perspective on modern LAC. At CU, MARSLAC students develop an interdisciplinary understanding of the region through scholarship on key contemporary and historical issues through the required core courses and the two concentrations of the degree. ILAS contributes further by recruiting Latin Americanist instructors and guest speakers from diverse disciplinary/professional backgrounds, as is the case with the year-long Brazil Seminar and the undergrad and grad courses taught by Visiting Professors from LAC. CU also has particular strength in programs that coordinate training across departments. SIPA MA and MPA students are required to choose a regional concentration involving interdisciplinary coursework. GSAS courses are often interdisciplinary even when taught within a department, as they enroll students from a variety of programs, as in the case of History Seminars that enroll high numbers of students from Anthropology and LAIC. The undergrad major requires courses in history, politics, and literature, while the Global Core curriculum requirement for all CU undergrads is unique interdisciplinary, organized around texts, performances, or oral sources produced in the regions of the world in question. Among the course options are LA Civilization and Brazilian Society & Civilization. At NYU, interdisciplinary courses on LACS are a central part of the university's core curriculum for liberal arts majors and students in the Schools of Business, Education, and the Arts. These courses are interdisciplinary by design and meant to introduce students to research methods from both social science and humanities. The "Cultures and Contexts" requirement includes 5 LAC options (on Latin America, the Caribbean, Brazil, New World Encounters, Black Atlantic) and over 600 hundred students enroll annually. The MA in LACS is grounded in a two-semester core sequence that, again, offers training in different methods of analysis and research, and offers

strategies on combining and/or comparing such methods. An interdisciplinary seminar and colloquium is co-taught each term by two faculty from different disciplines; it is tied to a Monday night lecture series that allows students to learn directly from prominent scholars from a range of fields.

**G. Quality of Language Instructional Program.** G1. Languages and levels offered. NYU-CLACS offers five LACS-related languages: Spanish, Portuguese, Quechua, Haitian Kreyòl, and Mixtec (at Lehman) reaching a combined total of 7,000 student enrollments in 2016-17. All levels of language (Beginner through Advanced) are offered in Spanish and Portuguese on both campuses. Spanish for Spanish Speakers (Heritage speakers) is also offered on both campuses. Beginner through Intermediate Quechua and Beginners I and II in Haitian Kreyòl are offered at NYU. These are open to undergrads on both campuses through a standing agreement between the Colleges of both schools, open to MA students through our Consortium, and to doctoral students through the IUDC. In addition, Mixtec is offered at Lehman college, also open to CU and NYU students through reciprocal arrangement. Table C.2 (p25) captures the total number of courses offered and enrollments for both CU and NYU in 2016-17.

G2. Disciplines other than language, linguistics, and literature. Undergrad students at both schools have options to develop their language ability beyond advanced language instruction in a range of "content" courses taught entirely in the language and focused on LA culture, literature, art, and film, creative writing, or linguistics, as itemized in Appendix III. NYU offers language courses at the DSP and through the School of Professional Studies geared toward the professions, training students in the language necessary to pursue careers in law, business, social work, public health, and medicine. CLACS has piloted a course in Haitian Kreyòl for human rights lawyers, to be formalized in the next cycle. NYUBA offers several strong social science

courses taught in Spanish, including an Introduction to LAS that emphasizes economics and sociology.

G3. Number of language faculty and pedagogy training. The combined faculties of NYC-CLAS include 32 full-time language instructors for Spanish (14 at CU's LAIC, 5 at DSLAC, and 18 at NYU), five for Portuguese (3 at CU and 2 at NYU), one senior language lecturer in Quechua and one adjunct instructor in Haitian Kreyòl at NYU, along with an adjunct instructor of Mixtec at Lehman. Lecturers are hired on the merits of their training in and experience with second language acquisition or foreign language teaching and for their ability to incorporate content-based learning and technological expertise into their courses and classroom teaching. CU has recently moved away from a model of employing adjunct lecturers to full time lecturers, with selection prioritizing formal background in language pedagogy. In addition, some language courses are taught by advanced doctoral students with native or near-native language capability; they are given intensive training in foreign language teaching methodology. The language programs of both universities are managed by full time Directors, who oversee curriculum design, hiring and teaching assignments, and who direct the professional development of language instructors. "Content" courses in Spanish and Portuguese language are taught primarily by full-time tenure ladder faculties of CU's LAIC (12) and DSLAC (5), and NYU's DSP (18).

Language pedagogy appropriate for performance-based teaching. Language teaching at both schools follows a task-based communicative approach in which all instructors receive formal training. At CU, pedagogy seminars and periodical workshops are offered for instructors and taught by CU faculty and outside specialists, which combine a variety of new didactic approaches. All Teaching Fellows take a pedagogy practicum that introduces them to proficiency-based teaching and testing methods. Instructional Assistants similarly take a year-

long seminar on foreign language teaching methodology. CU has also increasingly provided support and training in the integration of new technologies within language pedagogy. Since 2013, CU has regularly offered substantial one-day language pedagogy workshops with experts in the field, as well as a series of workshops entitled “Methodological Developments in Teaching Spanish as a Second Language” (with partial NRC funding), covering topics such as the task approach, discourse analysis, cognitive grammar, assessment, and content and language integrated learning. These are attended by lecturers, faculty, and students from CU, BC, and NYU’s DSP, other universities and external institutions (Language School of the United Nations) as well as K-12 instructors from NYC public and private schools. In 2016, LAIC (in collaboration with the Consortium for Language Teaching and Learning, ILAS, and other co-sponsors) organized a workshop on using the city as a resource for language education (“Language Learning and Teaching with Urban and Linguistic Landscapes”).

At NYU, the curricula continue to be renovated with incorporation of technology and project-based learning, always under the program's communicative student-centered pedagogy. All language lecturers have been professionally trained, and all new graduate student instructors enroll in a credit-bearing Foreign Language Teaching Methodology seminar, which provides instruction on the theoretical foundations of second language acquisition, on linguistic structures specifically geared to teach content-based language classes, as well as practical experience with teaching Spanish to English speakers from the beginning to the advanced level. Before classes start each year all new instructors take a four-day intensive teaching workshop combining observation, evaluation, microteachings, and presentations of teaching techniques at all levels of language teaching. In addition, each course has a Language Instruction Coordinator trained in American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview

testing to oversee performance-based instruction. The instructors at both institutions that teach Portuguese and Quechua have participated in intensive foreign-language training at the Language Resource Center, as well as recent ACTFL Workshops on Writing Guidelines and in the case of Quechua, also external training in the Modified Oral Proficiency Interview (MOPI). The Kreyòl instructor participates in the annual FIU/CARLA LCTL training seminars on teaching Haitian Kreyòl. Instructors are evaluated yearly by the course coordinator and the Director of Language Programs, so as to encourage teaching excellence throughout the program.

G4. Performance-based instruction. Both schools practice performance-based language teaching and follow guidelines for communicative teaching methodology and assessment developed by ACTFL. The focus is on learning outcomes rather than procedures, with emphasis on oral and written production and proficiency, by using the available technology and moving students to learn stepwise through cultural awareness as a bridge towards advanced study of culture in "content" courses. Students study and practice lessons on their own with the help of electronic materials designed for them prior to class; instructors engage students in activities where the language is practiced and any formal aspects are reviewed and reinforced through a brief explanation, which is followed by communicative practice at every segment of the class. At NYU, recent student led projects have included the design of brochures, ebooks, telenovelas, commercial advertisements, movie trailers, online restaurant reviews, talk show style interviews, and on the ground interviews of Spanish speakers. Quechua students developed subtitles for a Quechua film showcase and translated a graphic novel; Kreyòl students contributed to a WikiEd project on Haiti. At both schools, students are required to engage neighboring LAC communities to complete projects such as analyses of advertising in Spanish or Latino artwork, or to interview Spanish-speaking neighbors, which the student analyze from linguistic and social perspectives.

In addition, two courses at NYU and one at CU/BC address the specific language needs of heritage learners.

Resources for language teaching and practice. At both CU and NYU, language instructors have collaborated to create online collections of didactic materials targeting cultural, grammar, and vocabulary topics for shared use in the classroom. Interactive, asynchronous learning enabled by online curricular platforms (“Courseworks” at CU and “NYU Classes” at NYU) that house practice exercises, dictionaries, library resources, foreign periodicals, music, and a battery of web resources and tools are at students’ disposal. The Libraries also assist with audio streaming for language-learning purposes. At NYU, the DSP’s onsite language Writing Center offers tutoring is offered for all undergrad students in language classes to improve retention efforts and an easy transition for students who go to our abroad sites at NYU Madrid and NYU Buenos Aires. Language learning and practice is supported in learning labs in student dormitories and through longstanding extracurricular conversation programs such as Speaking Freely. A robust collection of LA films and music collections—including resources in LCTLs—at both university libraries allow students to enhance listening and speaking skills.

Language proficiency requirements. The departments of language at CU and NYU both integrate the four elements of language teaching (reading, writing, listening, and speaking), and in order demonstrate successful mastery of a language level, students must pass oral and written exams throughout the semester, as well as continued evaluation of a series of assignments. The language requirement at both universities consists of four semesters of formal instruction in the language, after which students should reach an intermediate proficiency equivalent to the ACTFL Intermediate level (1983, revised 1985); this is equivalent to levels A1, A2, and B1 of the Common European Framework of Reference for Languages (2001). Students with previous

knowledge of Spanish or Portuguese take a placement exam in order to be exempt from the requirement. Each one of the four semesters includes 65 hours of formal instruction, thereby complying with ACTFL recommendations on contact hours. At CU, undergrad majors in LAIC must complete two semesters beyond the language requirement in Spanish; at NYU, for the major in Spanish and Latin American Language and Literatures, three semesters beyond the intermediate level are required (see Table H.1 p45-46.) Through a 2017 revision, the major in LAS requires proficiency in two languages drawn from the following: Spanish (through Advanced Grammar and Composition), or Portuguese (through intermediate), or one year of Quechua, Kreyòl, or Mixtec. Allowing native language as the primary language of the major (instead of only Spanish) responds meaningfully to ongoing history of the colonial imposition of Spanish over native language across Latin America; the change represents a major commitment to LCTL languages on the part of the university and the DSP. CU students have the option to focus on Spanish linguistics as part of their major or concentration, with a choice of three advanced courses: Pragmatics, Discourse Analysis, or Didactics. NYU students can major in Spanish and Linguistics, and all majors can take departmental linguistics courses such as “Is Spanish One Language?” or “Structure and Variation in the Spanish Language.”

**H. Quality of Curriculum Design.** H1. Curriculum incorporates undergraduate instruction into baccalaureate degree programs (major, minor, certificate). As indicated in Table H.1 below, both institutions offer undergrad majors and minors in LACS grounded in interdisciplinary training across the region. The majors and minors require advanced language proficiency, which our students can meet by the study of the PLs Quechua and Portuguese, and at NYU, also Mixtec. At NYU, CLACS now holds shared governance of the major and minor in LACS, which has resulted in better integration of CLACS expertise and resources into the degrees: the name and

substance of the degree was changed to include the Caribbean; CLACS now originates its own interdisciplinary undergraduate courses not previously available; and new language requirements allow students to choose between Spanish, Portuguese, and the IDLC languages Quechua, Kreyòl, and Mixtec to meet the requisite, thereby making possible a focus on, for example, the multilingual Caribbean, or indigenous languages. Both institutions provide opportunities for research and study abroad (Table H.3 p49), as well as participation in Honors Programs where students may conduct original research for a thesis. Other humanities and social science majors, such as Comparative Literature, History, Anthropology, and Environmental Studies, allow for substantial LAC focus and count on faculty advisors with LACS expertise. Finally, both universities promote integration between the undergrad LAS major and the MA programs: CU's accelerated BA/MARLSAC program and NYU's BA/MA program both allow students to complete both degrees in 5 years.

Table H.1 Undergraduate Majors and Minors • Degrees Conferred 2016-17			
NYU	Majors	Minors	Requirements
Latin American and Caribbean Studies (NYU CLACS/DSP)	3	3	<i>Major:</i> 9 LAS courses, including 1 foundation course (Cultures and Contexts: Latin America)   3 courses in social science   3 courses in literature and culture   2 elective courses   <i>Requisite:</i> 2 of the following: advanced SPAN or intermediate PORT or one year Quechua, Kreyòl, or Mixtec <i>Minor:</i> 5 LACS-related courses   adv. SPAN or intermediate PORT or one year Quechua or Kreyòl, Mixtec
Spanish and Latin American Literature and Culture (NYU DSP)	27	44	<i>Major:</i> 9 courses taught in SPAN beyond the intermediate level, including Iberian Atlantic   Advanced Grammar   Critical Approaches   Cultural History of Latin America or Spain (4 courses)   5 advanced electives   I semester PORT, Quechua, Kreyòl, Mixtec <i>Minor:</i> 5 courses beyond intermediate SPAN, taught in SPAN
Luso-Brazilian (NYU DSP)			9 courses beyond intermediate level Portuguese
Spanish & Linguistics	2	n/a	<i>Cross-departmental 10-course major:</i> 5 SPAN: Advanced Grammar and Composition   Advanced Conversation   Critical Approaches   2 Language Electives; Linguistics: Language   Introduction to Linguistics or Language and Mind   Sound and Language, Grammatical Analysis   2 Electives.
CU	Majors	Minors	Requirements

Hispanic Studies (CU LAIC)	6	3	<i>Major:</i> 33 credits: 4 courses in advanced content-based language, Hispanic literature and culture   6 advanced level courses   Senior seminar   Advanced SPAN, PORT, or Catalan
Latin American Studies (CU ILAS)	2	3	<i>Major:</i> 24 credits: 8 courses from courses listed by ILAS in anthropology, art history, economics, education, history, literature, political science, law, and urban planning. Students must select courses from four different departments or schools. 1 of these courses must be in advanced language or literature.   Reading knowledge of both SPAN and PORT, plus demonstrated ability to write and speak one of these languages.
Spanish and Latin American Cultures (BC DSLAC)	9	13	<i>Major:</i> 31 credits: 5 of 6 courses in LAC History, advanced content based SPAN/PORT, advanced Political Science seminar   4 courses in discipline or theme of choice   1 advanced SPAN, PORT, or LCTL.

H2. Training for graduate students. Our two institutions provide comprehensive grad training on LAC at the MA and PhD levels in disciplinary, interdisciplinary, and professional fields. The traditional locus of LACS has been the GSAS of both universities, especially in the fields of anthropology, history, political science, and DSP/LAIC. Many other humanities and social science departments have PhD and MA students studying the region, as do a variety of professional schools (Table H.2). There were almost 7,000 enrollments (2,647 at CU, 4,194 at NYU) in grad and professional courses with LAC content in 2016-17.

Both ILAS and CLACS offer rigorously interdisciplinary MA degrees: ILAS runs a one-year MARSLAC, and CLACS runs 1.5 or 2-year MAs, with joint degrees in Global Journalism, Museum Studies, Law, and Library Science. Our Consortium allows MA students from each university to cross-register for courses at the other, thus students benefit from our complementary regional and disciplinary strengths. Since 2007, the centers have collaborated on an interdisciplinary course co-taught by faculty at CU (John Coatsworth, CU University Provost, App II, p16) and NYU (Jorge Castañeda, CLACS and Politics, App II, p75). Grad students at both institutions are regular participants in joint ILAS-CLACS faculty-student working groups and collaborate in planning conferences and events. Both universities participate in the Inter-

University Doctoral Consortium (IUDC) that allows PhD students, including students of Education, at CU and NYU to cross-register for courses at all member institutions, which include CUNY, The New School, Stony Brook (SUNY-SB), Rutgers, Princeton, and Fordham.

<b>Table H.2 Graduate LACS Programs</b>			
<b>NYU: Graduate Degree Programs in LACS or with substantial LAC focus (Degrees Conferred 2016-17)</b>			
<i>Degree</i>	<i>Program/Area of study</i>	<i>Language Req.</i>	<i>Students</i>
MA	CLACS: Latin American and Caribbean Studies	SPAN, PORT or IDLC LCTL	8
MA	CLACS/Journalism: Joint MA with Latin American Studies	SPAN, PORT or IDLC LCTL	2
MA	CLACS/Museum Studies: Joint MA with Latin American Studies	SPAN, PORT or IDLC LCTL	1
MA/MLS	CLACS/Library Science	SPAN, PORT or IDLC LCTL	-
MA	IR/CLACS: International Relations with concentration in LACS	SPAN, PORT or IDLC LCTL	new program
MFA	DSP: Creative Writing in Spanish	in SPAN	17
PhD	DSP: Spanish and Portuguese Language and Literature	in SPAN; int. PORT required	5
PhD	History: Doctoral Field: LAC History	SPAN, or PORT	3
PhD, MA	Education: Bilingual Education	SPAN	2, 0
MA	Education: Teaching a Foreign Language 7-12 (specialization in SPAN)	SPAN	3
Certificate	Education: Advanced Certificate International Education (LAS, or African/African-Caribbean)		1
PhD	PhD Programs: History, Anthropology, Linguistics, Music, Philosophy, Economics, Politics, Comparative Literature, Film/Arts	most require 2 languages; SPAN or PORT	79
JD, MPA, MBA, MSW	Professional Schools: Law, Public Policy, Social Work, and Business	most require 1 language; SPAN	43
MS	SCPS: Global Affairs		131
MS	SCPS: Translation > Spanish to English	SPAN	10
<b>CU: MA and PhD Programs Permitting Focus on LACS (2016 – 17)*</b>			
<i>Degree</i>	<i>Program/Area of study</i>		<i>Students</i>
MA	ILAS MA: Latin American and Caribbean Studies	SPAN, PORT, or Quechua	8
MIA/MPA	SIPA MIA and MPA Programs with formal concentration in Latin America	SPAN, PORT	20

PhD	LAIC PhD in Latin American and Iberian Cultures	SPAN, PORT	34
MA/MSc	Dual MA in International World History: CU and London School of Economics	SPAN, PORT	2
PhD	Programs: Art History, Archaeology, Anthropology, Architecture and Urban Planning, Economics, Ecology and Environmental Biology, Earth and Environmental Sciences, English and Comparative Literature, History, Political Science, Sociology, Spanish and Portuguese	SPAN, PORT	76
M.A.	TC Concentration in Latin American Education for students in M.A. Programs in International Development Education, Comparative International Education, Bilingual Education	SPAN, PORT	2
PhD	TC Concentration in Latin American Education for students in Doctoral Programs in International Development Education, Comparative International Education, Bilingual Education	SPAN, PORT	2
MA/MIA	Dual MA in Journalism and International and Public Affairs	SPAN, PORT	1
*In addition to degrees listed above, additional graduate programs in SIPA, Public Health, Law, Social Work, Business, Architecture & Urban Planning, and Journalism offer opportunities for substantive coursework in LAC language and area studies, benefitting from overall institutional commitments to LAS and NRC funding, and contributing to NRC long term goals.			

H3. Academic and career advising. On academic advising, see B1 on “student instruction, supervision, and advising” (p10-11). Our two schools provide career advising at their individual centers, academic departments, and professional schools. Both have Offices of Career Services, the Wasserman Center at NYU and the Center for Career Education at CU, which provide comprehensive support, job listings, and placement data. CLACS runs an internship program and regularly holds professional development workshops. ILAS and CLACS students have held internships at the United Nations, the OAS, Consulate General of Mexico, Museo del Barrio, Americas Society/Council on the Americas, the Tinker Foundation, and the Carter Center—many of the very places these alumni work today.

Research and study abroad opportunities. As illustrated in Table H.3, NYU and CU students have myriad opportunities for international learning, including formal study abroad, direct-exchange programs, and curriculum-driven courses and short-term sessions offered through specific schools or departments.

Table H.3 Study Abroad Programs (selection) with enrollments for 2016-17				
Country	Program Type	Host Institution	CU	NYU
Argentina	Formal study abroad	NYU Buenos Aires (UG); NYU Law in Buenos Aires; CU Argentine Universities Program (Butler), SIT	8	193
	Short term, Professional Schools	NYU: Nursing: Nursing Issues and Trends with the Health Delivery System, Social Work: Global Mental Public Health	-	75
Brazil	Exchange; Formal study abroad	NYU Law @ Escola de Direito de São Paulo; CU-PUC Rio	7	6
	Summer Intensive	CU PUC-Rio; NYU Steinhardt with CTO Rio de Janeiro	8	16
Chile	Exchange	NYU CAS Pontificia U Católica de Chile; CU SIT	3	5
Cuba	Formal study abroad	NYU Tisch with U de la Habana, Cuban National Institute of Film and Television, and Ludwig Foundation of Cuba; CU Universidad de Guadalajara	8	30
Dominican Republic	Summer	NYU Education: Culture and Language Learning in Real Time	-	19
Mexico	Summer Program	Steinhardt Public Health; NYU HEMI- Chiapas; CU Centro de Investigación y Docencia Económica (CIDE)	13	37
Additional short term programs: Bolivia (CIEE), Uruguay (GSP), Bermuda (SIT), Panama (SIT), Peru (SFS), Turks and Caicos (SFS)			30	-

At CU, 77 UGs in 2016-17 participated in study abroad programs in LA, concentrated in Argentina, Brazil, Chile, and Mexico. CU has expanded its Global Scholars Program (GSP), building on the successful 2013 GSP pilot “Pathways to Development” that involved two NRCs (ILAS and the East Asian Institute) and allowed students to conduct comparative social science research in China and Chile. For 2017, 15 CU UGs participated in the “Latin American Cities” GSP, involving on campus coursework followed by a summer migratory educational experience through Argentina, Brazil, Cuba, and Uruguay to explore topics in urban studies. ILAS has also supported a similar GSP in Mexico for the last 2 years, taught by ILAS’s CMS Director in collaboration with CIDE. Faculty at TC lead trips to LA (e.g, Guatemala, Brazil, and Ecuador) for students in Communication Sciences and Disorders (CSD), during which students provide

supervised speech-language therapy services for patients and students in hospitals and schools . CU's GCs in Rio and Santiago serve as important interconnective nodes between graduate student researchers and local institutions.

Since 2007, NYU has been the top institution in numbers of students studying abroad in the nation: over 40% of NYU's UGs study abroad. NYU's global sites support short- and long-term faculty and grad student research visits; many run semester-long dissertation workshops for doctoral students to facilitate completion. Both NYUBA and NYU Madrid (where 25% of the content involves LAC topics, given its Atlantic World orientation) offer a broad interdisciplinary curriculum, including immersion and advanced language courses, and area studies courses in LAS taught in Spanish. Also notable are the longstanding semester and summer Tisch programs in dance and photography with the U of Havana; Stern's in intensive January term course, "Doing Business In...", that in 2017 brought 29 MBA students to Costa Rica to study emerging markets; and the Education School's J-Term course in the Dominican Republic, "Culture and Language Learning in Real Time," with 19 students enrolled.

Formal arrangements for students to conduct research abroad. Funding is available to undergrad and grad students to conduct research in the region, at CU through the Office of Global Programs and at NYU through Deans' summer and academic-year travel fellowships for both undergrads and grads. During 2016-17, ILAS awarded 45 grants totaling over \$26,600 (exclusive of FLAS awards) for research and internships to graduate and professional school students and 5 grants to undergrad students. CLACS funded 18 MA and PhD students, totaling \$30,000. Other grants, fellowships, and formal research opportunities are offered at other schools, including SIPA, TC, and the MSPH at CU; or at Steinhart and the Law School at NYU.

Access to other institutions' study abroad. Both universities facilitate access to the study abroad and language programs of other institutions. In 2016-17, CU students engaged in formal study abroad through external programs in Argentina (Butler University), Brazil (Pontificia Universidade Católica Rio), and Mexico (Universidad Autónoma de Yucatán), among others. While NYU more often hosts students from other universities in its programs, NYU students have a range of pre-approved study abroad programs in which they can register, including Harvard's summer program in Culture and Language Immersion in Rio. CU and NYU students enroll in LCTL summer courses and FLAS programs at other NRCs across the country.

**I. Outreach Activities.** With NRC support, CU and NYU have developed robust programs that connect us to NYC's communities of K-12 and post-secondary educators, graduate centers, immigrant communities, businesses, diplomats, artists, and non-governmental organizations concerned with LACS. The unique opportunities and professional and institutional networks in New York city enrich the quality of our outreach initiatives, and the scale and diversity of their impact. As illustrated in Table I.1 and I.2 below and in section C1 on "impact" (p15-18), these activities generate substantial and measurable city, regional, and national impact.

II. Elementary and secondary schools. The NYC public school system is the largest, most diverse, and most international in the US: 50% of the school population have familial connections to LAC, opening expansive opportunities for meaningful and impactful K-12 outreach. In the past three years, joint ILAS-CLACS K-12 programs have reached over 1850 teachers (Table I.1) through intensive training workshops, curricular materials, and in-school programming. We collaborate with our respective schools of Education, especially TC, and leverage partnerships with fellow NRCs to provide high-impact teacher training.

Table I.1 Selected Education Initiatives 2016-17			
Activity	No. of Events	Teachers reached	Impact/Description
K-12: ILAS Latin American Resource Guides for New York City teachers	4 Vols.	Downloads: 140	Local, Regional: online resources facilitate use of LA art and NYC museums to include LA history and culture in K-12 classrooms.
K-12: CLACS <i>Indocumentales</i> K-12 Workshops	5 films	76	Local, Regional; National: Training for NYC K-12 teachers on using film to teach current migration issues; online educational resources
K-12: Skylight Film Educator Guides	1 guide	650	Local; National; Int'l, creation and translation of film guide to the Guatemala documentary <i>500 Years</i> (2017)
K-12 Events	6	240	Talks, workshops on pedagogy and educational policies (“Vocabulary: A Workshop on Teaching and Learning in a Foreign Language”; “Contributions of Indigenous Knowledge to Education”)
Post-Secondary: FRN seminars	1 seminar	17	Local, Regional, National. NYU Faculty led LAC-related professional development seminar
Post-Secondary: BMCC Collaborations	1	16	Local: Day-long curriculum building workshop for faculty who aim to include LACS content in revised and new courses

Besides the significant outreach efforts directed at local schools, outreach also extends to addressing education within LAC. CLACS regularly teaches a course on “Democracy and Education in Latin America,” and hosts visiting Latin American educators. At CU’s TC, LAC outreach linked to educational efforts in LAC are substantial, including projects in Mexico, Brazil, and Chile, with faculty engaging in a multitude of training and capacity building initiatives for public school teachers, administrators, and policymakers. An exemplary case is the “Instructional Leadership for Science, Technology, Engineering, and Mathematics (STEM) Teaching and Learning” program, a professional development conducted by the Center for Technology & Social Change (CTSC) in collaboration with Mexican educational institutions, which 29 principals and 58 teacher leaders, from 29 different public high schools, participated in an intensive three-module, 40-hour professional blended learning experience.

12. Postsecondary institutions. NYC is home to many other vibrant grad centers in LACS with whom ILAS and CLACS regularly collaborate. In the past four years, NRC funds have supported

multiple faculty or doctoral student research groups that include colleagues from other area postsecondary institutions, including the New School, Fordham, SUNY-SB, Lehman College, and the CUNY Grad Center. These include the Consortium-sponsored NYC-wide Latin American History Workshop, and the "Racisms in Comparative Perspective" group at CLACS. The Faculty Resource Network hosts 250 faculty from over 50 local and national CCs and MSIs at NYU for intensive professional development summer seminars; over 80 faculty have participated in Consortium-sponsored LACS seminars from 2014-18. Taught by NYU LACS faculty, seminars offered were "The Haitian Experience in Literature" (2018), "Cuba Now and Next" (2017), "Ethnicity and Media in Latin America" (2016), and "Globalization and the Making of Latin American Cities" (2015).

In the last cycle, CLACS and ILAS created the NYC IDLC in partnership with The Jaime Lucero Mexican Studies Institute at CUNY's Lehman College (an HSI), through which credit bearing courses in Kreyòl (at NYU) and Mixtec (Lehman) were created. (See p1-2.) Elementary Kreyòl I and II and Elementary Mixtec were new offerings and are the only such courses offered in the metro area. Because the IDLC aligns itself with larger projects of native language maintenance and recovery, these language courses enhance area studies teaching and learning in general: in addition to reaching language proficiency, the study of IDCL languages invites students to learn about the colonial and contemporary status of these languages in LAC, and the degree to which language rights and recovery have become primary concerns in the development of culture and citizenship in the region today. Examples of this synergy are the ILAS conference "Global Justice for Indigenous Languages" (2018) and the 2016 "Contributions of Indigenous Knowledge to Education: Responding to New Migration in New York City Schools," jointly organized by TC, ILAS, and the Center for the Study of Ethnicity and Race.

In 2016, NYU began a partnership with the Center for Ethnic Studies at BMCC (an MSI and CC) to develop a track in LAS in a proposed new major in Ethnic Studies, and to assess and revise existing course offerings. Activities culminated in a Curriculum Development Seminar held in May 2018 at the National Museum for the American Indian, with participation of BMCC and NYU faculty. The major was approved in 2018 and will begin Spring 2019. The inclusion of LACS material in the major reflects the needs and changes of the student population at BMCC and helps prepare them for further education beyond BMCC. In the next NRC cycle, we will work with ethnic studies faculty to develop four new courses: Introduction to Mexican Studies, Introduction to Afro-Latin Studies, Migration, Diaspora, and Transnationalism in Latin America, and a foundational introductory course in Ethnic Studies that will integrate LACS content.

At CU, language pedagogy workshops and conferences have substantively engaged with faculty and instructors from other secondary institutions, including the workshop series on “Methodological Developments in Teaching Spanish as a Second Language” and the III Global Conference on Portuguese Instruction (2014). Another important CU vehicle for outreach to LACS scholars at local colleges and universities has been the University Seminars, a tradition at CU since the 1940s. Two of the Seminars specifically address LA and Brazil, along with a Seminar on global Indigenous Studies (started in 2014) that is now co-convened by faculty from CU and NYU. AT CU, one of the most notable outreach collaborations with postsecondary institutions is the annual Lemann Dialogues conference, an academic/policymaker conference on education and related themes which ILAS collaboratively co-organizes with three other universities with Brazil Centers (Harvard, Stanford, U of Illinois).

I3. Business, media, general public. The consortium’s outreach to business, media and the general public are particularly strong, and connect to the wider synergies created by the

ecosystem of multilateral institutions, NGOs, media outlets, arts organizations, and private sector organizations based in NYC that are engaged with the region. In recent years, our two institutions have sponsored an extensive number of conferences, talks, lectures, book presentations, and film screenings open to the public, and have collaborated with government, business, cultural, media, and non-profit institutions (see Table I.2). The overwhelming majority of the almost 200 events sponsored in 2016-17 were open to the general public, with a dozen covered by international press. Both CU and NYU have strong communications offices with links to local, national, and international press, which amplify the impact and visibility of our outreach activities. These multiple communication channels serve as platforms to promote initiatives of our own institutions as well as external partners.

Our consortium leverages substantial alumni networks in business and legal communities. CU collaborates with members of business communities from LAC and with ties to the region, including, for example, collaborative relationships with the America’s Society and Brazilian American Chamber of Commerce. We leverage our expertise and convening power to connect business leaders with faculty and students on campus, thereby promoting networking and multisectoral knowledge and collaboration for the LAC.

Table I.2 Selected Outreach to Business, Media, and the General Public 2016-17			
Activity	Partners	Impact	Description
CU, NYU Public research colloquia, film series, public speaker series	CU and NYU: schools of education, business, journalism, law. SIPA (CU), Wagner (NYU), Cinema Tropical, Americas Society	University, Local, National  Public: 10,208 Webcast audience 12,243	Topics: education, democratization, urban development, environment, trade and immigration

<i>Consortium</i> “From War to Politics: An International Conference on El Salvador’s Peace Process” (2016)		Impact: National, International. Attended by 150/day; livestream: 500 unique viewers. Designated website with translated transcripts: 600 views Media coverage.	3-day conference that brought together all major participants in the peace process that ended El Salvador’s 13-year brutal civil war (1979–1992)
<i>Consortium: Visionary Aponte: Art and Black Freedom Symposium; NYU: Exhibition and website</i>	Conference: King Juan Carlos Center (NYU) Exhibition: Basel Miami Beach, Knight Foundation, Little Haiti Cultural Complex, The Haitian Cultural Arts Alliance, Miami-Dade County, and Power Plant Gallery at Duke U	Conference attendance: 120 Livestream attendance: 556  Exhibition, Miami (12/16–1/17): min. 450 New York (2/17–6/17): min. 650  Related website: “Digital Aponte” <a href="http://aponte.hosting.nyu.edu/">http://aponte.hosting.nyu.edu/</a> (11,763 views)	Project brings together 12+ contemporary artists from Cuba, Haiti, and the US to create art in relation to the figure of José Antonio Aponte, a nineteenth-century Afro-Cuban revolutionary.
<i>CU, NYU</i> Faculty experts interviewed frequently by major media outlets	CU: Jose Moya; Pablo Piccato; John Coatsworth; Maria Murillo; Albert Fishlow; NYU: Alejandro Velasco, Sonia Ospina, Patricio Navia, Jorge Castañeda	Local, Regional, National, International: New York Times, The Economist, Wall Street Journal, BBC, LA Times, PBS; La Jornada, El País, Reforma, O Globo, Globo News, Estado de São Paulo, Univision, Le Monde, BBC, Die Welt, La República (Peru)	Conflict resolution, emerging markets, elections, labor, political parties, electoral politics, economic policy, human rights
<i>IDLC</i> Quechua Night and related outreach events	Queens Museum, Paterson Museum, Gutenberg Arts Center NJ, Native American and Indigenous Students Forum @ NYU	University, Local, Regional, National: 581+ attendance at 12 events  Quechua podcasts: 5 - 896 Plays	Language and cultural events with NYU Quechua and the Quechua-speaking community in NYC and NJ.
<i>CU</i> Seventh Annual ILAS + Maria Moors Cabot Prize in Journalism Conference	CU ILAS and CU Journalism School with The Committee to Protect Journalists, and The Maria Moors Cabot Prize	University, National, Regional 200 in attendance + additional workshops throughout U.S. universities and professional institutions with prize winners	The 2017 Cabot Prize Winners for Excellence in Latin American Journalism: Press Freedom
<i>CU, NYU</i> 2014-2017 World Leaders Forums; Voices of Latin American Leaders (NYU)	Michelle Bachelet (Chile), Juan Manuel Santos (Colombia), Isabel de Saint Malo de Alvarado (Panama); Álvaro García Linera (Bolivia); Horacio Cartes (Paraguay)	University, Local, Regional, and National: Avg. 300 in attendance per session. Livestreaming for wider audiences; press coverage by major news media organizations, including Associated Press, BBC, PBS	A year-round lecture series with heads of state and other global leaders from a broad spectrum of fields and all regions of the world.

<p><i>CU</i> Lemann Dialogues Conference (Annual meeting, hosted in 2015 at CU)</p>	<p>Partners: Harvard, Stanford, U of Illinois, and the Lemann Foundation. Speakers included academics, high level policy- makers, and nonprofit representatives</p>	<p>University, local, national, and international 300 in attendance Live streaming: 200+ Led to the publication of a book and a series of articles/videos in the Estadão Newspaper website, a leading daily in Brazil</p>	<p>Conference theme “Innovating in the Brazilian Public Sector”</p>
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The strong journalism schools of each university support the consortium’s outreach to the media. At CU, the School of Journalism hosts the Maria Moors Cabot Prizes which honor the best reporting on LAC; ILAS sponsors special public events with each year’s group of Cabot winners. At NYU, the Arthur L. Carter Journalism Institute is a major link between the university and local and global media outlets, enhanced by a successful joint grad degree program between CLACS and Journalism. See also p16 on LAND and NACLA).

**J. FLAS Awardee Selection Procedure.** The FLAS selection process supports NRC goals by selecting academically, professionally, and socioeconomically diverse candidates with a keen interest in learning LCTLs and with strong potential to apply their language and area studies knowledge to academic and applied professional activities in the long term. Since Fall of 2014, CU has made 18 AY FLAS awards and 11 summer FLAS awards for Portuguese, Amerindian (Quechua, Miskito, Nahuatl), and only exceptionally for Spanish. For CU the majority of academic year FLAS fellowships have gone to support Portuguese language instruction, which has a high and growing demand in its FLAS applicant pool. During the same period, NYU made AY FLAS awards for Quechua (15) and Portuguese (5), and 19 summer FLAS awards in Quechua, Portuguese, Nahuatl, Miskito, and Haitian Kreyòl. Portuguese was awarded only at the Intermediate or Advanced level; Quechua awardees achieved Intermediate or Advanced language proficiency. In the coming cycle, Haitian Kreyòl will become available, but PLs will continue to comprise 50% of the awards. As per the FLAS competitive priority, we award

fellowships to students with both demonstrated financial need and academic merit. We ensure that such awards are competitive and affordable to low-income students by supplementing FLAS awards. At NYU, institutional supplements for FLAS ensure coverage of 100% of tuition and fees, as well as supplementing stipends by an additional 40%. AT CU, the amount of FLAS supplement is variable depending on degree program and academic considerations.

How awards are advertised. The fellowship competition and application procedures for FLAS are described on our respective websites as well as on the respective GSAS websites. Print material on FLAS fellowships are made available at our Centers and allied departments, and are included in our admissions packets. We distribute print and digital flyers to academic advisors in all social science departments and professional schools, including our schools of education, SIPA, Wagner, and NYU's Silver School of Social Work. We hold informational sessions about FLAS at the start of each semester, and enlist our faculty committees to canvas their students. In addition, selected past summer FLAS awardees give a short presentation during student orientation sessions.

How students apply. The FLAS competition is open to all grad students from the GSAS and professional schools; CU also considers undergrad applicants. Applications include (1) a statement of purpose and plan of study that explains how the language will be relevant to their education and career goals, (2) two letters of recommendation, and (3) current transcript. Students must file (4) a completed Free Application for Federal Student Aid (FAFSA) with the graduate school. For Summer FLAS, applications must include a detailed description of the program for US/ED approval.

Selection committee. At CU and NYU, the FLAS selection committees consist of faculty from ILAS and CLACS and representatives of the GSAS, professional schools, and language

departments. Selection committees at both institutions are comprised of faculty with diverse disciplinary backgrounds and language skills to ensure fair assessment of applications.

Selection criteria. Each committee member independently ranks the FLAS applicants based on US/ED priorities, evaluating personal statements, academic transcripts and recommendations. Besides academic excellence and potential for language learning, the Committee ranks candidates on the basis of (1) their commitment to the language; (2) whether students aim to achieve advanced proficiency in PLs while on FLAS or in the future, and (3) whether students aim to use the language in future public service or teaching. The committees meet to make the final awards; among those students who ranked highest on the above criteria, priority is given to those who also demonstrate financial need.

Timeline. Applications for both AY and Summer FLAS fellowships are due by late February of each year. Once applications are received, the FLAS selection committees meet for selection in mid-March. Following review, the fellowship committees rank applicants for both AY and Summer FLAS, and the rankings are transmitted to the respective admissions and financial aid offices for administrative follow-up. No later than mid-April, all applicants receive written notification of the decisions.

Priorities. *FLAS Competitive Priority 1:* Applications require submission of FAFSA forms to our universities' financial aid offices, who in turn assist us in determining which applicants have financial need and enable us to grant preference to such students. *FLAS Competitive Priority 2:* A minimum of 50% AY FLAS awards will be given for Portuguese and Quechua, both deemed priority languages by the US/ED.

**K. Degree to which competitive priorities are served.** NRC Competitive Priority 1: NYU's FRN provides summer professional enrichment courses for faculty from a number of MSIs, in

the majority HBCUs and HSIs, many of which qualify for Title III and V financial aid. Faculty revise or design syllabi for their home institutions in light of such training. Our CUNY programs support new curriculum development at Lehman College (in Mixtec language) and the Borough of Manhattan Community College (in ethnic studies), both of which are eligible for Title III/Title V financial aid.

NRC Competitive Priority 2: ILAS's existing and growing support for TC's International and Comparative Education Program provides multiple opportunities to enrich teacher training experiences with international and intercultural elements. Proposed initiatives (e.g., "LCTLs in the Global City" Conferences, the Portuguese Applied Pedagogy Workshop, and the creation of K-12 Latin American Resource Guides for New York City teachers) provide educational opportunities for preparing teachers-in-training in bilingual education and those who will teach in multicultural contexts. The CU Americas Dialog on Educational Policy provides novel opportunities for both in-service and in-training teachers to learn pedagogical practices and policies, through a uniquely international and multicultural lens; the Dialog aims in part to improve strategies and evaluation methods for teacher training by promoting international collaboration and knowledge exchange on teacher training research.

FLAS Competitive Priority 1: Merit-based FLAS application procedures are described above (p57-58). Beginning in the last cycle, application requirements require submission of FAFSA forms to our universities' financial aid offices, which in turn assist us in determining which applicants have financial need and enable us to grant preference to such students.

FLAS Competitive Priority 2: 50% AY FLAS awards will be given for Portuguese and Quechua, both deemed priority languages by the USDE. In practice, in all but one year we have given 100% of AY FLAS awards to Priority Languages.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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

## 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:     \$272,244     Year 2:   \$269,104   Year 3:   \$270,309   Year 4:   \$268,359  

#### FLAS Request

Year 1:   \$492,000   Year 2:   \$492,000   Year 3:   \$492,000   Year 4:   \$492,000  

### **Type of Applicant**

- Single institution \_\_\_\_\_  
 Consortium of institutions  
     Lead Columbia University  
     Partner 1 New York University  
     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"/> <b>LATIN AMERICA and the CARIBBEAN</b> | <input type="checkbox"/> WESTERN EUROPE                  |

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

Spanish, Portuguese, Kichwa/Quechua, Haitian Kreyòl, and Mixtec

## **Statement of Diverse Perspectives and Areas of National Need**

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

The New York City Consortium on Latin American Studies at Columbia and NYU seeks to nurture responsible and accountable research, teaching, learning, and debate about Latin America and the Caribbean and international affairs. We approach the region both in its specificity and in the context of broader, interdependent social, political, and economic global systems. The Consortium achieves this through multiple means, including a diverse pool of faculty and students and a robust and varied array of public outreach programs. Our public outreach programs are wide-ranging in the topics, positions, and perspectives aired. Invited speakers are prominent scholars, practitioners, policymakers from Latin America, the US, and elsewhere, who reflect a spectrum of intellectual, political, ideological, and professional perspectives. The World Leaders Forum (CU) and the Latin American Leaders series (NYU) invite Latin American politicians and public servants who represent vastly divergent points of view from across the political spectrum. When addressing controversial topics, we are mindful of the need to represent multiple perspectives. Recent programming on Cuba, for example, has included noted scholars and public intellectuals living in Cuba, as well as prominent dissident figures both on and off the island. Similar approaches have been used for recent initiatives on Venezuela's political and economic situation, as well as the controversial and polarizing corruption investigations in Brazil. We regularly invite speakers from US and international government agencies, the United Nations, the NGO community, and the private sector to ensure that contemporary issues are publicly addressed from multiple perspectives. Both universities pride themselves on being a marketplace of ideas. Our faculty teach students at all levels to ask critical, informed questions about the prevailing conditions, issues, and trends in the region, through diverse methods and viewpoints, and to evaluate and support their own and others' claims or opinions through analysis of evidence and consideration of the contexts in which such views are expressed. Through classes and study abroad, students are asked to learn from the perspectives and experience of others, and to speak with others in their native languages. Our faculty serves on the boards of well-respected, non-partisan institutions on the forefront of Latin American analysis, including groups such as Human Rights Watch and the Council on Foreign Relations. Finally, New York has a significant immigrant population, and many of our students—who represent over 135 different countries—are the children of immigrants from Latin America and the Caribbean. Thus both classroom and public discussions are enriched by a full range of diverse views. As we have done in the past, we will continue to design programming that provides students, teachers, and the general public with access to diverse viewpoints and open debate on Latin America.

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

CU and NYU encourage government service in areas in which our universities holds comparative strength—international affairs, public administration, public health, education and social work—through curriculum development, research grants, study abroad opportunities, language training, and a range of outreach activities. The Consortium offers training to undergraduate and graduate students in the languages of national need identified by the Department of Education, including Brazilian Portuguese and Quechua (both priority languages), as well as Haitian Kreyòl and Spanish. Faculty in our professional schools bring their own extensive experience in the fields of public service to bear in the classroom. NYC-CLAS regularly co-sponsors and cross-lists courses in politics, international affairs, and international education that are open to undergraduate and graduate students in our LAS and MA degree programs. NYC-CLAS outreach and internship programs provide students with direct service experiences at such sites as the OAS, and the UN Permanent Forum on Indigenous Peoples—experiences that students credit for their transition from school to careers in areas of national need. Our LAS graduates now work in careers that involve national and international public service. A high majority of PhD students move into teaching positions in higher education where they train LACS specialists. Recent MA graduates now work in such organizations as the State Department, the Department of Defense, the United Nations, the Peace Corps, the Council on Foreign Relations, and the Americas Society. The Consortium will continue to pursue links with professional schools, recruiting students to apply for FLAS awards and to enroll in LACS courses in our respective centers, to better position graduates to occupy prominent places in U.S. and international organizations.

The FLAS program at CU and NYU directly targets national need, supporting study of priority languages from the region, Portuguese and Quechua, as well as other Less Commonly Taught Languages of interest to select US Government agencies. FLAS fellowships are awarded with attention to training students with commitments to education, public service, and government. Recent placement data show in the last four years, 17% of CU grantees and 4% of NYU grantees now work in public service. About 17% of grantess at both institutions work in the non-profit sector working for such organizations as the UN and NGOs working on problems of economic development, poverty alleviation and peaceful resolution of conflict. 39% of CU grantees and 65% of NYU grantees pursue careers in education. Almost 20% of recent Consortium FLAS grantees hold positions in various areas of private business, including firms engaged in US-Latin American trade. Recent FLAS recipients from NYU (9%) and CU (6%) have also gone on to work in media and communications, including PBS, NPR, BBC, and Fox News Latino, among others.

**Appendix I: NYC-CLAS PERFORMANCE MEASURE FORM**

**1. Project Goal 1: [core mission] Increase and improve LCTL pedagogical opportunities at CU, NYU, and Lehman College through greater intermediate and advanced training, community ties, and sustained research on LCTLs**

2. Performance Measures	3. Activities	4. Data / Indicators	5. Freq.	6. Data Source	BL	T1	T2	T3	T4
Performance Measure 1: Increase intermediate, advanced, and professional school LCTL training by creating new courses (min. 2) and increasing enrollments (min. 10%)	1. NYU creates a new course in intermediate Kreyòl	1. courses created	annual	Registrar	0	x	1	x	x
		2. number of times offered, per year	annual	Registrar	0	x	x	1	1
		3. Students enrolled, per course	semester	Registrar	0	x	x	5	5
	2. NYU creates a new course in Kreyòl for Human Rights Lawyers.	1. courses created	annual	Registrar	0	1	x	x	x
		2. number of times offered, per year	annual	Registrar	0	2	2	2	2
		3. students enrolled, per course	semester	Registrar	0	4	5	6	6
	3. CU Portuguese language enrollments increase by 10%	1. overall annual UG enrollments in Portuguese classes	annual	Registrar	115	118	121	124	127
		2. overall annual grad enrollments in Portuguese classes	annual	Registrar	26	27	27	28	29
	Performance Measure 2: Increase ties between formal language learning and community through community indigenous language courses (2) and outreach activities	1. NYU offers community courses in Quechua	1. courses created	annual	Asst. Director Tracks	0	1	1	x
2. number of times offered, per year			annual	Asst. Director Tracks	0	2	2	2	2
3. Students enrolled, per semester			semester	Asst. Director Tracks	0	8	8	8	8
2. Lehman offers community courses in Mixtec		1. courses created	annual	Asst. Director Tracks, w/ Lehman Dir.	0	1	x	x	x
		2. number of times offered	annual	Asst. Director Tracks, w/ Lehman Dir.	0	1	1	1	1
		3. Students enrolled	semester	Asst. Director Tracks, w/ Lehman Dir.	0	5	5	5	5
3. Annual IDLC film showcases and related conferences, "May Sumak" Quichwa Film Showcase, and "CLACpi indigenous film showcase." Collaboration with Center for Folklife and Cultural Heritage/Smithsonian		1. Showcases held	annual	Center Records	0	1	1	1	2
		2. Size of audience per showcase	quarterly	Registration; Center records	0	80	80	80	150
		3. Number of tie-ins with language courses	semester	Language instructors; Exec/Asst Directors track	0	2	2	2	4
Performance Measure 3: Advance research, training, and knowledge exchange on LCTL use and language teaching methodology for wider audiences through conferences and workshops		1. Biannual IDLC Conference/Workshop (2019 and 2021), entitled "LCTLs in the Global City," in collaboration with other local NRCs and relevant city partners	1. conferences held	annual	Center records	0	1	x	1
	2. Attendance		annual	Center records	0	85	x	85	x
	3. Number of NRC or city partners		annual	Center records	0	4	x	4	x
	2. 4-year cycle of Portuguese Applied Pedagogy Workshops (2 per year)	1. Workshops held	annual	Center records	0	2	2	2	2
		2. Total annual attendance	annual	Registration, Center records	0	35	40	45	50
		3. Annual attendance by non-CU affiliates	annual	eventbrite, Center records	0	10	15	20	20

**1. Project Goal 2: [AP 2; CP 2] Develop and enhance K12 teacher and teacher-in-training programs by strengthening comparative perspectives and international collaboration**

2. Performance Measures	3. Activities	4. Data / Indicators	5. Freq.	6. Data Source	BL	T1	T2	T3	T4
Performance Measure 1: provide professional development opportunities for a minimum of x public school teachers and x teachers-in-training	1. NYU: CLACS collaboration with Kevorkian Center for Near East Studies to offer social studies/world history professional multi-day development workshops (4, @ min 20 teachers each)	1. Number of workshops held per AY	annual	Center records	0	1	1	1	1
		2. Number of participants per workshop	annual	Center records	0	20	20	20	20
		3. Number of participants receiving professional development credit	annual	Center records; DoE	0	8	8	8	8
	2. CU Teachers College LAC-related teacher-in-training program	1. Number of teachers reached, per year	annual	TC and ILAS Center Records	0	50	50	50	50
		2. Teaching guides or curriculum modules created	annual	TC and ILAS Center Records	0	1	1	1	1
	3. Indocumentales K12 Outreach; K12 teaching fellows; curriculum development	1. Number of teachers reached, per year	annual	Center records	0	60	60	60	60
		2. Number of teacher fellows	annual	Center records	0	5	5	5	5
		3. Teaching guides or curriculum modules created	annual	Center records	0	6	6	6	6
	Performance Measure 2: Enhance collaboration with LA education partners through the "Americas Dialog on Educational Policy Initiative"	1. Seminar series	1. Number of seminar sessions	semester	Center records	0	2	2	2
2. Participation in sessions			semester	Registration; Center records	0	30	30	30	30
2. Two conferences: NYC 2019, Rio de Janeiro 2022.		1. Attendance	semester	Registration; Center records	0	x	300	x	100
		2. Online attendance	semester	Streaming data, Center records	0	x	100	x	100
3. Collaborative projects between TC and Brazilian faculty		1. Number of research collaborations	annual	Center records	2	3	3	4	4

**1. Project Goal 3: [AP 1; CP 1] Advance diverse perspectives in area studies research and teaching**

2. Performance Measures	3. Activities	4. Data / Indicators	5. Freq.	6. Data Source	BL	T1	T2	T3	T4
Performance Measure 1: Establish a consortium project on "Innovative Perspectives and Approaches to Latin American and the Caribbean Studies"	1. Establish bi-annual large-scale conference "Peripheral Visions in Latin American & Caribbean Studies" (2020 and 2022)	1. Conferences held	annual	Center records	0	x	1	x	1
		2. Attendance	annual	Registration; Center records	0	x	60	x	60
		3. Edited volume of collected essays	annual	Center records	0	x	x	x	1
	2. Establishment ILAS-CLACS Collaborative Faculty Grants Program to support sustained interdisciplinary projects	1. Number of grants awarded	annual	Center records	0	3	3	3	3
2. Number of outputs (publication, public presentation, conference) generated by the grants		annual	Grantees survey; Asst Dir tracks	0	5	5	5	5	
Performance Measure 2: Impact new curriculum development at CCs and MSIs	1. BMCC creates 4 new courses as part of a curriculum development program on "ethnic and area studies" (Intro to Ethnic Studies; Intro to Mexican Studies; Intro to Afro-Latin Studies; Migration, Diaspora and Transnationalism in Latin America)	1. Courses created	annual	BMCC Ethnic Studies Program; BMCC Registrar	0	1	1	1	1
		2. Number of times offered, total courses per AY	annual	BMCC Registrar	0	x	1	2	3
		3. Enrollment in courses, total courses	annual	BMCC Registrar	0	x	15	30	45
	2. Annual Faculty Resource Network (FRN) Seminar, to impact curriculum development on LAC; 1 seminar/year	1. Seminars held	annual	FRN records	0	1	1	1	1
		2. Attendance at seminars	annual	FRN records	0	15	15	15	15
		3. Courses revised or created as a result of the seminar	annual	Teacher survey; Asst Dir tracks	0	5	5	5	5
	3. Lehman college offers Mixtec as part of the IDLC	1. Number of times offered per AY	annual	Lehman Registrar	0	2	2	2	2
2. Enrollment in courses, per course		semester	Lehman Registrar	0	4	4	4	4	

**1. Project Goal 4: [AP1] Encourage service in areas of national need in the government, education, business, and non-profit sectors.**

2. Performance Measures	3. Activities	4. Data / Indicators	5. Freq.	6. Data Source	BL	T1	T2	T3	T4
Performance Measure 1: Provide work opportunities for students in areas of government, education, business and non-profit sectors.	1. Develop a CLACS undergraduate semester internship program for LACS students in the fields of education, business, government, and other non-profit. Collaboration with DSP and Wasserman Career Center	1. Number of new internships established, per AY	annual	Center records	0	2	2	2	2
		2. Number of students participating, per AY	annual	Center records	0	2	4	6	6
Performance Measure 2: Share knowledge of LAC-related careers in areas of national need with undergraduate and graduate students	1. Develop CLACS "perspectives from the field" series with alumni, for undergrads and grads, to promote LACS and specifically to encourage related career choices in areas of need. Collaboration with Wasserman career center.	1. number of sessions, per AY	annual	Center records	0	3	5	5	5
		2. attendance at sessions, per session	semester	Center records	0	10	15	15	15
	2. Develop ILAS career roundtable with alumni, for undergrads and grads, to promote LACS and specifically to encourage related career choices in areas of need. Collaboration with SIPA	1. number of sessions, per AY	annual	Center records	0	1	1	1	1
		2. attendance at sessions, per session	annual	Center records	0	20	25	30	30

Appendix II - Project Personnel

NAME	RANK	%LAS	CU/NYU	PAGE
<b>ADMINISTRATION, LEADERSHIP AND TECHNOLOGY</b>				
Anderson, Gary L	Professor	25	NYU	66
<b>ANTHROPOLOGY</b>				
Abercrombie, Thomas	Associate Professor	75	NYU	61
Comitas, Lambros	Gardner Cowles Professor of Anthropology and Education	50	CU	17
D'Altroy, Terence	Loubat Professor of American Archaeology	100	CU	19
Gregory, Steven	Associate Professor	100	CU	24
Khan, Aisha	Associate Professor	75	NYU	99
Lomnitz, Claudio	Campbell Family Professor of Anthropology	100	CU	30
Merry, Sally	Professor with Chair	25	NYU	110
Orlove, Ben	Professor	50	CU	42
Rosaldo, Renato	Professor Emerita	50	NYU	125
Schieffelin, Bambi	Professor	25	NYU	129
Stout, Noelle Marie	Associate Professor	75	NYU	136
Taussig, Michael	Professor	100	CU	55
<b>APPLIED PSYCHOLOGY</b>				
Ali, Alisha	Associate Professor	25	NYU	62
Calero, Cecilia	Adjunct Instructor	100	NYU	73
Melzi, Gigliana	Associate Professor	100	NYU	108
Way, Niobe	Professor	25	NYU	143
<b>ART HISTORY/ARCHAEOLOGY</b>				
Alberro, Alexander	Virginia Bloedel Wright Professor of Art History	75	CU	10
Altshuler, Bruce J	Clinical Professor	25	NYU	63
Basilio, Miriam	Associate Professor	75	NYU	68
Malbran, Florencia	Faculty	100	NYU	105
Pasztory, Esther	Lisa and Bernard Selz Professor of Pre-Columbian Art History and Archaeology	100	CU	43
Shohat, Ella	Professor	25	NYU	130
Sullivan, Edward J.	Professor	100	NYU	137
<b>ART THERAPY</b>				
Acosta, Ikuko	Clinical Associate Professor	25	NYU	61
<b>BUSINESS</b>				
Fraiman, Nelson	Professor	25	CU	22
Sharlach, Jeffrey	Adjunct Associate Professor	25	NYU	129
<b>CINEMA STUDIES</b>				
Harris, Laura	Assistant Professor	50	NYU	94
Herzovich, Guido	Adjunct Instructor	100	NYU	95
Peña, Richard	Professor	50	CU	44

## Appendix II - Project Personnel

Stam, Robert	University Professor	50	NYU	134
Suarez, Juana	Associate Professor	75	NYU	136

### **ECONOMICS**

Aromi, Daniel	Adjunct Instructor	100	NYU	67
Calvo, Guillermo	Professor	100	CU	14
Dye, Alan	Associate Professor	75	CU	21
Fernandez, Raquel	Professor	25	NYU	86
Fishlow, Albert	Professor Emeritus	100	CU	21
Thom, Kevin	Clinical Assistant Professor	50	NYU	138
Uribe, Martín	Professor, Department of Economics	50	CU	57
Urquiola, Miguel	Professor	100	CU	57
Verhoogen, Eric	Professor	50	CU	58

### **EDUCATION**

Cortina, Regina	Professor	100	CU	17
Crowley, Catherine	Senior Lecturer and Director of the Bilingual Extension Institute	50	CU	18
Doucet, Fabienne	Associate Professor	100	NYU	83
Eisenstein Ebsworth, Miriam	Associate Professor	50	NYU	84
Friedrich, Daniel	Associate Professor and Chair, Dept of Curriculum and Teaching	75	CU	22
Levin, Henry	William Heard Kilpatrick Professor of Economics and Education	25	CU	29
Llosa, Lorena	Associate Professor	25	NYU	102
Martínez-Roldán, Carmen M.	Associate Professor in Bilingual/Bicultural Education	100	CU	33
Nero, Shondel	Associate Professor	75	NYU	114
Nieves, Lisette	Clinical Professor	50	NYU	115
Rivera-Batiz, Francisco	Professor Emeritus of Economics and Education	50	CU	48
Santiago-Jirau, Alexander	Adjunct Instructor	50	NYU	127
Souto Manning, Mariana V.	Associate Professor	50	CU	54
Stage, Frances King	Professor	25	NYU	133

### **EDUCATIONAL THEATER**

Montgomery, David	Clinical Assistant Professor	25	NYU	111
Smithner, Nancy	Assistant Professor	25	NYU	131

### **ENVIRONMENTAL STUDIES**

Baethgen, Walter	Senior Research Scientist	100	CU	13
Pinedo Vasquez, Miguel	Associate Research Scientist	100	CU	46
Uriarte, Maria	Professor	75	CU	56

### **ETHNOMUSICOLOGY**

Howard-Spink, Sam	Clinical Associate Professor	50	NYU	95
Ochoa, Ana Maria	Professor	100	CU	41
Raffo, Juan	Adjunct Instructor	100	NYU	122
Terry, Yunior	Clinical Assistant Professor	100	NYU	138
Washburne, Christopher	Associate Professor	75	CU	59

Appendix II - Project Personnel

**FOOD STUDIES**

Lancaster, Kristie	Associate Professor	25	NYU	100
Pinero, Domingo J	Clinical Associate Professor	25	NYU	119
Setrini, Gustavo	Assistant Professor	100	NYU	129

**HISTORY**

Coatsworth, John H.	Professor; Provost	100	CU	16
Ferrer, Ada	Silver Professor of History, Professor	100	NYU	86
Glover, Kaiama L.	Professor	100	CU	23
Grandin, Greg	Professor	100	NYU	91
Lightfoot, Natasha	Associate Professor	100	CU	29
Martin, Joseph Paul	Professor and Director of Human Rights Studies	25	CU	32
Milanich, Nara	Associate Professor	100	CU	35
Piccato, Pablo	Professor	100	CU	45
Pizzigoni, Caterina	Associate Professor	100	CU	46
Stepan, Nancy	Professor Emeritus	100	CU	54
Thomson, Sinclair	Associate Professor	75	NYU	139
Weinstein, Barbara	Professor	100	NYU	143

**INTERDISCIPLINARY STUDIES**

Alvarez, Ana Gabriela	Visiting Professor	100	NYU	63
Baiocchi, Gianpaolo	Associate Professor	75	NYU	67
Barrett, Autumn	Assistant Professor/Faculty Fellow	50	NYU	68
Beltran, Cristina	Associate Professor	75	NYU	69
Coleman, Kwami	Assistant Professor/Faculty Fellow	50	NYU	77
Cooksey, Sybil	Clinical Assistant Professor	75	NYU	78
Dash, J. Michael	Professor	100	NYU	79
Davila, Arlene	Professor	100	NYU	79
Goffe, Tao Leigh	Assistant Professor/Faculty Fellow	100	NYU	89
Guerrero, Ed	Associate Professor	25	NYU	92
Marquez, Cecilia	Assistant Professor/Faculty Fellow	50	NYU	106
Polyne, Millery	Assistant Professor	75	NYU	120
Saldana-Portillo, Maria Josefina	Professor	75	NYU	126
Valente Cardoso, Ricardo	Assistant Professor/Faculty Fellow	25	NYU	141
Velasco, Alejandro	Associate Professor	75	NYU	142

**INTERNATIONAL AND PUBLIC AFFAIRS**

Calvo, Sara	Lecturer	100	CU	15
Comini, Nicolas	Adjunct Instructor	100	NYU	77
Lagunes, Paul F.	Assistant Professor	75	CU	27
Martin, Scott	Adjunct Assistant Professor	100	CU	33
Nakahodo, Sldney	Lecturer	100	CU	38
Nelson, Anne	Adjunct Associate Professor	25	CU	39
Newman, Gray	Adjunct Professor	75	CU	40

## Appendix II - Project Personnel

Ocampo, Jose Antonio	Professor of Professional Practice	100	CU	41
Radon, Jenik	Adjunct Professor	25	CU	47
Samuel, Lisa	Clinical Assistant Professor	100	NYU	126
Soares, Rodrigo	Lemann Professor of Brazilian Public Policy and International and Public Affairs	100	CU	53
Sotelino, Fernando	Adjunct Professor	100	CU	53
Trebat, Thomas	Director, Columbia Global Centers   Rio de Janeiro; Adjunct Professor	100	CU	55

### **JOURNALISM**

Alarcon, Daniel	Professor	75	CU	10
Dinges, John G.	Godfrey Lowell Cabot Professor	100	CU	20
Jelly-Schapiro, Joshua	Adjunct Faculty	100	NYU	97
O'Donnell, Santiago	Adjunct Instructor	100	NYU	115

### **LATIN AMERICAN AND CARIBBEAN STUDIES**

Abercrombie, Thomas	Associate Professor	75	NYU	61
Azenha, Gustavo S.	Executive Director/Lecturer	100	CU	12
Calla, Pamela	Clinical Associate Professor	100	NYU	74
Castaneda, Jorge	Global Distinguished Professor	100	NYU	75
Crahan, Margaret	Adjunct Senior Research Scholar; Director, Cuba Program	100	CU	18
Ferrer, Ada	Silver Professor of History, Professor	100	NYU	86
Fischer, Sibylle	Associate Professor	100	NYU	87
Huras, Amy	Assistant Professor/Faculty Fellow	100	NYU	96
Khan, Aisha	Associate Professor	75	NYU	99
Lamour, Wynnie	Adjunct Instructor	100	NYU	100
Lane, Jill	Associate Professor	100	NYU	101
Lucas, Peter	Adjunct Professor	100	NYU	104
Moya, José	Professor; Director, ILAS	100	CU	37
Robbins, Dylon	Assistant Professor	100	NYU	123
Saldana-Portillo, Maria Josefina	Professor	75	NYU	126

### **LAW**

Alegre, Marcelo	Global Professor of Law	100	NYU	62
Alvarez, Jose	Professor	25	NYU	64
Bertoni, Eduardo	Global Clinical Professor of Law	100	NYU	71
de la Cruz, Andres	Global Adjunct Professor of Law	100	NYU	80
Garro, Alejandro	Adjunct Professor of Law; Senior Research Scholar Parker School of Foreign and Comparative Law	100	CU	23
Jorge, Guillermo	Global Adjunct Professor of Law	100	NYU	98
Marotta-Wurgler, Florencia	Professor	25	NYU	106
Pargendler, Mariana	Global Professor of Law	100	NYU	118
Saulino, Florencia	Global Clinical Associate Professor of Law	100	NYU	127
Sauvant, Karl	Director, Columbia Program on International Investment; Adjunct Professor	100	CU	51

### **LIBERAL STUDIES**

## Appendix II - Project Personnel

Meruane, Lina	Master Teacher of Global Studies	25	NYU	109
Ramos, Luis	Clinical Assistant Professor	75	NYU	122
Navia, Patricio	Master Teacher of Global Studies	100	NYU	114

### **LIBRARY**

Carreno, Angela	Head of Collection Development; Latin American Studies Bibliographer	100	NYU	75
Silva, Socrates	Latin American and Iberian Studies Librarian	100	CU	51

### **LINGUISTICS**

Blake, Renee	Associate Professor	75	NYU	71
Gallagher, Gillian	Associate Professor	75	NYU	88
Guy, Gregory	Professor	75	NYU	93
Singler, John V	Professor Emerita	50	NYU	131

### **MEDIA, CULTURE AND COMMUNICATION**

Pinon, Juan	Associate Professor	100	NYU	120
Sturken, Marita	Professor with Chair	25	NYU	135

### **MEDICINE**

Bertelsen, Nathan	Associate Professor	25	NYU	70
Carballo-Diéguez, Alex	Professor	25	CU	15
Duarte, Cristiane S.	John P. Lambert, M.D. Associate Professor of Medical Psychology	75	CU	20
Lantigua, Rafael	Professor of Clinical Medicine	25	CU	28
Tupe, Debra	Assistant Professor of Clinical Occupational Therapy	25	CU	56
Wainberg, Milton	Professor	100	CU	58

### **NURSING**

Naegle, Madeline	Adjunct Professor	25	NYU	113
Shedlin, Michele Goldzieher	Professor	50	NYU	130
Squires, Allison	Associate Professor	50	NYU	133

### **PERFORMANCE STUDIES**

Browning, Barbara	Associate Professor	75	NYU	72
Lepecki, Andre	Professor	50	NYU	102
Taylor, Diana	University Professor	100	NYU	137

### **PHYSICAL THERAPY**

Moffat, Marilyn	Professor	25	NYU	110
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### **POLITICAL SCIENCE**

de la Garza, Rodolfo	Eaton Professor Emeritus of Administrative Law and Municipal Science	100	CU	19
Kane, John Victor	Assistant Professor	25	NYU	98
Kaufman, Robert	Adjunct Professor	100	CU	26

## Appendix II - Project Personnel

Loza, Jorgelina	Adjunct Instructor	100	NYU	104
Moncada, Eduardo	Assistant Professor	75	CU	35
Murillo, Maria Victoria	Professor	100	CU	38
Querubin Borrero, Pablo	Assistant Professor	100	NYU	121
Simon, Joshua	Assistant Professor	75	CU	52
Spanakos, Anthony	Adjunct Professor	75	NYU	132

### **PUBLIC HEALTH**

Langsam, Martin	Adjunct Instructor	100	NYU	101
Martins, Silvia S.	Associate Professor	75	CU	34
Orjuela-Grimm, Manuela	Assistant Professor	75	CU	42
Pagan, Jose	Professor with Chair	25	NYU	116
Rubinstein, Fernando	Adjunct Instructor	75	NYU	125

### **PUBLIC POLICY**

Coslovsky, Salo Vinocur	Associate Professor	100	NYU	78
Gershman, John J.	Clinical Professor	25	NYU	88
Iskander, Natasha	Associate Professor	50	NYU	96
Ospina, Sonia	Professor	75	NYU	116

### **SOCIAL WORK**

Carrasco, Pablo Alejo	Adjunct Instructor	100	NYU	74
Guilamo-Ramos, Vincent	Professor	75	NYU	93
Mirabito, Diane	Clinical Professor of Social Work with Chair	25	NYU	110
Munson, Michelle	Associate Professor	25	NYU	112
Pardo, Gisella	Adjunct Lecturer	25	NYU	117

### **SOCIOLOGY**

Goodwin, Jeff	Professor	50	NYU	91
Jasso, Guillermina	Professor with Chair	50	NYU	97
Lu, Yao	Associate Professor	25	CU	31

### **SOCIOMEDICAL SCIENCES**

Abraído-Lanza, Ana F.	Professor	100	CU	9
Hirsch, Jennifer	Professor and Deputy Chair for Doctoral Studies	50	CU	24
Parker, Richard	Professor Emeritus of Sociomedical Sciences and Anthropology	100	CU	43

### **SPANISH AND PORTUGUESE LANGUAGE AND LITERATURE**

Aguilo-Mora, Francisca	Lecturer	75	CU	9
Alonso-Aparicio, Irene	Lecturer	25	CU	11
Alonso, Carlos	Professor, Dean of GSAS	100	CU	11
Amante, Adriana	Adjunct Instructor	100	NYU	64
Amelio, Laura	Senior Language Lecturer	100	NYU	65
Andermann, Jens	Professor	100	NYU	65
Ansolabehere, Pablo	Adjunct Instructor	100	NYU	66

Appendix II - Project Personnel

Basterra, Gabriela	Professor	50	NYU	69
Benedek, Susana	Language Lecturer	100	NYU	70
Benezra, Karen	Assistant Professor	100	CU	13
Bouzas, Pia	Language Lecturer	100	NYU	72
Briggs, Ronald	Associate Professor	100	CU	14
Burgos Trujillo, Felix Manuel	Language Lecturer	100	NYU	73
Castellanos Pazos, José Antonio	Lecturer, Director of the Portuguese Language Program	100	CU	16
Cerqueiras, Vera	Language Lecturer	100	NYU	76
Cleves, Tirso	Senior Language Lecturer	100	NYU	76
Davila, Maria de Lourdes	Clinical Associate Professor	100	NYU	80
Del Risco, Enrique	Senior Language Lecturer	100	NYU	81
Dieleke, Edgardo	Adjunct Instructor	100	NYU	81
Dopico-Black, Georgina	Associate Professor; Dean of Humanities	100	NYU	82
Dopico, Ana Marie	Associate Professor	100	NYU	82
Dreyfus, Maria	Clinical Professor	100	NYU	83
Elorrieta, Jabier	Clinical Professor	100	NYU	84
Eltit, Diamela	Global Distinguished Professor	100	NYU	85
Fernandez, James D	Professor	50	NYU	85
Fiol Matta, Licia	Professor	100	NYU	87
Fischer, Sibylle	Associate Professor	100	NYU	87
Giorgi, Gabriel	Professor	100	NYU	89
Gonzalez, Betina	Adjunct Instructor	100	NYU	90
Gonzalez, Odi	Senior Language Lecturer	100	NYU	90
Guastalegnanne, Hernan	Adjunct Instructor	100	NYU	92
Hernandez-Cabrera, Heriberto Jesus	Senior Language Lecturer	100	NYU	94
Horn, Maja	Associate Professor	100	CU	25
Huback, Ana Paula	Lecturer	100	CU	25
Kimmel, Seth	Assistant Professor	25	CU	26
Labanyi, Jo	Professor	25	NYU	99
Lee, Ana Paulina	Assistant Professor	100	CU	28
Llopis-Garcia, Reyes	Senior Lecturer	25	CU	30
Lopez Garcia, Anabel	Senior Language Lecturer	100	NYU	103
Lopez Seone, Mariano	Adjunct Instructor	100	NYU	103
Lozano, María Eugenia	Senior Lecturer	100	CU	31
Luppino, Silvia	Adjunct Instructor	100	NYU	105
MacAdam, Alfred	Professor	100	CU	32
Martinez-Davis, Carlos	Senior Language Lecturer	100	NYU	107
Masi, Perla	Visiting Assistant Professor	100	NYU	107
Mehta, Linn Cary	Adjunct Lecturer	75	CU	34
Mendelson, Jordana	Associate Professor	100	NYU	108
Montaldo, Graciela	Professor	100	CU	36
Muniz, Wendy	Assistant Professor/Faculty Fellow	100	NYU	111
Munoz, Sophy	Language Lecturer	100	NYU	112
Nascimento Kettner, Michele	Language Lecturer	100	NYU	113

## Appendix II - Project Personnel

Negron-Muntaner, Frances	Professor	100	CU	39
Nemi Neto, João	Lecturer	100	CU	40
Palmeiro, Cecilia	Adjunct Instructor	100	NYU	117
Pearce, Sarah J	Associate Professor	25	NYU	118
Peixoto, Marta	Associate Professor	100	NYU	119
Perez-Firmat, Gustavo	David Feinson Professor of Humanities	100	CU	44
Pérez-Zapatero, Javier	Senior Associate, Director of the Language Program (Barnard)	100	CU	45
Pratt, Mary	Professor Emerita	100	NYU	121
Rios Avila, Ruben	Professor	100	NYU	123
Rios-Font, Wadda	Professor	100	CU	47
Robbins, Dylon	Assistant Professor	100	NYU	123
Romero, Diana	Lecturer and Co-Director of the Language Program	50	CU	48
Romero, Ana	Adjunct Instructor	100	NYU	124
Rosales-Varo, Francisco	Senior Lecturer	25	CU	49
Rosetti, Miguel	Language Lecturer	100	NYU	125
Rozencvaig, Perla	Lecturer	100	CU	49
Ruiz Fajardo, Guadalupe	Senior Lecturer	100	CU	50
Ruiz-Campillo, Jose Placido	Senior Lecturer	25	CU	50
Segura, Eduardo	Senior Language Lecturer	100	NYU	128
Sooudi, Roxanna	Language Lecturer	100	NYU	132
Stahl, Anna-Kazumi	Professor	100	NYU	134
Subirats, Eduardo	Professor	50	NYU	136
Torres-Rodriguez, Laura	Assistant Professor	100	NYU	139
Tortorici, Zeb	Associate Professor	100	NYU	140
Truzman, Esther	Senior Language Lecturer	100	NYU	140
Varon Gonzalez, Carlos	Assistant Professor/Faculty Fellow	100	NYU	141
Veloso, Carlos	Senior Language Lecturer	100	NYU	142
Zemborain, Lila	Clinical Professor	100	NYU	144
Zubieta, Maria Jose	Clinical Associate Professor	100	NYU	144

### **EVALUATORS**

Bracho, Christian	Assistant Professor	25		145
Miller-Idriss, Cynthia	Professor of Education and Sociology	N/A		145

### **ADMINISTRATIVE**

Andrade, Esteban	Program Manager	100	CU	60
Dauhajre, Omar	Assistant Director	100	NYU	146
Destefani, Belem	Program Administrator	100	NYU	146
Hazel, Isabelle	Administrative Aide	100	NYU	146
Kwon-Ann, Eliza	Senior Business Manager & Student Affairs Coordinator	100	CU	60

**NAME/TITLE/DEPARTMENT:** Ana F. Abraído-Lanza, Professor, Sociomedical Studies, School of Public Health

**YR. OF APPOINTMENT:** 1998

**EDUCATION:** B.A. New York University, 1987; Ph.D. Psychology CUNY, 1994

**FOREIGN LANGUAGE COMPETENCE:** Spanish-4

**RESEARCH/TEACHING SPECIALIZATIONS:** The health of Latino populations in the United States; acculturation and health; health disparities.

**OVERSEAS EXPERIENCE:** Dominican Republic

**RECENT COURSES:**

Health Psychology and Public Health, Seminar in Research and Professional Development; Integration of Science with Practice for DrPH students

**REPRESENTATIVE PUBLICATIONS:**

1. Abraído-Lanza, A.F., Echeverría, S.E. & Flórez, K. (2016). Latino immigrants, acculturation, and health: Promising new directions in research. *Annual Review of Public Health*, 37, 219-236.
2. Abraído-Lanza, A.F., Martins, M.C., Shelton, R.C. & Flórez, K.R. (2015). Breast cancer screening among Dominican Latinas: A closer look at fatalism and other social and cultural factors. *Health Education & Behavior*, 42(5) 633-641.

**PHD ADVISEES (total):** 6

**MASTERS ADVISEES (total):** 32

**PERCENTAGE OF TIME:** 100

**RECENT GRANTS/FELLOWSHIPS:** IMSD (Initiative for Maximizing Student Diversity) at Columbia's Mailman School of Public Health

**RELEVANT AWARDS:** 2013-15 Provost Leadership Fellow, Columbia University; 2017 American Public Health Association Student Assembly Public Health Mentoring Award; Recipient, 2009 Award for Teaching Excellence, Mailman School of Public Health of Columbia University

**NAME/TITLE/DEPARTMENT:** Francisca Aguiló-Mora, Lecturer in Spanish, LAIC

**YR. OF APPOINTMENT:** 2016

**EDUCATION:** PhD in Romance Studies at University of Miami

**FOREIGN LANGUAGE COMPETENCE:** Catalan 5; Spanish 5; English 4.5; Portuguese 2; French 3.5

**RESEARCH/TEACHING SPECIALIZATIONS:** (1) literary and critical discourse analysis of US Latina narrative, drama, and performance, with an emphasis on phenomena of language use and language contact; (2) sociolinguistic and ideological aspects of Spanish in the US and Catalan in Spain; and (3) Spanish second language acquisition and heritage language teaching from the perspective of sociocultural theory.

**OVERSEAS EXPERIENCE:** Spain, US, Cuba, and Puerto Rico

**RECENT COURSES:** Intermediate Spanish II; Intermediate Spanish I; Language, Culture, and Identity in the Spanish-Speaking World

**REPRESENTATIVE PUBLICATIONS:**

1. 2018 Aguiló Mora, Francisca. "Lengua(je)s, branding, e identidad en la Gran Cuba: Dreaming in Cuban de Cristina García." *Revista Valenciana. Estudios de filosofía y letras* 22 (Forthcoming Jul-Dec 2018)
2. 2018 Aguiló Mora, Francisca. "Ana Lydia Vega's 'Pollito Chicken': The Impossible Spanglish." *CENTRO: Journal of the Center for Puerto Rican Studies* 30.1 (Forthcoming Spring 2018)
3. 2017 Aguiló Mora, Francisca and Andrew Lynch. "¿Hablas castellano? Do you speak English? o Xerres mallorquí?: Ideologías y actitudes lingüísticas en Mallorca en una era de crisis económica." *Studies in Hispanic and Lusophone Linguistics-De Gruyter* 10.2 (2017): 189-223.

**MASTERS ADVISEES (total):** 1

**PERCENTAGE OF TIME:** 75%

**RELEVANT AWARDS:** 2015 Recipient of the Dean's Academic Year Dissertation Award, College of Arts and Sciences, University of Miami

**NAME/TITLE/DEPARTMENT: Daniel Alarcon, Professor of Broadcast, Journalism**

**YR. OF APPOINTMENT:** 2015

**EDUCATION:** MFA, Iowa University, Writers Workshop

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** Audio and Investigative journalism

**OVERSEAS EXPERIENCE:** Mexico, Peru, Honduras, El Salvador, Colombia

**RECENT COURSES:** Telling True Stories in Sound, Writing for the Ear, Reporting

**REPRESENTATIVE PUBLICATIONS:**

1. "No Es País Para Jóvenes", Radio Ambulante
2. "Después de Victor", Radio Ambulante
3. "Postal de San Salvador", Radio Ambulante
4. "La Concursante", Radio Ambulante

**MASTERS ADVISEES (total):** 13

**PERCENTAGE OF TIME:** 75%

**RECENT GRANTS/FELLOWSHIPS:** "Junior Faculty Diversity Grant, 2017;

Radio Ambulante is supported by Ford Foundation and MacArthur Foundation"

**RELEVANT AWARDS:** 2014 Gabriel García Márquez Prize for Innovation in Journalism; 2017 Best Foreign Language Story, Third Coast Festival Award (as editor); 2018 Bolívar Prize (as editor)

**NAME/TITLE/DEPARTMENT: Alexander Alberro, Virginia Bloedel Wright Professor of Art History**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** PhD Northwestern University

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5); French (3); Portuguese (2); German (2)

**RESEARCH/TEACHING SPECIALIZATIONS:** History of Modern and Contemporary art (1860s-present); History of Photography (1820s-present); History of Latin American art Caribbean art (20th and 21st centuries); Critical Theory.

**OVERSEAS EXPERIENCE:** France; Germany; Italy; UK; Switzerland; Spain; Argentina; Brazil; Uruguay; Venezuela; Cuba

**RECENT COURSES:** GR8701 Directions in Modern and Contemporary Latin American Art: The Caribbean; GR8701 Directions in Modern and Contemporary Latin American Art; GR8710 Modern Art and its Legacies in Latin America; AHIS BC3626 In And Around Abstract Expressionism: Mid-Twentieth Century Art; BC3681 Directions in Contemporary Art

**REPRESENTATIVE PUBLICATIONS:**

1. Abstraction in Reverse: The Reconfigured Spectator in Mid-Twentieth Century Latin American Art (Chicago, IL: University of Chicago Press, 2017).
2. Working Conditions: The Writings of Hans Haacke, edited (Cambridge, MA: MIT Press, 2016).
3. Institutional Critique: An Anthology of Artists' Writings, co-edited with Blake Stimson (Cambridge, MA: MIT Press, 2009; paperback edition 2011).
4. Art After Conceptual Art, co-edited with Sabeth Buchmann (Cambridge, MA: MIT Press, 2006). German language volume published by Vienna: Generali Foundation, 2006.
5. Conceptual Art and the Politics of Publicity (Cambridge, MA: MIT Press, 2003); paperback edition 2004; Italian translation published as Arte Concettuale e strategie pubblicitarie (Milan: Johan & Levi Editore, 2012).

**PHD ADVISEES (total):** 10

**MASTERS ADVISEES (total):** 17

**UG THESIS ADVISEES (total):** 38

**PERCENTAGE OF TIME:** 75%

**NAME/TITLE/DEPARTMENT: Irene Alonso-Aparicio, Lecturer in Spanish, LAIC**

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** PhD, Spanish Language Teaching & Acquisition, Universidad de Granada, 2011

**FOREIGN LANGUAGE COMPETENCE:** Spanish -5, German -5

**RESEARCH/TEACHING SPECIALIZATIONS:** Psycholinguistic approaches to Second Language Acquisition and Teaching.

**OVERSEAS EXPERIENCE:** Spain, German

**RECENT COURSES:** Elementary, Intermediate and Advanced Spanish

**REPRESENTATIVE PUBLICATIONS:**

1. 2012, ALONSO APARICIO, I. (2012). "La comunicación oral en el aula de lengua extranjera". *Enunciación*, 17(1): pp.139-147. ISSN: 0122-6330.
2. 2010 ALONSO APARICIO, I. (2010). "Retroalimentación negativa mediante reformulaciones correctivas: Impacto en el desarrollo de la distinción modal en español como segunda lengua". *Porta Linguarum. Revista Internacional de Didáctica de las Lenguas Extranjeras*, 13: pp. 179-195. ISSN: 1697-7467.
3. 2009 NÚÑEZ DELGADO, M. P.; ALONSO APARICIO, I. (2009). "The role of explicit grammar in second language teaching: Instructional effectiveness of processing instruction". *Rivista di Psicolinguistica Applicata*, IX/1-2: pp. 93-110. ISSN: 1592-1328.

**MASTERS ADVISEES (total):** 3

**PERCENTAGE OF TIME:** 25%

**NAME/TITLE/DEPARTMENT: Carlos Alonso, Professor, LAIC, Dean Graduate School of Arts and Sciences**

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.A Cornell University, 1975; M.A. Yale University, 1977; Ph.D. Latin American Literature, Yale, 1983

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 8

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** 19<sup>th</sup>- and 20<sup>th</sup>-century Latin American intellectual history and cultural production.

**OVERSEAS EXPERIENCE:** Cuba, Argentina

**RECENT COURSES:** Teorias de Cultura en America Latina

**REPRESENTATIVE PUBLICATIONS:**

1. "Racial Whitening as Rhetorical Solecism in Nineteenth-Century Cuba." Under review.
2. "The Novel without Literature." *Novel* 44.1 (2011): 3-5.
3. "La escritura fetichizadora de Antonio Jose Ponte." *Revista de Estudios Hispánicos* 43 (2009): 93-108.
4. "John Kronik: In Memoriam." *PMLA* 121.2 (2006): 558-60.
5. "Can Journals Make a Difference?". *Revista de Estudios Hispánicos* 39 (2005): 551-60
6. The Burden of Modernity: The Rhetoric of Cultural Discourse in Spanish America 1999.  
Modernity and Autochthony: The Spanish American Regional Novel 1998.  
Julio Cortázar: New Readings, (editor, 1998.)

**PHD ADVISEES (total):** 22

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT:** Gustavo S. Azenha, Executive Director & Director of Graduate Studies, ILAS

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** PhD Cornell University (Plant Biology/Sociocultural Anthropology), 2005

**FOREIGN LANGUAGE COMPETENCE:** Portuguese-5, Spanish-4; French-2

**RESEARCH/TEACHING SPECIALIZATIONS:** Specializes on development and socioenvironmental politics in Brazil, with primary research efforts directed towards examining the historical and contemporary interrelations between environmental, indigenous, and economic development policies. More broadly, his interests and expertise are concerned with the politics of inequality and with the role of civil society and social movements in public policy dynamics. His research and professional experiences have included engagement with the politics of sustainable development, public health, and education & technology.

**RECENT COURSES:**

Literature and Research of Latin America I & II, Perspectives on Latin American and Caribbean Studies

**OVERSEAS EXPERIENCE:** Brazil, Venezuela

**REPRESENTATIVE PUBLICATIONS:**

1. Schor, Tatiana and Gustavo S. Azenha. 2017. Ribeirinho Food Regimes, Socioeconomic Inclusion and Unsustainable Development of the Amazonian Floodplain. *EchoGéo* 41 <http://echogeo.revues.org/15052>
2. Azenha, Gustavo S. 2016. Review of "Reimagining Black Difference and Politics in Brazil: From Racial Democracy to Multiculturalism (by Alexandre Emboaba da Costa). *Bulletin of Latin American Research* 35: 530-532.
3. Rosa, Fernanda R. and Gustavo S. Azenha. 2015. *Mobile Learning in Brazil: Management and Implementation of Current Policies and Future Perspectives*. Zinnerama: São Paulo. 435 p. (published in English and Portuguese). Available at: <http://www.aprendizagem-movel.net.br/english>
4. Azenha, Gustavo, and Alessandra Durstine. 2013. "The Role of Philanthropy in Women's Cancer Initiatives in Developing countries". In *Screening and Early Diagnosis of Breast and Gynecological Cancers: An Integrated Approach in Developing Countries*. Edited by Mahesh K. Shetty.
5. Azenha, Gustavo, Cristina Parsons-Perez, Sarah Goltz, Afsan Bhadelia, Alessandra Durstine, Felicia Knaul, Julie Torode, Ann Starrs, Helen McGuire, Jennifer Drake Kidwell, Ariella Rojhani, and Ricky Luj. (Task Force on Non-Communicable Diseases and Women's Health). 2013. "Recommendations towards an Integrated, Lifecycle Approach to Women's Health in a Post-2015 Agenda". *Bulletin of the World Health Organization (Special Issue on Women's Health Beyond Reproduction)*
6. Vasoncelos, Claudia, Gustavo Azenha, Mark Hurlbert, and Alessandra Durstine. 2013. "Patient advocacy and role of patient groups in galvanising provision of cancer care". In Special Report on Planning Cancer Control in Latin America and the Caribbean. Paul Goss (ed.). *The Lancet Oncology* 14(3): 391-436.
7. Azenha, Gustavo, Loyce Pace Bass, Maira Caleffi, Robert Smith, Lauren Pretorius, Alessandra Durstine, and Cristina Parsons-Perez. 2011. "The role of breast cancer civil society in different resource scenarios". *The Breast* 20: S81-S87.
8. Azenha, Gustavo. 2006. "The Internet and the decentralisation of the popular music industry: critical reflections on technology, concentration and diversification," *Radical Musicology* 1: 125 pars. 17 May 2007.

**MASTERS ADVISEES (total):** 41

**UNDERGRADUATE THESIS ADVISEES (total):** 6

**PERCENTAGE OF TIME:** 100

**RECENT GRANTS/FELLOWSHIPS:** Institute of Latin American Studies (ILAS) Faculty Travel Grant (Summer 2014, 2015, 2017); Qualcomm Research Grant (2014- 2015); Medtronic Philanthropy Grant (2014- 2015); National Science Foundation Minority Postdoctoral Fellowship, Social, Behavioral and Economic Sciences Program (November 2004-November 2007); National Science Foundation Graduate Fellowship (September 2000-August 2003); Cornell University Latin American Studies Program Travel Grant (Summer 2000); National Institutes of Health (NIH) Minority International Research Training (MIRT) Fellow (Summer 1996 and 1997)

**NAME/TITLE/DEPARTMENT: Walter Baethgen, Senior Research Scientist, Director, Latin American Program, International Research Institute for Climate and Society, Earth Institute**

**YR. OF APPOINTMENT:** 2004

**EDUCATION:** B.S. Universidad de La Republica, Uruguay, 1978; M.Sc. Virginia Polytechnic Institute and State University, 1985, Ph.D. Virginia Polytechnic Institute and State University, 1987

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5; Portuguese 5; French 3; Italian 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Improved climate risk assessment and management in agricultural, food security, public health, water resources and disasters sectors. Adaptation to Climate Variability and Change

**OVERSEAS EXPERIENCE:** Brazil, Uruguay, Venezuela, Paraguay, Argentina, Guatemala, Honduras, Dominican Republic, Chile

**RECENT COURSES:** Linking Adaptation to Climate Change to Development; Latin American agricultural production systems

**REPRESENTATIVE PUBLICATIONS:**

1. Baethgen, W. E.; M. Berterretche, A.Gimenez. 2016. Informing Decisions and Policy: the National Agricultural Information System of Uruguay. *Agrometeoros* (24): 97-112
2. Gutierrez-Velez, V., Uriarte, M., DeFries, R., Pinedo-Vasquez, M., Fernandes, K., Ceccato, P., Baethgen, W., Padoch, C. (2014). Land cover changes interact with climate to change fire regimes in Western Amazonia. *Ecological Applications*
3. Baethgen, W.E. and L. Goddard. 2013. Latin American Perspectives on Adaptation of Agricultural Systems to Climate Variability and Change. IN: D. Hillel and C. Rosenzweig (Eds.): *Handbook of Climate Change and Agroecosystems: Global and Regional Aspects and Implications*. pp 57-72. ICP Series on Climate Change Impacts, Adaptation, and Mitigation Vol. 2. Imperial College Press.

**PHD ADVISEES (total):** 6

**MASTERS ADVISEES (total):** 3

**PERCENTAGE OF TIME:** 100

**RECENT GRANTS/FELLOWSHIPS:** Columbia World Project "ACToday" - Co-PI; World Bank - Ministry of Ag. Uruguay: "Development and Adaptation to Climate Change"; APCC: Climate risk management in Cambodia; CCAFS: Project "AGROCLIMAS"

**RELEVANT AWARDS:** Distinguished Leader, NEXUS, Fulbright; Premio "Morosoli de Oro"

**NAME/TITLE/DEPARTMENT: Karen Benezra, Assistant Professor, Latin American and Iberian Cultures**

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** Ph.D, Hispanic Studies, Cornell University

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** 20th Century literature and visual art with an emphasis on the Southern Cone and on critical theory

**OVERSEAS EXPERIENCE:** Argentina

**RECENT COURSES:** Labor/Culture in 20th Century Latin America, What Is Ideology, Marx at the Margins, Capitalism and Political Subjectivity in Latin America, Art and Late Capitalism in Latin America

**REPRESENTATIVE PUBLICATIONS:**

1. "León Rozitchner's Mass Psychology." *Journal of Latin American Cultural Studies* 25.4 (2016)
2. "Los hilos de la vanguardia" *Un asombro renovado: vanguardias contemporáneas en Latinoamérica*. Eds. Luis Castañeda and Matthew Bush. Madrid: Iberoamericana Vervuert, 2017.

**MASTERS ADVISEES (total):** 1

**UG THESIS ADVISEES (total):** 2

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** Heyman Center Fellowship, Columbia University (2018-2019), Provost's Grant Program for Junior Faculty who Contribute to the Diversity Goals of the University (2018)

**NAME/TITLE/DEPARTMENT: Ronald Briggs, Associate Professor, Spanish & Latin American Cultures, Barnard College**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** BA, University of the South (Sewanee), 1998; MA, Middlebury College, 1999; Ph.D., Spanish, New York University, 2005

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5); Portuguese (2); French (1)

**RESEARCH/TEACHING SPECIALIZATIONS:** The convergence of education and literary theory in the eighteenth- and nineteenth-century Americas. Era of independence in Latin America, particularly in transatlantic and hemispheric influences on rhetoric; eighteenth- and nineteenth-century educational rhetoric and the connections between that era's pedagogy and aesthetics in the Americas.

**OVERSEAS EXPERIENCE:** Venezuela, Peru

**RECENT COURSES:** Feminism, Print Culture, and the Pan-American Reader (SPAN G6565) (Columbia LAIC); New World Savants and Pedagogues (SPAN G6112) (Columbia LAIC).

Venezuela: Robbery & Nature (SPAN BC 3446).

**REPRESENTATIVE PUBLICATIONS:**

1. *The Moral Electricity of Print: Transatlantic Education and the Lima Women's Circuit, 1876-1910.* Vanderbilt University Press, 2017.
2. "The Student as Political Metaphor in *El Semanario de Caracas (1810-1811)*." *Bulletin of Hispanic Studies*, vol. 94, no. 5, 2017, pp. 513-28.
3. "U.S. Travelers and the Cuban Aporia (1859)." *Studies in Travel Writing*, vol. 18, no. 1, Feb. 2014, pp. 1-16.

**UNDERGRADUATE ADVISEES (total):** 1

**PERCENTAGE OF TIME:** 100

**RECENT GRANTS/FELLOWSHIPS:** Barnard College Post-Tenure Research Fund. 2016-2017;; Research and Travel Grant, Institute of Latin American Studies (ILAS) 2015.;

**RELEVANT AWARDS:** Best Book Award from 19th-Century Section of Latin American Studies Association (LASA) for *The Moral Electricity of Print: Transatlantic Education and the Lima Women's Circuit, 1876-1910* (May 2018).

**NAME/TITLE/DEPARTMENT: Guillermo Calvo, Professor, Department of Economics, School of International and Public Affairs**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** Ph.D., Yale University, 1974

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Macroeconomic policy in Latin America, capital flows

**OVERSEAS EXPERIENCE:** Argentina, Mexico

**RECENT COURSES:** Macroeconomics Seminars,

**REPRESENTATIVE PUBLICATIONS:**

1. "Sudden Stop and Sudden Flood of Foreign Direct Investment: Inverse Bank run, Output, and Welfare Distribution," *Scandinavian Journal of Economics* 116(1), pp. 5 – 19, 2014.
2. "Mayekawa Lecture: Puzzling over the Anatomy of Crises – Liquidity and the Veil of Finance," *Monetary and Economic Studies*, November 2013, Bank of Japan.
3. "On Capital Inflows, Liquidity and Bubbles," manuscript May 22, 2011.
4. "The Labor Market Consequences of Financial Crises With or Without Inflation: Jobless and Wageless Recoveries" (with Fabrizio Coricelli and Pablo Ottonello) NBER Working Paper 18480, 2012.

**PERCENTAGE OF TIME:** 100%

**RELEVANT AWARDS:** King Juan Carlos Prize in Economics, October 2000; Fellow of the American Academy of Arts and Sciences, from 2005; Doctor Honoris Causa, Di Tella University, Buenos Aires, Argentina, 2012; Doctor Honoris Causa, Cordoba University, Cordoba, Argentina, 2017. Schumpeter-Haberler Distinguished Fellow of the International Economic Association, 2018.

**NAME/TITLE/DEPARTMENT:** Sara Calvo, Lecturer, SIPA

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** Ph.D. Economics, Columbia University, 1990

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Economic development of Latin America. Emerging markets, macroeconomic and financial policies.

**OVERSEAS EXPERIENCE:** Argentina, Bolivia, Costa Rica, Panama

**RECENT COURSES:** Emerging Markets

**REPRESENTATIVE PUBLICATIONS:**

1. Teaching case studies on Latin America Emerging Markets. *SIPA Cases*. In progress.
2. Argentina's 2001 Financial Crisis; Bolivia's 2001 Sudden Stop; Brazil's Credit Shocks of 2001 and 2008; and Chile's Public Banks and the Lehman Crisis
3. Financial Crises, Social Impact, and Risk Management: Lessons and Challenges. *2014 World Development Report: Risk and Opportunity: Managing Risk for Development*. The World Bank. May 2013.
4. The Global Financial Crisis of 2008-10: A View from the Social Sectors. 2010 Background paper for the 20<sup>th</sup> Anniversary *Human Development Report: The Real Wealth of Nations: Pathways to Human Development*, UNDP Research Paper 2010/18. July 2010.

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT:** Alex Carballo-Diequez, Professor, HIV Center, Dept. of Psychiatry.

**YR. OF APPOINTMENT:** 1989

**EDUCATION:** Ph.D., Psychology, New School for Social Research University

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5), French (4)

**RESEARCH/TEACHING SPECIALIZATIONS:** HIV-prevention research in international settings, especially Latin America and the Caribbean.

**OVERSEAS EXPERIENCE:** Puerto Rico, Argentina, Peru, Brazil, Thailand, South Africa.

**RECENT COURSES:** N/A (Postdoctoral Mentor)

**REPRESENTATIVE PUBLICATIONS:**

1. Carballo-Diéquez A, Lentz C, Giguere R, Fuchs EJ, Hendrix CW. Rectal douching associated with receptive anal intercourse: A literature review. *AIDS and Behavior*. 2018;22(4):1288-1294.
2. Carballo-Diéquez A, Giguere R, Dolezal C, Leu CS, Balán IC, Brown W 3rd, Rael C, Richardson BA, Piper JM, Bekker LG, Chariyalertsak S, Chitwarakorn A, Gonzales P, Holtz TH, Liu A, Mayer KH, Zorrilla CD, Lama JR, McGowan I, Cranston RD, MTN-017 Protocol Team. Preference of Oral PrEP versus Rectal Tenofovir Microbicide Gel Regimens for HIV Prevention Among Men who Have Sex with Men and Transgender Women Who Engage in Receptive Anal Intercourse with Men. *AIDS and Behavior*. 2017;21(12):3336-3345.
3. Carballo-Diéquez A, Balan IC, Brown III W, Giguere R, Dolezal C, Leu C-S, Marzinke MA, et al.: High levels of adherence to a rectal microbicide gel and to oral pre-exposure prophylaxis (PrEP) achieved in MTN-017 among men who have sex with men (MSM) and transgender women. *PLoS One*. 2017;12(7):e0181607. PMID #5531503
4. Carballo-Diéquez A, Giguere R, Dolezal C, Bauermeister J, Leu C-S, Valladares J, Rohan LC, Anton PA, Cranston RD, Febo I, Mayer K, McGowan I: Rectal-specific microbicide applicator: evaluation and comparison with a vaginal applicator used rectally. *AIDS and Behavior* 2014; 18(9): 1734-1745. PMID# 4320945.

**PERCENTAGE OF TIME:** 25%

**RECENT GRANTS/FELLOWSHIPS:** Use of Rapid HIV Self Test by High Risk Populations (R01 HD076636) Five years of funding awarded by NIH; Five years of funding awarded by NIH; Culture and HIV Risk in a Diverse Population; Novel Use of Mobile Technology to Screen Sexual Partners for HIV and STI's (R01 HD088156); Mobile Technology and Incentives (MOTIVES) for Racial and Ethnic Minorities in Los Angeles, CA (R34 MH109373)

**NAME/TITLE/DEPARTMENT:** José Antonio Castellanos Pazos, Lecturer in Language (Portuguese), Director of the Portuguese Language Program, LAIC

**YR. OF APPOINTMENT:** 1998

**EDUCATION:** M Phil Latin American Literature NYU 2007 / M.A. Latin American Literature, SUNY Albany 1996 / M.D. Universidad Veracruzana 1982.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5, English-5, Portuguese -5, French-3, Italian -1

**PEDAGOGY TRAINING FOR LANGUAGE INSTRUCTORS:** The Peer Mentoring Program For Language Lecturers at Columbia University

**RESEARCH/TEACHING SPECIALIZATIONS:** Portuguese for Spanish Speakers, Pedagogy of Teaching, Brazil.

**RECENT COURSES:** Portuguese for Spanish Speakers, Comprehensive Intermediate Portuguese, Elementary Portuguese, Advanced Language through Content: Favela and Carnaval.

**REPRESENTATIVE PUBLICATIONS:**

1. Gramática Básica do Português Brasileiro, (textbook) 2018.

**PERCENTAGE OF TIME:** 100

**RECENT GRANTS/FELLOWSHIPS:** Provost Hybrid Learning Course Redesign Grant, Spring 2017

**NAME/TITLE/DEPARTMENT:** John H. Coatsworth, Professor, Department of History and Provost, Columbia University

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** BA, Wesleyan University, 1963; Ph.D., Economic History, 1972, University of Wisconsin, Madison

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative economic, social, and international history with an emphasis on Mexico, Central America, and the Caribbean

**OVERSEAS EXPERIENCE:** Mexico, Central America, the Caribbean, Argentina

**REPRESENTATIVE PUBLICATIONS:**

1. *Global Connections: Politics, Exchange, and Social Life in World History* with Juan Cole, Michael Hanagan, Peter Perdue, Louise Tilly, and Charles Tilly (Cambridge, UK: Cambridge University Press, 2015)
2. *Living Standards in Latin American History: Height, Welfare and Development, 1750–2000* (Cambridge: David Rockefeller Center for Latin American Studies, Harvard University, 2010), edited with Ricardo Salvatore and Amílcar Challu.
3. *Cambridge Economic History of Latin America* (2 vols., Cambridge University Press, 2006), edited with Victor Bulmer-Thomas and Roberto Cortes Conde.
4. "Inequality, Institutions and Economic Growth in Latin America," *Journal of Latin American Studies*, 40, 545–569, 2008.
5. "Lost Decades: Post Independence Performance in Latin America and Africa," with Robert H. Bates and Jeffrey G. Williamson *Journal of Economic History*, 67:4 (December 2007): 917-43.
6. "Lost Decades: Lessons from Post-Independence Latin America for Today's Africa," National Bureau of Economic Research, Working Paper No. 12610, October 2006.

**PERCENTAGE OF TIME:** 100

**RELEVANT AWARDS:** John Simon Guggenheim Foundation Fellowship; Member of the American Academy of Arts and Sciences, the Council on Foreign Relations; Former president of the American Historical Association and Latin American Studies Association

**NAME/TITLE/DEPARTMENT:** Lambros Comitas, Gardner Cowles Professor of Anthropology and Education/ International and Transcultural Studies, Teachers College.

**YR. OF APPOINTMENT:** 1958

**EDUCATION:** A.B., Columbia University, 1948; ,Ph.D. Columbia University., 1962

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Socio-cultural change, education in the developing world, drugs and society, the Caribbean and Latin America, and migration studies. Professor Comitas is a former director of ILAS.

**OVERSEAS EXPERIENCE:** Caribbean Region (Barbados, Jamaica, Dominican Republic), Bolivia, Argentina, Greece, Union of Soviet Socialist Republics, Andorra, and the Canary Islands

**RECENT COURSES:** Culture and Society in the Caribbean, Practicum in anthropological field techniques, First-year colloquium in applied anthropology, Studies in international and transcultural studies, Cultural and Social Bases of Education, Drugs and Society

**REPRESENTATIVE PUBLICATIONS:**

1. (with M.G.Smith) Education and Society in the Creole Caribbean. CIFAS, New York, 466 pp, 2009
2. "Ethnology: West Indies." *Handbook of Latin American Studies*, Vol. 59, 2001
3. "Con Itaca en mi pensamiento: la odisea de un antropólogo." *IICE: Revista del Instituto de Investigaciones en Ciencias de Educacion*. University of Buenos Aires, Buenos Aires, Argentina, 2001

**PHD ADVISEES (total):** 116

**MASTERS ADVISEES (total):** 10

**PERCENTAGE OF TIME:** 50%

**RELEVANT AWARDS:** Albert Nelson Marquis Lifetime Achievement Award by Marquis Who's Who

**NAME/TITLE/DEPARTMENT:** Regina Cortina, Professor of Education, Teachers College

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** Ph.D. Stanford University, 1985

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5), French (3)

**RESEARCH/TEACHING SPECIALIZATIONS:** Gender equity and education among girls and women in Latin America, the education and employment of teachers, public policy and education in Mexico and Latin America, educational attainment among Indigenous children and the poor in Latin America, the schooling of Latin American-born students in the United States.

**OVERSEAS EXPERIENCE:** Mexico, Peru, Bolivia

**RECENT COURSES:** Critical Theories in Latin America and Latino Education, Advanced Doctoral Seminar in International and Comparative Education, Comparative Education, Education across the Americas, Gender, Education and International Development, Latinos in Urban Schools, Doctoral Seminar in International and Transcultural Studies

**REPRESENTATIVE PUBLICATIONS:**

1. Cortina, R. & Lafuente, C. (Eds.). (2018). *Civil Society Organizations in Latin American Education: Case Studies and Perspectives on Advocacy*. New York, NY: Routledge.
2. Cortina, R. (Ed.). (2016). *Indigenous Education Policy, Equity, and Intercultural Understanding in Latin America*. New York, NY: Palgrave Macmillan.
3. Cortina, R. (Ed.). 2014. *The Education of Indigenous Citizens in Latin America*. Clevedon, UK: Multilingual Matters.
4. Cortina, R. "Latinos and Educational Policy in the Global American South." *Latino Research Review* 6 (3, 2008): 93-104

**PHD ADVISEES (total):** 20

**MASTERS ADVISEES (total):** 100

**UG THESIS ADVISEES (total):** 50

**PERCENTAGE OF TIME:** 100%

**RELEVANT AWARDS:** President Comparative and International Education Society

**NAME/TITLE/DEPARTMENT: Margaret E. Crahan, Adjunct Senior Research Scholar, Director, Cuban Program, Professor Emerita, City University of New York**

**YR. OF APPOINTMENT:** 2009

**EDUCATION:** BA, College of New Rochelle, 1960; MA, Georgetown University, 1963; Ph.D., Latin American History, Columbia University, 1967

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Colonial Latin America—institutions, religion and politics; International relations, US policy towards Latin America; Human rights, religion and politics, women political prisoners & resistance

**OVERSEAS EXPERIENCE:** Argentina, Brazil, Colombia, Costa Rica, Cuba, El Salvador, Ecuador, Guatemala, Nicaragua, Peru, Uruguay, Spain

**RECENT COURSES:** Women in Latin America

**REPRESENTATIVE PUBLICATIONS:**

1. Co-editor/co-author. *US-Cuba Relations: Normalization and Its Challenges* (2016 English; Spanish 2017)
2. Co-editor. *Foreign Investment in Cuba: From Conflict to Resolution/Inversiones Extranjeras en Cuba: de Conflicto a Resolución* (2017)

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** Ford Foundation, Open Society Foundation, Christopher Reynolds Foundation, Woodrow Wilson International Center for Scholars, SSRC

**RELEVANT AWARDS:** Government of Brazil—for human rights work, Interamerican Court of Human Rights for human rights work

**NAME/TITLE/DEPARTMENT: Catherine Crowley, Professor of Practice and Coordinator of Bilingual/Bicultural Emphasis Track, and Director of the Bilingual Extension Institute, Teachers College**

**YR. OF APPOINTMENT:** 1997

**EDUCATION:** B.A. University of Rochester; M.A. Kean University; J.D. Rutgers Law School-Newark; Ph.D, Speech Language Pathology, Columbia University, 2010

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Speech-language pathology, bilingual education. Professor Crowley has established a program for speech-language pathology in Latin America which brings graduate students to learn about language, culture, and education/special education there.

**OVERSEAS EXPERIENCE:** Bolivia, Colombia, Ghana, Ethiopia

**RECENT COURSES:** Language Disorders in Children, Assessment and Evaluation, Speech-Language Pathology in the Schools, Cleft Palate Speech Disorders, and Communication Disorders in Bilingual/Bicultural Children.

**REPRESENTATIVE PUBLICATIONS:**

1. Crowley, C. (2016). Culturally and Linguistically Appropriate EI Evaluations. Online course with accompanying readings and online assessment to demonstrate competency
2. Crowley, C. & Baigorri, M. (2014) Cleft Palate Speech Therapy Courses/ Cursos de la terapia del habla para el paladar hendido. Online course with accompanying readings and online assessment to demonstrate competency.

**PERCENTAGE OF TIME:** 50%

**RECENT GRANTS/FELLOWSHIPS:**

Wyncote Foundation; Smile Train. Education training grants; NYSED Instructional Support for Bilingual Extension Institute; NYSED for work in recruiting SLPs for NYS

**RELEVANT AWARDS:** New York State Speech, Language and Hearing Association. April 2015 Honors of the Association; ASHA Award for Achievement in International Affairs. ASHA's first international award. November 2011; ASHA's Certificate of Recognition for Special Contributions to Multicultural Affairs 2007 and the Outstanding Teacher Award from Dean of College based upon student evaluations at Teachers College.

**NAME/TITLE/DEPARTMENT: Terence D'Altroy, Loubat Professor of American Archaeology**

**YR. OF APPOINTMENT:** 1982

**EDUCATION:** Ph.D., Anthropology, University of California Los Angeles, 1981

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Archaeology, politics and economics of complex societies, epistemology of imperial formations, empires, Inkas, Andean South America, applied analytical and archaeometric methods.

**OVERSEAS EXPERIENCE:** Peru, Argentina, Mexico

**RECENT COURSES:** Analytical Methods in Anthropology (graduate); The Ancient Empires (combined graduate and undergraduate); Archaeology Engaged (undergraduate seminar); Archaeology in the 21st Century (undergraduate); The Archaeology of Empires (graduate seminar); Contesting the Past (graduate seminar); Economy and Society in Prehistory (undergraduate and graduate as separate courses);

**REPRESENTATIVE PUBLICATIONS:**

1. 2018 The Past as Kin: Materiality and Time in Inka landscapes. In *Constructions of Time and History in the Pre-Columbian Andes*, ed. Edward Swenson, pp. 107-132. University of Colorado Press, Boulder. (Darryl Wilkinson and Terence D'Altroy)
2. 2018 Politics, economics, and infrastructure in the Inka empire. In *Oxford Handbook of the Incas*, ed. Sonia Alconini and R. Alan Covey, pp. 205-226. Oxford.
3. 2015 *El Poder provincial en el imperio inka*. Spanish translation of the book, *Provincial Power in the Inka Empire*. Instituto de Estudios Peruanos, Lima, Peru.
4. 2015 *The Incas*, 2nd ed. Wiley-Blackwell, Oxford, UK, and Malden, MA. (print and e-book)
5. 2013 *Prehispanic Settlement Patterns in the Upper Mantaro and Tarma Drainages, Junín, Peru. Volume 2: The Wanka Region*. Edited by Jeffrey R. Parsons, Charles M. Hastings, and Ramiro Matos M., with contributions by Terence N. D'Altroy, Timothy K. Earle, Charles M. Hastings, Ramiro Matos M., and Jeffrey R. Parsons. Museum of Anthropology, Monograph Series, University of Michigan, Ann Arbor

**PERCENTAGE OF TIME:** 100%

**RELEVANT AWARDS:** 2016 Lenfest Distinguished Faculty Award, Columbia University

**NAME/TITLE/DEPARTMENT: Rodolfo de la Garza, Eaton Professor Emeritus of Administrative Law and Municipal Science, Dept. of Political Science**

**YR. OF APPOINTMENT:** 2001

**EDUCATION:** B.A., M.A. and Ph.D. University of Arizona, 1972

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 Portuguese- 2

**RESEARCH/TEACHING SPECIALIZATIONS:** Immigration, ethnicity, and race, and Latino political behavior. Professor de la Garza oversees the M.P.A. program at SIPA. He specializes in problems of Mexico and Mexican immigrant communities.

**OVERSEAS EXPERIENCE:** Mexico

**RECENT COURSES:** Immigrants and Immigration

**REPRESENTATIVE PUBLICATIONS:**

1. Rodolfo O. de la Gara, Louis DeSipio, and David Leal. Forthcoming. *Beyond the Barrio: Latinos and the 2004 Election*. University of Notre Dame Press.
2. Rodolfo O. de la Garza, et. al., *The Future of the Voting Rights Act*. 2006. New York: Russell Sage.
3. Rodolfo O. de la Garza. *Political Science and the Study of Immigration*. Forthcoming.
4. In *The Future of Political Science: 100 Perspectives*, Routledge: New York.

**PERCENTAGE OF TIME:** 75%

**NAME/TITLE/DEPARTMENT: John G. Dinges, Godfrey Lowell Cabot Professor, School of Journalism**

**YR. OF APPOINTMENT:** 1996

**EDUCATION:** B.A. Loras College; M.A., Latin American Studies, Stanford University

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese – 3, German –4

**RESEARCH/TEACHING SPECIALIZATIONS:** Southern Cone of South America, especially the era of military dictatorships. Also Central America and Panama. Thematic specialization in US-Latin American relations, human rights, declassified history, guerrilla wars; intelligence and military affairs.

**RECENT COURSES:** Journalism: Reporting and Writing; Radio Writing and Production; Long form narrative, Investigative reporting; International Journalism; Residency courses in Chile, Spain, Guatemala.

**OVERSEAS EXPERIENCE:** Chile, Argentina, Paraguay, Uruguay, Brazil, Peru, Panama, El Salvador, Nicaragua, Guatemala, Mexico.

**REPRESENTATIVE PUBLICATIONS:**

1. The Condor Years: How Pinochet and his Allies Brought Terrorism to Three Continents, 2004.
2. Our Man in Panama: The Shrewd Rise and Brutal Fall of Manuel Noriega, 1990.
3. Assassination on Embassy Row, 2014.
4. Regular reported and columns articles in *Caretas* (Lima), 2008-2018. Articles on Latin America in *Washington Post*, *Miami Herald*, *Newsweek*, *The Nation*, *Global Post*, *Clarín*, *La Nación* (Argentina), *The Clinic*, *CIPER* (Chile).
5. La democratización de la comunicación y la información en América Latina (CIESPAL 2014). Author of two chapters: "Resolución de conflictos entre los medios de comunicación y los gobiernos para beneficio de la democracia," pp 63-95; and "El papel de los medios de comunicación independientes en la democracias latinoamericanas," pp 119-130.

**MASTERS ADVISEES (total):** 120

**PERCENTAGE OF TIME:** 100

**NAME/TITLE/DEPARTMENT: Cristiane S. Duarte, John P. Lambert, M.D. Associate Professor of Medical Psychology (in Child Psychiatry) at the Columbia University Medical Cent**

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** B.A. University of Sao Paulo, 1992; Ph.D. Psychiatry, Federal University of SP, 2000; Post-Doc Columbia University, 2003; MPH Columbia University, 2005

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 1

**FOREIGN LANGUAGE COMPETENCE:** Portuguese (5), Spanish (3), French (2)

**RESEARCH/TEACHING SPECIALIZATIONS:** Epidemiology of psychiatric disorders in children and adolescents, child and adolescent mental health/well-being in Latin America

**OVERSEAS EXPERIENCE:** USA, Puerto Rico, Brazil, Mozambique

**REPRESENTATIVE PUBLICATIONS:**

1. Scorza, P., Duarte, C. S., Hipwell, A., Posner, J., Ortin-Peralta, A., Canino, G., Monk, C., Intergenerational Transmission of Disadvantage in Humans: Epigenetics and Parents' Childhoods as the First Exposure. *Journal of Child Psychology and Psychiatry* (2018) doi: 10.1111/jcpp.12877. [Epub ahead of print]
2. Ramos-Olazagasti, M. A., Bird, H. R., Canino, G. J., Duarte, C.S. Childhood Adversity and Early Initiation of Alcohol Use in Two Representative Samples of Puerto Rican Youth. *Journal of Youth and Adolescence*. (2016), 46(1), 28-44.
3. Duarte, C. S., Bird, H. R., Shrout, P. E., Wu, P., Lewis-Fernandez, R., Shen, S. & Canino, G. Culture and psychiatric symptoms in Puerto Rican children: Longitudinal results from one ethnic group in two contexts. *Journal of Child Psychology and Psychiatry*. (2008), 49(5), 563 – 572.

**PHD ADVISEES (total):** 3

**MASTERS ADVISEES (total):** 10

**PERCENTAGE OF TIME:** 75%

**NAME/TITLE/DEPARTMENT: Alan Dye, Professor of Economics, Barnard College**

**YR. OF APPOINTMENT:** 1998

**EDUCATION:** BA Technological University, 1981; Ph.D. University of Illinois, 1991

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Economic history of Latin America and the Caribbean, business organization and microeconomics. Professor Dye's interests are in the economic history of Latin America and Europe, and institutional economics applied to organizations, innovation and political economy. His current research focuses on the political economy of the institutions of trade protection and imperialism, with a current project on the relationship between prerevolutionary Cuba and the United States.

**OVERSEAS EXPERIENCE:** Argentina, Cuba, Caribbean

**RECENT COURSES:** Economic History; Measuring History

**REPRESENTATIVE PUBLICATIONS:**

1. "The Political Economy of Land Privatization in Argentina and Australia, 1810-1850: A Puzzle." *Journal of Economic History* (2013)
2. "The Interwar Shocks to U.S.-Cuban Trade Relations: A View of Sugar-Company Stock Prices," in *The Evolution of Financial Markets and Institutions from the Seventeenth Century to the Present*, Jeremy Atack and Larry Neal, eds. Cambridge University Press, (2009).
3. "The Institutional Framework," *The Cambridge Economic History of Latin America, Volume II: The Long Twentieth Century*, V. Bulmer-Thomas, J. Coatsworth, and R. Cortés Conde, eds. (Cambridge, England: Cambridge University Press, 2006).

**PERCENTAGE OF TIME:** 75%

**NAME/TITLE/DEPARTMENT: Albert Fishlow, Professor Emeritus, Department of International Affairs**

**YR. OF APPOINTMENT:** 2000

**EDUCATION:** B.A. University of Pennsylvania; Ph.D. Economics, Harvard University 1963

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese- 5; French- 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Economic history and Brazilian economy, trade and finance. Professor Fishlow is at work on an examination of the Brazilian economy since 1985. He will offer his course on the history of the Brazilian economy in Spring 200

**OVERSEAS EXPERIENCE:** Brazil

**RECENT COURSES:** N/A

**REPRESENTATIVE PUBLICATIONS:**

1. *Starting Over: Brazil Since 1985*, Brookings Press, 2011.
2. "The Recent Commodity Price Boom and Latin American Growth: More than New Bottles for an Old Wine," with Edmar Bacha, in *Oxford Handbook of Latin American Economics*, (ed. Jose Antonio Ocampo and Jaime Ros), New York, 2011.
3. *Desenvolvimento no Brasil e na latinoamérica*, Editora Paz e Terra, 2004.
4. "Latin America Jogs Left," *Milken Institute Review*, Third Quarter, 2006.
5. "Brazil: FTA or FTAA or WTO?" in Jeffrey Schott edition: *Free Trade Agreements*, 2004.

**PERCENTAGE OF TIME:** 100%

**RELEVANT AWARDS:** National Order of the Southern Cross, Government of Brazil, 1999

**NAME/TITLE/DEPARTMENT:** Nelson Fraiman, Professor of Professional Practice/ Columbia School of Business

**YR. OF APPOINTMENT:** 1995

**EDUCATION:** B.S., Columbia University, 1968; M.S., 1969; M.B.A., 1971; Ph.D. 1977

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Institutionalizing quality improvement and the retailing, consulting and process industries with application to Latin America. Professor Fraiman teaches in Argentina during the summer. He is a liaison between ILAS and the Business School.

**OVERSEAS EXPERIENCE:** Uruguay, Argentina

**RECENT COURSES:** Decision, Risk, and Operations Management

**REPRESENTATIVE PUBLICATIONS:**

1. "BPSS: A Scheduling Support System for the Packaging Industry," (Co-author with L.B. Adler, E. Kobacker and M.L. Pinedo) in *Operations Research*, 1993.
2. "On the Architecture of a Prototype Scheduling System," (Co-author with M. L. Pinedo and B. Yen), 1993.
3. "Scheduling Algorithms for Flexible Flow Lines," Proceedings of the 1992 NSF Design and Manufacturing Systems Conference. January 1992. (Co-author with M.L. Pinedo).

**PERCENTAGE OF TIME:** 50%

**NAME/TITLE/DEPARTMENT:** Daniel Friedrich, Associate Professor and Chair, Dept of Curriculum and Teaching, Teachers College

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** PhD in Curriculum and Instruction, minor in Latin American, Caribbean and Iberian Studies, 2010, University of Wisconsin-Madison, WI; B.A. [Licenciatura] in Educational Sciences, minor in Philosophy, 2003, Universidad Nacional de Buenos Aires, Buenos Aires, Argentina

**FOREIGN LANGUAGE COMPETENCE:** Spanish: 5, German: 4, Portuguese: 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Epistemological and philosophical questions, as they relate to the politics of schooling and of teacher education. My work focuses on Curriculum Studies and Teacher Education in a Comparative perspective, mainly on Latin America and the US

**OVERSEAS EXPERIENCE:** Argentina, Chile, US

**RECENT COURSES:** Theory and Inquiry in Curriculum and Teaching; Globalization, Democracy and Curriculum; Curriculum Policy; Memory, History, and Curriculum

**REPRESENTATIVE PUBLICATIONS:**

1. Friedrich, D. & Colmenares, E. (Eds.) (2017). Resonances of El Chavo del Ocho in Latin American Childhood, Schooling, and Societies. Bloomsbury Press
2. Friedrich, D. (2014). Democratic education as a curricular problem. Historical consciousness and the moralizing limits of the present. Routledge.
3. Friedrich, D., Walter, M., & Colmenares, E. (2015) Making All Children Count: Teach For All and the Universalizing Appeal of Data. *Education Policy Analysis Archives*, 23(48). Retrieved from <http://epaa.asu.edu/ojs/article/view/1797>
4. Friedrich, D. (2014) Global Micro-Lending in Education Reform: Enseñá por Argentina and the Neoliberalization of the Grassroots. *Comparative Education Review*, 58(2), 296-321.
5. Goulding, C., Walter, M., & Friedrich, D. (2013). Pedagogy, Torture, Exhibition: A Curricular Palimpsest. *Journal of Curriculum and Pedagogy*, 10(2), 158-176.
6. Friedrich, D. (2014) Global Micro-Lending in Education Reform: Enseñá por Argentina and the Neoliberalization of the Grassroots. *Comparative Education Review*, 58(2), 296-321.

**PHD ADVISEES (total):** 11

**MASTERS ADVISEES (total):** 100

**PERCENTAGE OF TIME:** 75%

**RELEVANT AWARDS:** Early Career Scholars Award, Critical Issues in Curriculum and Cultural Studies SIG, AERA, 2014.

**NAME/TITLE/DEPARTMENT: Alejandro Garro, Adjunct Professor of Law; Senior Research Scholar/ Parker School of Foreign and Comparative Law**

**YR. OF APPOINTMENT:** 1981

**EDUCATION:** J.D. National University of La Plata (Argentina), 1975; LLM, Louisiana State University, 1979; J.S.D., Columbia University. 1990

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 3 Ph.D.; 8 LLM

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5), French (4), German (2), Italian (3) Portuguese (2)

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative law and international business transactions, Latin American law, and the Inter-American system for the protection of human rights. Professor Garro teaches one of the principal courses on Latin America in the Law School.

**OVERSEAS EXPERIENCE:** Argentina, Chile, Uruguay, Mexico, Brazil, Peru, Guatemala, Costa Rica, El Salvador,

**RECENT COURSES:** Latin American Law, International Business Transactions in Latin America, International Arbitration in Latin America, Comparative Law,

**REPRESENTATIVE PUBLICATIONS:**

1. *Compraventa Internacional de Mercaderias* (Abeledo Perrot, 2nd edition, 2015, Buenos Aires)
2. *Law and Practice of Commercial Arbitration in Latin America* (2001)
3. "International Commercial Arbitration in Latin America: Recent Law Reforms, en *Direito comercial internacional: Arbitragem*," 2002
4. *Harmonization of Personal Property Security Law: National, Regional and Global Initiatives*, VIII-2003- 1/2 *Uniform Law Review*. *Revue de droit uniforme* pp. 357-68 (2003)

**PHD ADVISEES (total):** 10

**MASTERS ADVISEES (total):** 30

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Kaiama L. Glover, Professor of French and Africana Studies, Barnard**

**YR. OF APPOINTMENT:** 2002

**EDUCATION:** Columbia University, New York, NY 1995-2002, Ph.D. in French and Romance Philology; Harvard University, B.A. in History and Literature, June 1994

**FOREIGN LANGUAGE COMPETENCE:** French (5) Spanish (3) Kreyol (3)

**RESEARCH/TEACHING SPECIALIZATIONS:** Francophone Caribbean literature, particularly that of Haiti and the French Antilles, colonialism and postcolonialism, and African cinema. I teach courses in both English and French and advise graduate students in French, Africana Studies, Comparative Literature, and Human Rights.

**OVERSEAS EXPERIENCE:** France, Haiti, Dominican Republic

**RECENT COURSES:** "Introduction to French and Francophone Studies I & II", "Literature of the French-speaking World", "Blackness in French: from Harlem to Paris and Beyond", "Translating Hispaniola", and "Africana Junior Colloquium: Black Baghdad – How Haiti's Story Tells the West"

**REPRESENTATIVE PUBLICATIONS:**

1. *Haiti Reader*. co-eds. Laurent Dubois, Nadève Ménard, Millery Polyné, and Chantelle Verna, Duke University Press (under contract).
2. *Haiti Unbound: A Spiralist Challenge to the Postcolonial Canon*. Liverpool University Press, 2010.
3. "Flesh Like One's Own: Benign Denials of Legitimate Complaint," *Public Culture* 29.2 (May 2017).

**PHD ADVISEES (total):** 5

**MASTERS ADVISEES (total):** 2

**UG THESIS ADVISEES (total):** 11

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** Distinguished Leader, NEXUS, Fulbright; Premio "Morosoli de Oro"; Columbia Institute for Ideas and Imagination, 2018-2019; Committee for Online & On-Campus Learning Development Grant for DBAP working group, 2014-2015 with Maja Horn (Barnard College, Spanish)

**NAME/TITLE/DEPARTMENT: Steven Gregory, Professor, Anthropology**

**YR. OF APPOINTMENT:** 2000

**EDUCATION:** B. F. A. Pratt Institute, 1976, M.S. Pratt Institute, 1978; M.A. New School for Social Research, 1982; Ph.D. New School for Social Research, 1986.

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 3

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 4; Portuguese- 3

**RESEARCH/TEACHING SPECIALIZATIONS:** The formation and reproduction of social hierarchies and political identities in the United States and in the Caribbean.

**OVERSEAS EXPERIENCE:** Dominican Republic

**COURSES:**

**REPRESENTATIVE PUBLICATIONS:**

1. 2014. "Ferguson and the Right to Black Life." Anthropology News. Fall.
2. 2013. "The Radiant University: Space, Urban Development and the Public Good." City and Society 25(1).
3. 2007. The Devil Behind the Mirror: Globalization and Politics in the Dominican Republic. University of California. (Winner of the Anthony Leeds Prize, and the Gordon K. Lewis Prize in Caribbean studies.)
4. The Devil Behind the Mirror: Globalization and Spatial Politics in the Dominican Republic. University of California. 2005
5. Santería in New York City: A Study in Cultural Resistance. Garland, Publishers. 2000
6. Black Corona: Race and the Politics of Place in an Urban Community. Princeton University Press. 1998

**PERCENTAGE OF TIME:** 25%

**NAME/TITLE/DEPARTMENT: Jennifer Hirsch, Professor and Deputy Chair for Doctoral Studies, Sociomedical Sciences**

**YR. OF APPOINTMENT:** 2004

**EDUCATION:** Ph.D. Population Dynamics & Anthropology, Johns Hopkins University, 1998

**FOREIGN LANGUAGE COMPETENCE:** Spanish (4); Portuguese (1)

**RESEARCH/TEACHING SPECIALIZATIONS:** A medical anthropologist, I work on a broad range of issues related to social inequality and public health, including immigration and health and health disparities among immigrant populations. Gender, sexuality, and reproductive health, U.S.-Mexico migration and migrant health, the applications of anthropological theory and methods to public health research and programs, and faith-based approaches to public health.

**OVERSEAS EXPERIENCE:** Mexico

**RECENT COURSES:** Theories and Perspectives on Sexuality and Health

**REPRESENTATIVE PUBLICATIONS:**

1. Galeucia, M., and Hirsch, J.S. (2016) "State and Local Policies as a Structural and Modifiable Determinant of HIV Vulnerability Among Latino Migrants in the United States." American Journal of Public Health. 106(5): 800-807. PMID:26985616doi: 10.2105/AJPH.2016.303081
2. Hatzenbuehler, M.L., Prins, S.J., Flake, M., Philbin, M., Somjen Frazer, M., Hagen, D. and Hirsch, J.S. (2017, Feb) "Immigration Policies and Mental Health Morbidity Among Latinos: A state-level analysis." Social Science and Medicine. 174:169-178. doi:10.1016/j.socscimed.2016.11.040
3. Philbin, M.M., Flake, M., Hatzenbuehler, M.L. and Hirsch, J.S. (2017, Apr) "State-level immigration and immigrant-focused policies as drivers of Latino health disparities in the United States." Social Science & Medicine. NIHM866276 PMID: 28410759 doi: 10.1016/j.socscimed.2017.04.007

**PHD ADVISEES (total):** 4

**MASTERS ADVISEES (total):** 39

**PERCENTAGE OF TIME:** 50%

**RECENT GRANTS/FELLOWSHIPS:** Fellow, John Simon Guggenheim Memorial Foundation, 2012

**RELEVANT AWARDS:** Selected as one of New York City's 16 'Heroes in the Fight Against Gender-Based Violence' by Chirlaine McCray, First Lady of New York, November 26, 2017

**NAME/TITLE/DEPARTMENT: Maja Horn, Associate Professor, Spanish & Latin American Cultures, Barnard College**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** B. A. Smith College, 1998; M.A. New York University, 2002; Ph.D. Cornell University, 2005

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5); German (5); French (2)

**RESEARCH/TEACHING SPECIALIZATIONS:** I research/teach in the field of contemporary Latin American literary and cultural studies with a strong focus on the Hispanophone Caribbean region. My main interests/themes are in gender and sexuality studies.

**OVERSEAS EXPERIENCE:** Puerto Rico, Dominican Republic

**RECENT COURSES:** Caribbean Sexualities, Gender and Sexuality in Latin American Cultures, Hispanophone Caribbean Literatures, Caribbean Cultures and Societies.

**REPRESENTATIVE PUBLICATIONS:**

1. Masculinity after Trujillo: The Politics of Gender in Dominican Literature (University Press of Florida, 2014).
2. "Jorge Pineda's Queer Visualities? Postcolonial Sexualities and Anti-Normativity." Special issue on Caribbean Queer Visualities, *Small Axe: A Caribbean Journal of Criticism*, 2017.
3. "A Sweet Sweet Tale of Terror: Rita Indiana Hernández Writes The Dominican Republic into The Global South Atlantic." *The Global South Atlantic*, eds. Joseph R. Slaughter and Kerry Bystrom. Forthcoming Fordham University Press, 2017.

**PHD ADVISEES (total):** 3

**MASTERS ADVISEES (total):** 3

**UG THESIS ADVISEES (total):** 11

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** Heyman Center Faculty Fellowship, Columbia University, Fall 2016

**NAME/TITLE/DEPARTMENT: Ana Paula Huback, Lecturer in Portuguese, Latin American and Iberian Cultures**

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** MA and Ph.D. in Linguistics from the Universidade Federal de Minas Gerais)

**FOREIGN LANGUAGE COMPETENCE:** Brazilian Portuguese-5 English-5 Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** My research focus on how the usage of language in daily life accounts for phenomena of linguistic variation and change. I also analyze how speakers store, categorize and retrieve words in their mental lexicon. In addition to my research, I also work for the Brazilian Government elaborating the Brazilian Portuguese Proficiency Exam.

**OVERSEAS EXPERIENCE:** Brazil

**RECENT COURSES:** Elementary Portuguese I, II, Comprehensive Intermediate Portuguese, Brazilian Portuguese Linguistics, Advanced Writing and Composition in Portuguese

**REPRESENTATIVE PUBLICATIONS:**

1. Huback, Ana Paula. A interferência da frequência em fenômenos linguísticos. (The interference of frequency on linguistic phenomena). *Revista D.E.L.T.A.* 29:1, p. 79-94, 2013.
2. Huback, Ana Paula. Book Review. *Hispania*. Portuguese: A reference grammar, by Sheila M. Ackerling and Rebecca, Jones Kellogg. *Hispania* 96:1, p. 185-185, 2013.
3. Huback, Ana Paula. Chunking and the reduction of the preposition para 'to, for' in Brazilian Portuguese. *Studies in Hispanic and Lusophone Linguistics*, 5.2, p. 277-295, 2012.

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Robert Kaufman, Adjunct Professor of Political Science**

**YR. OF APPOINTMENT:** 1984

**EDUCATION:** B.A. Harvard University, 1961; Ph.D. Harvard University, 1967

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5, Portuguese-5

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative Politics with special focus on Latin America

**OVERSEAS EXPERIENCE:** Chile, Brazil, Argentina, Mexico

**RECENT COURSES:** "Latin America in Comparative Perspective"

**REPRESENTATIVE PUBLICATIONS:**

1. Dictators and Democrats: Elites, Masses, and Regime Change. Princeton University Press 2016 (co-authored with Stephan Haggard. Best Book Prize, awarded by the Organized Section on Comparative Democratization, American Political Science Association.
2. "Crucial Needs Weak Incentives: Globalization, Democracy and Social Sector Reform in Latin America," Johns Hopkins Press, (edited volume) 2004
3. "Globalization, Democratization and Social Spending in Latin America," World Politics, 2001
4. Reforming the State, 2000.
5. The Political Economy of Democratic Transitions, Princeton University Press 199

**PERCENTAGE OF TIME:** 100%

**RELEVANT AWARDS:** Guillermo O'Donnell Democracy Award and Lectureship, awarded by the Latin American Studies Association 2018

**NAME/TITLE/DEPARTMENT: Seth Kimmel, Assistant Professor, LAIC**

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** PhD in Comparative Literature from the University of California, Berkeley

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5); French (3)

**RESEARCH/TEACHING SPECIALIZATIONS:** Early modern Iberian literature and culture; histories of secularism and religion; history of the book; history of science; Mediterranean studies

**OVERSEAS EXPERIENCE:** Latin America, Spain

**RECENT COURSES:** The Spanish Inquisition; Iberian Collective Memory and the Politics of Pluralism; Mapping Early Modern Empire; Theories of Universalism

**REPRESENTATIVE PUBLICATIONS:**

1. Parables of Coercion: Conversion and Knowledge at the End of Islamic Spain (Chicago: University of Chicago Press, 2015)

**MASTERS ADVISEES (total):** 1

**PERCENTAGE OF TIME:** 25%

**RECENT GRANTS/FELLOWSHIPS:** 2018-2019 John Elliott Member at the Institute for Advanced Study in Princeton, NJ; Joint Project Grant (w/Prof. Naor Ben-Yehoyada), IRCPL, Columbia University, 2017-18

**RELEVANT AWARDS:** Harry Levin Prize for Parables of Coercion, awarded by ACLA, 2017

**NAME/TITLE/DEPARTMENT:** Paul F. Lagunes, Assistant Professor, School of International and Public Affairs

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** Ph. D. in Political Science, Yale University (2012)

**FOREIGN LANGUAGE COMPETENCE:** Spanish -5

**RESEARCH/TEACHING SPECIALIZATIONS:** My research is on the political economy of development. It examines the issue of corruption, especially as it affects subnational governments in the Americas.

**OVERSEAS EXPERIENCE:** Mexico, Peru United States, and Brazil

**RECENT COURSES:** Local & Global Corruption; Comparative Urban Policy; Methods in Development Practice

**REPRESENTATIVE PUBLICATIONS:**

1. Greed, Corruption, and the Modern State: Essays in Political Economy. Northampton, MA: Edward Elgar Publishing Limited, 2015, coedited with Susan Rose-Ackerman.
2. "Corruption's Challenge to Democracy: A Review of the Issues." *Politics & Policy* 40.5 (2012).
3. "Inequality and Corruption at the Crossroads: A Multi-Method Study of Bribery and Discrimination in Latin America." *Latin American Research Review* 45.1 (2010), joint with Brian Fried and Atheendar Venkataramani.
4. "The (Identification) Cards you are dealt: Biased Treatment of Anglos and Latinos using Municipal-issued versus Unofficial ID Cards," *Political Psychology* 10.10 (2013), joint with Ruth Dittmann.
5. "Documenting the Undocumented: A Review of the United States' First Municipal Id Program." *Harvard Journal of Hispanic Policy* 24 (2012), joint with Brian Levin and Ruth Dittmann.

**MASTERS ADVISEES (total):** 8

**PERCENTAGE OF TIME:** 75%

**RECENT GRANTS/FELLOWSHIPS:** International Growth Center Research Grant (2015); Institute for Social and Economic Research & Policy Seed Grant (2015); Institute of Latin American Studies at Columbia University Travel Grant (2015, 2016, 2017 & 2018); School of International & Public Affairs Faculty Grant (2014, 2015, 2016, 2017 & 2018); Columbia University Provost Grant for Junior Faculty Who Contribute to the Diversity Goals of the University (2014)

**RELEVANT AWARDS:** Visiting Scholar, Research Department, Inter-American Development Bank (July 2016 - June 2017)

**NAME/TITLE/DEPARTMENT: Rafael Lantigua, Professor of Clinical Medicine, Columbia University College of Physicians and Surgeons**

**EDUCATION:** M.D. Universidad Autonoma de Santo Domingo, 1972

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Minority aging, Dominican Republic

**OVERSEAS EXPERIENCE:** Dominican Republic

**RECENT COURSES:** N/A

**REPRESENTATIVE PUBLICATIONS:**

1. Samuel G, DiBartolo-Cordovano R, Taj I, Merriam A, Lopez JM, Torres C, Lantigua RA, Morse S, Chang BP, Gyamfi-Bannerman C, Thakur KT. Free A survey of the knowledge, attitudes and practices on Zika virus in New York City. *BMC Public Health*. 2018 Jan 2;18(1):98.
2. Barriers, enablers, and incentives for research participation: a report from the Ambulatory Care Research Network (ACRN). Bakken S, Lantigua RA, Busacca LV, Bigger JT. *J Am Board Fam Med*. 2009 Jul-Aug;22(4):436-45.
3. Screening for generalized anxiety disorder symptoms in the wake of terrorist attacks: a study in primary care. Ghafoori B, Neria Y, Gameraoff MJ, Olfson M, Lantigua R, Shea S, Weissman MM. *J Trauma Stress*. 2009 Jun;22(3):218-26.
4. Comparison of clinical manifestations in Alzheimer disease and dementia with Lewy bodies. Nervi A, Reitz C, Tang MX, Santana V, Piriz A, Reyes-Dumeyer D, Lantigua R, Medrano M, Jiménez-Velázquez IZ, Lee JH, Mayeux R. *Arch Neurol*. 2008 Dec;65(12):1634-9.

**PERCENTAGE OF TIME** 25%

**RECENT GRANTS/FELLOWSHIPS:** National Center for Minority Health and Health Disparities (2P60 MD000206), Project Title: Columbia Center for the Health of Urban Minorities (CHUM)

**NAME/TITLE/DEPARTMENT: Ana Paulina Lee, Assistant Professor, Latin American and Iberian Cultures**

**YR. OF APPOINTMENT:** 2015

**EDUCATION:** Comparative Literature, PhD, University of Southern California

**FOREIGN LANGUAGE COMPETENCE:** Portuguese 5; Spanish 5; Mandarin 4; Japanese 1

**RESEARCH/TEACHING SPECIALIZATIONS:** Race and racism in Brazil; Asians in the Americas; Brazilian literary and cultural production (specialization in late 19th and early 20th centuries)

**OVERSEAS EXPERIENCE:** Brazil; Japan

**RECENT COURSES:** Race, Gender, and Affect in Brazilian Perspective; Slavery and Unfree Labor in Brazilian Cultural Memory; Asian Diasporic Art in the Americas; The Imaginary of Asia in Latin American Cultural Production

**REPRESENTATIVE PUBLICATIONS:**

1. Mandarin Brazil: Race, Representation, and Memory (Stanford 2018);
2. Memoryscapes of Race: Black Radical Parading Cultures of New Orleans;
3. Memory and NonPlace: Visual Testimonies of Japanese Latin American Internment during WWII

**PHD ADVISEES (total):** 3

**MASTERS ADVISEES (total):** 1

**UG THESIS ADVISEES (total):** 2

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** Center for the Study of Social Difference, grant for working group: Geographies of Injustice

**NAME/TITLE/DEPARTMENT:** Henry Levin, William Heard Kilpatrick Professor of Economics and Education, Department of Educational Policy and Social Analysis, Teachers College

**YR. OF APPOINTMENT:** 1997

**EDUCATION:** B.A. New York University; Ph.D. Rutgers University, 1967

**FOREIGN LANGUAGE COMPETENCE:** English (5) Spanish (4) French (3)

**RESEARCH/TEACHING SPECIALIZATIONS:** Economics of education, cost-effectiveness analysis, school reform, and educational policy

**OVERSEAS EXPERIENCE:** Mexico, Chile, Brazil, Venezuela, Spain, China

**RECENT COURSES:** Advanced Topics in Economics of Education; Resource Allocation; Economics of Education

**REPRESENTATIVE PUBLICATIONS:**

1. Economic Evaluation in Education Cost-Effectiveness and Benefit-Cost Analysis (3rd ed.) Levin, H., McEwan, P., Belfield, C., Bowden, B., & Shand, R. (Sage Publications, 2018).
2. The Price We Pay: Economic and Social Consequences of Inadequate Education, with C. Belfield (Washington, D.C.: The Brookings Institution Press, 2007).
3. Privatizing Educational Choice: Consequences for Parents, Schools, and Public Policy with C. Belfield (Boulder, CO: Paradigm Publishers, 2005).
4. Schooling and Work in the Democratic State with M. Carnoy (Stanford University Press 1985)

**PHD ADVISEES (total):** 100

**MASTERS ADVISEES (total):** 20

**UG THESIS ADVISEES (total):** 10

**PERCENTAGE OF TIME:** 25%

**RECENT GRANTS/FELLOWSHIPS:** Method Training in Cost-Effectiveness and Benefit-Cost Analyses, U.S Department of Education, 2015-2017.

**RELEVANT AWARDS:** Distinguished Research in Education Award, American Educational Research Association, 2017; Honorary Fellow, Comparative and International Education Society, 2017; Honorary Fellow, Spanish Economics of Education Society, 2017;

**NAME/TITLE/DEPARTMENT:** Natasha Lightfoot, Associate Professor, Department of History

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** B.A. Yale University, 1999; Ph.D., History, New York University, 2007

**FOREIGN LANGUAGE COMPETENCE:** Spanish-2

**RESEARCH/TEACHING SPECIALIZATIONS:** My research and teaching centers slavery and emancipation in the Caribbean and Atlantic World, the history of the Caribbean from contact to the present, and black cultures, identities and politics in the African Diaspora  
Antigua & Barbuda

**OVERSEAS EXPERIENCE:** Antigua & Barbuda

**RECENT COURSES:** The Modern Caribbean, Resistance and the Black Atlantic, Comparative Slavery and Abolition in the Atlantic World

**REPRESENTATIVE PUBLICATIONS:**

1. "History Can and Should Help Us Understand the Present, in Room For Debate, The New York Times online (2016).
2. *Troubling Freedom: Antigua and the Aftermath of British Emancipation* (2015)
3. "The Hart Sisters of Antigua: Evangelical Activism and "Respectable" Public Politics in the Era of Atlantic Slavery," in *Toward an Intellectual History of Black Women* (2015)
4. "Antigua and Barbuda," *Encyclopedia of the Developing World*, vol. 1, ed. Thomas Leonard. New York: Routledge, 2005, 55-57

**MASTERS ADVISEES (total):** 6

**UG THESIS ADVISEES (total):** 25

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** 2016-2017 Faculty Fellow, Heyman Center for the Humanities, Columbia University

**NAME/TITLE/DEPARTMENT: Reyes Llopis-Garcia, Senior Lecturer, Spanish, Department of Spanish and Portuguese**

**YR. OF APPOINTMENT:** 2009

**EDUCATION:** PhD in Applied Linguistics, Universidad Nebrija, Madrid

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5) English (5), German (4)

**RESEARCH/TEACHING SPECIALIZATIONS:** I research on the intersection of Cognitive Linguistics and Second Language Acquisition for Applied Linguistic Pedagogy in the foreign language classroom.

**OVERSEAS EXPERIENCE:** Spain

**RECENT COURSES:** Mind and Body in Space: A Cognitive Linguistics Account of Language; Two Cultures, One Country: Islamic and Christian Influences in Spain Across Time; Elementary / Intermediate Spanish

**REPRESENTATIVE PUBLICATIONS:**

1. Alonso-Aparicio, I. & Llopis-García, R. (in press). La didáctica de la oposición imperfecto/ perfecto simple desde una perspectiva cognitiva: un estudio empírico. En Ibarrexe Antuñano, I., Castañeda Castro, A. & Cadierno, T. (eds.): *Lingüística Cognitiva y español como lengua extranjera*. Routledge.
2. Llopis-García, R. (in press). Gramática Cognitiva en la enseñanza/aprendizaje de la selección modal en ELE. En Ibarrexe Antuñano, I., Castañeda Castro, A. & Cadierno, T. (eds.): *Lingüística Cognitiva y español como lengua extranjera*. Routledge.
3. Using Cognitive Principles in Teaching Spanish L2 Grammar (2016). In M. del Carmen Méndez Santos (coord.). *Nuevas perspectivas en la enseñanza del español como lengua extranjera*. Hesperia, XIX(2), 29-50.

**PHD ADVISEES (total):** 2

**MASTERS ADVISEES (total):** 12

**PERCENTAGE OF TIME:** 25%

**RECENT GRANTS/FELLOWSHIPS:** Provost Hybrid Course Redesign and Delivery award. Columbia University. 2016-2018

**RELEVANT AWARDS:** Doctoral thesis research award by ASELE (Asociación para la Enseñanza del Español como Lengua Extranjera)

**NAME/TITLE/DEPARTMENT: Claudio Lomnitz, Campbell Family Professor of Anthropology, Department of Anthropology**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** Ph.D. Anthropology, Stanford University, 1987

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5; Portuguese-4; Italian-3; French-3; German 1

**RESEARCH/TEACHING SPECIALIZATIONS:** Historical sociology of politics and culture in Mexico, Mexico. Latin America, History, Political Anthropology, Cultural History

**OVERSEAS EXPERIENCE:** Mexico, Brazil

**RECENT COURSES:** History of the US-Mexico Border, Economic Imaginaries of the Latin American Left, Anthropology of Populism, Colonization-Decolonization, Borders and Boundaries

**REPRESENTATIVE PUBLICATIONS:**

1. *The Return of Comrade Ricardo Flores Magón* (MIT/Zone Books, 2014)
2. *Death and the Idea of Mexico* (MIT/Zone Books, 2005)
3. *Deep Mexico, Silent Mexico* (University of Minnesota Press, 2001)
4. *Exits from the Labyrinth: Culture and Ideology in Mexican National Space* (University of California Press, 1992)
5. *La nación desdibujada: México en trece ensayos* (Ediciones Malpaso, 2016).

**PHD ADVISEES (total):** 16

**PERCENTAGE OF TIME:** 100%

**RELEVANT AWARDS:** Alexander von Humboldt Prize (2016); LASA Mexico Humanities Book Award (2015) for *The Return of Comrade Ricardo Flores Magón*

**NAME/TITLE/DEPARTMENT: María Eugenia Lozano, Senior Lecturer, Department of Spanish and Latin American Cultures, Barnard College**

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** MA in Hispanic Literature/, Ed D in Language Literacy and Culture, 2015

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, English 5, French 3

**PEDAGOGY TRAINING FOR LANGUAGE INSTRUCTORS:** Doctoral courses and teaching experience on Teaching Spanish and English as a Second Language.

**RESEARCH/TEACHING SPECIALIZATIONS:** Technology as a mediating tool in foreign language teaching. Language maintenance/ attrition among heritage speakers; Identity in second language learners

**RECENT COURSES:** Spanish 3300, Hispanic Migration and Educational Policies in the United States; Spanish 3382, Sociolinguistic Aspects of Spanish in the United States; Spanish 1101, 1102 Elementary Spanish; Spanish1201, 1202 Intermediate Spanish;

**REPRESENTATIVE PUBLICATIONS:**

1. Lozano, M.E., Jimenez, J.P., Abraham L. (Forthcoming, 2018). "Linguistic Landscape Projects in Language Teaching: Opportunities for Critical Language Learning Beyond the Classroom." *Language Teaching in the Linguistic Landscape*. Eds. Malinowski, D., Maxim, H.
2. Jimenez Caicedo, Juan P., Ricardo Gomez, Maria Eugenia Lozano. (2014). Agency and Web 2.0 in Language Learning: A Systemic Analysis of Elementary Spanish Learners' Attitudes, Beliefs, and Motivations about the Use of Blogs for the Development of L2 Literacy and Language Ability". Pettes Guikema, Janel., & Williams, Laurence (Eds). CALICO Monograph Series. Vol 12.

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** ILAS Faculty Grant (Working Group on Urban Popular Cultures of the Afro-Caribbean and Afro-Latin American Diaspora in New York City)

**NAME/TITLE/DEPARTMENT: Yao Lu, Associate Professor of Sociology, Department of Sociology**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** B.S. Fudan University 2003, Ph.D. UCLA, 2008

**FOREIGN LANGUAGE COMPETENCE:** Mandarin Chinese (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** Processes and consequences of internal and international migration and immigration, comparative studies. Most of my work is conducted in China, Mexico, and the United States.

**OVERSEAS EXPERIENCE:** Mexico, China, Indonesia, South Africa

**RECENT COURSES:** Migration and Development; Social Demography

**REPRESENTATIVE PUBLICATIONS:**

1. 2017 Lu, Yao, Nicole Denier\*, Julia Shu-Huah Wang\*, and Neeraj Kaushal. "Unhealthy Assimilation or Persistent Health Advantage? A Longitudinal Analysis of Immigrant Health in the United States." *Social Science & Medicine* 195:105-114.
2. 2016 Kaushal, Neeraj, Yao Lu, Nicole Denier\*, Julia Shu-Huah Wang\*, and Stephen Trejo. "Immigrant Employment and Earnings Growth in Canada and the U.S.: Evidence from Longitudinal Data." *Journal of Population Economics* 29:1249-1277.
3. 2015 Lu, Yao. "Internal Migration, International Migration, and Physical Growth of Left-Behind Children: A Study of Two Settings." *Health & Place* 36:118-126.
4. 2015 Kaushal, Neeraj, and Yao Lu. "Recent Immigration to Canada and the United States: A Mixed Tale of Relative Selection." *International Migration Review* 49(2):279-522.

**PHD ADVISEES (total):** 9

**MASTERS ADVISEES (total):** 10

**UG THESIS ADVISEES (total):** 3

**PERCENTAGE OF TIME:** 25%

**RECENT GRANTS/FELLOWSHIPS:** 2012-2017 "Migration and Child Health and Development: Effects and Mechanisms" Principal Investigator NICHD 1K01HD073318; 2009-2011 "Migration and Child Well-Being: The Perspective from Sending Areas" Principal Investigator National Science Foundation SES-0921090

**NAME/TITLE/DEPARTMENT: Alfred MacAdam, Professor, Spanish and Latin American Cultures, Barnard College**

**YR. OF APPOINTMENT:** 1983

**EDUCATION:** B.A. Rutgers College, 1963; M.A. Princeton, 1965; Ph.D. Princeton, 1969

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5; Portuguese-4; Italian-3; French-2

**RESEARCH/TEACHING SPECIALIZATIONS:** Contemporary Latin American literature, comparative literature, and Jorge Luis Borges. Based at Barnard College, he teaches in the field of contemporary fiction in Latin America.

**OVERSEAS EXPERIENCE:** Mexico, Argentina, Brazil

**RECENT COURSES:** Latin American Lit in Translation; Borges in Context, Mexico: from baroco to narco; Spanish American novella, Literature of the Río de la Plata

**REPRESENTATIVE PUBLICATIONS:**

1. "Translating Ruins," Translation: a Transdisciplinary Journal; "Pragmatic Translation," Untranslatability Goes Global, ed. Levine & Lateef-Jan.
2. Textual Confrontations: Essays in the Comparative Study of Latin American Literature (Univ. of Chicago Press), 1987.
3. "Borges the criollo" 1981
4. Modern Latin-American Narratives: The Dreams of Reason, 1977
5. El Individuo y el Otro: Crítica a los Cuentos de Julio Cortázar, 1971

**UG THESIS ADVISEES (total):** 11

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Joseph Paul Martin, Professor and Director of Human Rights Studies, Barnard College**

**YR. OF APPOINTMENT:** 1972

**EDUCATION:** Ph.L., Angelicum University, 1960; S.T.L., Angelicum University, Rome, Italy 1964; M.A. Columbia University, 1968; Ph.D Columbia University, 1973

**FOREIGN LANGUAGE COMPETENCE:** Spanish (4) Portuguese (1), French (4)

**RESEARCH/TEACHING SPECIALIZATIONS:** Human Rights in the developing world. Paul Martin has helped to develop extensive educational programs at the University of São Paulo on human rights education. His organization at CU sponsors many conferences and speakers on the general topic of human rights in Latin America.

**OVERSEAS EXPERIENCE:** Mexico, Brazil

**RECENT COURSES:** Human Rights in Theory and Practice; Religion, Social Justice and Human Rights

**REPRESENTATIVE PUBLICATIONS:**

1. "Human Rights and Corporate Social Responsibility," in Corporate Social Responsibility in China, Bernard Schnieder, ed., M.E. Sharpe, 2006.
2. "The Three Monotheistic Religions and International Human Rights" Journal of Social Issues, Fall 2005
3. "Rights-based Development and the Struggle for Constitutionalism in Sub-Saharan Africa," Kampala, Uganda, Kituo cha Katiba Press, 2005.

**MASTERS ADVISEES (total):** 20

**UG THESIS ADVISEES (total):** 15

**PERCENTAGE OF TIME:** 25%

**NAME/TITLE/DEPARTMENT: Scott Martin, Adjunct Assistant Professor, SIPA**

**YR. OF APPOINTMENT:** 2000

**EDUCATION:** M.A. Columbia University, 1998; Ph.D. Political Science Columbia University, 2001

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese- 5; French-2

**RESEARCH/TEACHING SPECIALIZATIONS:** Latin American politics and the political economy of Latin America. Comparative and global perspectives on: labor movements and politics; social welfare policy; and political economy of development

**RECENT COURSES:** Promoting Decent Work and Labor Rights in a Globalized Economy; Social Policy and Inclusive Development; Workshop in Development Practice;

**OVERSEAS EXPERIENCE:** Mexico, Brazil, Columbia

**REPRESENTATIVE PUBLICATIONS:**

1. (with Joao Paulo Veiga and Katiuscia Galhera), Walmart Brazil, Conflictual Cooperation, and Labor Relations in Comparative Latin American Perspective, Palgrave Macmillan, forthcoming, 2019
2. (with João Paulo Cândia Veiga and Katiuscia Moreno Galhera), "Wal-Mart in Brazil: From Global Diffusion to National Institutional Embeddedness," in Carolina Bank Muñoz, Bridget Kenny, and Antonio Stecher, eds., Walmart in the Global South: Workplace Culture, Labor Politics and Supply Chains, Austin: University of Texas Press, 2018
3. (with Glauco Arbix) "New Directions in Public Policy and State-Society Relations," In Mauricio Font and Laura Randall, eds., The Brazilian State: Debate and Agenda, New York: Lexington Books, 2011

**MASTERS ADVISEES (total):** 5

**UG THESIS ADVISEES (total):** 5

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Carmen M. Martínez-Roldán, Associate Professor in Bilingual/Bicultural Education, A&H Dept**

**YR. OF APPOINTMENT:** 2011

**EDUCATION:** Ph.D. in Language, Reading, and Culture, The University of Arizona, Tucson

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** Scholarship/teaching expertise: Biliteracy of Latino students; the role of Spanish as a linguistic resource for Latino students; Latino children's literature; Latino children's literature; Bilingual teacher education (preparing bilingual teachers for minoritized ethnolinguistic students);

**OVERSEAS EXPERIENCE:** Puerto Rico Mexico

**RECENT COURSES:** A&HB 4029 Latino Children's Literature; A&HB 4140 Latina Women Narratives; A&HB 4028 Literacy in Bilingual Settings; A&HB 4150 Teacher Inquiry in Bilingual Contexts

**REPRESENTATIVE PUBLICATIONS:**

1. Martínez-Roldán, C. M. (2016). When entertainment trumps social concerns: The commodification of Mexican culture and language in Skippyjon Jones. In H. Johnson, J. Mathis, & K. Short (Eds.), Critical content analysis of children's and young adult literature: Reframing perspectives (pp. 61-76). New York, NY: Routledge.
2. Martínez-Roldán, C. M. (2015). Translanguaging practices as mobilization of linguistic resources in a Spanish/English bilingual after-school program: An analysis of contradictions. International Multilingual Research Journal, 9, 43-58. DOI: 10.1080/19313152.2014.982442

**PHD ADVISEES (total):** 6

**MASTERS ADVISEES (total):** 40

**UG THESIS ADVISEES (total):** 3

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** The New York State Education Department, Office of Bilingual Education and Foreign Language Studies; Dean's Faculty Diversity Research Award, Teachers College (2013-2014); US Department of Education, Office of English Language Acquisition

**NAME/TITLE/DEPARTMENT: Silvia S. Martins, Associate Professor of Epidemiology**

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** PhD, University of São Paulo, Brazil

**FOREIGN LANGUAGE COMPETENCE:** Portuguese- 5 (native speaker), Spanish (4)

**RESEARCH/TEACHING SPECIALIZATIONS:** Substance Abuse and Psychiatric Epidemiology and Policies related to Substance use, Marijuana Use, Prescription Drug Use, Adolescents and Adults, Urban Health, Brazil, Chile, Uruguay

**OVERSEAS EXPERIENCE:** Brazil, Uruguay, Argentina & Chile

**RECENT COURSES:** Principles of Epidemiology- P6400, IMSD Seminar Series at Mailman, Substance Abuse Epidemiology Seminar Series at Mailman

**REPRESENTATIVE PUBLICATIONS:**

1. Fidalgo TM, Sanchez ZM, Caetano SC, Andreoni S, Sanudo A, Chen Q, Martins SS. Exposure to violence: associations with psychiatric disorders in Brazilian youth. Rev Bras Psiquiatria, 2018. Feb 15:0. doi: 10.1590/1516-4446-2016-2122. [Epub ahead of print].
2. Silva MT, Caicedo Roa M, Martins SS, da Silva ATC, Galvao TF. Prevalence and correlates of depressive symptoms among adults living in the Amazon, Brazil: A population-based study. J Affect Disord, 2017 Nov; 222:162-168. PMID: 28709023.
3. Askari MS, Andrade LH, Filho AC, Silveira CM, Siu E, Wang YP, Viana MC, Martins SS. Dual burden of chronic physical diseases and anxiety/mood disorders among Sao Paulo Megacity Mental Health Survey Sample, Brazil. J Affect Disord, 2017 Oct; 220:1-7. PMID:28570904.

**PHD ADVISEES (total):** 4

**MASTERS ADVISEES (total):** 28

**PERCENTAGE OF TIME:** 75%

**RELEVANT AWARDS:** "2017- Columbia Mailman's School of Public Health Dean's Excellence in Mentoring Award; 2013- Columbia President's Global Innovation Fund Award; 2011- Joseph Ciarrocchi Recognition Award from the Maryland Council on Problem Gambling for pioneering efforts in research on youth problem gambling 2009- Elected Regular Member, The College on Problems of Drug Dependence

**NAME/TITLE/DEPARTMENT: Linn Cary Mehta, Adjunct Lecturer, English, Barnard College**

**YR. OF APPOINTMENT:** 2000

**EDUCATION:** Ph.D. in Comparative Literature, 2004, Columbia University

**FOREIGN LANGUAGE COMPETENCE:** French (4), Spanish (4), German (3)

**RESEARCH/TEACHING SPECIALIZATIONS:** Comparative North and South American literatures, especially American poetry of the 19th-20th centuries in English, Spanish, and French.

**OVERSEAS EXPERIENCE:** Peru, Colombia

**RECENT COURSES:** The Americas I (1500-1860) and The Americas II (1860-2010); Politics, Writing, and the Nobel Prize in Latin America; Poetry and Politics of Decolonization

**REPRESENTATIVE PUBLICATIONS:**

1. Poetry and Politics of Decolonization (Lambert Academic Publishing, 2015)

**MASTERS ADVISEES (total):** 4

**UG THESIS ADVISEES (total):** 8

**PERCENTAGE OF TIME:** 75%

**NAME/TITLE/DEPARTMENT: Nara Milanich, Professor of History, Barnard College**

**YR. OF APPOINTMENT:** 2004

**EDUCATION:** B.A. Brown, 1994; M.A. Yale, 1997; Ph.D. Yale 2002  
5 B.A.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5 Portuguese-4

**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Latin America, Chile, the history of family, gender, childhood, social inequality, state formation, and legal history.

**RECENT COURSES:** "Inequalities: Interdisciplinary Perspectives on Latin American History and Society," "Women and Gender in Latin American History," "Global Politics of Reproduction: Culture, History, Politics"; "Perspectives on Power in Modern Latin American History"; "Law and Legalities in Latin America"; "Populations and Bodies in Latin American History"

**OVERSEAS EXPERIENCE:** Chile, Brazil, Argentina

**REPRESENTATIVE PUBLICATIONS:**

1. The Birth of Uncertainty: A Global History of the Paternity Test, under contract with Harvard University Press
2. The Chile Reader, co-edited with Elizabeth Quay Hutchison, Thomas Miller Klubock, and Peter Winn, Duke University Press, forthcoming, fall 2013
3. Children of Fate: Childhood, Class, and the State in Chile, 1850-1930, Duke University Press, 2009. (Winner: Grace Abbott Book Award)
4. "Latin American Childhoods and the Concept of Modernity," Routledge History of Children in the Western World, Paula Fass, ed, Routledge, 2012, 491-508.

**PERCENTAGE OF TIME:** 100%

**RELEVANT AWARDS:** Columbia University, Heyman Center Society of Fellows, 2015-16; ACLS Burkhardt Fellowship, 2014-15; Grace Abbott Book Award from the Society for the History of Children and Youth (2009) for Children of Fate.

**NAME/TITLE/DEPARTMENT: Eduardo Moncada Assistant Professor, Political Science (Barnard)**

**YR. OF APPOINTMENT:** 2015

**EDUCATION:** Ph.D, Political Science, Brown University

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** My research and teaching focuses on crime, violence, subnational politics, and the political economy of development.

**OVERSEAS EXPERIENCE:** Colombia, Mexico, El Salvador, Guatemala, and Ecuador

**RECENT COURSES:** Violence in Settings of Crime and Civil War (Spring 2017); Urban Violence in Comparative Perspective (Spring 2016; Fall 2016; Fall 2017); Drugs and Politics in the Americas (Spring 2016; Spring 2017); Politics of Urban Development in Latin America (Fall 2015; Fall 2016; Fall 2017);

**REPRESENTATIVE PUBLICATIONS:**

1. "Resisting Protection? Resistance, Rackets, and State-Building." Journal of Comparative Politics (Forthcoming in 2019).
2. "Varieties of Vigilantism: Discord, Meaning, and Strategies." Journal of Global Crime. Vol. 18, No. 4. 2017, pp. 403-423.
3. "Urban Violence, Political Economy, and Territorial Control: Insights from Medellín." Latin American Research Review. Vol. 51, No. 4. 2016: pp. 225-248.
4. Cities, Business, and the Politics of Urban Violence in Latin America (Stanford University Press, 2016).

**UG THESIS ADVISEES (total):** 6

**PERCENTAGE OF TIME:** 75%

**RECENT GRANTS/FELLOWSHIPS:** 2018 Fellowship, American Council of Learned Societies (78 selected out of over 1,200 proposals) – 2018; 2018-19 Visiting Fellow, Program in Latin American Studies, Princeton University ; 2017 The Alliance Program, Sciences Po and Columbia University, Workshop Grant; 2017 Weatherhead East Asia Institute, Workshop Grant; 2016 Institute for Latin American Studies, Columbia University, Workshop Grant;

**NAME/TITLE/DEPARTMENT: Graciela Montaldo, Professor, LAIC**

**YR. OF APPOINTMENT:**

**EDUCATION:** B.A. University of Buenos Aires, 1983; Ph.D. University of Buenos Aires, 1990

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Cultural Studies in Latin America.

**OVERSEAS EXPERIENCE:** Argentina

**RECENT COURSES:** Consumer Culture; Aesthetics and Politics in Latin America; The Society of Spectacle; Populism in Latin America; Barbarism and Culture; Crowds and Multitudes in Latin American Nineteenth-Century; Transnational Cultures: Spatialities in Latin America; Avant-Garde and Pop Culture in Latin America; Global Cities in Latin America

**REPRESENTATIVE PUBLICATIONS:**

1. 2017: "Ecología crítica contemporánea." In *Cuadernos de Literatura*, n. 41.
2. 2017: "Transnational Intellectuals: Between Celebrity and Diplomacy." In *Journal of World Literature*. Vol. 2, Issue 1.
3. 2016: *Museo del consumo. Archivos de la cultura de masas en la Argentina*. Fondo de Cultura Económica.
4. 2014: "Dialogues in Theory: Emancipation and Emancipatory Acts". *Parallax*, Vol. 20, Issue 4.
5. 2013: *Rubén Darío: Viajes de un cosmopolita extremo*. Edition, and Introduction of Rubén Darío's Travel Writings. Buenos Aires, Fondo de Cultura Económica.
6. 2010: *Zonas ciegas. Populismo y experimentos culturales en Argentina*". Buenos Aires, Fondo de Cultura Económica.

**PHD ADVISEES (total): 24**

**MASTERS ADVISEES (total): 13**

**PERCENTAGE OF TIME: 100%**

**NAME/TITLE/DEPARTMENT:** José Moya, Professor of History-Barnard College, Director of ILAS, Director Forum on Migration

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.A Kean University, 1982; M.A Rutgers University, 1985; Ph.D. Rutgers University, 1988

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Migration, global and to and from Latin America. Iberian Atlantic. Anarchist movement. Latin American race and ethnicity

**OVERSEAS EXPERIENCE:** Argentina, Cuba

**RECENT COURSES:** World Migration (lecture); Latin America, Race and Ethnicity (lecture) Latin American Civilization II (lecture); Latin American Social and Cultural History (lecture); Gender and Migration: A Global Perspective (graduate and undergraduate seminar); Latin American Cities (undergraduate seminar); Jewish Immigration in Buenos Aires, New York, Paris and London (undergraduate seminar); Anarchism: A Global History (undergraduate seminar)

**REPRESENTATIVE PUBLICATIONS:**

1. Modern Latin American History (co-authored textbook under contract with McGraw Hill, 2019)
2. Atlantic Crossroads: Webs of Migration, Culture and Politics between Europe, Africa, and the Americas since 1800 (edited book forthcoming with Routledge 2019)
3. "Visions and Realities of a Common Culture," *Current History: A Journal of Contemporary World Affairs* (February 2018).
4. "América Latina como categoría histórica en una perspectiva global," *Istor: Revista de Historia Internacional* [Mexico], n. 67, 2017.
5. "Modernization, Modernity, and the Trans/formation of the Atlantic World in the Nineteenth Century," in Jorge Canizares-Esguerra and Erik Seeman eds., *The Atlantic in Global History, 1500-2000* (Routledge, 2017), 179-98.
6. "European Immigration and Feminist Anarchism in Belle Époque Buenos Aires: Ideology and Practice," requested lead chapter in Concepción Navarro and Gustavo Prado, eds., *Intellectualism and Migration: International Networks of European Culture in America, 19<sup>th</sup>-21<sup>st</sup> Centuries* (Rockville, MD: GlobalSouth Press, 2016), 9-28.
7. "Transference, Culture and Critique: The Circulation of Anarchist Ideas and Practices," requested foreword, in Geoffroy de LaForcade and Kirwin Shaffer, eds., *In Defiance of Boundaries: Anarchism in Latin American History* (University Press of Florida, 2015).
8. "L'Amérique ibérique dans l'histoire globale des migrations," *Revue d'histoire du xix<sup>e</sup> siècle*, n° 51, 2015/2, pp. 15-34.
9. "Cuba: Immigration and Emigration" in *The Encyclopedia of Global Human Migration* (Oxford: Wiley-Blackwell, 2013).
10. *Handbook of Latin American History*, editor (New York: Oxford University Press, 2011)
11. "Latin America: The Limitations and Meaning of a Historical Category" in José C. Moya ed., *The Oxford Handbook of Latin American History* (New York: Oxford University Press, 2011).
12. *World Migration in the Long Twentieth Century* (co-authored with Adam McKeown), Washington DC: American Historical Association, 2011.

**PHD ADVISEES (total):** 17

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** 2006 Fulbright Fellow at the Universidad de San Andres, Buenos Aires; 2002 ACLS, Burkhardt Fellow at the American Academy in Rome, \$65,000

**RELEVANT AWARDS:** 2000 Bryce Wood Award (honorable mention) for best book on Latin America by the Latin American Studies Association (LASA); 200 Bolton Prize for best book in Latin American History from the American Historical Association's Conference on Latin American History; 1999 Sharlin Memorial Award for outstanding book from the Social Science History Association; 1999 Hubert Herring Prize for best book on Latin America from the Pacific Council on Latin American Studies; 1998 Choice 35th annual Outstanding Academic Book.

**NAME/TITLE/DEPARTMENT: Maria Victoria Murillo, Professor of Political Science and SIPA**

**YR. OF APPOINTMENT:** 2002

**EDUCATION:** Ph.D. Harvard, 1997

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, French 4, Portuguese 3.

**RESEARCH/TEACHING SPECIALIZATIONS:** Murillo is a political scientists addressing questions of democratic responsiveness to citizens by examining the relationship between citizens, political parties or interest groups, and policy outcomes in the emerging Latin American democracies. She has produced empirical work on labor unions, market reforms, privatization, public utility regulation and consumer politics, electoral behavior, party-voter linkages, and conflicts associated to the commodities boom as well as conceptual work on institutional weakness and social science foreign influence in Latin America.

**RECENT COURSES:** Latin American Politics: Democracy, Representation and the Rule of the Law; Latin American Political Economy; State and Society in the Developing World; Comparative Politics Field Seminar; Democratic Responsiveness

**OVERSEAS EXPERIENCE:** Argentina, Chile, Mexico, Paraguay, Venezuela.

**REPRESENTATIVE PUBLICATIONS:**

1. Non-Policy Politics: Richer Voter, Poorer Voter, and the Diversification of Parties' Electoral Strategies (with Ernesto Calvo)- Cambridge University Press, forthcoming.
2. "Local Economic Voting and the Agricultural Boom in Argentina, 2007-2015" (with Jorge Mangonnet and Julia Rubio) Latin American Politics and Society (forthcoming 2018).
3. Political Competition, Partisanship, and Policymaking in Latin America (Cambridge University Press, Comparative Politics Series, 2009).
4. Argentine Democracy: the Politics of Institutional Weakness (Pennsylvania State University Press, 2005). Co-edited with Steven Levitsky.

**PHD ADVISEES (total):** 14

**MASTERS ADVISEES (total):** 3

**UG THESIS ADVISEES (total):** 5

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** SIPA Faculty Research Grant

**RELEVANT AWARDS:** Midwest Political Science Association, Best Paper in International Relations presented in the MPSA 2015 conference (with Pablo Pinto); Comparative Political Studies; Editorial Board Best Paper Award, 2014 (with Ernesto Calvo); American Political Science Association, Luebbert Award for the Best Comparative Politics Article published in 2004-05 (with Ernesto Calvo); Russell Sage Visiting Fellowship, 2011-12; Fulbright Foundation, William Fulbright Foreign Scholar 2008-09; Harvard University, Harvard Academy for International and Area Studies Post-Doctoral Fellowship, 1996-1997; Harvard University, Peggy Rockefeller Research Fellowship, July 2002-December 2002.

**NAME/TITLE/DEPARTMENT: Sidney Nakahodo, Lecturer, SIPA**

**YR. OF APPOINTMENT:** 2013

**EDUCATION:** Master of International Affairs, Columbia University

**FOREIGN LANGUAGE COMPETENCE:** Portuguese (5), Spanish (4), French (3), Italian (3)

**RESEARCH/TEACHING SPECIALIZATIONS:** Economic, Social, and Political Development in Brazil; Tech Startups; Entrepreneurship; Innovation; Space Policy

**OVERSEAS EXPERIENCE:** Brazil

**RECENT COURSES:** SIPA 9001 (Capstone Workshop), INAF 4409 U (POL, SOC & ECON DEVP-BRAZ I) and 4410 U (POL, SOC & ECON DEVP-BRAZ II)

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** 2015: Participation at Singularity University's Global Solutions Program (sponsored by Google)

**NAME/TITLE/DEPARTMENT: Frances Negron-Muntaner, Professor, English and Comparative Literature**

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** M.A. Temple 1989, 1994; Ph.D. Rutgers, 1997

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, English 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Caribbean, Latino, Afro-Latino, and Hemispheric American studies; political theory and theories of revolutions; mass media and new media; art and cultural history; race, gender and sexuality. 19th- and 20th-century Caribbean and U.S Latino literatures and cultures, film studies, and popular culture.

**RECENT COURSES:** Caribbean Diaspora Literature (lecture and seminar); Caribbean Cultures, Global Cities (seminar); U.S. Latino Literature (lecture); U.S. Latinos and Film (seminar); Introduction to Latino Studies (lecture); Latina Feminist Theories (seminar); Caribbean Literature in/and Revolution (seminar); Sex in the Tropics: The Politics of Sexuality in the Caribbean; Che Guevara: Texts and Contexts (lecture); Video as Inquiry (seminar); Introduction to Comparative Ethnic Studies (lecture)

**OVERSEAS EXPERIENCE:** Caribbean, Puerto Rico

**REPRESENTATIVE PUBLICATIONS:**

1. "Blackout: What the Darkness Illuminated," Blackout, Maxxi Museum, February 2018. Reproduced in Politics/ Letters, March 2, 2018, <http://politicsslashletters.org/blackout-darkness-illuminated-puerto-rico/>
2. "The Look of Sovereignty: The Politics of Style in the Young Lords," CENTRO: Journal of the Center for Puerto Rican Studies (2015).
3. "The Latino Media Gap: The State of Latinos in Media," National Association of Latino Independent Producers (NALIP) and Media and Idea Lab at Center for the Study of Ethnicity and Race, 2014.
4. *Boricua Pop: Puerto Ricans and the Latinization of American Culture* (New York: New York University Press, 2004).

**PHD ADVISEES (total):** 7

**MASTERS ADVISEES (total):** 22

**UG THESIS ADVISEES (total):** 10

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** 2016 Institute for Latin American Studies Faculty Grant; Center for the Study of Social Difference Project Grant 2016-2018; National Latino Foundation for the Arts;

**RELEVANT AWARDS:** 2017 OZY Educator Award (May 1); named one of Hispanic Business Magazine's "100 Most Influential Hispanics"; Who's Who in Humanities Higher Education

**NAME/TITLE/DEPARTMENT: Anne Nelson, Adjunct Associate Professor, SIPA**

**YR. OF APPOINTMENT:** 1995

**EDUCATION:** B.A American Studies, Yale, 1976;

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5) French (3) German (2)

**RESEARCH/TEACHING SPECIALIZATIONS:** Global human rights and freedom of expression; digital media in development. Latin America, Europe, East Asia.

**OVERSEAS EXPERIENCE:** Peru, Dominican Republic, Cuba, El Salvador, Guatemala, Nicaragua, Mexico, Colombia.

**RECENT COURSES:** Capstone projects on digital media in Latin America; New Media and Development Communication; Writing on International Affairs

**REPRESENTATIVE PUBLICATIONS:**

1. Cuba's Parallel Worlds: Digital Media Crosses the Divide (Center for International Media Assistance).
2. Media, Information Systems and Community: Lessons from Haiti (Knight Foundation).
3. Murder Under Two Flags: The US, Puerto Rico, and the Cerro Maravilla Coverup (Ticknor&Fields)

**PERCENTAGE OF TIME:** 25%

**RECENT GRANTS/FELLOWSHIPS:** Wikimedia grants for research in the Dominican Republic; Bellagio Fellowship (Rockefeller Foundation) for research on digital media.

**RELEVANT AWARDS:** Guggenheim Fellowship, Bellagio Fellowship, Livingston Award.

**NAME/TITLE/DEPARTMENT: João Nemi Neto, Lecturer in Portuguese, LAIC**

**YR. OF APPOINTMENT:** 2012

**EDUCATION:** MA in Education at USP - Universidade de São Paulo; Ph.D. in Lusophone and Hispanic Literatures and Languages (with a Concentration in Queer, Lesbian and Gay Studies) Graduate Center/CUNY

**FOREIGN LANGUAGE COMPETENCE:** Portuguese (5), English (5), Spanish (5), French (3), Dutch (2), Italian (1)

**PEDAGOGY TRAINING FOR LANGUAGE INSTRUCTORS:** Language Coordinator at the American School of São Paulo

**RESEARCH/TEACHING SPECIALIZATIONS:** My primary focus is Queer Theory and Queer Pedagogy. I study Queer Theory and its ramifications - theoretically and socially - in Brazil. Also, Queer Pedagogy as an approach to understand normalcy and norms in Foreign Language Teaching.

**OVERSEAS EXPERIENCE:** Brazil, Spain

**RECENT COURSES:** PORTGU 4026 - Lusophone Africa and African-Brazilian Cultures; PORTGR 4416 - Conversations about the Lusophone World; PORTUN3301 - Advanced Writing and Composition in Portuguese; PORTUN 3300 - Queer Sexualities in Brazil; PORT3330 - Introduction to Portuguese Studies; PORT1101 to PORT 2120 - all levels of Portuguese Language Courses.

**REPRESENTATIVE PUBLICATIONS:**

1. "Queer Pedagogy: Approaches to Inclusive Teaching". Accepted for Publication. Policy Futures in Education. 0/0 (2018): 2-16.
2. "Pedagogia Queer e Ensino: A representação LGBT nos livros de português como língua estrangeira." Ivan Fortunato, Rafael S. Guimarães and Viviane Vergueiro (eds). Gênero e Cultura: Perspectivas Formativas. São Paulo: Edições Hipóteses, 2016.
3. "Herbert Daniel e a luta contra o stigma da AIDS." Revista Intellectus 15/1 (2016): 188-207.
4. "Questões de identidade(s) sexual(is) e de gênero(s) e orientação sexual: Uma abordagem através da Pedagogia Queer." Revista Espaço Acadêmico 14/168 (2015): 27-34.
5. Nemi Neto J. Pedagogia Queer: Uma proposta de leitura do possível diálogo entre a teoria queer e as práticas de ensino. Accepted for publication in September 2013.

**UG THESIS ADVISEES (total):** 2

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** LRC Language Grant

**RELEVANT AWARDS:** 2009 - 12: Enhanced Chancellor's Fellowship Graduate Center, CUNY

**NAME/TITLE/DEPARTMENT: Gray Newman, Adjunct Professor SIPA**

**YR. OF APPOINTMENT:** 2015

**EDUCATION:** J.D. University of Virginia

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5); Portuguese (3); Italian (2); French (2)

**RESEARCH/TEACHING SPECIALIZATIONS:** Examination of contemporary Latin American economic history with a special focus on the role of institutional investors in the region's recent history

**OVERSEAS EXPERIENCE:** Mexico, Brazil, Argentina

**RECENT COURSES:** Beyond Crises in Latin America---A Financial Market Perspective

**REPRESENTATIVE PUBLICATIONS:**

1. "Was it all her fault? An economist re-examines Brazil's crisis", Americas Quarterly, 2016.  
<http://www.americasquarterly.org/content/was-it-all-her-fault>
2. "Latin America: Opportunities and Challenges in Brazil and Mexico" in Investing in Emerging and Frontier Markets (London: Euromoney Institutional Investor, 2013)

**MASTERS ADVISEES (total):** 6

**PERCENTAGE OF TIME:** 75%

**RELEVANT AWARDS:** Ranked first place as Latin American economist by Institutional Investor (II) in 2014, 2013, 2012, 2011, 2009, 2008, 2006, 2005, 2004, 2003 and 2002

**NAME/TITLE/DEPARTMENT: Jose Antonio Ocampo, Professor of Professional Practice, and Director of the Economic and Political Development Concentration, SIPA**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** Ph.D. Yale, 1976

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Macroeconomic policy in Latin America, Economic History, Trade, Development Economics

**OVERSEAS EXPERIENCE:** Colombia

**RECENT COURSES:** Economic Development in Latin America

**REPRESENTATIVE PUBLICATIONS:**

1. *The World Economy Through the Lens of the United Nations*, edited with Anis Chowdhury and Diana Alarcón, New York: Oxford University Press, 2018.
2. *The Welfare State Revisited*, edited with Joseph Stiglitz, New York: Columbia University Press, 2018.
3. *The Economic Development of Latin America since Independence* (with Luis Bértola), Oxford, Oxford University Press, 2012.

**PERCENTAGE OF TIME:** 100%

**RELEVANT AWARDS:** Doctor Honoris Causa, Universidad Complutense, Madrid, 2014; Doctor Honoris Causa, Universidad Nacional de Colombia, Bogotá, 2013; Jaume Vicens Vives Prize of the Spanish Association of Economic History for the best book on Spanish or Latin American economic history, 2012; Order of Merit of Chile, Great Cross, Santiago, 2003.

**NAME/TITLE/DEPARTMENT: Ana Maria Ochoa, Professor of Music, Center for Ethnomusicology**

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** B.M. University of BC; MA University of Indiana, 1992; Ph D, Ethnomusicology and Folklore, University of Indiana, 1996

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese-4

**RESEARCH/TEACHING SPECIALIZATIONS:** Traditional Latin American music and transculturation, literature and cultural policy, and the construction of the popular in Latin America.

**OVERSEAS EXPERIENCE:** Brazil, Colombia

**RECENT COURSES:** Music and Cultural Policy ; Music and Nationalism; Popular Music in Latin America; Popular Music in Brazil; Fieldwork Methods in ethnomusicology (Fieldwork methods I); Ethnographic writing for ethnomusicology (Fieldwork Methods II); Pro-seminar I in Ethnomusicology (Introduction to the field, early years to 1960s); Pro-seminar II in Ethnomusicology (Introduction to the field, 1970 to the present); Aurality and the Colonial/Modern; Popular Music and Literature in Latin America; Critical Theory and Music in Latin America

**REPRESENTATIVE PUBLICATIONS:**

1. Ochoa Gautier, Ana María. Forthcoming. "Sonic Cartographies." In eds. Gavin Steingo and Jim Sykes, *Remapping Sound Studies*. Durham and London: Duke University Press.
2. Ochoa Gautier, Ana María. 2014. *Aurality: Listening and Knowledge in Nineteenth Century Colombia*. Durham and London: Duke University Press.
3. Ochoa Gautier, Ana María. 2016. "Acoustic multinaturalism: the value of nature and the nature of music in ethnomusicology." *Boundary 2*, 43(1), 107-141.

**PHD ADVISEES (total):** 11

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** Distinguished Greenleaf Scholar in Residence Award, Stone Center, Tulane University, Fall 2016.

**RELEVANT AWARDS:** Recipient of Alan Merriam Book Prize from the Society for Ethnomusicology, 2015 for *Aurality: Listening and Knowledge in Nineteenth-Century Colombia* (Durham: Duke University Press, 2014) for best book in ethnomusicology in the English language.

**NAME/TITLE/DEPARTMENT: Manuela Orjuela-Grimm, Assistant Professor Epidemiology and Pediatrics (in the HICCC) at CUMC**

**YR. OF APPOINTMENT:** 1997

**EDUCATION:** MD (Yale) ScM, Epidemiology, Harvard School of Public Health

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5), Italian (4), French (4), German (4)

**RESEARCH/TEACHING SPECIALIZATIONS:** Risk factors for pediatric cancer; dietary folate intake and metabolism, prenatal and toddler diet in central Mexico and in Mexican immigrants in NYC; gene-nutrient interactions; latino immigrant and migrant dietary habits, food insecurity and health disparities

**OVERSEAS EXPERIENCE:** Mexico, Colombia

**RECENT COURSES:** P9410 biology and physiology for epidemiologists

**REPRESENTATIVE PUBLICATIONS:**

1. Kamihara J, Ma C, Fuentes Alabi SL, Garrido C, Frazier AL, Rodriguez-Galindo C, Orjuela MA. Socioeconomic status and global variations in the incidence of neuroblastoma: call for support of population-based cancer registries in low-middle-income countries. *Pediatr Blood Cancer*. 2017 Feb;64(2):321-323. doi: 10.1002/pbc.26244. Epub 2016 Oct 13. PubMed PMID: 27734570.
2. Castro-Magdonel BE, Orjuela M, Camacho J, Garcia-Chéquer AJ, Cabrera-Muñoz L, Sadowinski-Pine S, Durán-Figueroa N, Orozco-Romero MJ, Velázquez-Wong AC, Hernández-Ángeles A, Hernández-Galván C, Lara-Molina C, Ponce-Castañeda MV. miRNome landscape analysis reveals a 30 miRNA core in retinoblastoma. *BMC Cancer*. 2017 Jul 1;17(1):458. doi: 10.1186/s12885-017-3421-3. PubMed PMID: 28668075.

**PHD ADVISEES (total):** 2

**MASTERS ADVISEES (total):** 25

**PERCENTAGE OF TIME:** 75%

**NAME/TITLE/DEPARTMENT: Ben Orlove, Professor and Associate Director MA Program in Climate and Society, SIPA and Anthropology**

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** PhD University of California Berkeley, 1975

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5) Quechua (3) Portuguese (3)

**RESEARCH/TEACHING SPECIALIZATIONS:**

**OVERSEAS EXPERIENCE:** Peru

**RECENT COURSES:**

**REPRESENTATIVE PUBLICATIONS:**

1. 2018 Kerry Milch, Kenneth Broad, Ben Orlove, Robert Meyer. "Decision Science Perspectives on Hurricane Vulnerability: Evidence from the 2010–2012 Atlantic Hurricane Seasons" *Atmosphere* 9(1):32 DOI: 10.3390/atmos9010032
2. Ben Orlove, Heather Lazrus, Grete K. Hovelsrud, and Alessandra Giannini. Recognitions and Responsibilities: On the Origins of the Uneven Attention to Climate Change around the World. *Current Anthropology*. 55(3):1-27.
3. 2008 Ben Orlove, Ellen Wiegandt and Brian H. Luckman, eds. *Darkening peaks: glacial retreat, science and society*. Berkeley: University of California Press
4. *2002 Lines in the water: nature and culture at Lake Titicaca*. Berkeley: UC Press.

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** US National Science Foundation, Division of Chemical, Bioengineering, Environmental, and Transport Systems. Cooperative Agreement "Integrated Urban Infrastructure Solutions for Environmentally Sustainable, Healthy and Livable Cities" 2014-2018; US National Science Foundation, Division of Social, Behavioral and Economic Sciences. Grant "CRED Renewal: Center for Research on Environmental Decisions-Understanding and Improving Environmental Decisions" 2015-2017.

**NAME/TITLE/DEPARTMENT:** Richard Parker, Professor Emeritus of Sociomedical Sciences and Anthropology; Special Research Scientist in the Department of Sociomedical Sciences; Special Lecturer in Sociomedical Sciences

**YR. OF APPOINTMENT:** 1998

**FOREIGN LANGUAGE COMPETENCE:** Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** The social and cultural construction of gender and sexuality, the social aspects of HIV/AIDS, and the relationship between social inequality, health, and disease.

**OVERSEAS EXPERIENCE:** Brazil, Asia, Africa, and other parts of Latin America and the Caribbean

**RECENT COURSES:** Global Aids Policy

**REPRESENTATIVE PUBLICATIONS:**

1. Berkman, A., Garcia, J., Muñoz-Laboy, M., Paiva, V., and Parker, R.: A critical analysis of the Brazilian response to HIV/AIDS: Lessons learned for controlling and mitigating the epidemic in developing countries. *American Journal of Public Health*. 95(7):1162-1172, 2005.
2. Parker, R., DiMauro, D., Filiano, B., Garcia, J., Munoz-Laboy, M. and Sember, R.: Global transformations and intimate relations in the 21st century: Social science research on sexuality and the emergence of sexual health and sexual rights frameworks. *Annual Review of Sex Research*. 15:362-399, 2004

**PERCENTAGE OF TIME:** 75%

**NAME/TITLE/DEPARTMENT:** Esther Pasztory, Lisa and Bernard Selz Emeritus Professor of Pre-Colombian Art History, Art History and Archeology

**YR. OF APPOINTMENT:** 1971

**EDUCATION:** Ph.D. Columbia University, 1971

**NUMBER OF THESES SUPERVISED IN THE PAST FIVE YEARS:** 10

**FOREIGN LANGUAGE COMPETENCE:** Spanish-5

**RESEARCH/TEACHING SPECIALIZATIONS:** The art of Mesoamerica, the ancient Andes, and art theory. Her courses include Andean Art and Architecture.

**OVERSEAS EXPERIENCE:** Mexico, Andean Region

**RECENT COURSES:** Andean art and architecture

**REPRESENTATIVE PUBLICATIONS:**

1. Remove Trouble from Your Heart: A Memoir. East European Monographs, Columbia University Press, 2008.
2. "Rare Ancient Featherwork." Review of the exhibition Radiance from the Rain Forest: Featherwork in Ancient Peru, the Metropolitan Museum of Art. In press for January 2009 issue of the *American Journal of Archaeology*.

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Richard Pena, Professor, Film Department**

**YR. OF APPOINTMENT:** 1996

**EDUCATION:** MS, Architecture (Film and Video), MIT

**FOREIGN LANGUAGE COMPETENCE:** Spanish - 5, Portuguese - 5, French - 5, Italian - 4, German - 3, Russian - 3

**RESEARCH/TEACHING SPECIALIZATIONS:** I am especially interested in the interaction of Latin American filmmakers with general trends in world cinema (realism, modernism, the impact of digital technology, etc.)

**OVERSEAS EXPERIENCE:** Brazil, Argentina, Cuba, Spain

**RECENT COURSES:** Topics in World Cinema: Latin America; Cinema History II, III, IV (each unit I teach contains a segment on Latin American cinema)

**REPRESENTATIVE PUBLICATIONS:**

1. "Defining 'Popular' Cinema: Brazil, Hong Kong, Turkey, 2018 Turkish Film Studies Annual (forthcoming)
2. "O nacional e o universal: o cinema brasileiro no pensamento do Paulo Emilio," forthcoming
3. "La Casa and the World: Iterations of the House in Latin American Melodrama," in World Melodrama, ed. Jane Gaines, Christine Gledhill, and Linda Williams (forthcoming)
4. "Leopoldo Torre Nilsson," in Directory of World Cinema: Argentina, Vol 2, (London: Intellect Press, 2017)
5. "Paulo Emilio et la modernité," in P.E. Salles Gomes: Nouvelles Lectures, ed. Adilson Mendes and F. Sebastiana Gomes (Université de Montpellier, 2016).

**PHD ADVISEES (total):** 10

**MASTERS ADVISEES (total):** 30

**UG THESIS ADVISEES (total):** 200

**PERCENTAGE OF TIME:** 50%

**RECENT GRANTS/FELLOWSHIPS:** 2017: Government of India Visiting Scholar Grant (to teach classes on Latin American Cinema)

**RELEVANT AWARDS:** Lifetime Achievement Award, Jerusalem Film Festival, 2013; Film Preservation Award, Anthology Film Archives, May, 2012; Arts Award, Ministry of Education and Culture, Spain, July 2010; Certificate of Recognition, Ministry of Culture (Romania), April 2009; Friend of Korea (Arts), Ministry of Foreign Affairs, South Korea, October 2008; Officier de l'ordre des arts et des lettres, awarded by France, January 2001; Chevalier de l'ordre des arts et des lettres, awarded by France, June 1988; Amicus Polonia Award, given by the Kosciuszko Foundation, 1996

**NAME/TITLE/DEPARTMENT: Gustavo Perez-Firmat, David Feinson Professor of Humanities, LAIC**

**YR. OF APPOINTMENT:** 1999

**EDUCATION:** B.A. University of Miami, 1972; M.A. University of Miami, 1973; Ph.D. University of Michigan, 1979

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Modern Spanish American literature; Latino literature; and comparative literature.

**OVERSEAS EXPERIENCE:** Mexico, Puerto Rico, Cuba

**RECENT COURSES:** Short Fiction in Latin America; Hispanic Cultures

**REPRESENTATIVE PUBLICATIONS:**

1. A Cuban in Mayberry (2014)
2. The Havana Habit (2010)
3. The Norton Anthology of Latino Literature, Co-editor (with Ilan Stavans, Edna Acosta Belén, Harold Augenbraum, María Herrera Sobek, Rolando Hinojosa), forthcoming in 2009.

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** Guggenheim Foundation, the National Endowment for the Humanities, the American Council of Learned Societies and the Mellon Foundation

**RELEVANT AWARDS:** American Academy of Arts and Sciences (2004)

**NAME/TITLE/DEPARTMENT: Javier Perez-Zapatero, Director of the Language Program,  
Department of Spanish and Latin American Cultures (Barnard College)**

**YR. OF APPOINTMENT:** 2017

**EDUCATION:** Master of Arts in Linguistics and Teaching Methodology

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5); English (4); French (3); Italian (3); German (2)

**RESEARCH/TEACHING SPECIALIZATIONS:** Gender studies in Spain; Translation Studies; Spanish and Latin American Cinema.

**OVERSEAS EXPERIENCE:** Spain

**RECENT COURSES:** Rethinking Spanish Translation; Gay Identities in Spain; Elementary and Intermediate Spanish; Spanish for Heritage Speakers; Translating Cultures (not taught anymore)

**REPRESENTATIVE PUBLICATIONS:**

1. Customized edition of Gente (textbook, workbook and online platform for the Spanish Language Requirement at Columbia and Barnard).

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Pablo Piccato, Professor of History**

**YR. OF APPOINTMENT:** 1997

**EDUCATION:** B.A. Universidad Nacional Autónoma de México, 1990; Ph.D. University of Texas, 1997

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5), Portuguese (1), French (2)

**RESEARCH/TEACHING SPECIALIZATIONS:** History of Mexico and Latin America, social, cultural and political. History of crime. History of the public sphere. He is a particular expert on the Mexican Revolution.

**OVERSEAS EXPERIENCE:** Mexico, Argentina

**RECENT COURSES:** Mexico from Revolution to Democracy; Latin American Civilization II (lectures); Crime, Practices and Representations; Historiography of Latin America; Histories of the Public Sphere in Latin America (seminars).

**REPRESENTATIVE PUBLICATIONS:**

1. "The Public Sphere and Liberalism in Mexico: From the Mid-19th Century to the 1930s" in Latin American History: Oxford Research Encyclopedias, edited by Bill Beezley (August 2018).
2. A History of Infamy: Crime, Truth, and Justice in Mexico. Berkeley: University of California Press, 2017.
3. "A Historical Perspective on Crime Fiction in Mexico During the Middle Decades of the Twentieth Century" in The Oxford Handbook of The History of Crime and Criminal Justice, edited by Paul Knepper and Anja Johansen. Oxford: Oxford University Press (2016).
4. La tiranía de la opinión: El honor en la construcción de la esfera pública en México. Translation by Lucía Rayas. Zamora: El Colegio de Michoacán-Instituto Mora, 2015..
5. The Tyranny of Opinion: Honor in the Construction of the Mexican Public Sphere. Durham: Duke University Press, 2010, 400 p. Honorable Mention, Mexican History Book Prize by the Conference on Latin American History.
6. City of Suspects: Crime in Mexico City, 1900-1931. Durham: Duke University Press, 2001, 365 p.

**PHD ADVISEES (total):** 13

**MASTERS ADVISEES (total):** 5

**UG THESIS ADVISEES (total):** 7

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** ILAS faculty grant

**RELEVANT AWARDS:** 2012 Honorable Mention, Mexican History Book Prize by the Conference on Latin American History for Tyranny of Opinion: Honor in the Construction of the Mexican Public Sphere; 2010 American Council of Learned Societies Fellowship; 2008 Lenfest Columbia Distinguished Faculty Award;.

**NAME/TITLE/DEPARTMENT: Miguel Pinedo Vasquez, Associate Research Scientist, Earth Institute, Anthropology**

**YR. OF APPOINTMENT:** 2000

**EDUCATION:** Ph.D. Yale, 1995.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Development and conservation projects in Amazonia, patterns of smallholder management of tropical ecosystems and landscapes. Professor Pinedo Vasquez teaches each summer in Brazil and/or Peru

**OVERSEAS EXPERIENCE:** Brazil, Peru

**REPRESENTATIVE PUBLICATIONS:**

1. Urban lifestyles: Diversity and standardization in spaces of consumption. *Design for Social Diversity* 309 (5737), 1-12 2018
2. The Harvest of Tropical Wildlife for Bushmeat and Traditional Medicine. TM Lee, A Sigouin, M Pinedo-Vasquez, R Nasi. *Annual Review of Environment and Resources* 42 (1) 2017
3. Impacts of Cash Transfer Programs on Rural Livelihoods: a Case Study in the Brazilian Amazon *Human Ecology* 45 (5), 697-710 12017
4. R. Sears, C. Padoch, and M. Pinedo-Vasquez. 2007. Amazon forestry transformed: Integrating knowledge for smallholder forestry in eastern Brazil. *Human Ecology* 35:697-707.
5. Rerkasem K. and M. Pinedo-Vasquez. 2007. Diversity and Innovation in Smallholder Systems in Response to Environmental and Economic Changes. In: Jarvis D; Padoch C. and H..D. Cooper (eds.) *Managing Biodiversity in Agricultural Ecosystems*. Columbia University Press.

**PERCENTAGE OF TIME:** 75%

**NAME/TITLE/DEPARTMENT: Caterina Pizzigoni, Associate Professor, History**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** Ph.D. King's College London, 2002; M.A. ILAS, University of London, 1998; B.A. Università degli Studi di Milano, 1996

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5), Nahuatl (3), French (2), Italian (native)

**RESEARCH/TEACHING SPECIALIZATIONS:** I specialize in the colonial history of Latin America. My interests include indigenous populations and the study of sources in Nahuatl, social history, household and material culture, religion and gender.

**OVERSEAS EXPERIENCE:** Mexico, Spain

**RECENT COURSES:** Latin American Civilizations I, Primary Texts of Latin American Civilizations, Colonial Cities of the Americas, Indigenous Worlds of Early Latin America, Comparative Topics in Religious History: Medieval Europe and Early Latin America

**REPRESENTATIVE PUBLICATIONS:**

1. *The Life Within: Local Indigenous Society in Mexico's Toluca Valley, 1650–1800*. Stanford, Calif.: Stanford University Press, 2012
2. "A Language Across Space, Time, and Ethnicity." Commentary to the special issue of *Ethnohistory*, *A Language of Empire, A Quotidian Tongue: The Uses of Nahuatl in New Spain* 59, 4 (2012): 785–790
3. "Where Did All the Angels Go? An Interpretation of the Nahua Supernatural World." In *Angels, Demons and the New World*, edited by Fernando Cervantes and Andrew Redden. Cambridge: Cambridge University Press, 2013, 126–145

**PHD ADVISEES (total):** 2

**MASTERS ADVISEES (total):** 2

**UG THESIS ADVISEES (total):** 15

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** Shelby Cullom Davis Center for Historical Studies, Princeton University, Fellowship 2013–2014; John Carter Brown Library Long-Term Fellowship 2013–2014 (declined)

**RELEVANT AWARDS:** Mark Van Doren Award for Teaching, Columbia University, 2017; Lenfest Distinguished Columbia Faculty Award 2012–2013; General Studies Student Council Excellence in Teaching Award 2012–2013

**NAME/TITLE/DEPARTMENT Jenik Radon, Adjunct Professor, SIPA**

**YR. OF APPOINTMENT:** 2002

**EDUCATION:** B.A. Columbia University; M.C.P. University of California, Berkeley; J.D. Stanford Law School

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5), German (5), Portuguese (1)

**RESEARCH/TEACHING SPECIALIZATIONS:** Sustainable development of natural resources (namely mining and oil and gas), including appropriate legislation ensuring environmental protection, community acceptance and fair sharing, and governance in regards thereto.

**OVERSEAS EXPERIENCE:** Brazil, Colombia, Mexico and Peru

**RECENT COURSES:** Energy, Corporate Responsibility and Human Rights; Oil, Rights and Development; Panama Papers; and Capstones on Colombia, Peru and Brazil

**REPRESENTATIVE PUBLICATIONS:**

1. "Beneficial Ownership Disclosures: The Cure for the Panama Paper Ills," *Columbia Journal of International Affairs*, Vol. 70, No. 2, 2017;
2. <https://www.researchgate.net/publication/316553688>;
3. "Mining In Peru: Benefiting From Natural Resources and Preventing the Resource Curse," Capstone Report, Columbia University, School of International and Public Affairs (Faculty Supervisor), 2015 and subsequent follow-up reports in 2016, 2017 and 2018
4. How To Negotiate Your Oil Agreement, in *Escaping the Resource Curse*, ed. Macartan Humphreys, Jeffrey Sachs and Joseph Stiglitz (Columbia University Press, June 2007)

**MASTERS ADVISEES (total):** 20

**UG THESIS ADVISEES (total):** 2

**PERCENTAGE OF TIME:** 25%

**NAME/TITLE/DEPARTMENT: Wadda Rios-Font, Professor, Spanish and Latin American Cultures, Barnard College**

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.A., Johns Hopkins, 1985; Ph.D., Romance Languages and Literatures, Harvard, 1991

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5) Catalan (4) French (2)

**RESEARCH/TEACHING SPECIALIZATIONS:** Spanish cultural studies 1800-present. Culture of the late Spanish Empire 1808-1898.

**OVERSEAS EXPERIENCE:** Spain, Puerto Rico

**RECENT COURSES:** Texts in Context: Literature in the Spanish Nineteenth Century (graduate); History of Emotions in Hispanic Cultures (senior seminar); The Colonial Experience: Puerto Rico from Spanish Colony to U. S. (undergraduate); Catalan Culture, from Regionalism to Nationalism (undergraduate); *Contra Franco Vivamos Mejor: Literature and Culture of the Spanish Dictatorship* (undergraduate)

**REPRESENTATIVE PUBLICATIONS:**

1. On Foreign Language Requirements and their Discontents: Language Proficiency and the Core Curriculum Revision. *Hispania* 100 (2017): 16-29.
2. How Do I Love Thee: The Rhetoric of Patriotic Love in Early Puerto Rican Political Discourse." Delgado, Luisa Elena, Pura Fernandez, and Jo Labanyi, eds. *Engaging the Emotions in Spanish Culture and History (18th Century to the Present)*. Vanderbilt UP, 2016
3. *The Canon and the Archive: Configuring Literature in Modern Spain* (Bucknell University Press, 2004)
4. Murder in the Batey: Spanish Justice in the Atlantic Colony (1890-92). Sinclair, Alison, Ed. *Wrongdoing in Spain, 1800-1936: Representations and Interactions*. London: Tamesis, 2017.

**PHD ADVISEES (total):** 7

**MASTERS ADVISEES (total):** 3

**UG THESIS ADVISEES (total):** 40

**PERCENTAGE OF TIME:** 100%

**RELEVANT AWARDS:** 2009 John Simon Guggenheim Memorial Fellowship; Barnard College Presidential Research Award.

**NAME/TITLE/DEPARTMENT: Francisco L. Rivera-Batiz, Professor Emeritus of Economics and Education, Teachers College and Affiliate Professor, SIPA**

**YR. OF APPOINTMENT:** 1991

**EDUCATION:** Ph.D., Economics, Massachusetts Institute of Technology

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** International Economics and Economics of Education, with a geographical concentration of Latin America and the Caribbean, especially Puerto Rico, the Dominican Republic, El Salvador and Colombia.

**OVERSEAS EXPERIENCE:** Argentina, Dominican Republic, Colombia, El Salvador and Puerto Rico.

**RECENT COURSES:** Open Economy Macroeconomics, Macroeconomics I, Development Economics, Education and Economic Development.

**REPRESENTATIVE PUBLICATIONS:**

1. 2018 Francisco L. Rivera-Batiz and Luis A. Rivera-Batiz, International Trade, Capital Flows and Economic Development, World Scientific Publishing Company, Singapore.
2. 2001 Arvid Lukauskas and Francisco L. Rivera-Batiz, eds., The Political Economy of the East Asian Crisis: Tigers in Distress, Edward Elgar Publishers, London.
3. 1996 Francisco L. Rivera-Batiz and Carlos E. Santiago, Island Paradox: Puerto Rico in the 1990s, Russell Sage Foundation, New York.
4. 1994 Francisco L. Rivera-Batiz and Luis A. Rivera-Batiz, International Finance and Open Economy Macroeconomics, Second Edition, Prentice Hall Publishers, New Jersey (second edition)
5. 1991 Francisco L. Rivera-Batiz, Selig Sechzer and Ira Gang, eds., U.S. Immigration Policy Reform in the 1980s: A Preliminary Assessment, Praeger Publishers, New York.

**PHD ADVISEES (total):** 52

**MASTERS ADVISEES (total):** 85

**UG THESIS ADVISEES (total):** 2

**PERCENTAGE OF TIME:** 50%

**RELEVANT AWARDS:** 2016 Outstanding Teaching Award received from the School of International and Public Affairs, Columbia University, New York; 2010 Lifetime Academic Achievement Award received from the American Society of Hispanic Economists, American Economic Association Meetings, Atlanta

**NAME/TITLE/DEPARTMENT: Diana Romero, Lecturer and Co-Director of the Language Program, Department of Latin American and Iberian Cultures**

**YR. OF APPOINTMENT:** 2004

**EDUCATION:** University of Maryland, College Park, M.A. on Latin American Literature and Ph.D. on Colombian literature, 2009. B.A. in Modern Languages, Universidad de Los Andes in Bogotá, Colombia.

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** Teaching and learning techniques of Spanish; Interactive and Community-based instruction and curriculum; Language learning beyond the classroom.

**OVERSEAS EXPERIENCE:** Colombia

**RECENT COURSES:** Spanish for Heritage Speakers; Comprehensive Elementary Spanish, Elementary Spanish I & II, Intermediate Spanish I & II, Advanced Language Through Content, Advanced Grammar and Composition.

**REPRESENTATIVE PUBLICATIONS:** NA

**PERCENTAGE OF TIME:** 25%

**RECENT GRANTS/FELLOWSHIPS:** 2016 Course Re-Design Institute Grant. Center for Teaching and Learning; 2014 Travel Grant. Language Resource Center. Columbia University.

**NAME/TITLE/DEPARTMENT: Francisco Rosales-Varo, Senior Lecturer, LAIC**

**YR. OF APPOINTMENT:** 2007

**EDUCATION:** BA Universidad de Granada; Ph.D., Spanish Linguistics, Universidad de Granada, 1998

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**OVERSEAS EXPERIENCE:** Granada

**RECENT COURSES:** Lecturer in Spanish as a second language in numerous institutions since 1990: University of Granada, Universidad Internacional Menéndez Pelayo in Santander, Päivölään Kansanopisto (Finland) and Instituto Cervantes in New York.

**REPRESENTATIVE PUBLICATIONS:**

1. *Campus Sur. Curso intensivo de español para universidades. Student Workbook.* Barcelona, Difusión, 2017.
2. *Campus Sur. Curso intensivo de español para universidades. Student Activities Manual.* Barcelona, Difusión, 2017.
3. "The Pragmatic and Affective Dimension in Teaching Spanish as a Second language. A Humanistic Approach" in *Methodological developments in Teaching Spanish as a Second Language.* Cambridge: Cambridge Scholars, 2012.
4. *Abanico.* Advanced Level Course of Spanish for Foreigners. Student Workbook. StudentActivities Book. Teacher's Book and CD. Difusión, Barcelona, new edition. 2010.

**PERCENTAGE OF TIME:** 25%

**NAME/TITLE/DEPARTMENT: Perla Rozencvaig, Lecturer, LAIC**

**YR. OF APPOINTMENT:** 1994

**EDUCATION:** B.A. Columbia, 1972; M.A. Columbia 1974; M. Phil Columbia 1977; Ph.D. Columbia 1983.

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Latin American literature and culture, Caribbean literature, and literature and society. She has designed and taught a series of courses at the CU Medical Campus on Spanish for the Medical profession.

**RECENT COURSES:** Advanced Language through Content: Caribbean Identities: Cuba, Puerto Rico and the Dominican Republic; Comprehensive Intermediate Spanish

**OVERSEAS EXPERIENCE:** Caribbean, Cuba, Argentina

**REPRESENTATIVE PUBLICATIONS:**

1. "Mon ami Reinaldo", in Liliane Hason's *Un Cubain libre* (2007)

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: José Plácido Ruiz-Campillo, Senior Lecturer, LAIC**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** MA & Ph.D., Hispanic Philology, University of Granada 1999

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** updating the methods of Spanish grammar teaching to a cognitive-operational focus.

**OVERSEAS EXPERIENCE:** Granada

**RECENT COURSES:** Courses in Spanish (SPAN 1101, 1102, 1201, 1202); Introduction to the Study of the Spanish Language (W3540); The Spanish Grammar: from Rules to Laws and Beyond (W3462); Didactics of Spanish Language and Culture (G6000)

**REPRESENTATIVE PUBLICATIONS:**

1. Ruiz Campillo, J. P.(2017): "El verbo como espacio. Seis nuevos temas de gramática del español", *Revista Nebrija de Lingüística Aplicada a la Enseñanza de Lenguas* 22.
2. Ruiz Campillo, J.P. (2014): "La lógica del espacio. Mapa operativo del sistema verbal en español". *Journal of Spanish Language Teaching* 1:1, 62-85, DOI: 10.1080/23247797.2014.898518
3. 1. Llopis, R., Real, J.M. & J. P. Ruiz Campillo (2012). *Qué gramática enseñar, qué gramática aprender*. Madrid: Edinumen

**PHD ADVISEES (total):** 2

**MASTERS ADVISEES (total):** 9

**PERCENTAGE OF TIME:** 25%

**RECENT GRANTS/FELLOWSHIPS:** Hybrid Learning Grant

**NAME/TITLE/DEPARTMENT: Guadalupe Ruiz Fajardo, Senior Lecturer, Department of Latin American and Iberian Cultures**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** B.A. University of Granada, 1984; Ph.D. University of Granada, 1992

**FOREIGN LANGUAGE COMPETENCE:** Spanish 5, English 4, Swedish 3.

**RESEARCH/TEACHING SPECIALIZATIONS:** Teaching and Learning of Spanish as a New Language (immigrant communities); Mass Media and Authentic Materials in the Language Classroom; Oral Interaction and Conversation;

**OVERSEAS EXPERIENCE:** Spain, Cuba, Colombia, Perú, Equatorial Guinea

**RECENT COURSES:** Discourse Analysis in Spanish, Advanced Language through Content: Nueva York. Spanish Intermediate II.

**REPRESENTATIVE PUBLICATIONS:**

1. Corpus de Conversaciones. Center of Teaching and Learning Columbia University, 1 Dec. 2017 Web. Mar. 2017.
2. 2016 "El enfoque comunicativo en los libros de texto de español como nueva lengua" in Guadalupe Ruiz Fajardo (ed.) 2016 *Inmigración: Nuevas lenguas, nuevos hablantes, nuevas perspectivas* (Immigration: New Languages, New Speakers, New Perspectives). Sevilla, Spain: Universidad Internacional de Andalucía. Print. <http://dspace.unia.es/handle/10334/3602>
3. "Tasks for Interaction", in Guadalupe Ruiz Fajardo (ed.) 2012 *Methodological developments of Teaching of Spanish as a Second and Foreign Language*, Cambridge Scholars Publishing. Pages. 73-118.
4. (ed.) 2012 *Methodological developments of Teaching of Spanish as a Second and Foreign Language*, Cambridge Scholars Publishing.
5. "Tasks for Interaction", in Guadalupe Ruiz Fajardo (ed.) 2012 *Methodological developments of Teaching of Spanish as a Second and Foreign Language*, Cambridge Scholars Publishing. Pags. 73-118

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** HispanEx, (Government of Spain), ILAS travel research grants

**NAME/TITLE/DEPARTMENT: Karl Sauvant, Director, Columbia Program on International Investment, Adjunct Professor, Columbia Law School**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** Ph.D. University of Pennsylvania

**FOREIGN LANGUAGE COMPETENCE:** French- 4 Portuguese- 3 German- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** International investment policies, Brazil

**OVERSEAS EXPERIENCE:** Brazil

**REPRESENTATIVE PUBLICATIONS:**

1. Karl P. Sauvant, ed., Yearbook on International Investment Law and Policy (New York: Oxford University Press, forthcoming).
2. Karl P. Sauvant and Lisa Sachs, eds., Bilateral Investment and Double Taxation Treaties and Foreign Direct Investment, 2008.
3. Karl P. Sauvant with Michael Chiswick-Patterson, eds., Appeals Mechanism in International Investment Disputes (New York: Oxford University Press, 2008).

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Socrates Silva, Latin American and Iberian Studies Librarian**

**YR. OF APPOINTMENT:** 2015

**EDUCATION:** MLIS-Information Studies, Spring 2006 MA-Latin American Studies, Spring 2006 University of California, Los Angeles

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5) Portuguese (4)

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Joshua Simon, Assistant Professor, Political Science**

**YR. OF APPOINTMENT:** 2015

**EDUCATION:** PhD, Political Science, Yale University

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5); Portuguese (2); French (1)

**RESEARCH/TEACHING SPECIALIZATIONS:** North American and Latin American political thought, especially revolutions, constitutions, and international institutions.

**OVERSEAS EXPERIENCE:** Mexico

**RECENT COURSES:** American Political Thought; Imperialism and Political Theory; Interpretation and Critique of Political Ideas

**REPRESENTATIVE PUBLICATIONS:**

1. The Ideology of Creole Revolution: Imperialism and Independence in American and Latin American Political Thought (Cambridge University Press, 2017)

**PHD ADVISEES (total):** 1

**PERCENTAGE OF TIME:** 75%

**RECENT GRANTS/FELLOWSHIPS:** Lenfest Junior Faculty Development Grant; Fulbright-Garcia Robles U.S. Studies Chair (ITAM, Mexico)

**NAME/TITLE/DEPARTMENT: David Scott, Ruth and William Lubic Professor of Anthropology & Chair, Anthropology**

**YR. OF APPOINTMENT:** 1999

**EDUCATION:** PhD Anthropology, New School for Social Research, 1989

**FOREIGN LANGUAGE COMPETENCE:** French(4)

**RESEARCH/TEACHING SPECIALIZATIONS:** Colonialism and postcolonialism in the Caribbean

**OVERSEAS EXPERIENCE:** Caribbean

**RECENT COURSES:** Anticolonialism; Idea of a Black Radical Tradition: Anthropological Theory

**REPRESENTATIVE PUBLICATIONS:**

1. "C. L. R. James, Totalitarianism, and the Sense of the Tragic," Introduction to C. L. R. James, Preface to Criticism and Other Writings, Robert A. Hill ed. (Durham: Duke University Press, 2018, forthcoming).
2. Stuart Hall's Voice: Intimations of an Ethics of Receptive Generosity (Durham: Duke University Press, 2017).
3. "'Seeing False Images of Ourselves': Rex Nettleford's Mirror Mirror in the Wake of the 1960s" Small Axe 54 (November 2017), 152-66.
4. "On the Very Idea of the Making of Modern Jamaica" Small Axe 54 (November 2017), 43-47.
5. "A Reluctant Pessimist?" Social and Economic Studies 65(1)(March 2016), 206-13.
6. "Friendship and Inheritance" (London: Stanley Picker Gallery mail-out, 2017).

**PHD ADVISEES (total):**

**MASTERS ADVISEES (total):**

**UG THESIS ADVISEES (total):**

**PERCENTAGE OF TIME:** 100%

**RELEVANT AWARDS:** Lenfest Distinguished Faculty Award, Columbia University; Council of Editors of Learned Journals Distinguished Editor Prize; Vincent Hoo Visiting Scholar, Lingnan University, Hong Kong

**NAME/TITLE/DEPARTMENT: Rodrigo Soares, Lemann Professor of Brazilian Public Policy, SIPA**

**YR. OF APPOINTMENT:** 2016

**EDUCATION:** PhD, Economics, University of Chicago

**FOREIGN LANGUAGE COMPETENCE:** Portuguese (5), Spanish (4), French (3)

**RESEARCH/TEACHING SPECIALIZATIONS:** Development Economics; Health, Demographic and Labor Economics; Economics of Crime; Brazil

**OVERSEAS EXPERIENCE:** Brazil

**RECENT COURSES:** Public Policy Challenges in Brazil and Latin America; Political, Social, and Economic Development in Brazil II; Impact Evaluation Methods and Applications to Health and Social Policy; Demographic Economics and Development

**REPRESENTATIVE PUBLICATIONS:**

1. The Use of Violence in Illegal Markets: Evidence from Mahogany Trade in the Brazilian Amazon (with Ariaster B. Chimeli). *American Economic Journal: Applied Economics*, 9(4), October 2017, 30-57.
2. Household Choices of Child Labor and Schooling: A Simple Model with Application to Brazil (with Diana Kruger and Matias Berthelon). *Journal of Human Resources*, 47(1), Winter 2012, 1-31.
3. The Quantity and Quality of Life and the Evolution of World Inequality (with Gary S. Becker and Tomas J. Philipson). *American Economic Review*, 95(1), March 2005, 277-291.

**PHD ADVISEES (total):** 7

**MASTERS ADVISEES (total):** 15

**UG THESIS ADVISEES (total):** 2

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** Abdul Latif Jameel Poverty Action Lab (J-PAL Crime and Violence Initiative; Project: Making Schools Safe for Learning: An Evaluation of “Escola Segura, Família Forte”, 2017-2019; Center for Development Economics and Policy Faculty Research Grant (Project: Impacts of Glyphosate Use in Agriculture on Human Health), 2017-2018; Brazilian Research Council Productivity Grant; Project: Topics on Labor Markets in Brazil – Informality and Discrimination), 2015-2018

**RELEVANT AWARDS:** Honorary Member, Latin American and Caribbean Economic Association, 2010; Kenneth J. Arrow Award for Best Health Economics Paper, 2006; Brazilian National Award for Best Ph.D. Dissertation in Economics (Prêmio Haralambos Simeonidis Tese – ANPEC), 2003.

**NAME/TITLE/DEPARTMENT: Fernando Sotelino, Adjunct Professor, SIPA**

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.Sc.; M.Sc. Engineering Federal University of Rio de Janeiro; MBA; M.A. Stanford University

**FOREIGN LANGUAGE COMPETENCE:** English 5; Portuguese 5; Spanish 4; French 2

**RESEARCH/TEACHING SPECIALIZATIONS:** International banking and finance, business strategy for financial institutions, banking and capital markets in emerging economies

**OVERSEAS EXPERIENCE:** Brazil, Southeast Asia

**RECENT COURSES:** International Banking, Workings, Trends and Challenges; Banking in Brazil, A Comparative Examination; SIPA Capstone Projects for Citibank, UBS, IFC, Standard and Chartered Bank, and China Merchants Bank

**REPRESENTATIVE PUBLICATIONS:**

1. Universal Banking Post Crisis, with Gonzales, R., *Universal Journal of Accounting and Finance*, June 2016.
2. Textbook: *International Banking for a New Century*, Routledge, Taylor and Francis, (UK), 2015, co-author with Finel-Honigman, I.
3. The Financial Services Industry 1808-2009, chapter of the book *The Brazilian State: Paths and Prospects of Dirigisme and Liberalization*, Font M. and Randall, L. editors, Lexington Books, New York, 2011;

**MASTERS ADVISEES (total):** 2

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Mariana V. Souto Manning, Associate Professor of Education, Curriculum and Teaching, at Teachers College**

**YR. OF APPOINTMENT:** 2009

**EDUCATION:** Ph.D., Language Education, University of Georgia

**FOREIGN LANGUAGE COMPETENCE:** Portuguese (5), English (5), Spanish (3)

**RESEARCH/TEACHING SPECIALIZATIONS:** Professor Souto-Manning's research examines inequities and injustices in early childhood teaching and teacher education, critically (re)centering methodologies and pedagogies on the lives, values, and experiences of intersectionally minoritized people of color.

**RECENT COURSES:** C&T 4114 Multicultural Approaches to Teaching Young Children (Global South); C&T 4131 Language and Literacy in Early Childhood (English and Spanish); C&T 4132 Reading and Writing in the Primary Grades (English and Spanish); C&T 5199 School Desegregation, Racial Literacies, and Culturally Relevant Teaching (US and Latin America); C&T 6535 Advanced Seminar: Freire Culture Circles (Brazil)

**REPRESENTATIVE PUBLICATIONS:**

1. Souto-Manning, M. & Martell, J. (accepted). Toward critically transformative possibilities: Considering tensions and undoing inequities in the spatialization of teacher education. *Teachers College Record*.
2. Souto-Manning, M., & Rabadi-Raol\*, A. (2018). (Re)Centering quality in early childhood education: Toward intersectional justice for minoritized children. *Review of Research in Education*, 42, 203-225.
3. Souto-Manning, M. & Winn, M. (2017). Where do we go from here?: Foundational understandings as show ways for interrupting injustice and fostering justice in and through educational research. *Review of Research in Education*, 41, ix-xix.
4. Souto-Manning, M. (2013). *Multicultural teaching in the early childhood classroom: Strategies, tools, and approaches, PreK-2nd grade*. New York: Teachers College Press.

**PHD ADVISEES (total):** 13

**MASTERS ADVISEES (total):** 5

**UG THESIS ADVISEES (total):** 7

**PERCENTAGE OF TIME:** 50%

**RECENT GRANTS/FELLOWSHIPS:** Preparing Asset, Equity, and Social-Justice Oriented Teachers: The Crucial Challenge for the Future of Teacher Education. Awarded by the Spencer Foundation; Long, S., Miller, E., Souto-Manning, M. & Volk, D. (2013-2017); Quality Universally Inclusive Early Responsive Education, United States Department of Education, Office of Special Education Programs;

**RELEVANT AWARDS:** 2017 AERA Teaching and Teacher Education (Division K) Mid-Career Award. Presented by the American Educational Research Association (AERA); 2016 winner of the American Educational Studies Association Critics' Choice Award, Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners, K-2 (with Jessica Martell)

**NAME/TITLE/DEPARTMENT: Nancy Stepan, Professor Emeritus of History**

**YR. OF APPOINTMENT:** 1980

**EDUCATION:** B.A. Oxford, 1961; Ph.D. University of California, 1971

**FOREIGN LANGUAGE COMPETENCE:** Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** The history of science and medicine, the representations of nature, and diseases in the colonial and post-colonial world. Professor Stepan has written extensively on the history of science in Brazil.

**OVERSEAS EXPERIENCE:** Brazil

**REPRESENTATIVE PUBLICATIONS:**

1. *The Hour of Eugenics: Race, Gender, and Nation in Latin America*, Ithaca: Cornell University Press, 1991
2. *Idea of Race in Science: Great Britain, 1800-1960*, Hamden, Conn.: Archon Books, 1982.

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Michael Taussig, Class of 1933 Professor of Anthropology**

**YR. OF APPOINTMENT:** 1993

**EDUCATION:** M.B., B.S. University of Sydney, 1964; M.Sc. London School of Economics, 1968; Ph.D. University of London, 1974

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** The history of slavery, colonialism and state fetishism. Professor Taussig is a renowned scholar of the Andean region, in particular. His courses and graduate seminars draw upon his extensive field research in the region.

**RECENT COURSES:** Research in Social, arts.

**OVERSEAS EXPERIENCE:** Colombia Bogota, Venezuela, Pacific Coast, Mexico, France

**REPRESENTATIVE PUBLICATIONS:**

1. What Color is the Sacred?, Chicago : University of Chicago Press, 2009
2. Walter Benjamin's Grave, Chicago : University of Chicago Press, 2006
3. My Cocaine Museum, Chicago : University of Chicago Press, 2004
4. Shamanism, Colonialism, and the Wild Man: A Study in Terror and Healing. 1987

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Thomas Trebat, Director, Columbia Global Centers | Rio de Janeiro, Adjunct Professor, School of International and Public Affairs**

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.A. Notre Dame, 1967; M.A. Johns Hopkins, 1971; Ph.D. Economics, Vanderbilt, 1978

**FOREIGN LANGUAGE COMPETENCE:** Portuguese (5), Spanish (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** I specialize in financial markets and the economic development problems of Latin America, with a particular focus on Brazil, but also covering the major economies of the region.

**OVERSEAS EXPERIENCE:** Brazil, Chile, Mexico

**RECENT COURSES:** Political, Social, and Economic Development of Brazil; Problems of Economic Growth in Latin America

**REPRESENTATIVE PUBLICATIONS:**

1. "Infrastructure" (co-author), chapter in Oxford Handbook on the Brazilian Economy (2018)
2. "The Rise of Latin America: New Directions for a More Prosperous Brazil", Journal of International Affairs, Vol. 66, Spring/Summer 2013, pp. 127-147.
3. "Argentina, the Church, and the Debt", article in Ethics and International Affairs (2007);
4. Brazil's State-owned Enterprises: A Case Study of the State as Entrepreneur, Cambridge University Press (1983);
5. "Latin America Economic Outlook", and other Citigroup Investor research on Latin America-produced daily, weekly, and monthly through early 2005.

**MASTERS ADVISEES (total):** 15

**UG THESIS ADVISEES (total):** 5

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Debra Tupe, Assistant Professor of Clinical Occupational Therapy**

**YR. OF APPOINTMENT:** 2006

**EDUCATION:** B.A. SUNY Stony Brook, 1981; M.P.H. New York Medical College, 1996; Ph.D. Candidate Temple University

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Sociology, public health, community based rehabilitation, Cuba, Nicaragua, the Caribbean

**OVERSEAS EXPERIENCE:** Cuba, Nicaragua, the Caribbean

**REPRESENTATIVE PUBLICATIONS:**

1. Hansen, A.M., Munoz, J., Crist, P.A., Gupta, J., Ideshi, R.I., Primeau, L.A., Tupe, D. (2007). Service learning: Meaningful, community-centered professional skill development for occupational therapy students. *Occupational Therapy in Health Care*, 21:1.
2. Tarola, A. & Tupe, D. Jefferson College of Health Professions Students Study in Cardenas, Cuba-Philadelphia's Sister City. *Health Policy Newsletter*, 2003, 16:9.
3. Tupe, D. A Visit to Cuba. *World Federation of Occupational Therapists: Americas Region Newsletter*, 2003, 4: 4-5.

**PERCENTAGE OF TIME:** 75%

**NAME/TITLE/DEPARTMENT: Maria Uriarte, Professor, Department of Ecology, Evolution, and Environmental Biology**

**YR. OF APPOINTMENT:** 2005

**EDUCATION:** B.S. State University of New York, 1986; M.S. Yale University, 1995; Ph.D. Ecology, Cornell University, 2002

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese- 3

**RESEARCH/TEACHING SPECIALIZATIONS:** Community ecology, forest and landscape ecology, focusing in Latin American tropical regions, especially Puerto Rico and Brazil

**OVERSEAS EXPERIENCE:** Brazil, Puerto Rico, Costa Rica, Peru, and Chile

**RECENT COURSES:** Statistical modeling; Landscape Ecology; Sustainability Science

**REPRESENTATIVE PUBLICATIONS:**

1. Schwartz, N. B., M. Uriarte, R. DeFries, V. Gutiérrez-Vélez, K. Fernandes, M. A. Pinedo-Vasquez. 2017. Fragmentation increases impact of wind disturbance on forest structure and carbon stocks in a western Amazonian landscape. *Ecological Applications*
2. Lasky, J., M. Uriarte, V. Boukili, and R. L. Chazdon. In press. Multiple effects of functional trait variation on tree community dynamics in tropical successional forests. *Proceedings of the National Academy of Sciences, USA*.
3. Gutiérrez-Vélez, V.H., M. Uriarte, R. DeFries, M. Pinedo-Vásquez, K. Fernandes, P. Ceccato, W. Baethgen, and C. Padoch. In press. Land cover change interacts with drought severity to change fire regimes in Western Amazonia. *Ecological Applications*. <http://www.esajournals.org/doi/abs/10.1890/13-2101.1>
4. Jain, M., Y. Lim, J. Arce and M. Uriarte. In press. Perceptual and socio-demographic factors associated with household drinking water management strategies in rural Puerto Rico. *PloS One*.

**PHD ADVISEES (total):** 13

**MASTERS ADVISEES (total):** 4

**UG THESIS ADVISEES (total):** 1

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** CNPQ Science without Borders Fellowship, University of São Paulo, Brazil; US NSF

**NAME/TITLE/DEPARTMENT: Martín Uribe, Professor, Department of Economics**

**YR. OF APPOINTMENT:** 2008

**EDUCATION:** Ph.D. Economics, University of Chicago

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** International Macroeconomics, Monetary Economics, Business Cycle Theory, the Argentine Economy

**OVERSEAS EXPERIENCE:** Argentina

**RECENT COURSES:** Advanced Topics in International Macroeconomics (Second year PhD course, Economics Department); Economics Fluctuations Colloquium (Ph.D. level, Department of Economics); International Macroeconomics (advanced undergraduate course, Columbia College); Intermediate Macroeconomics (undergraduate Columbia College)

**REPRESENTATIVE PUBLICATIONS:**

1. "The Twin Ds: Optimal Default and Devaluation," *American Economic Review*, forthcoming.
2. "World Shocks, World Prices, and Business Cycles: An Empirical Investigation," *Journal of International Economics*, 108, May 2017, S2-S14 (lead article).
3. "How Important Are Terms of Trade Shocks?," *International Economic Review* 59, February 2018, 85-111.
4. "Liquidity Traps And Jobless Recoveries," *American Economic Journal: Macroeconomics* 9, January 2017, 165-204.
5. "Downward Nominal Wage Rigidity, Currency Pegs, and Involuntary Unemployment," *Journal of Political Economy* 124, October 2016, 1466-1514.

**PHD ADVISEES (total):** 25

**UG THESIS ADVISEES (total):** 5

**PERCENTAGE OF TIME:** 50%

**NAME/TITLE/DEPARTMENT: Miguel Urquiola, Professor, Economics and SIPA**

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** B.A. Swarthmore College, 1992; Ph.D. Economics, UC Berkeley, 2000;

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5)

**RESEARCH/TEACHING SPECIALIZATIONS:** My research is on the Economics of Education, with a focus on understanding how schools and universities compete, and how they form reputations for quality. It also covers how parents and students select educational providers, and the consequences such choices have on sorting and labor market outcomes.

**OVERSEAS EXPERIENCE:** Bolivia, Chile, Colombia, Romania

**RECENT COURSES:** Economics of Education, Economic Development

**REPRESENTATIVE PUBLICATIONS:**

1. School vouchers: A survey of the economics literature, with Dennis Epple and Richard Romano. *Journal of Economic Literature*, 55(2), 441-492, 2017.
2. Reputation and school competition, with Bentley MacLeod, *American Economic Review*, 105(11), 3471-3488, 2015
3. Progress and challenges in achieving an evidence-based education policy, *Latin American Economic Review*, 24(12), 2015.
4. Class size caps, sorting, and the regression discontinuity design, with Eric Verhoogen. *American Economic Review*, 99(1), 179-215, 2009.
5. School choice, stratification, and information on school performance, with Patrick McEwan and Emiliana Vegas. *Economía (Journal of the Latin American Economic Association)*, Spring, 1-27, 2008.

**PHD ADVISEES (total):** 20

**MASTERS ADVISEES (total):** 3

**UG THESIS ADVISEES (total):** 2

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Eric Verhoogen, Professor, Economics and SIPA**

**YR. OF APPOINTMENT:** 2004

**EDUCATION:** B.A. Harvard College. 1991; M.A. University of Massachusetts, 2001; Ph.D., Economics, UC Berkeley 2004

**FOREIGN LANGUAGE COMPETENCE:** Spanish (4), French (3), Italian (4)

**RESEARCH/TEACHING SPECIALIZATIONS:** My main research area is industrial development -- firms, innovation, productivity, trade, industrial policy, labor markets in developing countries. A number of my papers have been concerned with the process of quality upgrading -- how firms raise quality when they sell to richer countries, and the consequences for labor and other input markets. Recently I've been working on technology adoption and productivity estimation, among other topics.

**OVERSEAS EXPERIENCE:** Mexico, Colombia, Chile, Brazil, Pakistan, Tunisia

**RECENT COURSES:** Econ G6306: Industrial Development (PhD course), SIPA INAF U8145: Advanced Economic Development

**REPRESENTATIVE PUBLICATIONS:**

1. "Exports and Within-Plant Wage Distributions: Evidence from Mexico." With Judith A. Frías and David S. Kaplan. American Economic Review Papers & Proceedings, v. 102, no. 3, pp. 435-440, May 2012. "Exports and Within-Plant Wage Distributions: Evidence from Mexico." With Judith A. Frías and David S. Kaplan. American Economic Review Papers & Proceedings, v. 102, no. 3, pp. 435-440, May 2012.
2. "Trade, Quality Upgrading and Wage Inequality in the Mexican Manufacturing Sector." Quarterly Journal of Economics, vol. 123, no. 2, pp. 489-530, May 2008.

**PHD ADVISEES (total):** 37

**PERCENTAGE OF TIME:** 50%

**RECENT GRANTS/FELLOWSHIPS:** PEDL Major Research Grant, PEDL Exploratory Research Grant, CDEP research grant

**RELEVANT AWARDS:** SIPA Outstanding Teaching Award (x2)

**NAME/TITLE/DEPARTMENT: Milton Wainberg, Professor, Department of Psychiatry**

**YR. OF APPOINTMENT:** 1999

**EDUCATION:** M.D. Universidad Central de Venezuela, 1987

**FOREIGN LANGUAGE COMPETENCE:** Spanish (5); Portuguese (4); Hebrew (3)

**RESEARCH/TEACHING SPECIALIZATIONS:** The intersection of HIV prevention and treatment with Mental Health and Substance Use; and the Implementation Science and Global Mental Health

**OVERSEAS EXPERIENCE:** Brazil, Colombia, Mozambique, Uganda, Zambia, Botswana, South Africa, Malawi, Kazakstan

**RECENT COURSES:** N/A (mentoring and supervising of residents)

**REPRESENTATIVE PUBLICATIONS:**

1. Wainberg ML, McKinnon K, Norcini-Pala A, Hughes OK, Schrage E, Erby W, Mann CG, Cournos F. Ending AIDS as a Public Health Threat: Treatment-as-Usual Risk Reduction Services for Persons With Mental Illness in Brazil. Psychiatric Services. 2018 Mar 1;69(4):483-6.
2. Wainberg ML, Scorza P, Shultz JM, Helpman L, Mootz JJ, Johnson KA, Neria Y, Bradford JM, Oquendo MA, Arbuckle MR. Challenges and Opportunities in Global Mental Health: a Research-to-Practice Perspective. Current psychiatry reports. 2017 May 1;19(5):28.
3. Wainberg M, Pala AN, Cournos F, McKinnon K. Validation of the Mental Illness Sexual Stigma Questionnaire (MISS-Q) in a sample of Brazilian adults in psychiatric care. Journal Brasileiro de Psiquiatria. 2017 Sep;66(3):132-8.

**PHD ADVISEES (total):** 4

**MASTERS ADVISEES (total):** 4

**UG THESIS ADVISEES (total):** 3

**PERCENTAGE OF TIME:** 100%

**RECENT GRANTS/FELLOWSHIPS:** Provost Hybrid Learning Course Redesign Grant, Spring 2017

**NAME/TITLE/DEPARTMENT: Christopher Washburne, Associate Professor of Music**

**YR. OF APPOINTMENT:** 2000

**EDUCATION:** B.A. University of Wisconsin, 1986; M.A. New England Conservatory of Music, 1988; Ph.D. Ethnomusicology, Columbia, 1999

**FOREIGN LANGUAGE COMPETENCE:** Spanish-4

**RESEARCH/TEACHING SPECIALIZATIONS:** Jazz, Latin jazz, Caribbean music, salsa topics

**RECENT COURSES:** Salsa, Soca and Reggae.

**OVERSEAS EXPERIENCE:** Brazil, Cuba

**REPRESENTATIVE PUBLICATIONS:**

1. "Latin Music at the Apollo." Ain't Nothing Like the Real Thing: How the Apollo Theater Shaped American Entertainment. Edited by Richard Carlin and Kinshasha Holman Conwill. Washington D.C.: Smithsonian Books (2010): 220-225.
2. Sounding Salsa. Temple University Press, 2008.
3. Bad Music: The Music You Love to Hate. Routledge Press, 2004
4. Linear Notes to Cuban Roots, "Algo Mas." Jazzheads Records, 2004

**PERCENTAGE OF TIME:** 75%

**COLUMBIA ILAS STAFF**

**NAME/TITLE/DEPARTMENT: Esteban Andrade, Program Manager, ILAS**

**YR. OF APPOINTMENT:** 2010

**EDUCATION:** MA in Spanish Literature from St. John's University

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5; Portuguese-3

**RECENT COURSES:** N/A

**RESEARCH/TEACHING SPECIALIZATIONS:** N/A

**OVERSEAS EXPERIENCE:** Ecuador, Brazil

**REPRESENTATIVE PUBLICATIONS:** N/A

**PERCENTAGE OF TIME:** 100%

**NAME/TITLE/DEPARTMENT: Eliza Kwon-Ahn, Senior Business Manager & Student Affairs Coordinator, ILAS**

**YR. OF APPOINTMENT:** 2003

**EDUCATION:** BA Rutgers University, 1997; MA New York University, 2001

**FOREIGN LANGUAGE COMPETENCE:** Spanish- 5, Portuguese- 5

**RESEARCH/TEACHING SPECIALIZATIONS:** Brazil, Arts & Cultures, Immigration & Cultural Assimilation, National Identity, and Social and Education Development

**OVERSEAS EXPERIENCE:** Brazil

**REPRESENTATIVE PUBLICATIONS:** N/A

**PERCENTAGE OF TIME:** 100

**Thomas Abercrombie, Associate Professor, Anthropology and Latin American and Caribbean Studies; Former Director of Center for Latin American and Caribbean Studies**

*YR. OF APPOINTMENT:* 1996

*EDUCATION:* PhD, U of Chicago, 1986; BGS, U of Michigan, 1973

*NUMBER OF ADVISEES:* 20

*FOREIGN LANGUAGE COMPETENCE:* Aymara 4, French 3, Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Cultural history/historical anthropology, Atlantic history, colonized societies, postcolonial situations, religion and conversion, nationalism, cultural performance, narrative, gender and sexuality, Andes, Spain

*FIELD RESEARCH EXPERIENCE:* Iberian Peninsula, S. America, Andes, S. Cone

*AREA STUDIES COURSES:* ANTH-UA47: Ethnography of the Andes; ANTH-UA 103: Peoples of Latin America; LATC-GA 2030: Ethnographic Methods in Latin America & the Caribbean; ANTH-GA 1241: Colonialism, Nationalism, Modernity; ANTH-GA 3390: Memory, Heritage, History & N; ANTH-GA 3219: Memory History, Patrimony, Personhood; LATC-GA 1001: Intro Latin America and Caribbean I: Iberian Atlantic & Colonial

*RECENT PUBLICATIONS:*

2015 "The Devil, Temptation, and Penitence in Oruro's Carnival Pageant." In: Milla Cozart Riggio, Paolo Vignolo, and Angela Marino Segura, eds, Festive Devils of the Americas (Seagull Press/University of Chicago Press).

2015 "The Iterated Mountain: Things as Signs in Potosí." Accepted 12/13 as part of edited volume Patrimony and Its Iterations: Ruins, Relics and Reproductions in Contemporary Latin America (Sandra Rozental, ed) to Journal of Latin American and Caribbean Anthropology.

(forthcoming) Ghosts in the Ruins: Patrimonio and the Monumental and Intangible Armatures of Collective Personhood in Potosí (Bolivia), 1550-2012.

(forthcoming) TransAtlantic/TransGender: Antonio Né Maria Yta, from Conventual Novice to Husband and Colonial Career.

(forthcoming) Passing Narrations: Social-Climbing, Self Narrative, and Modernity in the Spanish Transatlantic World, 1550-1808.

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* N/A

**Ikuko Acosta, Clinical Associate Professor, Art and Art Professions, Steinhardt School of Culture, Education and Human Development; Director for Graduate Art Therapy Program**

*YR. OF APPOINTMENT:* 2002

*EDUCATION:* M.A. New York University, Art Therapy; Ph.D. New York University, Arts and Humanities; B.A. Rutgers University, Fine Arts

*NUMBER OF ADVISEES:* 6

*FOREIGN LANGUAGE COMPETENCE:* N/A

*RESEARCH/TEACHING SPECIALIZATION:* New Directions in Art Therapy; Art Therapy in Non-Clinical Settings; International Development of Art Therapy

*AREAS STUDIES COURSES:* Art Therapy - Argentina; Art Therapy - Peru

*FIELD RESEARCH EXPERIENCE:* Peru, Brazil, Bolivia, Argentina,

*RECENT PUBLICATIONS:*

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:*

**Marcelo Alegre, Global Professor of Law, On Site Program Director, NYU Law in Buenos Aires**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* 1987 JD Universidad de Buenos Aires, 1999 LLM Universidad de Buenos Aires, 2004 JSD NYU Law

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* legal theory, moral/political philosophy, human rights law, constitutional law, legal education, social rights, global justice, civil disobedience, conscientious objection, abortion, Latin American presidentialism, religion and the state, transitional justice

*AREAS STUDIES COURSES:* "Current Legal Debates in Latin America"

*FIELD RESEARCH EXPERIENCE:* Argentina, Puerto Rico, Spain

*RECENT PUBLICATIONS:*

2014 Carlos Nino - 8 Lecciones sobre Etica y Derecho (Siglo XXI) (ed.)

2016 Religious Freedom in Latin America, in The Latin American Casebook: Courts, Constitutions, and Rights (Oxon Abingdon, ed., Routledge, New York, NY) (with Pedro Salazar)

2017 "Religious equality and the Constitution," Isonomía

(Forthcoming) Libres e Iguale, UBA

(Forthcoming) "Abortion and the Harm Principle in Argentine Law," Análisis Filosófico

(Forthcoming) Presidentialism and Hyper-Presidentialism in Latin America, in Oxford Handbook of Constitutional Law in Latin America (with Nahuel Maisley)

(Forthcoming) Report on Argentina's compliance with the decisions of the Inter-American System of Human Rights, 1983-2010, in Eficacia en el cumplimiento de las decisiones del sistema interamericano de DDHH (Marcelo Alegre et al., ed., Universidad Diego Portales) (with Mónica Pinto et al.)

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Alisha Ali, Associate Professor, Applied Psychology, Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 2002

*EDUCATION:* PhD, U of Toronto, 1998; MSc., U of Toronto, 1996; BSc., U of Toronto, 1992

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* French 1

*RESEARCH/TEACHING SPECIALIZATION:* immigrant women, women of color, social action

*FIELD RESEARCH EXPERIENCE:* Caribbean

*AREA STUDIES COURSES:* APSY-GE 1041: Women and Mental Health

*RECENT PUBLICATIONS:*

Ali, A., & Sichel, C. E. (under contract). Humanizing the scientific method: The integration of structural competency and anti-oppression advocacy in empirical research. In N. Way, A. Ali, C. Gilligan, & P. Noguera (Eds.), *The Crisis of Connection: Its Roots, Strategies, and Solutions*. New York: New York University Press.

Ali, A. (2018). Women and depression. In Chrisler, J., & Golden, C., Eds, *Lectures on the Psychology of Women*. Long Grove, IL: Wavelend Press.

Ali, A., Sharp, E., & Meged, S. (2015). An empowerment-based experiential learning model: The PhotoCLUB program for children and adolescents. *Journal of Art for Life*.

Ali, A. & Sichel, C. E. (2014). Structural competency as a framework for training in counseling psychology. *The Counseling Psychologist*, 42, 901-918.

Ali., A., Smith, L., & Gordon, N. (2014). Empowerment research. In *Encyclopedia of Human Services and Diversity*. L. H. Cousins, Ed. Thousand Oaks: Sage.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

2014 - Robin Hood Foundation, Fordham Street Foundation; 2015 - New Profit Fund; 2016 - National Endowment for the Arts; 2017 - The Spencer Foundation; 2018 - NYC Department of Correction

**Bruce J. Altshuler, Clinical Professor of Museum Studies; Director, Museum Studies**

*YR. OF APPOINTMENT:* 2000

*EDUCATION:* PhD, 1977, Harvard U; BA, 1971, Princeton U

*NUMBER OF ADVISEES:* 8

*FOREIGN LANGUAGE COMPETENCE:* French 3

*RESEARCH/TEACHING SPECIALIZATION:* Museum Studies, History of Art Exhibitions

*FIELD RESEARCH EXPERIENCE:* Buenos Aires, São Paulo, Rio de Janeiro

*AREA STUDIES COURSES:* FINH-GA 3042 Seminar: Archives and the Museum; MSMS 3335: Museums & Contemporary Art; FINH-GA 3042: Art Exhibition History; MSMS-GA 3330: Topics in Museum Studies - Art Exhibitions After 1960;*RECENT PUBLICATIONS:*

2018 Russian translation of The Avant-Garde in Exhibition: New Art in the Twentieth Century to be published by Garage Museum of Contemporary Art, Moscow

2013 Biennials and Beyond: Exhibitions that Made Art History, 1962-2002 (London: Phaidon Press)

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* N/A

**Ana Gabriela Álvarez, Visiting Professor, Social and Cultural Analysis**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* Ph.D. Birkbeck College, University of London; Licenciatura degree University of Buenos Aires

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5

*RESEARCH/TEACHING SPECIALIZATION:* travesti migrations, transformations of the market of prostitution within Latin America and across the Atlantic to Europe

*AREAS STUDIES COURSES:* SCA-UA Hegemonic masculinities in the Americas: Sex work and the city in the Americas, The geopolitics of beauty

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:*

2017 "The City Cross-dressed: Sexual Rights and Roll-backs in De la Rúa's Buenos Aires" Latin American Reader, Routledge

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* founding member of Queer Studies Network University of Buenos Aires, advisor to trans organizations Asociación de Travestis Argentinas, Asociación Lucha por la Identidad Travestis-Transsexual and Organización de Travestis y Transsexuales de la República Argentina

**Jose Álvarez, Professor, NYU Law School**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* JD Harvard Law School, 1981, Cum Laude. BA Magdalen College, Oxford U, 1979. AB Harvard College 1977.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* International Law; International Organizations; International Tribunals and War Crimes; International Legal Theory and Foreign Investment

*FIELD RESEARCH EXPERIENCE:* Latin America, general

*AREA STUDIES COURSES:* LAW-LW 10256: International Organizations; LAW-LW 10709: Law and Policy of Foreign Investment Seminar; LAW-LW 11577: International Law

*RECENT PUBLICATIONS:*

2018 "The Human Right of Property," 72 U. Miami L. Rev. 580

2017 American Classics in International Law: International Investment Law (Brill Nijhoff, 2017) (ed.)

2017 The Use (and Misuse) of European Human Rights Law in Investor-State Dispute Settlement, in The Impact of EU Law on International Commercial Arbitration 519 (Franco Ferrari, ed., Juris, 2017)

2016 The Impact of International Organizations on International Law (Brill Nijhoff, 2016)

2016 "Is the Trans-Pacific Partnership's Investment Chapter the New 'Gold Standard'?", 47 Victoria U. Wellington L. Rev. 503

2016 "'Beware: Boundary Crossings' — A Critical Appraisal of Public Law Approaches to International Investment Law," 17 World Inv. & Trade 171

2016 "International Organisations and the Rule of Law," 14 N.Z. J. Public & Int'l L. 3

2016 "Is Investor-State Arbitration 'Public'?", 7 J. Int'l Disp. Settlement 534

2016 Beware: Boundary Crossings, in Boundaries of State, Boundaries of Rights: Human Rights, Private Actors, and Positive Obligations 43 (Tsvi Kahana and Anat Scolnicov, eds., Cambridge University Press, 2016)

2016 International Organizations and the Rule of Law: Challenges Ahead, in A New International Legal Order 145 (Chia-Jui Cheng, ed., Brill/Martinus Nijhoff, 2016)

2016 The Proposed Independent Oversight Mechanism for the International Criminal Court, in Contemporary Issues Facing the International Criminal Court 143 (Richard H. Steinberg, ed., Brill Nijhoff, 2016)

2015 "Review, Global Judicialization Revisited," 109 Am. J. Int'l L. 677

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

American Journal of International Law: Editorial Board since (since 1997); Council on Foreign Relations: Member (since 1994)

**Adriana Amante, Adjunct Instructor, NYU Buenos Aires (Professor at the Universidad de Buenos Aires)**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* PhD Universidad de Buenos Aires

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* 20th Century Argentine Literature

*AREAS STUDIES COURSES:* "Borges and Argentine Literature" "Ciudad, Paisaje y Arquitectura"

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:*

2016 Sarmiento y sus precursores, Boletín del Instituto de Historia y Americana

2016 Sociedades de revoltosos y rebenques en tiempos de Juan Manuel de Rosas, Cuadernos del CILHA v12 n1

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Laura Amelio, Senior Language Lecturer, Spanish and Portuguese, Coordinator Spanish I**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD 2001 Harvard, 2001; MA 1999 Middlebury; MA 1993 Harvard; BA 1990 Brown U.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Italian 5

*LANGUAGE PEDAGOGY TRAINING:* MA Spanish

*RESEARCH/TEACHING SPECIALIZATION:* Literature, pedagogy, rhetoric, romanticism, translation

*FIELD RESEARCH EXPERIENCE:* Mexico, Spain

*LANGUAGE COURSES:* SPAN-UA1013: Spanish for Beginners- Level I; SPAN-UA 2013: Spanish for Beginners- Level II; SPAN-UA100: Advanced Grammar and Composition; SPAN-UA 200: Critical Approaches to Text & Cultural Analysis; SPAN-UA 101: Advanced Spanish Conversation. SPAN-GA 1: Spanish for Reading Knowledge

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Jens Andermann, Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* PhD Freie Universitat Berlin

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5 Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Contemporary Latin American and Brazilian literature, film, visual arts and architecture; material culture, museums and exhibitions; critical geography and landscape studies; postnatural aesthetics and theory.

*FIELD RESEARCH EXPERIENCE:* Brazil, Argentina, Chile

*AREAS STUDIES COURSES:* LATC-UA 451: Latin American Cinema, LATC-UA 372: Tropicalia, PORT-UA 700: Topics in Brazil Studies, SPAN-GA 2968: Special Topics, LATC-UA 453: Intro to Latin American Cinema, PERF-GT 2406: Topics/Politics & Performance,

*RECENT PUBLICATIONS:*

2018 *Natura* : Environmental Aesthetics after Landscape (Zurich, Berlin: Diaphanes)

2017 *Latin American Cultural Studies: a Reader* (London, New York: Routledge)

2017 *Productions of Space/Places of Construction: Landscape and Architecture in Contemporary Latin American Film* (Routledge)

2017 "We are never alone: a conversation on bio art with Eduardo Kac" *Journal of Latin American Cultural Studies* v26 n2

2016 *Archive Fever: Violence and Virality in Albertina Carri's Cuatreros*

2015 *Nuevo cine argentino* (Buenos Aires: Paidós)

2014 *A Optica do Estado: Visualidade e Poder na Argentina e no Brasil* (Rio de Janeiro Editora UERJ)

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Gary L. Anderson, Professor; Program Director, Administration, Leadership and Technology, Steinhardt School of Culture, Education, and Human Development**

*YR. OF APPOINTMENT:* 2004

*EDUCATION:* PhD, Ohio State U, 1998; MA, Columbia U, 1981; BA, U of Iowa, 1971

*NUMBER OF ADVISEES:* PhD 7

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 2

*RESEARCH/TEACHING SPECIALIZATION:* Education in Latin America; school reform, Educational leadership and the "new" economy; school micropolitics; militarization and criminalization of youth in schools; research methodologies, particularly participatory action research, discourse analysis, and ethnography

*FIELD RESEARCH EXPERIENCE:* Mexico, Argentina

*AREA STUDIES COURSES:* EDLED-GE 2205: Advocacy and Education (Buenos Aires Center) ;

AMLT-GE 2201: Educational Reform and Leadership; EDLED-GE 2355: Educational Policy Analysis;

RESCH-GE 2143: Participatory Action Research;

*RECENT PUBLICATIONS:*

Anderson, G.L. (2018). Privatizando subjetividades: Como a Nova Gestao Publica (NGP) esta criando o "novo" profissional da educacao. Revista Brasileira de Política e Administracao da educacao. 33(3).

Anderson, G.L., De La Cruz, P., Lopez, A. (2017). New Governance and New Knowledge Brokers: Think Tanks and Universities as boundary organizations. Peabody Journal of Education, 92, 4-15. (Also, In C. Marshall, M. Johnson, & A. Tichnor-Wagner The Politics of New Policy Network Governance and Counter-Networks: Actions and Reactions in State Education Policy Arenas. AERA: Politics of Education Yearbook).

Anderson, G. L. & Herr, K. (2016). O docente-pesquisador: a investigação-ação como uma forma válida de geração de conhecimentos, Artes de Educar, 1,(2), 4-24. Translated from: Anderson, G.L. & Herr, K. (2007). El docente-investigador: Investigación - Acción como una forma válida de generación de conocimientos. (Teacher Research: Action Research as a valid form of knowledge generation.) In I. Sverdllick (Ed.) La investigacion educativa: Una herramienta de conocimiento y de accion. (Educational Research: A tool for knowledge and Action) Buenos Aires: Noveduc.

Anderson, G.L. & Montoro Donchik, L. (2016) The Privatization of education and policy-making: The American Legislative Exchange Council (ALEC) and network governance in the United States. Educational Policy. 30(2), 322-364.

Anderson, G.L. & Cohen, M. (2015). Redesigning the identities of teachers and leaders: A Framework for Studying New Professionalism and Educator Resistance. Education Policy Analysis Archives, 23(91), 1-23. (Translated into Hindi and Kannada)

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:*

Simon Visiting Professorship, University of Manchester, UK. School of Environment, Education and Development within the Faculty of Humanities at the University of Manchester, UK. (July 7-22, 2015)

**Pablo Ansolabehere, Adjunct Instructor, NYU Buenos Aires (faculty at the University of Buenos Aires and the University of San Andrés in Buenos Aires)**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* PhD Universidad de Buenos Aires

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Argentine Literature

*AREAS STUDIES COURSES:* "Terrorismo y Cultura"

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:*

2014 Reescrituras del terror, Cuadernos LIRICO

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:*

**Daniel Aromi, Adjunct instructor, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2014

*EDUCATION:* PhD Economics University of Maryland College Park; MA Economics Universidad de San Andres

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Macroeconomic and financial dynamics. Financial market anomalies

*AREAS STUDIES COURSES:* "Money and Banking in Latin America"

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:*

2016 "El mercado cambiario y los contenidos en la prensa: un análisis empírico", Revista de Estudios Económicos, Universidad Nacional del Sur, en prensa.

2014 Conventional views and stock market overreaction: evidence for a panel of countries"

2014 Banco Central de la República Argentina. - "States of mind and economic cycles: an empirical study for Argentina", mimeo

2013 "Media news and the stock market: A quantitative analysis for Argentina", enviado a la Revista de Economía, Banco Central de Uruguay. - "Un Análisis de los Desalíneos del Tipo de Cambio Real Argentino Bajo Cambios de Régimen", Co-autor: Marcos Dal Bianco, enviado a Ensayos Económicos,

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:*

**Gianpaolo Baiocchi, Associate Professor, Gallatin School of Individualized Study; Director of Civic Engagement; Senior Fellow, Institute for Public Knowledge (IPK) at NYU.**

*YR. OF APPOINTMENT:* 2013

*EDUCATION:* PhD, 2001, U of Wisconsin-Madison; M.S, 1996, U of Wisconsin-Madison; BA U of California Berkeley.

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5, Spanish 3.

*RESEARCH/TEACHING SPECIALIZATION:* Citizen Participation, Cities, Civil Society, Culture and Politics, Brazil

*FIELD RESEARCH EXPERIENCE:* Brazil

*AREA STUDIES COURSES:* Introduction to Social Theory and Methods, The Theory and Practice of Radical Democracy, Expertise and Democracy, The Politics and Anti-Politics of NGOs, IDSEM-UG 1798: The Public Conversation, INDIV-UG 1901: TRAVL-UG 9350: Madrid: Faces of the Changing, ELEC-GG 2719: Communities and/of Justice, COLLQ-UG 1: SCHOL-UG 303: Americas Scholars

*RECENT PUBLICATIONS:*

2017 Beyond Civil Society: Activism, Participation and Protest in Latin America. Edited with Sonia Alvarez, Agustin Lao-Montes, Jeffrey Rubin, Millie Thayer.

2017 "What is political about political ethnography? On the context of discovery and the normalization of an emergent subfield." With Claudio E. Benzecry. Theory and Society 46 (3), 229-247

2016 Review of Employment and Development Globalization- State and Economy in Brazil. Also available at Contemporary Sociology 45:4 here.

2016 Review of Ruy Braga A Política do Precariado in Global Labor Journal Vol. 7, No. 2  
ado in Global Labor Journal Vol. 7, No. 2

2015 "The Rhetoric of Participation and Power Struggles in Spain's New Administrations," in Bez. (in Spanish)

2014 'How and When did Participation Become Neoliberal?' chapter for Remaking Urban Citizenship: Organizations, Institutions, and the Right to the City, edited by Michael Peter Smith and Michael McQuarrie, forthcoming, 2011 Brill Publishers.

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* Distinguished Career Award for the Practice of Sociology Award Selection Committee (2014-2017), American Sociological Association

**Autumn Barrett, Assistant Professor/Faculty Fellow, Social and Cultural Analysis**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* 2014 PhD, Anthropology College of William and Mary; MA, Anthropology, College of William and Mary; 1997 BS, Psychology, Virginia Commonwealth University

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 4

*RESEARCH/TEACHING SPECIALIZATION:* history, race, and identities in Rio de Janeiro

*AREAS STUDIES COURSES:* SCA-UA 680 Cities of the Dead; SCA-UA 608 Urban Cultural Life

*FIELD RESEARCH EXPERIENCE:* Brazil

*RECENT PUBLICATIONS:*

2015 Review of The African Burial Ground in New York City: Memory, Spirituality, and Space by Andrea E. Frohne. NY: Syracuse University Press, 2015. Journal of Anthropological Research

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* N/A

**Miriam Basilio, Associate Professor, Art History and Museum Studies**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD, New York U, 2002; MA, New York U, 1995; MA, New York U, 1991; BA, Boston College, 1989

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Catalan 3

*RESEARCH/TEACHING SPECIALIZATION:* Modern Spanish and Latin American art, and the reception of Latin American art in the United States

*FIELD RESEARCH EXPERIENCE:* Spain and Mexico, Puerto Rico, S. Cone

*AREA STUDIES COURSES:* ARTH-UA 450 Museums and the Art Market; ARTH-UA 800 Curating and Displaying Global Art; ARTH-UA 850: Special Topics - History of Spanish Art; ARTH-UA: Global Biennials. Graduate: MSMS-GA3330: Challenges for Art Museum Curators Today

*RECENT PUBLICATIONS:*

2017 "Evolving Taxonomies at The Museum of Modern Art in the 1930s and '40s and the Definitions of the "Latin American Collection,"" in The Americas Revealed: Collecting Colonial and Latin American Art in the United States (Forthcoming University Park, PA: The Pennsylvania State University Press)

2017 "'First Win the War!' Kati Horna, Gendered Images, and Political Discord During the Spanish Civil War," in Told and Untold: The Photo Stories of Kati Horna in the Illustrated Press (New York: Americas Society, forthcoming, 2017)

2014 The "Exhibition of Government Posters" (1937) en The Museum of Modern Art: Carteles republicanos cómo modelos de diseño vanguardista y de efectividad pedagógica, in Miguel Cabañas Bravo and Wifredo Rincón, eds. El arte y sus redes de proyección, circulación y estudio en los siglos XX y XXI. (Madrid: Consejo Superior de Investigaciones Científicas, forthcoming 2014)

2014 "Equipo Crónica: Art History, Narrative Figuration, and Critical Realism," in Robert Lubar and Dolores Jiménez Blanco, Eds. Transatlantic Dialogues (forthcoming 2014)

2014 Visual Propaganda, Exhibitions, and the Spanish Civil War; Routledge

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* Humanities Initiative Grant-in-aid, 2013

**Gabriela Basterra, Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 1997

*EDUCATION:* PhD Harvard 1997, MA Harvard 1990; BA Zaragoza (Spain) 1987.

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5 French 5

*RESEARCH/TEACHING SPECIALIZATION:*

Literature and philosophy; tragedy; poetry; ethical philosophy; psychoanalysis; ethics and politics.

*FIELD RESEARCH EXPERIENCE:* Spain

*AREA STUDIES COURSES:* SPAN-UA 951 Guilt, Desire and the Law; COLIT-GA 2697 The Poet Shapes the Void

*RECENT PUBLICATIONS:*

2015 The Subject of Freedom: Kant, Levinas (Fordham University Press)

2015 "Unconditioned Subjectivity: Immanent Synthesis in Kant's Third Antinomy" *Journal of Speculative Philosophy*, 29/3

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* Faculty Fellowship, NYU Center for the Humanities, 2017-2018

**Cristina Beltrán, Associate Professor**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* Ph.D, Rutgers U, 2003; BA, U of California at Santa Cruz, 1992

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Modern and contemporary political theory, democratic theory, Latino Studies/Latino politics in the U.S., feminist theory, American political thought, race and ethnicity, gender and sexuality

*FIELD RESEARCH EXPERIENCE:* Latinos in the United States; Mexico

*AREA STUDIES COURSES:* CORE-UA 529 Cultures & Contexts: Contemporary Latino Cultures, SCA-UA 542 Latino Politics, SCA-UA 236: Race & the American Right,

*RECENT PUBLICATIONS:*

Forthcoming: *Latino Conservatives: Racial Shame, Racial Success, and the Politics of Transformation*. Under review with Oxford U Press.

Forthcoming: *Political Theory/Latino Politics: Innovation and Appropriation* (edited volume).

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:*

Member Fellowship, Institute for Advanced Study, School of Social Science, Princeton, New Jersey, 2013-2014.

Laurance S. Rockefeller Visiting Fellowship, Princeton University Center for Human Values, 2013-14

**Susana Benedek, Language Lecturer, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* BA Architecture Universidad de Buenos Aires

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Buenos Aires Hungarian community

*AREAS STUDIES COURSES:* "Intensive Spanish for Advanced Beginners"

*FIELD RESEARCH EXPERIENCE:* N/A

*LANGUAGE PEDAGOGY:* Teaching of Spanish as a Foreign Language by Fundacion Ortega y Gasset, Universidad Nacional de Cordoba (Argentina)

*RECENT PUBLICATIONS:*

regular columnist in Magyar Hírlap; produces, directs, and conducts Hungría Cerca;

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Nathan Bertelsen, Associate Professor; Course Dir Global Health Selective; Assoc Med Dir BV/NYU Pgm Survivors of Torture, Departments of Population Health, Medicine.**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* M.F.A., Yale U, 1989; BA, U of Dallas, 1980

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* currently organizes overseas medical electives in Peru and Turkey for the residency in internal medicine at various sites

*FIELD RESEARCH EXPERIENCE:* India, China, Dominican Republic, Spain, Denmark, Tanzania, Peru, and Turkey. Dr. Bertelsen runs an interprofessional student team-building initiative with Universidad Peruana Cayetano Heredia in Lima, Peru, "Building an Interdisciplinary Health Professional Research Team at New York University and Universidad Peruana Cayetano Heredia: A Feasibility Study.

*AREA STUDIES COURSES:* GPH-GU 5153: Global Environmental Health

*RECENT PUBLICATIONS:*

2016 Primary Care Screening Methods And Outcomes Among Asylum Seekers In New York City  
Bertelsen, N S; Selden, E; Krass, P; Keatley, E S; Keller, A, Annals Of Global Health. 2016; (7th):432

2015 Management In Global Health Education: A New Health Innovation Fellowship In Central America  
Prado, A; Figueroa, L; Barry, C; Bertelsen, N, Annals Of Global Health. 2015 Jan-Feb; 81(1):49-49

2015 Teaching Medical Students In English In A Non-English Speaking Country: Evaluation Of A Global Health Elective For US Residents In Turkey Bertelsen, N. S.; Cocks, P.; Demirhan, M. Tropical Medicine & International Health. 2015 SEP; 20:419-420

2014 DESIGNING AND PILOTING A CURRICULUM IN CLINICAL EMPATHY FOR INTERNAL MEDICINE RESIDENTS, IN ORDER TO IMPROVE CLINICAL SKILLS IN CROSS-CULTURAL PATIENT CARE Bertelsen, Nathan; DallaPiazza, Michelle; Miller, Louis H; Schoenthaler, Antoinette  
Journal Of General Internal Medicine. 2014 Apr; 29:S514-S514

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* 2017 NYU CLACS Faculty Grant

**Eduardo Bertoni, Global Clinical Professor of Law, NYU Law in Buenos Aires**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* PhD Buenos Aires University; JD Universidad de Buenos Aires; MA International Policy and Practice GWU

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* democracy and human rights; judicial reforms, international criminal law and human rights & Internet

*AREAS STUDIES COURSES:* "Clinic on Policy Advocacy in Latin America"

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Renée Blake, Associate Professor, Linguistics; Social and Cultural Analysis**

*YR. OF APPOINTMENT:* 1996

*EDUCATION:* PhD, Stanford U, 1997; MA, Stanford U, 1993; B.S.C., Stanford U, 1987

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* French 3, German 2, Spanish 4

*RESEARCH/TEACHING SPECIALIZATION:* Urban sociolinguistics; African-American vernacular English; languages and cultures of the Caribbean/Latin America

*FIELD RESEARCH EXPERIENCE:* Caribbean

*AREA STUDIES COURSES:* LING-UA 9021 Sex, Gender, and Language; LING-GA 3910 Directed Readings in Linguistics; LING-UA 260 Language & Liberation at Home in the Caribbean and Abroad; The Language of America's Ethnic Minorities; LING-UA 9023 African American English, SCA-UA 9101: Approaches to Africana Studies, LING-GA 1510: Sociolinguistics, FRESEM-UA 634: BlackLanguageMatters,

*RECENT PUBLICATIONS:*

Forthcoming: "Not As Clear As Black and White: Race, Class and Language in a Barbados Community," in Arthur Spears (ed.), *Black Language—The United States and the English-speaking Caribbean: Education, History, Structure and Use*. Oxford: Blackwell.

2017 *Historical separations Race, Class and Language in Barbados*; Cutler, Cecelia; *Language Contact in Africa and the African Diaspora in the Americas : In honor of John V. Singler*; 177-200; John Benjamins Publishing Company : Amsterdam

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* N/A

**Pia Bouzas, Language Lecturer, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* BA Literature Universidad de Buenos Aires

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* creative writing; Argentine Literature

*AREAS STUDIES COURSES:* "Critical Approaches: Reading, Writing and Textual Analysis" "Intermediate Spanish II"

*FIELD RESEARCH EXPERIENCE:*

*LANGUAGE PEDAGOGY:* Professional Writing Techniques and Effective Oratory for educational institutions and international companies

*RECENT PUBLICATIONS:*

2017 Antología del nuevo cuento argentino

2015 Las acrobacias del pez

2015 Un largo río

2014 Gascón 450

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Barbara Browning, Associate Professor, Performance Studies; Tisch School of the Arts**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* PhD, Yale U, 1989; MA, Yale U, 1987; BA, Yale U, BA, 1983

*NUMBER OF ADVISEES:* 15

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5 Spanish 3

*RESEARCH/TEACHING SPECIALIZATION:* Brazil and the African diaspora; dance ethnography; race, gender and postcoloniality; spirit possession and healing

*FIELD RESEARCH EXPERIENCE:* Brazil

*AREA STUDIES COURSES:* PERF-GT 2920 Dance Ethnography; PERF-GT 2647 Tokenism, Fetishism, and Idolatry, PERF-GT 2201: Advanced Reading in Performance, PERF-GT 2770: Performance & Technology, PERF-GT 2804: Popular Performance

*RECENT PUBLICATIONS:*

2018 "The Performative Novel," TDR, Spring.

2018 Who the Hell is Imre Lodbrog (co-authored with Sébastien Régnier). Outpost 19.

2017 The Gift (or, Techniques of the Body). Coffee House Press.

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* Lambda Literary Award; Finalist, The Believer Book Award

**Félix Manuel Burgos Trujillo, Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2013

*EDUCATION:* PhD, 2013, Hispanic Linguistics, U of New Mexico; MA 2007, Latin American Studies, U of New Mexico; BA, 2003, Linguistics, Universidad Nacional de Colombia.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*LANGUAGE PEDAGOGY TRAINING:* PhD in Hispanic linguistics

*RESEARCH/TEACHING SPECIALIZATION:* Social and Mass Media in Colombia

*FIELD RESEARCH EXPERIENCE:* Colombia, México, Panamá

*LANGUAGE COURSES:* SPAN-UA 100 Advanced Grammar and Composition; SPAN-UA111 Advanced Spanish for Spanish-Speaking Students, SPAN-UA 3: Intermediate Spanish I, SPAN-UA 1: Spanish for Beginners- Level I, SPAN-UA 2: Spanish for Beginners - Level II, SPAN-UA 4: Intermediate Spanish II, SPAN-UA 20: Intens Intermed Spanish, SPAN-UA 200, Critical Approaches to Text

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:*

CLACS Faculty Research Grant, 2014; Latin American and Iberian Institute PhD Fellowship, 2009-2011

**Cecilia Calero, Adjunct Instructor, NYU Buenos Aires (Co-director of the Neuroscience lab, Universidad Torcuato Di Tella (UTDT); faculty at the School of Psychology, University of Buenos Aires)**

*YR. OF APPOINTMENT:* 2015

*EDUCATION:* 2011 PhD Biological Sciences Universidad de Buenos Aires

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* biological sciences; education

*AREAS STUDIES COURSES:* "Developmental Psychology"

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:*

2015 Young children are natural pedagogues, Elsevier

2014 Teaching, naturally. Trends in Neuroscience and Education, 3(2), 38-43

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Pamela Calla, Clinical Associate Professor, Latin American and Caribbean Studies**

*YR. OF APPOINTMENT:* 2012

*EDUCATION:* PhD 1996, MA 1985, Anthropology, U Arizona, Tucson; BA 1982 Anthropology, Temple U.

*NUMBER OF ADVISEES:* 7

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Cultural and Educational policies, state formation, women's movements, racisms and anti-racisms, intersections of gender, ethnicity and class in Latin America.

*FIELD RESEARCH EXPERIENCE:* Nicaragua, Cuba, Bolivia

*AREA STUDIES COURSES:* LATC-GA 2001 Intro to Latin American & Caribbean Studies, Hemispheric & Postcolonial Perspectives; FRSEM-UA 493 Women in Social Movements in Latin America; LATC-GA 3050: Internship Seminar; LATC-GA 2590 Contemporary Racisms in America; LATC-GA 1020: Critical Approaches to Bilingual and Intercultural Education; LATC-GA 2304 Democracy, Culture, and Power in Latin American Education,

*RECENT PUBLICATIONS:*

(Forthcoming) Chapter 1—Racismo, políticas multiculturales y nacionalismo en Bolivia. In Cuando los Derechos Suenan Vacíos: Racismos y Anti-Racismos en las Americas. Red de Investigación Acción Anti-Racista en las Américas. New York: Peter Lang Publishing

(Forthcoming) Pamela Calla and Elsa Stamatopoulou (eds.) Indigenous Peoples' Rights and New Horizons A contribution of alumni of Columbia's International Summer Program on Indigenous Peoples' Rights and Policy on its Fifth Anniversary, 2013-2017

2017 "Indigenous women creating theory and action: Gendering the prison and extractive industrial complexes in Latin America." Review of Aida Hernandez Castillo's book Multiple Injustices: Indigenous Women, Law and Political Struggle in Latin America. Desacatos. Revista de Ciencias Sociales, CIESAS, México D.F.

2017 "Race Matters in Dangerous Times" #BlackLivesMatter Across the Hemisphere NACLA Report on the Americas Volume 49

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:*

Co-Chair of the University Seminar on Indigenous Peoples. Columbia University, 2017-2019.

Recipient of the Martin Luther King Jr. Faculty Award, 2016-2017, Office of the Provost, NYU, February 8, 2017.

Member of Editorial Board of the Bolivian Studies Journal-Revista de Estudios Bolivianos, University of Pittsburgh, 2008-present.

Calla is co-Coordinator with Charles Hale of the Network of Observatories on Racism in the Americas/Red de Accion-Investigacion Antiracista (August 2011–Present)

President of the Universidad de la Cordillera, La Paz, Bolivia (2006–2009)

**Pablo Alejo Carrasco, Adjunct Instructor, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2013

*EDUCATION:* BA Literature Universidad Catolica Argentina, MA Teaching Methodologies in Spanish as a Foreign Language Universidad de Jaén; PhD Universidad Catolica Argentina

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Spanish language for professionals in healthcare

*AREAS STUDIES COURSES:* "Spanish for Social Workers and Lawyers"

*FIELD RESEARCH EXPERIENCE:* Argentina

*LANGUAGE PEDAGOGY:* Teaching Methodologies in Spanish as a Foreign Language

*RECENT PUBLICATIONS:*

2016 Manual Hospitalario: poemas antirracicos

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Angela Carreño, Head of Collection Development and Latin American Studies Bibliographer,  
Bobst Library, New York University**

*YR. OF APPOINTMENT:* 1990

*EDUCATION:* MA Johns Hopkins U, 1983; MLS UT Austin, 1981; BA U Florida Gainesville, 1979

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* Dutch 5, Portuguese 3, Spanish 4

*RESEARCH/TEACHING SPECIALIZATION:*

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:*

2016 "Cooperative Collection Development : the Manhattan Research Library Initiative, Electronic Books, and the Scholarly Monograph at Risk / Angela Carreño and William Maltarich", chapter in Shared Collections: Collaborative Stewardship (An ALCTS Monograph), Dawn Hale, editor. Chicago : ALA Editions, an imprint of the American Library Association

2016 Carreño, Angela M., Scott Collard and Bill Maltarich, "Licensing Electronic Resources in the Global Environment" chapter in The Future of U.S. Libraries Abroad: Creating Vision and Strategy for Building International Campus Libraries Edited by Raymond Pun and Scott Collard. Chicago: ACRL

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* Winner of the 2013 Coutts Award for Innovation in Electronic Resources Management from the Association for Library Collections & Technical Services (ALCTS) Collection Management Section (CMS)

**Jorge Castañeda, Global Distinguished Professor, Politics and Center for Latin American and Caribbean Studies**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* PhD, Université de Paris, 1978; MA, Université de Paris; M.A, Ecole Pratique de Hautes Etudes, 1975; BA, Université de Paris; B.A, Princeton, 1973

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* French 5, Portuguese 4, Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Latin American politics; comparative politics; U.S.-Latin American relations. Jorge G. Castañeda was Mexico's Secretary of Foreign Affairs from 2000–2003, after joining with his ideological opponent, President Vicente Fox, to create the country's first democratic government.

*FIELD RESEARCH EXPERIENCE:* Central America, S. America, Mexico

*AREA STUDIES COURSES:* LATC-GA 2145: Seminar US-Latin American Relations, WWII to the Present; POL-UA 595: Comparative Field Seminar; FRSEM-UA 306: Latin America at Start of 21st Century; G10 2145: Seminar in US-Latin American Relations, POLSC-AD 2173: Emerging Powers

*RECENT PUBLICATIONS:*

2018 "Has Latin America's Crusade Against Corruption Gone Too Far?" The New York Times

2018 "It's Time for an Immigration Enchilada" The New York Times

2018 "A Perfect Storm is coming to Mexico" NYT

2017 "Where is Latin America Headed?" NYT

2017 "What is Che Guevara's Legacy 50 Years After His Death?" NYT

2017 "Trump and Castro Can Save Venezuela" NYT

2017 "How Trump Can Improve NAFTA" NYT

2017 "The Cost of Trump's Retreat From Rights" NYT

2017 "Mexico Stood Up to Reagan. It Can Stand Up to Trump, Too" Washington Post

2016 "The Death of the Latin American Left" NYT

2016 "Solo asi: por una agenda ciudadana independiente, Debate"

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* Former Mexican Secretary of Foreign Affairs (2000-2003)

**Vera Cerqueiras, Language Lecturer, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* BA Literature Universidad Buenos Aires, MA Teaching Spanish as a Second Language Universidad de Barcelona; PhD Candidate in Social Sciences Universidad Nacional de Quilmes

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Buenos Aires Hungarian community

*AREAS STUDIES COURSES:* "Spanish for Beginners I"

*FIELD RESEARCH EXPERIENCE:*

*LANGUAGE PEDAGOGY:* Teaching Methodologies in Spanish as a Foreign Language

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Tirso Cleves, Senior Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2006

*EDUCATION:* PhD 2001, MA 1994, Hispanic Language and Literatures, Boston U; Ed.M. (English as a Second Language) 1992, Boston U.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 3

*LANGUAGE PEDAGOGY TRAINING:* 1992 Ed.M. English as a Second Language: Jan. 1992

*RESEARCH/TEACHING SPECIALIZATION:* Foreign Language Methodology, The Short Story

*FIELD RESEARCH EXPERIENCE:* Spain

*LANGUAGE COURSES:* SPAN-UA 2 Spanish for Beginners Level II; SPAN-UA 3 Intermediate Spanish I, SPAN-UA 100 Advanced Grammar and Composition, SPAN-UA101: Advanced Spanish Conversation, SPAN-UA 4: Intermediate Spanish II

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Kwami Coleman, Assistant Professor, Gallatin School of Individualized Study**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* BA & MA Music and Musicology, Hunter College, CUNY, 2007; PhD Musicology, Stanford University 2014

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* improvised music; twentieth and twenty-first century music; experimental and electronic music; music technology and mass media; aesthetics and historiography; diasporic studies; race and ethnicity; modernity and postmodernity

*AREAS STUDIES COURSES:* ARTS-UG Music Improvisation: Concepts; IDSEM-UG Critical Race Theory; IDSEM-UG Hearing Difference: The Commercial Music Industry and the American Racial Imaginary; IDSEM-UG In with the Old, Out with the New: Debates on "Tradition" in Western Music; First-year interdisciplinary seminar Urban Music, Urban Spaces

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:*

2017 "Local Music" Recorded Album

2016 "Everyone's Creative: George E. Lewis and Ubiquitous Improvisation," Teachers College Record, Vol. 117, No. 10

*PERCENTAGE OF TIME FOCUSED ON REGION:* 50

*RECENT AWARDS:* founding member of the Afro-Latin@ Forum, a non-profit organization devoted to the study and increased visibility of Latinos of African descent in the US, now housed in NYU's Steinhardt School

**Nicolas Comini, Adjunct Instructor, NYU Buenos Aires (Director of the MA and BA Degree Programs in International Relations at the Universidad del Salvador, Argentina).**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* PhD Social Sciences Universidad de Buenos Aires; MA Latin American Integration Universidad Nacional de Tres de Febrero; BA International Relations Universidad del Salvador

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* field of the US-Latin American relation, regional integration and the international security

*AREAS STUDIES COURSES:* "Inter American Relations"

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:*

suRamericanizados: la integración regional desde la Alianza al kirchnerismo (2016), Políticas Públicas regionales. Un abordaje sectorial de la Integración Latinoamericana (2016) and De cadencias y disonancias, representaciones alternativas de la integración regional en el siglo XXI: América Latina, Asia y Europa del Este (2014)

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Sybil Cooksey, Clinical Assistant Professor, Gallatin School of Individualized Study**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* B.A. Black Studies, Pomona College, 1995; M.S. Urban Studies, University of New Orleans, 1998; Ph.D. American Studies, New York University, 2010

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* afro-modernism in the americas; black travel narratives and translations; comparative blackness; autobiography and subjectivity; object-oriented ontology; invisibility, afro-pessimism and africana philosophies of existence; black affect: anger, moodiness, depression; surrealism, noir, afrofuturism; jazz performance and criticism; sound studies and soundscapes in literature

*AREAS STUDIES COURSES:*

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:*

2015 "The Objective I: Black Autobiography and Inauthenticity in Post-Negrophilia Paris."

She is also researching a new project on soundscapes and architecture in 1940s Havana

*PERCENTAGE OF TIME FOCUSED ON REGION:* 75

*RECENT AWARDS:* N/A

**Salo Vinocur Coslovsky, Associate Professor of Urban Planning, Wagner School of Public Service**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* Ph.D. Urban Studies and Planning; Massachusetts Institute of Technology; M.A.L.D. The Fletcher School of Law and Diplomacy; Tufts University; B.S. Public Administration; Fundação Getúlio Vargas (São Paulo, Brazil)

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5

*RESEARCH/TEACHING SPECIALIZATION:* governments in developing countries build legal authority and use it to influence routine business practices; enforcement of labor, environmental, food safety, and similar regulations that protect vulnerable groups from abuse

*AREAS STUDIES COURSES:* HPAM-GP.2201.: Institutions, Governance, and International Development; PADM-GP.2214.: Constructing National Development Strategies

*FIELD RESEARCH EXPERIENCE:* Brazil

*RECENT PUBLICATIONS:*

(Forthcoming) Matthew Amengual, Salo Coslovsky, and Duanyi Yang.. Who Opposes Labor Regulation? Explaining Variation in Employers' Opinions.. Forthcoming in Regulation and Governance.

2017 Salo Coslovsky, Roberto Pires, and Renato Bignami.. Resilience and Renewal: Labor unions, inspectors, prosecutors and the enforcement of labor laws in Brazil.. Latin American Politics and Society 2017, 59(2), pp. 77-102

2016 Salo Coslovsky, Roberto Pires, & Renato Bignami. Labor and industrial relations in Brazil. Forthcoming in an edited volume on labor relations in developing countries. Oxford University Press. Douglas Fuller, Howard Gospel and Hyunji Kwon, eds.

2015 Coslovsky, Salo and Amit Nigam. Building prosecutorial autonomy from within: The transformation of the Ministério Público in Brazil.

2015 Coslovsky, Salo. Beyond Bureaucracy: How prosecutors and public defenders enforce urban planning laws in Sao Paulo, Brazil. International Journal of Urban and Regional Research

Coslovsky, Salo. Flying under the radar? The state and the enforcement of labor laws in Brazil. Oxford Development Studies

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:*

2018 Competitiveness and Innovation Division, Inter-American Development Bank, Diffusion of green innovation: Two case studies in Brazil 2014 New Research Support, Office of the Associate Dean, NYU-Wagner, Public-sector unions and the delivery of public services to the poor

2014 Stephen Charney Vladeck Junior Faculty Fellowship, New York University, Public sector unions and the delivery of public services to the poor

**J. Michael Dash, Professor, Africana Studies, Professor, Francophone Literature**

*YR. OF APPOINTMENT:* 1999

*EDUCATION:* PhD, U of West Indies, 1973; B.A, U of the West Indies, 1969

*NUMBER OF ADVISEES:* 4

*FOREIGN LANGUAGE COMPETENCE:* French 5, Spanish 3

*RESEARCH/TEACHING SPECIALIZATION:* French Caribbean literature, Comparative Caribbean Literature; Postcolonial literary theory

*FIELD RESEARCH EXPERIENCE:* French Caribbean & Haiti

*AREA STUDIES COURSES:* LATC-GA1020: The Social Dynamics of Citizenship in Latin America & the Caribbean; LATC-GA2645: Resisting Resistance: Writing Nation and Diaspora in the Caribbean;

AFRS-GA2652: Haiti in the Caribbean Context; V18. 721: Autobiography in French Caribbean Novels; V18.721: Haiti Culture Society and Politics

*RECENT PUBLICATIONS:*

2017 "The Stranger by the Shore, The Archipelization of Caliban in Antillean theatre," in Archipelagic American Studies, Russell and Stephens ed. Durham, Duke University Press, 336-370

2017 "Une fenêtre sur le monde," in La Caraïbe, chaudron des Amériques, Devesa and Chinien eds. Presses Universitaires de Limoges, 223-7

2016 "A Perpetual Surprise, East Indians in the West Indies," in New Soundings in Postcolonial Writing, Janet Wilson and Chris Ringrose ed. Leiden, Rodopi, 5-13

2014 "Sugar and its Secrets, the Caribbean Contexts of Creolization," Research in African Literatures, Vol.45, No.1, 161-169

2014 "Présence Haitienne : The Revolutionary Beginnings of Littérature-Monde," in At the Crossroads, The Postcolonial and the Global in African Literature and Visual Art, Negash, Frohne and Zadi eds. Trenton, Africa World Press, 35-46

2014 "Hybridité heureuse ou tragédie féconde: le lieu, l'espace et l'archipel caraïbe," in Le postcolonial comparé, dir. Claire Joubert, Paris, Presses Universitaires de Vincennes, 100-106

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Arlene Dávila, Professor, Social and Cultural Analysis; and Anthropology**

*YR. OF APPOINTMENT:* 2000

*EDUCATION:* PhD, The Graduate Center, CUNY, 1996; MA, New York U, 1990; BA Tufts U, 1987

*NUMBER OF ADVISEES:* 3

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Cultural politics, consumption, media, politics of representation (media, museums, etc.), Latinos, urban policy and urban studies

*FIELD RESEARCH EXPERIENCE:* Puerto Rico, New York

*AREA STUDIES COURSES:* SCA-UA 540: The Latinized City: Latinas & Latinos in NYC; SCA-UA 232: Ethnicity & the Media; SCA-UA 759: Urban Anthropology; V55. 515: Word Cultures: Latin America; SCA-GA 2316: Race & Nation in the Americas; SCA-GA 2316: Topical Seminar on Culture Consumption

*RECENT PUBLICATIONS:*

2018 El Mall: Políticas de espacio y clase en los centros comerciales de Latinoamérica. Bogotá, Colombia: Uniandes.

2016 El Mall: The Spatial and Class Politics of Shopping Malls in Latin America. Berkeley, CA: University of California Press.

2012 Culture Works: Space, Value and Mobility Across the Neoliberal Americas. NYU Press.

2012 Latinos Inc.: Marketing and the Making of a People. Updated Edition with a New Preface. Berkeley, CA: University of California Press. (Originally published in 2001)

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* Provostial Research Grant for "Making Latinx Art: Publics, Markets and Politics"

2017 ; Wenner Gren Foundation, Research Award for "El Mall: Debating Class, Shopping Mall and Consumption in Bogota, Colombia," 2014; NYU Provostial Research grant for "El Mall," 2013

**Maria de Lourdes Dávila, Clinical Associate Professor, Associate Dir. of Undergraduate Studies;  
Coordinator of Critical Approaches**

*YR. OF APPOINTMENT:* 2001

*EDUCATION:* PhD, 1994, Harvard U; BA Harvard U.

*NUMBER OF ADVISEES:* 11

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Italian 3, French 3, German 2.

*RESEARCH/TEACHING SPECIALIZATION:* 19th and 20th Century Latin American Literature; focus on Southern Cone, Puerto Rican Literature, Latino Studies, Literary Criticism Interdisciplinary Studies (photography and performance art-movement)

*AREA STUDIES COURSES:* SPAN-UA 440 Verlo, Leerlo. Fotografía y Discurso en América Latina (in Spanish), SPAN-UA 950 Tpcs: Gestos, Movimiento y Literatura (in Spanish); FRSEM-UA 486: Photography & Writing in Latin America; SPAN-UA 441: Secret Weapons: Reading Julio Cortazar, LATC-UA 371: Rhyme, Rhythm and Verse, LATC-UA 451: Latin American Cinema, LATC-UA 452: Fictions of Power: Dictators, SPAN-UA 305: Cultural History of Latin, SPAN-UA 320: Advanced Poetry Workshop in Spanish, SPAN-UA 371: Cervantes & Don Quijote, SPAN-UA 410: Gestos Movimientos y Literatura, LATC-UA 454: Latin American Theatre, SPAN-UA 640: Women's Writing in Latin America, SPAN-UA 761: Latin American Theatre

*FIELD RESEARCH EXPERIENCE:* Argentina, Puerto Rico, Mexico

*RECENT PUBLICATIONS:*

(Forthcoming) "La escritura en su lugar. El deseo del lápiz, de Eduardo Lalo," chapter for volume dedicated to the work of Puerto Rican writer Eduardo Lalo and edited by Áurea María Sotomayor (publication date spring 2019 in Argentina).

(2018) "Incitación del gesto. Teatro e historia en Máscaras, de Leonardo Padura Fuentes," chapter for Iberoamericana, volume on Leonardo Padura, edited by Ana María Amar Sánchez

2014 "Verlo. Leerlo. Eduardo Lalo frente a la escritura fotográfica latinoamericana", Iberoamericana, Ana María Amar Sánchez, directora. Spring, 2014

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* 2016, Golden Dozen Teaching Award

**Andres de la Cruz, Global Adjunct Professor of Law, NYU Law in Buenos Aires**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* JD Universidad de Buenos Aires; LLM University of Michigan Law; MA John Hopkins SIS

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* cross-border corporate and financial matters, including debt restructurings, securities offerings, structured financing, as well as mergers and acquisitions and joint ventures. In recent years, Mr. de la Cruz has worked on numerous transactions, including security offerings, restructurings and refinancings in the United States, Latin America and Europe

*AREAS STUDIES COURSES:*

LAW-LW.12281 Cross-Border Restructuring of Private and Sovereign Borrowers

LAW-LW.12281 Transnational Credit and Insolvency in Latin America

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Enrique Del Risco, Senior Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2005

*EDUCATION:* PhD NYU 2005, BA U of Havana 1990.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 3, French 3

*RESEARCH/TEACHING SPECIALIZATION:* Cuban Culture and Literature; Nation and National Mythologies; Cultural Exiles. Spanish Language, Creative Writing

*FIELD RESEARCH EXPERIENCE:* Cuba

*LANGUAGE PEDAGOGY:*

*LANGUAGE STUDIES COURSES:* SPAN-UA 3 and 4 Intermediate Spanish I and II; SPAN-UA 200 Critical Approaches to Text & Cultural Analysis, SPAN-UA 125 Creative Writing in Spanish; SPAN-UA 325 Advanced Fiction & Non-Fiction Workshop in Spanish, SPAN-UA 101: Advanced Spanish Conversation, SPAN-UA 1: Spanish for Beginners - Level I, SPAN-UA 2: Spanish for Beginners - Level II, SPAN-UA 20: Intens Intermed Spanish, SPAN-UA 111: Adv Spanish for Spanish-Speakers

*RECENT PUBLICATIONS:*

Regular contributor to *Diario de Cuba*, *Penúltimos Días*, *Islas*, *Anuario Histórico Cubanoamericano*, *Viceversa Magazine*, *Suburbano magazine*, *Hypermedia*, *Voces*, *Identidades* and some other publications. 2018 "El Monstruo y la Muerte"/ "The Beast and the Death" [Translated by Ian J Ghidossi]. *Esferas*. 2017 *El compañero que me atiende*. Anthology [Editor Enrique Del Risco]. Madrid: Editorial Hypermedia, 2017 Dossier on Reinaldo Arenas. *Anuario Histórico Cubanoamericano*: No. 1 2015 "Donde todo el mundo es extranjero". *Atiéndeme, quiero decirte algo*. *Historias del exilio cubano*. (Zenaida Madurka Ed.). Valencia: Aduana Vieja 2015 "El inmigrante caminante". *The Walking Immigrant* by Francisco García González. (Notes for the back cover), Alexandria Library Publishing House, Miami, FL 2015 "Piñera y profecía". *Una isla llamada Virgilio*. (Jesús Jambrina Ed.) Doral, FL: Stockcero Inc., 2014 *Elogio de la levedad*. *Mitos nacionales cubanos y sus reescrituras literarias en el siglo XX*. Electronic re-edition by Editorial Hypermedia, Madrid, October

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Edgardo Dieleke, Adjunct Instructor, NYU Buenos Aires (also teaches Literature and Film Studies at Universidad de San Andrés in Buenos Aires, where he is Academic Coordinator of the Program in Brazilian Culture)**

*YR. OF APPOINTMENT:* 2012

*EDUCATION:* PhD Spanish and Portuguese Languages and Cultures

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* field of the US-Latin American relation, regional integration and the international security

*AREAS STUDIES COURSES:* "The Language of Buenos Aires" "Tango and Mass Culture"

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:*

2014 *The Exact Shape of the Islands*

Chief editor of bilingual film magazine *Las Naves*

Editor in charge of the essay collection *Tenemos las maquinas*

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Georgina Dopico-Black, Associate Professor, Spanish and Portuguese; Dean of Humanities,  
Faculty of Arts and Science**

*YR. OF APPOINTMENT:* 2000

*EDUCATION:* PhD, M.Phil, MA, 1988-1995 Yale U; AB, Harvard U

*NUMBER OF ADVISEES:* 7

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 4, Portuguese 3, Italian 3, Latin 3

*RESEARCH/TEACHING SPECIALIZATION:* Early Modern Spanish Literature

*FIELD RESEARCH EXPERIENCE:* Spain and Colonial Latin America

*AREA STUDIES COURSES:* SPAN-GA 2975: Humanism's Others: Bare Life in Early Modern Spain & America; SPAN-GA 2965: Bodies, Visions, and Desire; SPAN-UA 371: Cervantes & Don Quijote; AHSEM-UA 173: The Spanish Inquisition

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* N/A

**Ana María Dopico, Associate Professor, Spanish and Portuguese; and Comparative Literature;  
Director, King Juan Carlos Center**

*YR. OF APPOINTMENT:* 1998

*EDUCATION:* PhD, 1998; MA 1988, M.Phil. 1993, Columbia U

*NUMBER OF ADVISEES:* 20

*FOREIGN LANGUAGE COMPETENCE:* French 5, Spanish 5, Italian 3, Portuguese 2

*RESEARCH/TEACHING SPECIALIZATION:* Comparative studies of the Americas, Hemispheric North-South studies/politics of the global South, Cuban Studies and comparative Caribbean studies; visual culture and national history; nationhood and imperialism, public intellectuals and cultural genealogies, psychoanalysis, modernity and social mythologies; Latin American and Latino cold wars; U.S. Latino cultures and diasporas; Latino Literature and Immigration Narratives

*AREA STUDIES COURSES:* COLIT-GA 2610: Special Topics in Theory, COLIT-UA190: Topics in 20th Century Literature; SPAN-UA 650: Modern Hispanic Cities, SPAN-GA 2968 Reading the Global South: Uneven Development, Critical Geography, and Anti-Imperial Thinking; ENGL-GA 2900: Tpcs in Postcolonial Studies, SPAN-GA 2977: Sp Tpcs, AFRS-GA 2651 Topics in Caribbean Literature,

*FIELD RESEARCH EXPERIENCE:* Cuba

*RECENT PUBLICATIONS:*

Forthcoming: *Houses Divided: Genealogical Imaginaries and Political Visions in the Americas* (forth. Duke UP)

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Fabienne Doucet, Associate Professor, Early Childhood and Urban Education; Steinhardt School of Culture, Education, and Human Development**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD 2000, MS 1998 U of North Carolina; BA 1995 Messiah College

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* French 5, Haitian Creole 5, Spanish 3

*RESEARCH/TEACHING SPECIALIZATION:* Education and socialization in Haiti; immigrant and black children's educational experiences; Haitian immigrants; Immigrant and culturally diverse families

*FIELD RESEARCH EXPERIENCE:* Haiti

*AREA STUDIES COURSES:* TCHL-GE 2012: Multicultural Perspectives in Social Studies Early Childhood; TCHL-GE 2515: Adolescent Learners in Urban Contexts,

*RECENT PUBLICATIONS:*

(Forthcoming) Doucet, F. (under contract). Authentic family-school relationships: An early childhood educator's guide. New York: Teachers College Press.

(Forthcoming) McWayne, C., Doucet, F., & Sheridan, S. M. (Eds). (under contract). Ethnocultural diversity and the home-to-school link. New York: Springer Publishing Company.

2017 Doucet, F. What does a culturally sustaining learning climate look like? Theory into Practice [Special Issue on Racial Disproportionality in Special Education: When Beliefs, Policies, and Practices Collide in the Pursuit of Equity], 56(3), 195-204. Doucet, F., Banerjee, & M., Parade, S. <sup>a</sup> (2016). What should young Black children know about race? Parents of preschoolers, preparation for bias, and promoting egalitarianism. Journal of Early Childhood Research, Online First April 20, 2016,

2014 Boulanger, D., Larose, F., Grenier, N., Doucet, F., Coppet, M. & Couturier, Y. (2014). Les discours véhiculés dans le champ du partenariat école-famille-communauté: Analyse de la documentation scientifique [Discourses revealed in the field of school-family-community partnership: An analysis of the literature]. Revue Service Social [Canadian Social Work Review], 60(1), 119-139.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:*

2014: New York State Assembly Certificate of Merit for contributions to the community. Presented by Assemblywoman Michaelle C. Solages, Brooklyn College, New York, NY

**Mariela Dreyfus, Clinical Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2015

*EDUCATION:* Ph.D. 1996 (Twentieth Century Latin American Poetry). Columbia University; M. Phil. 1993 (Latin American Literature 1984-Present), Columbia University; M. A. 1989 (Licenciatura, Hispanic Literatures), Universidad Nacional Mayor de San Marcos, Lima, Perú; B. A. 1986 (Hispanic Literatures), Universidad Nacional Mayor de San Marcos, Lima, Perú

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Aesthetics and Poetics of Modernism; Tradition and Revision in Latin American Poetry; Politics and Gender in Latin America Women Writers; French and Latin American Surrealism; Contemporary Latina Writers; Literary Theory.

*FIELD RESEARCH EXPERIENCE:* Peru

*AREAS STUDIES COURSES:* N/A

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Miriam Eisenstein Ebsworth, Associate Professor, English Education; Director, Doctoral and Post MA Programs in Multilingual, Multicultural Studies**

*YR. OF APPOINTMENT:* 1979

*EDUCATION:* PhD, Graduate Center, CUNY, 1979; MA, Columbia U, 1971; BA, Brooklyn College, 1974

*NUMBER OF ADVISEES:* 28

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 4, Hebrew 4, Yiddish 3

*RESEARCH/TEACHING SPECIALIZATION:* Second language acquisition, language variation, interlanguage pragmatics, cross-cultural communication, second language grammar development,

*FIELD RESEARCH EXPERIENCE:* Caribbean

*AREA STUDIES COURSES:* LANED-GE 2206: Second Language: Theory and Research,:

LANED-GE.2800; TESOL; LANED-GE 3005: Doct Sem Multilingual & Multicultural Studies;

LANED-GE.2039. Advanced Projects in Multilingual Multicultural Studies; LANED-GE.2005.

Intercultural Perspectives in Multilingual Multicultural Studies

*RECENT PUBLICATIONS:*

2018 Eisenstein Ebsworth, M., Ebsworth, T., & Cai, C. English acquisition in Puerto Rico: Teachers' insights. *Bilingual Research Journal*.

2017 Verdi, G., & Eisenstein Ebsworth, M. Literacy Development as Social Practice in the Lives of Four Working-Class Women. In Thelin, W. & Carter, G. (Eds.) 298-320. *Class in the Composition Classroom: Pedagogy and the Working Class*. Utah State University Press: Salt Lake City, UT.

2014 Eisenstein Ebsworth, M., Tang, F., Razavi, N., & Aiello, J. 2013-2014. Variation in second language learning strategies among non-native English speakers. *Applied Language Learning*, 2-24, 23-46.

Kostka, Ilka H. & Eisenstein Ebsworth, M. Using Turnitin to support students' understanding of textual borrowing in academic writing: A case study. In Li, Shuai and Swanson, Peter (Eds.) *Engaging Language Learners through Technology Integration: Theory, Applications, and Outcomes* (pp. 45-72). Hershey, PA : IGI Global.

2013 Eisenstein Ebsworth, M. & McDonell, T. Native and emergent bilingual university-level English speakers reading online: The influence of hypertext on comprehension. *Journal of Multilingual Education Research*, 4:1, 61-86.

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* 2018: Bilingual Teacher of the Year, New York State assoc. for Bilingual Education

**Jabier Elorrieta, Clinical Professor, Department of Spanish and Portuguese, Director of Language Programs,, NYU Madrid Summer Program Director**

*YR. OF APPOINTMENT:* 2012

*EDUCATION:* PhD 1996 MA 1990 Linguistics, UT Austin Linguistics, 1996. Licenciado BA in Basque Language and Philology, 1990. Licenciado BA with Honors, in English Language and Literature, 1987.1982-87, 1990: Universidad de Deusto (Bilbao, Spain)

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Basque 5, Portuguese 4, German 2, French 2,

*LANGUAGE PEDAGOGY TRAINING:* 2017: Oral Proficiency Interview Familiarization Workshop, ACTFL, New York, NY; 2018: Writing Guidelines Familiarization Workshop, ACTFL, New York, NY.

*RESEARCH/TEACHING SPECIALIZATION:* Linguistics: Second Language Acquisition, Foreign Language Teaching Methodology, Phonology, Morphology, Syntax, Sociolinguistics, History of the Language.

*AREA STUDIES COURSES:* SPAN GA 1120 Foreign Language Teaching Methodology (graduate);

SPAN UA 2 Spanish for Beginners II, SPAN UA 3 Intermediate Spanish I; SPAN UA 4 Intermediate

Spanish II, SPAN-UA 1: Spanish for Beginners- Level I, SPAN-UA 10: Intense Elementary Spanish,

SPAN-UA 11: Spanish for Spanish Speakers, SPAN-UA 20: Intense Intermed Spanish,

*RECENT PUBLICATIONS:*

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* Chair of SAT Spanish Subject Test Committee, by College Board, effective July 2014

**Diamela Eltit, Global Distinguished Professor, Creative Writing in Spanish**

*YR. OF APPOINTMENT:* 2010

*EDUCATION:* 1976 BA Universidad Catolica de Chile; 1978 MA Universidad de Chile

*NUMBER OF ADVISEES:* 14

*FOREIGN LANGUAGE COMPETENCE:* Spanish

*RESEARCH/TEACHING SPECIALIZATION:* femininity, marginality and corporeality in Chilean society.

*FIELD RESEARCH EXPERIENCE:* Chile

*AREA STUDIES COURSES:* SPAN-GA 4101: Workshop in Fiction

*RECENT PUBLICATIONS:*

2018; Sumar, Editorial Planeta, 2018.

2016: Réplicas, Santiago, Chile. Editorial Planeta, 2016.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* Premio Iberoamericano José Donoso, the Premio de Ensayo de la Municipalidad de Santiago and the Premio Andrés Sabella; 2015 Nominee Simón Bolívar Chair at Cambridge University, UK

**James D. Fernández, Professor, Spanish & Portuguese**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* PhD, Princeton U, 1988; BA, Dartmouth College, 1983

*NUMBER OF ADVISEES:* 3

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Literature, history, and culture of modern Spain; autobiography; cultural relations between Spain and Latin America; visions of Spain

*FIELD RESEARCH EXPERIENCE:* Iberian Peninsula, Mexico, Caribbean, Central America, South America

*AREA STUDIES COURSES:* SPAN-UA300 The Iberian Atlantic; SPAN-UGA 9106: Global Orientations: Spain Through its Language and Culture; COSEM-UA 119: Facing Fascism: Spanish Civil War & US;

FRSEM-UA 525: Nueva York, New York, GLBL-UA 9106: Global Orientations: Spain, FRSEM-UA 539:

Facing Fascism: The Spanish Cinema, SPAN-GA 2977: Sp Tpcs, SPAN-UA 950: topics

*RECENT PUBLICATIONS:*

2015 Invisible Immigrants: Spaniards in the United States, 1868-1945. Co-authored and co-curated with Luis Argeo. Madrid: Editorial Fracaso, 2015.

2015 "Españoles en busca del sueño americano." *Tiempo*, #1699, 14-21 de marzo de 2015, pp. 48-53.

2015 "Españoles en EEUU: Inmigrantes invisibles entre imperios." *Clío: Revista de historia*, N°. 164,

2016 "Spain's Civil War and the Americans Who Fought in It: A Convolutated Legacy." *The Conversation*

2016 "Legible Legacies: A World Without the Lincolns." *The Volunteer*, June, 2016.

2014 "Ni frailes ni conquistadores: Inmigrantes españoles en EEUU (1880-1945)." With Luis Argeo.

*Puente Atlántico: Revista de los profesionales españoles en Estados Unidos.*

2014 "Nuestros paisanos de Monterey." With Luis Argeo. *Puente Atlántico: Revista de los profesionales españoles en Estados Unidos.*

2014 "Desde la otra orilla." (with Luis Argeo). *Puente Atlántico: Revista de los profesionales españoles en Estados Unidos.*

2013 "Paella Western: La vida inverosímil de Dan Albert." With Luis Argeo). *Frontera D, Revista Digital*

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* N/A

**Raquel Fernández, Professor, Economics**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* PhD, Columbia U, 1987; BA, Princeton U, 1981

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* French 4, Italian 2, Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* International economics, education and income distribution, political economy

*FIELD RESEARCH EXPERIENCE:* Latin America general. Amsterdam, Belgium, Great Britain, Spain

*AREA STUDIES COURSES:* ECON-GA 3501: Seminar in International Economics, ECON-GA 3501

Workshop in International Economics; ECON-UA 370: Topics: Growth and Development, ECON-GA 3501: Sem in Int'l Economics, ECON-UA 216: Game Theory & Strategy

*RECENT PUBLICATIONS:*

2014 Divorce Risk, Wages, and Working Wives: A Quantitative Life-Cycle Analysis of Female Labour Force Participation with J. Wong Published in The Economic Journal, 124(576), p.319-358

2014 Women's Rights and Development Published in Journal of Economic Growth, 19(1), 37-80

2014 Unilateral Divorce, the Decreasing Gender Gap, and Married Women's Labor Force Participation with J. Wong Published in American Economic Review, P&P

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

Senior Research Advisor for the UNFPA "The State of the World Population 2017"

**Ada Ferrer, Julius Silver Professor, History and Latin American Caribbean Studies; Former Director, Center for Latin American and Caribbean Studies; Director, Caribbean Initiative**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* PhD, U Michigan, Ann Arbor, 1995; M.A, U Texas, Austin 1988; BA, Vassar, 1984.

*NUMBER OF ADVISEES:* 31

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 2

*RESEARCH/TEACHING SPECIALIZATION:* Cuba, Haiti, Caribbean, Comparative Slavery, Revolution, Nationalism, Historical Methods.

*FIELD RESEARCH EXPERIENCE:* Cuba, Haiti. Research on LAC in archives in Spain, France, England

*AREA STUDIES COURSES:* HIST-UA 755 Cuba: History & Revolution, LATC-GA 2590 Culture, Politics,

and History in the Caribbean, HIST-GA 2800: The Latin American Empire and the New Left Critique;

HIST-GA 1809: Slavery, Colonialism & Revolution in the History in Latin America & Caribbean;

G10.2030: The Haitian Revolution & The Atlantic World; HIST-GA 2800: Society, Politics, FRSEM-UA

614: Cuba: An American History

*RECENT PUBLICATIONS:*

2014 Freedom's Mirror: Cuba and Haiti in the Age of Revolution, Cambridge University Press

2016 History and the idea of of Hispanic Caribbean Studies, Small Axe: A Caribbean Journal of Criticism, nov2016, Vol 20 Issue 3 p49-64 Duke University Press

*RECENT AWARDS:* 2015 Frederick Douglass Book Prize from Gilder Lehrman Center for the Study of Slavery, Race, and Resistance; 2015 Friedrich Katz Prize for the best book in Latin American History from the American Historical Association; 2015 Wesley-Logan Prize for the best book in African Diaspora history from the AHA; 2015 James Rawley Prize for best book in Atlantic World History; 2015 Haiti Illumination Book Prize from the Haitian Studies Association; 2018 Guggenheim Fellowship; Visionary Aponte: Art and Black Freedom supported by NYU Provost's Global Research Initiatives, Green Family Foundation, Art Basel Miami Beach, Knight Foundation, Little Haiti Cultural Complex, The Haitian Cultural Arts Alliance, Duke Forum for Scholars and Publics

**Licia Fiol Matta, Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* Ph.D. Comparative Literature, Yale; B.A. Comparative Literature, Princeton

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Latin American cultural studies, women's and gender studies and music

*FIELD RESEARCH EXPERIENCE:* Puerto Rico

*AREAS STUDIES COURSES:* SPAN-UA 750 Latin American Cinema; SPAN-UA 640 Women's Writing in Latin America; CORE-UA 700 Expressive Culture: Pop in Latino American Music

*RECENT PUBLICATIONS:*

2017 The Great Woman Singer Gender and Voice in Puerto Rican Music

2016 Queer/Sexualities Martínez-San Miguel, Yolanda; Critical Terms in Caribbean and Latin American Thought; 217-230; Palgrave Macmillan US : New York

2014 A Queer Mother for the Nation Redux: Gabriela Mistral in the Twenty First Century, Radical History Review 120

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* Ford Foundation, the American Association of University Women and the National Endowment for the Humanities

**Sibylle Fischer, Associate Professor, Spanish & Portuguese, Latin American and Caribbean Studies**

*YR. OF APPOINTMENT:* 2004

*EDUCATION:* PhD, Columbia U, (Comparative Literature/Spanish and Portuguese), MA Freie Universität Berlin (Latin American Studies, Philosophy, German Literature)

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 5, German 5, Latin 4, Portuguese 3, Greek 2, Maya-Quiche 2.

*RESEARCH/TEACHING SPECIALIZATION:* Caribbean and Latin American literatures and cultures; the Black Atlantic; the Haitian Revolution; 18<sup>th</sup> and 19<sup>th</sup> century political thought; human rights; Spanish American Independence

*FIELD RESEARCH EXPERIENCE:* Cuba, Dominican Republic, Haiti

*AREA STUDIES COURSES:* LATC-GA 2967 Histories of Race in the Iberian Atlantic; SPAN-UA 763 Literature & Revolution in Latin America, LATC-GA 3290 Society Politics, and History in the Caribbean, SPAN-UA 551 Culture and Politics in the Caribbean; SPAN-UA 550 Revolution in Latin American Film and Literature (in Spanish), AHSEM-UA 204: Making History: Culture and Politics in the Caribbean, SPAN-UA 732: Fictions of Power Dictators

*RECENT PUBLICATIONS:*

2018 "Aponte in the Archive: The Case for Hermeneutics." Forthcoming in *José Antonio Aponte: Perspectivas Interdisciplinarias*. Ed. Zulaica Romay, Ada Ferrer, and Linda Rodríguez. Forthcoming.

2018 "Mapping Caribbean Intellectual History: The Conspiracies of Juan Bautista Picornell." Forthcoming in *Reshaping (G)local Dynamics of the Caribbean*, Heidelberg UP.

2018: "Specters of the Republic: Catiline, Baron de Vastey, and the Execution of Manuel Piar." Forthcoming in *Journal of Latin American Cultural Studies*. Forthcoming.

2016: "Inhabiting Rights." *L'Esprit Createur* 56: 1 (2016): 52-67.

2015: "Atlantic Ontologies: On Violence and Being Human." *Emisférica*. French, Portuguese Translations

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Gillian Gallagher, Associate Professor, Linguistics**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* PhD 2010 Linguistics, Massachusetts Institute of Technology, BA 2005 UMASS Amherst

*NUMBER OF ADVISEES:* 10

*FOREIGN LANGUAGE COMPETENCE:* French 4, Spanish 4, Swedish 2, Bolivian Quechua 2

*RESEARCH/TEACHING SPECIALIZATION:* Phonology, phonetics, Bolivian Quechua

*FIELD RESEARCH EXPERIENCE:* Bolivia

*AREA STUDIES COURSES:* LING-GA 3210: Seminar in Phonology LING-GA 1220 Phonology 2;

LING-UA 9 Indigenous Languages of the Americas; LING-UA 12: Phonological Analysis; LING-UA

44: Field Methods, LING-UA 102: Seminar, LING-GA 2220: Laboratory Phonology

*RECENT PUBLICATIONS:*

2018 Wilson, Colin and Gillian Gallagher. Constraint complexity in surface based phonotactics: A case study of South Bolivian Quechua. *Linguistic Inquiry*.

2017 Linzen, Tal and Gillian Gallagher. Rapid generalization in phonotactic learning. *Laboratory Phonology* 8(1): 24, 1-32.

2016 Gallagher, Gillian. Asymmetries in the representation of categorical phonotactics. *Language* 92(3): 557-590.

2016 Gallagher, Gillian. Vowel height allophony and dorsal place contrasts in Cochabamba Quechua. *Phonetica* 73:101-119.

2015 Gallagher, Gillian. Natural classes in cooccurrence constraints. *Lingua* 166 A 80-98.

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:*

2017-2020 National Science Foundation BCS 1724753 'Inductive learning of nonlocal phonological interactions'. Co-PI Maria Gouskova. \$214,000

2017 National Science Foundation BCS 1651065 'Workshop: Bridging the gap between phonological theory and research in speech disorders.' Co-PI Tara McAllister. \$13,000

**John J. Gershman, Clinical Professor of Public Service; Co-Director of International Capstone Programs**

*YR. OF APPOINTMENT:* 2002

*EDUCATION:* MA 1988 U of California; BA 1987 Colgate U

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 3, Portuguese 3

*FIELD RESEARCH EXPERIENCE:* Brazil, Guatemala

*RESEARCH/TEACHING SPECIALIZATION:* The politics of international financial institutions and multilateralism, the political economy of democracy and development, the strategies and responses of social movements and NGOs to globalization, and terrorism.

*AREA STUDIES COURSES:* PADM-GP2202: Politics of International Development; PADM-GP 2202: Politics of International Development; PADM-GP4224: US and the World; GPH-GU2610: Practicum in Global Health Leadership, PADM-GP 4250: Hunger and Food Security, PADM-GP 4420: Current Debates in U.S National Food Politics, EXEC-GP 220: Global Public Policy Analysis, EXEC-GP 2201: Institutions, Governance, GPH-GU 2110: Global Health Policy and Management , NONCR-GP 250: Hunger and Food Security, PADM-GP 2204: Development Assistance Account, PADM-GP 2250: Hunger and Good Security, CORE-GP 1022: Introduction to Public Policy,

*RECENT PUBLICATIONS:*

2015 Gershman, John and Jonathan Morduch. Credit is Not a Right. in *Microfinance, Rights, and Global Justice* (edited by Tom Sorell and Luis Cabrera). Cambridge University Press.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* 2017 University Distinguished Faculty Award

**Gabriel Giorgi, Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* PhD, New York U, 2002; Magister en Semiótica, Universidad Nacional de Córdoba, 1996; Licenciatura en Letras Modernas, Universidad Nacional de Córdoba, 1991

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 4, French 3, Italian 3

*RESEARCH/TEACHING SPECIALIZATION:* Literature from the Southern Cone; biopolitics; queer theory and gender studies; literature and philosophy; critical theory.

*FIELD RESEARCH EXPERIENCE:* Brazil, Argentina, Chile, Uruguay, Brazil, Colombia

*AREA STUDIES COURSES:* SPAN-GA 2978 Animalidad y política en la cultura latinoamericana, SPAN-UA 551 Politics of Resistance: Latin American Cultures in Neoliberal Times; SPAN-UA 305: Cultural History of Latin America, AHSEM-UA 210: Politics of Resistance: Latin America, SPAN0UA 550: Topics, SCA-UA 9844: Queer Cultures and Democracy, SPAN-UA 645: Intimacy and Precariousness, SPAN-GA 2967: Special Topics,

*RECENT PUBLICATIONS:*

2015 Modulaciones temporales, sexualidad y literatura : narrativa Argentina contemporánea by Juan Ariel Gómez; Román De la Campa; Marie E Escalante; Gabriel A Giorgi; Luis Moreno-Caballud; University of Pennsylvania. Department of Romance Languages, 2014 Formas comunes. Animalidad, cultura, biopolítica ( Editorial Eterna Cadencia, Argentina) [ Forms of the Common. Animality, Culture, Biopolitics]

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Tao Leigh Goffe, Assistant Professor/Faculty Fellow, Social and Cultural Analysis**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* 2015 PhD Yale University, 2012 M.Phil Yale, 2010 MA Yale, 2009 AB Princeton

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* Spanish French

*RESEARCH/TEACHING SPECIALIZATION:* Contemporary Global Anglophone Literature, Black Atlantic Slavery, Indenture, Asian Diaspora, Caribbean Literature, Afropean Studies, Afro-Asia, Media Studies, Gender and Sexuality, Photography Theory, Sonic Digital Humanities

*FIELD RESEARCH EXPERIENCE:* Jamaica, China

*AREAS STUDIES COURSES:* SCA-UA 180 Caribbean Writing, Reggae, and Routes; SCA-UA 139: African American 20th Century Novel; SCA-UA 180 The Darker Nations: Afro-Asian Culture & Literature

*RECENT PUBLICATIONS:*

Book review in Caribbean Quarterly on Wildlife of the Caribbean, Small Axe article July 2018 "Albums of Inclusion: The Photographic Poetics of Caribbean Chinese Visual Kinship"

2016 "Albert Chong," In Henry Louis Gates, Jr., and Franklin K. Knight (Eds.), Dictionary of Caribbean and Afro-Latin American Biography Author. New York: Oxford University Press.

2015 "007 versus the Darker Races: Black and Yellow Peril in Dr. No," Anthurium: A Caribbean Studies

2014 "Intimate Occupations: The Afterlife of the 'Coolie'" Transforming Anthropology, 22 (1).

2014 "Thrice Diasporized: Caribbean Chinese Diasporic Literature" Small Axe Salon.

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* 2018 C.V. Starr Travel Grant to Suriname for Conference; 2017 Faculty Research Grant, Center for Latin American and Caribbean Studies, NYU; 2016 Faculty Global Research Initiative, Shanghai, China, Provost's Office; 2014 Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition Graduate Fellowship, Yale University,

**Betina Gonzalez, Adjunct Instructor, NYU Buenos Aires (Argentine fiction writer)**

*YR. OF APPOINTMENT:* 2012

*EDUCATION:* PhD Hispanic Literatures U Pittsburgh; MFA Bilingual Creative Writing University of Texas

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* reading & writing in different social contexts; Argentine fiction

*AREAS STUDIES COURSES:* "Great World Texts Seminar"

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:*

Novel: *Conspiraciones de esclavos y animales fabulosos*, ILLI, 2016

Novel: *América alucinada* (Tusquets, 2016)

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Odi Gonzales, Senior Language Lecturer (Quechua), Center for Latin American and Caribbean Studies**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* 2013, PhD, Universidad Nacional Mayor de San Marcos, 2003, M.A, U of Maryland, 1993, Universidad Nacional de San Agustín

*NUMBER OF ADVISEES:* 4

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Quechua 5

*LANGUAGE PEDAGOGY TRAINING:* 2009 American Council on the Teaching of Foreign Language Certificate

*RESEARCH/TEACHING SPECIALIZATION:* Quechua Oral tradition in 16th-21st centuries, Linguistic Anthropology in Quechua, Pre-Hispanic literature in Andean Region

*FIELD RESEARCH EXPERIENCE:* Andean region; Peru, Bolivia, Ecuador

*LANGUAGE STUDIES COURSES:* LATC-GA 10: Beginning Quechua I; SPAN-UA 82: Beginners Quechua II; LATC-GA 20: Intermediate Quechua I; LATC-GA21: Intermediate Quechua II; LATC-GA 11: Clacs Tpcs: Beginning Quechua, SPAN-UA 81 Elementary Quechua I

*RECENT PUBLICATIONS:*

2017 *Trilingual dictionary (Quechua, Spanish, English)*. New York: Hippocrene Books, Inc.

2017 *Walaycho Qorilzao. Memoria Oral Quechua en los Andes*. A book of Quechua Testimonies. Lima Peru, Pakarina editores.

2017 *El Inca Garcilaso y el tribunal de la lingüística andina. Oralidad y escritura Quechua en conflicto*. Editorial Académica Española.

2017 *Ciudad [c]oral. Trilingual poetry (Quechua, Spanish, English)*. Lima Perú, Paracaidas editores.

2016 "Sospechoso de pensamiento, palabra, obra y omisión. El Inca Garcilaso y la Lingüística Andina. *Desde el sur*. Revista de Ciencias Humanas y Sociales de la Universidad Científica del Sur. Vol 9, No. 39. Lima: Universidad Nacional Mayor de San Marcos.

2016 "Juicio oral. Los entuertos de El quicote en la versión quechua. INTI. Revista de Literatura Hispanica. Providence College/Brown University. No 83-84. pp. 294-306

2015 *Selected Writings of Cesar Vallejo*. Edited by Joseph Mulligan. Translation and commentary of quechua expressions in Vallejo's writings. Middletown, Connecticut: Wesleyan University press.

2015 "Juicio oral. Los entuertos de El Quicote en la versión quechua." *Desde el sur*. Revista de Ciencias Humanas y Sociales de la Universidad Científica del sur (Lima Perú), Vol 7. No. 2. Octubre

2015 "Cartografía Garcilasista de Raquel Chang-Rodríguez" Resena. *Revista Colonial Latin American Review*. Vol 24, Issue 1

2014 *Birds on the kiswar tree. Bilingual edition Spanish/English*, translated by Lynn Levin. New York, 2Leaf Press.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* 2017 CLACS-NYU Faculty Research Grant; 2017 Humanities Research Grant NYU

**Jeff Goodwin, Professor of Sociology**

*YR. OF APPOINTMENT:* 1991

*EDUCATION:* PhD 1988 Sociology, Harvard U; MA 1983 Sociology, Harvard U; BA 1980 Harvard

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 3

*RESEARCH/TEACHING SPECIALIZATION:* Sociology of Revolution and Social Movements, Central America, US-Latin American Relations

*FIELD RESEARCH EXPERIENCE:* Central America, Venezuela, and Colombia

*AREA STUDIES COURSES:* SOC-UA 471 Politics, Power, and Society, SOC-UA 205 Social Movements, Protest, and Conflict, SOC-GA 2153 Social Movements, SOC-GA 2441 Political Sociology, FRSEM-UA 413: Is Marx Still Relevant? FYSEM-UA 650: Terrorism: What is It, SOC-UA 474: Terrorism and Political

*RECENT PUBLICATIONS:*

2015. The social movements reader: Cases and Concepts, 3rd ed. New York: Wiley-Blackwell. Goodwin, Jeff, and James M. Jasper, Eds.

2017 Jeff Goodwin "The Sociology of Terrorism." In The Cambridge Handbook of Sociology, edited by Kathleen Odell Korgen (Cambridge: Cambridge University Press), pp. 407- 415.

2016 Jeff Goodwin and Adaner Usmani "Social Movements." In American Governance, Vol. 5, edited by Stephen Schechter, Thomas S. Vontz, Thomas A. Birkland, Mark A. Graber, and John J. Patrick (Farmington Hills, MI: Macmillan Reference USA), pp. 76-80.

2015 Jeff Goodwin and Rene Rojas "Revolutions and Regime Change." In The Oxford Handbook of Social Movements, edited by Donatella dell Porta and Mario Diani (Oxford: Oxford University Press), pp. 793-804.

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* N/A

**Greg Grandin, Professor, History**

*YR. OF APPOINTMENT:* 2001

*EDUCATION:* PhD 1999 History, Yale U; BA 1992 History, Brooklyn College, CUNY

*NUMBER OF ADVISEES:* 15

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Political violence, revolution, and US-Latin American relations, the history of Latinos/as in North America, history and anthropology in Mesoamerica, terror and memory in Latin America, Latin American Cold War, Revolution and Counterrevolution in Latin America

*FIELD RESEARCH EXPERIENCE:* Guatemala, Mexico, US-Latin American relations

*AREA STUDIES COURSES:* HIST-GA 1800: Topics in Latin American History; HIST-AD 115 Topics in Global History, HIST-UA 745 Contemporary Latin America,

*RECENT PUBLICATIONS:*

Journalist at *The Nation*, selected articles: "Will Last Year's Peace Treaty Survive, or Is the Past Prologue in Colombia?" *The Nation*, June 22, 2017; "A Brutal Expulsion in Guatemala Shows How Neoliberalism Gets Greenwashed" *The Nation*, June 8, 2017; "How the 1989 War on Manuel Noriega's Panama Super-Charged US Militarism" May 30, 2017

2015 Kissinger's Shadow: The Long Reach of America's Most Controversial Statesman. Holt, Henry & Company Inc.

2014 The Empire of Necessity: Slavery, Freedom, and Deception in the New World. Metropolitan Books.

"Obama, Melville and the Tea Party," *New York Times Sunday Review*, January 18, 2014.

"Reading Melville in Post 9/11 America," *The Nation*, January 27, 2014.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* 2015 Bancroft Prize for The Empire of Necessity

**Hernan Guastalegnanne, Adjunct Instructor, NYU Buenos Aires (lecturer at Universidad Tecnológica Nacional, Regional Avellaneda)**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* MA Education, Modern Foreign Languages Kings College University of London; Certificate in Spanish as a Foreign Language Universidad de Buenos Aires

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*LANGUAGE PEDAGOGY TRAINING:* MA in Modern Foreign Language Education

*RESEARCH/TEACHING SPECIALIZATION:* language, learning and teaching methodology

*AREAS STUDIES COURSES:* "Advanced Grammar and Composition"

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:* 2017 48 Juegos para la clase de ELE

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Ed Guerrero, Associate Professor, Africana Studies; Cinema Studies**

*YR. OF APPOINTMENT:* 2010

*EDUCATION:* PhD 1989 Ethnic Studies U of California, Berkeley, MFA 1972 Filmmaking & Aesthetics San Francisco Art Institute, BA 1972 English Literature, San Francisco State U

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* N/A

*RESEARCH/TEACHING SPECIALIZATION:* Black cinema, black stardom & celebrity; Africa, Asia in cinema; science fiction & horror cinema, utopia/dystopia; mapping the Black Pacific; interrogations of the representational burden of race and difference.

*AREA STUDIES COURSES:* CINE-UT 412: Topics in Film: Black City, CORE-UA 750: Expressive Culture: Film, SCA-UA 180: Topics in Africana Studies, DRLIT-UA 971: Topics: Dramatic Lit, CINE-GT 1317: Blaxploitation, CINE-UT 470: Cinema & Social Change

*FIELD RESEARCH EXPERIENCE:* U.S.

*RECENT PUBLICATIONS:*

Author of *Do the Right Thing* (London: British Film Institute, Modern Classics, 2001)

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* N/A

**Vincent Guilamo-Ramos, Professor of Social Work and Global Public Health; Director, PhD Program; Center Core Co-Director, Center for Drug Use and HIV Research (CDUHR); and Co-Director, Center for Latino Adolescent and Family Health**

*YR. OF APPOINTMENT:* 2010

*EDUCATION:* PhD 2000 Social Welfare, State U of New York; MPH 2012 Global Health Leadership NYU, MS 1999 Nonprofit Management and Public Policy NYU; MSW 1995 Social Work NYU; BS 1993 The College of Human Services

*NUMBER OF ADVISEES:* 12

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Latino adolescent health, Latino families, sexually transmitted infections, HIV/AIDS, Latino alcohol and drug use

*FIELD RESEARCH EXPERIENCE:* Dominican Republic, Mexico, Puerto Rico, U.S. Mexico- Border, Geographic areas with high Latino concentrations (e.g. New York, Texas, California)

*AREA STUDIES COURSES:* Health and Social Welfare in the Dominican Republic (NYU Study Abroad, Dominican Republic); Ethnographic Mapping of HIV Risk in the Caribbean (NYU Study Abroad, Dominican Republic); Complex Health and Social Welfare Issues: The Case of Unaccompanied Minors in the U.S. (NYU Study Abroad, Puebla, Mexico),

*RECENT PUBLICATIONS:*

2017 Alcohol Use and HIV Risk Within Social Networks of MSM Sex Workers in the Dominican Republic. *AIDS and Behavior*, 1-12.;

2017 The Assets and Challenges of Formerly Incarcerated Latino Men's Social Support Networks in Promoting Healthy Behaviors. *Journal of Urban Health*, 1-13.;

2017 Influences of Economic, Social and Cultural Marginalization on the Association Between Alcohol Use and Sexual Risk Among Formerly Incarcerated Latino Men. *Journal of Immigrant and Minority Health*, 1-15.;

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:*

2017 Hispanic Health Leadership, National Hispanic Medical Foundation; 2016 Institute for Community Living (ICL) Leadership Award; 2016 Dr. Martin Luther King, Jr. Faculty Award

**Gregory Guy, Professor of Linguistics**

*YR. OF APPOINTMENT:* 2001

*EDUCATION:* PhD, U of Pennsylvania, 1981; MA, U of Pennsylvania, 1975; BA, Boston U, 1972

*NUMBER OF ADVISEES:* 6

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5, Spanish 4, French 2, German 2

*RESEARCH/TEACHING SPECIALIZATION:* sociolinguistics, historical linguistics, pidgin and creole studies, phonetics and phonology

*FIELD RESEARCH EXPERIENCE:* Argentina, Brazil, Guatemala

*AREA STUDIES COURSES:* LING-UA 30 Language in Latin America; LING-UA 14 Language Change; LING-GA 2530: Linguistic Variation, LING-GA 3910: Directed Reading in Linguistic, LING-UA 15: Language & Society, LATC-UA 361: Language in Latin America

*RECENT PUBLICATIONS:*

Forthcoming: *Language Variation and Linguistic Theory*. London: Wiley-Blackwell, 2016.

2012 Erker, Daniel & G.R. Guy, 2012. 'The role of lexical frequency in syntactic variability: Variable subject personal pronoun expression in Spanish.' *Language* 88 (3): 526-557.

2011. 'Variability. Blackwell Companion to Phonology, Chapter 92

2011. Language, social class, and status. In: R. Mesthrie, ed. *The Cambridge Handbook of Sociolinguistics*.

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* N/A

**Laura Harris, Assistant Professor, Cinema Studies; Tisch School of the Arts**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* PhD NYU; MA New School for Social Research; BA UC Berkeley

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* film, media and visual studies, hemispheric American studies, black studies, and feminist and queer studies

*AREAS STUDIES COURSES:*

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:*

2015 Experiments in Exile: C. L. R. James, Hélio Oiticica and the Aesthetic Sociality of Blackness

*PERCENTAGE OF TIME FOCUSED ON REGION:* 50

*RECENT AWARDS:* N/A

**Heriberto Jesús Hernández-Cabrera, Senior Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2006

*EDUCATION:* MA 2011 Universidad de la Rioja; MA 2002 Long Island U; 1996, 1995 BA Universidad Complutense de Madrid.

*NUMBER OF ADVISEES:* N/A

*LANGUAGE PEDAGOGY TRAINING:* 2005 Spanish Linguistics, SUNY at Stony Brook; 2004 Practicum in Teaching Spanish, SUNY at Stony Brook; 2003 Foreign Languages: "Teaching with Technology." Houghton Mifflin Co. Hofstra U

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

Language Studies Courses: SPAN-UA 3 Intermediate Spanish I, SPAN-UA 4 Intermediate Spanish II; SPAN-UA 101 Advanced Spanish Conversation; SPAN-UA100: Advanced Grammar and Composition;

*RESEARCH/TEACHING SPECIALIZATION:* Foreign language methodology, second language acquisition. Didáctica en la clase de español EFE

*FIELD RESEARCH EXPERIENCE:* Spain, United States

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Guido Herzovich, Adjunct Instructor, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* PhD Latin American Cultures Columbia University; BA Literary Theory Universidad de Buenos Aires

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Latin American cinema and literature

*AREAS STUDIES COURSES:* "Expressive Culture: Film"

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:*

Vanguardia y mercado en Argentina: el caso Pellegrini, Aletria: revista de Estudios de Literatura v26 n1

Co-editor of *El Ansia. Revista de literatura argentina.*

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Sam Howard-Spink, Clinical Associate Professor of Music Business, Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* PhD Communication and Media Studies NYU; MA Communication and Media Studies CUNY Hunter; BA Psychology University of Bristol

*NUMBER OF ADVISEES:* 3

*FOREIGN LANGUAGE COMPETENCE:* French 3

*RESEARCH/TEACHING SPECIALIZATION:* comparative study of the music markets and copyright regimes of Brazil, Canada, and the United States, examined through the critical theoretical lenses of Cultural Hybridization, Network Information Economics, and Modern Social Imaginaries

*AREAS STUDIES COURSES:* Emerging Models and Markets for Music (EM3); International Music Marketplace; Interactive, Internet, and Mobile Music; and Music in the Media Business; Environment of the Music Industry

*FIELD RESEARCH EXPERIENCE:* Brazil

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 50

*RECENT AWARDS:* N/A

**Amy Huras, Assistant Professor/Faculty Fellow, Latin American and Caribbean Studies**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* PhD History, University of Toronto (2016); MPhil Latin American Studies, University of Cambridge (2007); BA Spanish Language and Literature, University of Guelph (2006).

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5 Quechua 3

*RESEARCH/TEACHING SPECIALIZATION:* Colonial Latin America; Andes; Social history of language

*FIELD RESEARCH EXPERIENCE:* Peru, Spain, United Kingdom

*AREAS STUDIES COURSES:* LATC-GA 1001 Intro to LATC I: Iberian Atlantic and Colonial Perspectives, LATC-UA 600 Language & Power in Colonial Latin America; Archive Fever in Latin America

*RECENT PUBLICATIONS:*

(Forthcoming 2019) "Communicating Faith: Language and Extirpation in the Seventeenth-Century Archdiocese of Lima" *Colonial Latin American Review*

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* 2017 CLACS Faculty Grant, New York University; (2013) Natalie Zemon Davis Graduate Fellowship, University of Toronto

**Natasha Iskander, Associate Professor of Public Policy, Robert F. Wagner Graduate School of Public Service**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD 2006 Management, MIT; MCP 1999 International Development, Massachusetts Institute of Technology; BA 1994 Cultural Studies, Stanford U

*NUMBER OF ADVISEES:* 10

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5 French 4, Arabic 4 Czech 3

*RESEARCH/TEACHING SPECIALIZATION:* Labor migration and economic development, labor mobilization and workforce development

*FIELD RESEARCH EXPERIENCE:* Mexico, Andes, Qatar, Morocco

*AREA STUDIES COURSES:* Institutions, Governance, and Economic; Studies in International Migration; Advanced Project in International Public Finance and Planning; Water Sourcing and Delivery in an Era of Climate Change; Immigration Politics and Policy

*RECENT PUBLICATIONS:*

2017 Iskander, N. and N. Lowe. "Immigration and the Politics of Skill." Clark, Gordon L. & Feldman, Maryann P. & Gertler, Meric S. Eds. *The New Oxford Handbook of Economic Geography*. Oxford University Press

2016 Iskander, N. and I. Hyman. "What the Mass Deportation of Immigrants Might Look Like." *Slate*.

2016 Lowe, N. and Iskander, N. "Power Through Problem Solving: Latino Immigrants and the Inconsistencies of Economic Restructuring." *Population, Space and Place*. 4(7)

2016 Iskander, N. "Controversy and Methodology: Birds of Passage Then and Now." In Fine et al. "Celebrating the Enduring Contribution of Birds of Passage: Migrant Labor and Industrial Societies." *ILR Review*, 69(3), 774-782.

2015 Iskander, N. "Partners in Organizing: Engagement between Migrants and the State in the Production of Mexican Hometown Associations." In A. Portes Ed. *The State and the Grassroots: Immigrant Transnational Organizations in Four Continents*. London: Berghahn Books.

2015 Iskander, N. "The Future of Work: 19th-Century Brutality, in the 21st Century." *Pacific Standard Magazine*.

2013 Iskander, N. "Labor Migration and the Potential for Industrial Renewal." In P. Osterman, ed. *Economy in Society: Essays in Honor of Michael Piore*. Cambridge: MIT Press.

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* Faculty Fellow. Center for Advanced Study of the Behavioral Sciences. Stanford University. 2015-2016

**Guillermina Jasso, Professor with Chair, Sociology; Silver Professor of Sociology**

*YR. OF APPOINTMENT:* 1991

*EDUCATION:* PhD 1974 Johns Hopkins U; MA 1970 Notre Dame; BA 1962 Our Lady of the Lake College

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 3, Italian 3, Latin 2

*RESEARCH/TEACHING SPECIALIZATION:* Immigration, Justice, status and other basic social processes, income distribution and inequality, factorial survey methods, theory construction

*FIELD RESEARCH EXPERIENCE:* India, Israel, Germany, Mexico

*AREA STUDIES COURSES:* SOC-UA 452: Immigration; SOC-UA 2137: Social Stratification;

SOC-UA937: What Causes Gender Inequality?; SOC-GA 3000 Inequality Measures

*RECENT PUBLICATIONS:*

Jasso, Guillermina. 2014. "The Social Psychology of Immigration and Inequality." Pp. 575-605 in Jane D. McLeod, Edward J. Lawler, and Michael L. Schwalbe (eds.), *Handbook of the Social Psychology of Inequality*. New York, NY: Springer.

Jasso, Guillermina, and Mark R. Rosenzweig. 2015. "No Child Left Behind? U.S. Immigration and Divided Families." Pp. 83-117 in Christian Dustmann (ed.), *Migration: Economic Change, Social Challenge*. Oxford, UK: Oxford University Press.

Jasso, Guillermina. 2015. "Inequality Analysis: Overview." Pp. 885-893 in James D. Wright (ed.), *The International Encyclopedia of the Social and Behavioral Sciences*, Second Edition, Volume 11.

London, UK: Elsevier. Jasso, Guillermina. 2015. "Societies, Types of." Pp. 878-886 in James D. Wright (ed.), *The 14 International Encyclopedia of the Social and Behavioral Sciences*, Second Edition, Volume 22. London, UK: Elsevier.

Jasso, Guillermina. 2015. "Immigration." Chapter 21 in Jeff Manza, Richard Arum, and Lynne Haney (eds.), *The Sociology Project: Introducing the Sociological Imagination*. Second Edition. New York, NY: Pearson.

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* Executive Council, Sociological Research Association, 2018-2021; Fellow, Global Labor Organization, 2017; Winner, Paul F. Lazarsfeld Award for a Career of Scholarship in Sociological Methodology, American Sociological Association Methodology Section, 2015

**Joshua Jelly-Schapiro, Adjunct Faculty, Arthur L. Carter Journalism Institute; Visiting Scholar, Institute for Public Knowledge**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* PhD Geography (2011); BA Literature and Ethnicity, Race and Migration (2002)

*NUMBER OF ADVISEES:*

*FOREIGN LANGUAGE COMPETENCE:* Spanish 4 French 2

*RESEARCH/TEACHING SPECIALIZATION:* race, place, and space; music and history; culture and politics; maps and cities; the Caribbean; geography; America

*FIELD RESEARCH EXPERIENCE:* Caribbean

*AREAS STUDIES COURSES:* JOUR-GA 1186: Reporting Social Worlds, PRACT-UG 1801: Global Fellowship in Urban Practices

*RECENT PUBLICATIONS:*

2016 *Island People: The Caribbean and the World* (New York: A.A. Knopf, 2016)

2017 "The Southern Border: An Annotation" *Harper's*, December 2017

2017 "The Butterfly Lady of Fire Island" *The New Yorker*, October 9, 2017

2017 "A Trinidadian Friendship: Derek Walcott and Peter Doig" *The New Yorker* (online), January 12,

2017 "Trading Amidst Tensions: On the Madam Saras of Haiti" *The New Yorker* (online), September 18,

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* Fulbright 'Flex' Fellowship (2014-2016) Visiting Researcher, The University of the West Indies, St. Augustine, Trinidad; Winner of the 2016 Brendan Gill Prize from the Municipal Art Society

**Guillermo Jorge, Global Adjunct Professor of Law, NYU Law in Buenos Aires**

*YR. OF APPOINTMENT:* 2015

*EDUCATION:* LLM (Corruption Asset Recovery), Harvard Law School, 2003

Abogado (JD equivalent) (Criminal Law), Buenos Aires University School of Law, magna cum laude, 1995

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* preventing and enforcing anti-corruption and anti-money laundering laws and regulations, LatAm gov't and multinational companies operating in the region

*AREAS STUDIES COURSES:* LAW-LW.12420 Governance and Compliance in Latin America

*FIELD RESEARCH EXPERIENCE:* Argentina, Brazil

*RECENT PUBLICATIONS:*

2015 "Transnational Anti-Corruption Law in Action: Cases from Argentina and Brazil," 40 L. & Soc. Inquiry 664 (with Maira R. Machado and Kevin Davis)

From Patronage to Managerial Accountability, in Reforming FIFA (M. Pieth, ed., Dike, Zurich, 2014)

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**John Victor Kane, Assistant Professor, School of Professional Studies**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* Ph.D. in Political Science, Stony Brook University; M.S. in Global Affairs, With Distinction, NYU; B.A. in Social Science, St. Joseph's College June 2005

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:*

*RESEARCH/TEACHING SPECIALIZATION:* political partisanship and ideology, public opinion and behavior, political psychology, foreign policy, and quantitative research methods

*AREAS STUDIES COURSES:* GLOB1-GC 3035 Analytic Skills for Global Affairs

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:*

2017. Public Opinion Quarterly 81 (4): 943-955. Newman, Benjamin J. and John V. Kane. "Economic Inequality and Public Support for Organized Labor."

2017. Political Research Quarterly 70 (4): 918-932. Kane, John V. and Benjamin J. Newman. "Organized Labor as the New Undeserving Rich? Mass Media, Class-based Anti-union Rhetoric, and Public Support for Unions in the U.S."

2017. British Journal of Political Science. Kane, John V. and Helmut Norpoth. "No Love for Doves? Foreign Policy and Candidate Appeal." 2017. Social Science Quarterly 98 (5): 1659-1676. Kane, John V. "Control, Accountability and Constraints: Rethinking Perceptions of Presidential Responsibility for the Economy."

2016. Presidential Studies Quarterly 46 (2): 335- 364. Newman, Benjamin J. and John V. Kane.

"Backlash against the 'Big Box': Local Small Business and Public Opinion toward Business Corporations."

2014. Public Opinion Quarterly 78 (4): 984-1002.

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:*

2017: Recipient of New York University's School of Professional Studies "Teaching Excellence" Award

2016: Presidential Studies Quarterly "Featured Author" (June 2016 issue)

**Aisha Khan, Associate Professor, Anthropology; Latin American and Caribbean Studies**

YR. OF APPOINTMENT: 2003

EDUCATION: PhD 1995, MPhil 1986 City U of New York Graduate School; MA 1982 San Francisco State U, BA 1977 San Francisco State U

NUMBER OF CURRENT ADVISEES: 4

FOREIGN LANGUAGE COMPETENCE: Spanish 2

RESEARCH/TEACHING SPECIALIZATION: Caribbean, postcolonial societies, religion, creolization

FIELD RESEARCH EXPERIENCE: Honduras, Trinidad, Guyana, Haiti

AREA STUDIES COURSES: ANTH-GA 1246 Islam and the Americas, ANTH GA The Color of Race in the Americas, CORE-UA 550 Cultures and Contexts: Globalizing the Americas, CORE-UA 509: Cultures & Contexts: Caribbean

RECENT PUBLICATIONS:

(Forthcoming) *Sacred Sacrilege: the View from Caribbean Obeah and Hosay* (Harvard U Press)

(Forthcoming) "A View from the Caribbean and the Americas," in *Imperial Races: Russian and Soviet Histories of Race in a Global Context*, edited by David Rainbow. (McGill-Queens University Press)

2017 "Aftermath: Life and Postlife in Caribbean Religious Traditions," in *Passages and Afterworlds*, edited by Maarit Forde and Yanique Hume. Durham: Duke University Press.

2016 "Muharram Moves West: Exploring the Absent Present," in *Caribbean Popular Culture*, edited by Yanique Hume and Aaron Kamugisha, pp. 484-500. Kingston, Jamaica; Ian Randle.

2015 *Islam and the Americas* (U Press of Florida)

PERCENTAGE OF TIME: 100

RECENT AWARDS: 2018 National Endowment for the Humanities fellowship (awarded 2017); 2016-2017 Radcliffe Institute for Advanced Study fellowship, Harvard University (awarded 2016); 2014 National Endowment for the Humanities Summer Stipend Award

**Jo Labanyi, Professor, Spanish and Portuguese**

YR. OF APPOINTMENT: 2006

EDUCATION: BA, U of Oxford, 1967

NUMBER OF ADVISEES: 8

FOREIGN LANGUAGE COMPETENCE: Spanish 5, Portuguese 2, Catalan 1

RESEARCH/TEACHING SPECIALIZATION: Spanish literature and culture of the 19th and 20th centuries; gender studies; popular culture; politics of memory in the Spanish-speaking world

FIELD RESEARCH EXPERIENCE: Spain, S. Cone

AREA STUDIES COURSES: CORE-UA500 Civil War and its Afterlife; SPAN-UA310 (in Spanish) Cultural History of Spain; SPAN-UA950 (In Spanish) Spanish Cinema, PORT-GA 1104: Portuguese for Spanish Speakers, SPAN-GA 1211: Intro to Medieval Spanish Literature

RECENT PUBLICATIONS:

"El cine de la posguerra española: género y autorreflexividad / Cinema in Postwar Spain: Genre and Self-reflexivity." Invited contribution to *Poesía, cine, humor: Relatos de excepción en los años de autarquía* Ed. Rosario Peiró. P

Delgado, Elena, Pura Fernandez, and Jo Labanyi, 2016. *Engaging the emotions in Spanish culture and history*. Nashville: Vanderbilt UP. (Spanish translation Madrid: Catedra, 2018)

Labanyi, Jo, and Tatjana Pavloic. 2013. *A companion to Spanish Cinema*. Malden, MA: Wiley-Blackwell.

Passerini, Luisa, Jo Labanyi, and Karen Diehl. 2012. *Europe and love in cinema*. Bristol, UK: Intellect.

PERCENTAGE OF TIME: 25

RECENT AWARDS: N/A

**Wynnie Lamour, Adjunct Instructor, Latin American and Caribbean Studies**

*YR. OF APPOINTMENT:* 2015

*EDUCATION:* BA Cornell University 2005; MA Urban Affairs, CUNY Queens 2008

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Kreyol 5 Spanish 3 French 2

*RESEARCH/TEACHING SPECIALIZATION:* Haitian culture; Diasporic communities of NYC

*AREAS STUDIES COURSES:* Kreyol for Law Students; Elementary Haitian Kreyol

*LANGUAGE PEDAGOGY TRAINING:* BA in Linguistics

*FIELD RESEARCH EXPERIENCE:* Haitian communities of Flatbush NYC

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* NYU CAS Innovation in Teaching Grant

**Kristie Lancaster, Associate Professor; Director, Graduate Nutrition Program**

*YR. OF APPOINTMENT:* 2000

*EDUCATION:* A.B. Princeton University 1985, Chemistry; M.S. The Pennsylvania State University 1995, Nutrition; R.D. Mercy Medical Center 1997, Dietetic Internship; Ph.D. The Pennsylvania State University 2000, Nutrition

*NUMBER OF ADVISEES:* 11

*FOREIGN LANGUAGE COMPETENCE:* N/A

*RESEARCH/TEACHING SPECIALIZATION:* Nutrition, obesity, and related diseases in African Americans  
Nutrition in hypertension and chronic disease; Community-based nutrition intervention; Neighborhood food availability

*AREAS STUDIES COURSES:* Cuba - International Issues in Nutrition and Food

*FIELD RESEARCH EXPERIENCE:* Cuba

*RECENT PUBLICATIONS:*

2014 Rationale and design of Faith-based Approaches in the Treatment of Hypertension (FAITH), a lifestyle intervention targeting blood pressure control among black church members

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* NIH/NHLBI: R01 HL092860-01A1 (Lancaster & Ogedegbe), "Faith-Based Approaches in the Treatment of Hypertension (FAITH)", 7/1/09 - 6/30/14

**Jill Lane, Director, Center for Latin American and Caribbean Studies; Associate Professor,  
Spanish & Portuguese and Latin American and Caribbean Studies**

*YR. OF APPOINTMENT:* 2006

*EDUCATION:* PhD 2000 Performance Studies New York U, 2000; MA 1991 Theater Brown U, BA 1989  
Comparative Literature Brown U

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* art and human rights in Latin America, Latin American  
theatre and performance art, colonialism and race, comparative racial formation and representation

*FIELD RESEARCH EXPERIENCE:* Cuba, Peru, Colombia

*AREA STUDIES COURSES:* LATC-GA 2145: Introduction to Latin American and Caribbean Studies:  
transatlantic and colonial perspectives; SPAN-UA 460 Latin American Theater; CORE-UA 515  
Cultures and Contexts: Latin America; SPAN-GA Performance Art in Latin America; PERF-GA  
Cultural Rights in Colombia (in Bogota) PERF-GA Human Rights and Performance in Peru (in Peru),  
AHSEM-UA 229: Latin America's 1968; FYSEM-UA 657: Political Gesture: From Art to Activism;  
Cuba Now and Next for the NYU Faculty Research Network

*RECENT PUBLICATIONS:*

Editor, *E-misférica* - Hemispheric Institute peer-reviewed online journal

2014 "Decolonial Gesture" Hemispheric Institute of Performance and Politics

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* 2014-2018 Title VI NRC/FLAS Grant for NYU CLACS

**Martin Langsam, Adjunct Instructor, NYU Buenos Aires (researcher, professor and Secretary of  
Science and Technology at Isalud University)**

*YR. OF APPOINTMENT:* 2010

*EDUCATION:* BA Sociology Universidad de Buenos Aires; MSc Public Policy Latin America Oxford  
University; PhD Political Science Oxford

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Latin American cinema and literature

*AREAS STUDIES COURSES:* "Health Policy in a Global World"

*FIELD RESEARCH EXPERIENCE:* Argentina, UK

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Andre Lepecki, Professor and Chair, Performance Studies; Tisch School of the Arts**

*YR. OF APPOINTMENT:* 2002

*EDUCATION:* PhD 2000, MA 1995 Performance Studies, New York U; Licenciatura 1995, Universidade Nova de Lisboa

*NUMBER OF ADVISEES:* 7

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5, French 4, Spanish 3

*AREA STUDIES COURSES:* PERF-GT 1000: Introduction to Performance Studies, PERF-GT 2504: Studies in Dance, PERF-GT 2517: Dance & Movement; PERF-GT 2002: Performance Theory: Neoliberalism & Resistance, PERF-UT 104: Performance and Politics,

*RESEARCH/TEACHING SPECIALIZATION:* Critical dance studies, dance and visual arts, continental philosophy and dance, conceptualism in performance, dance and philosophy, Deleuze & Guattari studies and performance

*FIELD RESEARCH EXPERIENCE:* Iberian Peninsula, Brazil

*RECENT PUBLICATIONS:*

2017 "The politics of Speculative Imagination in Contemporary Choreography" The Oxford Handbook of Dance and Politics, Seiten 149-168

2017 "Post-dance" Stockholm: MDT, 017

2017 "Maria Jose Arjona El Sonido del Cuerpo" Bogotá Seguros Bolívar 2017

2016 *Singularities : dance and visual arts in the age of performance* Basingstoke: Taylor & Francis

2016 "Exhausting dance: performance and the politics of movement" Johannesburg: MTM 2016

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* NYU CLACS Faculty Research Grant; The Humanities Center at NYU Grant, Swedish Research Council

**Lorena Llosa, Associate Professor, Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 2005

*EDUCATION:* PhD 2005 Applied Linguistics UCLA; MA 1996 UCLA Teaching English as a Second Language; BA English, Spanish, Santa Clara U

*NUMBER OF ADVISEES:* 8

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Language assessment, Language and science education of ELLs, Second and foreign language teaching and learning, Program evaluation

*FIELD RESEARCH EXPERIENCE:* immigrant LAC communities in the US

*AREA STUDIES COURSES:* LANED-GE 2005 Intercultural Perspectives in Multicultural Education

LANED-GE TESOL | Foreign Language and Bilingual Ed, Teaching Second Languages: Theory and Practice, TESOL-GE 2204: Teach Second Language Across Contexts

*RECENT PUBLICATIONS:*

2016 Llosa, L., Kieffer, M. J., & Lee, O. How can educational systems better serve English learners? White Paper. NYU Steinhardt.

2016 Lee, O., Llosa, L., Jiang, F., Haas, A., O'Connor, C. & Van Booven, C. D. Elementary teachers' science knowledge and instructional practices: Impact of an intervention focused on English language learners. *Journal of Research in Science Teaching*, 53(4), 579-597.

2015 Llosa, L., Van Booven, C. D., & Lee, O. Teaching content standards to English Language Learners: Science teachers' use of language development and home language strategies. *NYS TESOL Journal* 2 (2): 6-19.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* PI: Next Generation Science Standards and English language learners: Developing language assessments for elementary school classrooms, Steinhardt Faculty Challenge Grants Competition (2014); Co-PI Promoting Science among English Language Learners (P-SELL) ScaleUp. (PI: Okhee Lee, NYU) Funded by the National Science Foundation Period: 9/2011 – 8/2015 Amount: \$4.5 million

**Anabel López García, Senior Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2006

*EDUCATION:* MPhil 2000 Spanish, Yale U; BA 1989 U of Puerto Rico

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Italian 3, French 2, Portuguese 2

*FOREIGN LANGUAGE CERTIFICATION AND TRAINING:*

2013 "Methodological Development of Teaching of Spanish as a Second Language. A Workshop for Teachers, VI: Assessment." Department of Spanish and Portuguese at Columbia U and the Department of Spanish and Latin American Cultures at Barnard College Barnard College, New York/

2011 "Methodological Developments of Teaching of Spanish as a Second Language. A Workshop for Teachers, V: Task Approach."

2010 "Methodological Developments in Teaching Spanish As A Second Language. A Workshop for Teachers, IV: Speaking."

*RESEARCH SPECIALIZATION:* Medieval and Golden Age Spanish Literature.

*FIELD RESEARCH EXPERIENCE:* Spain, Italy, France, Egypt

*LANGUAGE STUDIES COURSES:* SPAN-UA 100 Advanced Grammar and Composition, SPAN-UA111 Advanced Spanish for Spanish-Speaking Students, SPAN-UA 3 Intermediate Spanish I, SPAN-UA 200 Critical Approaches to Text & Cultural Analysis, SPAN-UA 101 Advanced Spanish Conversation, SPAN-GA 1: Spanish for Reading Knowledge, SPAN-UA 1: Spanish for Beginners- Level 1,

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Mariano Lopez Seone, Adjunct Instructor, NYU Buenos Aires (Also teaches at UNTREF, where he is academic coordinator of the Centre for Gender and Sexuality)**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* PhD Latin American Literature NYU

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* cultures of sexual dissidence and queer studies as well as on drug culture in Latin American literature and the arts

*AREAS STUDIES COURSES:* "The Language of Buenos Aires" "Myths, Icons and Invented Traditions" "Queer Cultures and Democracy"

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:*

2017 El regalo de virgo, Buenos Aires, Argentina: Mansalva

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Jorgelina Loza, Adjunct Instructor, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* PhD Social Sciences Universidad de Buenos Aires; MA Sociology of Culture Universidad Nacional de San Martín

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* national identities, Latin American identity and transnational collective action experiences

*AREAS STUDIES COURSES:* "Culture, Identity and Politics"

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:*

2017 Stavenhagen and the Nation: Ethnicity, Community and Political Project, Latin American Perspectives v45 n2

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Peter Lucas, Adjunct Instructor, Latin American and Caribbean Studies, Center for Experimental Humanities, Tisch Open Arts**

*YR. OF APPOINTMENT:* 1996

*EDUCATION:* PhD, New York U; MA, New York U; BA, Slippery Rock U

*NUMBER OF ADVISEES:* 6

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 4

*RESEARCH/TEACHING SPECIALIZATION:* Photographer, Filmmaker, and Ethnographer. Human rights with an emphasis on participatory media, documentary practice, photography, the poetics of witnessing, human rights education, youth media, and Latin America.

*FIELD RESEARCH EXPERIENCE:* Brazil

*AREA STUDIES COURSES:* LATC-GA 1048 International Studies in Human Rights; DRAP-GA 1045 International Rights in Latin America; OART-GT 2829 Poetics of Witnessing; OART-UT 829: Poetics of Witnessing

*RECENT PUBLICATIONS:*

2014. Ten Things You Can Do: A Student Action Toolkit For Disarmament. (Written with Kathleen Sullivan). Forthcoming: United Nations Publications.

2014. The Last Hour of Summer: The Lost Photographs from Ipanema. (Written with Mauricio Lissovsky) Casa da Palavra Books.

Recent Documentary Films:

2016. Hooligan Sparrow. Creative Producer. -- opened at the Sundance Film Festival in January 2016 and was the opening night film at the Human Rights Watch Film Festival. Netflix is currently streaming the film and it was short-listed for the 2017 Oscars for best documentary

2017. I Am Another You. Creative Producer

2017. The Rules. Producer

2016. House of Oranges. Producer

2016. One Nation. Creative Producer.

Recent Exhibitions:

2017. Arpoador: Sunday Evenings in Rio de Janeiro. FotoRio Biennial, Centro Cultural Correios

2015. The Last Hour of Summer. Centro Helio Oiticica.

2013. The Mural of Pain. Centro Cultural de Justicia Federal

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:*

Sundance Documentary Fellow. 2016

**Silvia Luppino, Adjunct Instructor, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* BA Literature and Linguistics Universidad de Buenos Aires; MA Candidate in Language Management Universidade Nacional de Tres Febrero

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* relationship between language and culture, intercultural education, language policies, Spanish for migrants and refugees, and the development of didactic material for non-native and heritage speakers

*AREAS STUDIES COURSES:* "Argentina Today"

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Florencia Malbran, Faculty, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* PhD Rosario National University; MA Center for Curatorial Studies, Bard College, New York

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Specializing in Latin American art history, contemporary art, curatorial studies, and critical theory

*AREAS STUDIES COURSES:* "Exhibitions" "Art in the City"

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:*

2016 Museo de Arte Contemporáneo Buenos Aires, Asian Diasporic Visual Cultures and the Americas v2 n1-2

2016 Una visión anti modernista y antiauronomizante: la belleza de Beatriz Milhazes, Revista Crítica Cultural v11 n1

2015 Pablo Siquier Buenos Aires: Aguilar Argentina

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Florencia Marotta-Wurgler, Professor, NYU Law in Buenos Aires**

YR.OF APPOINTMENT: 2006

EDUCATION: JD 2001 New York U School of Law; BA 1996 U of Pennsylvania

NUMBER OF ADVISEES: N/A

FOREIGN LANGUAGE COMPETENCE: Spanish 5

RESEARCH/TEACHING SPECIALIZATION: Contracts, E-Commerce, Privacy, Commercial Law, Law and Economics in Latin America

FIELD RESEARCH EXPERIENCE: N/A

AREA STUDIES COURSES: LAW-LW 10658: Internet Contracts Seminar, LAW-LW 10009: Legal Professional Practicum, LAW-LW 10864: Law and Economics Colloquium, LAW-LW 11672 Contracts, LAW-LW 11972: Commercial Sales Law,

RECENT PUBLICATIONS:

- "Does Anyone Read the Fine Print? Testing a Law and Economics Approach to Standard Form Contracts," *Journal of Legal Studies* (forthcoming) (with Yannis Bakos and David R. Trossen)
2013. "Set in Stone? Change and Innovation in Consumer Standard Form Contracts," *88 New York U Law Review* 240 (with Robert B. Taylor).
2012. "Does Contract Disclosure Matter?," *168 Journal of Institutional and Theoretical Economics* 94.
2011. "Does Increased Disclosure Help? Evaluating the Recommendations of the ALI's 'Principles of the Law of Software Contracts'," *78 (1) U of Chicago Law Review* 165.
2011. "Some Realities of Online Contracting," *19 Supreme Court Economic Review* 11.

PERCENTAGE OF TIME: 25

RECENT AWARDS:

Director, American Law and Economics Association , 2014

Adviser, Third Restatement of Consumer Contracts, American Law Institute, 2014

**Cecilia Márquez, Assistant Professor, Social and Cultural Analysis; Director of Latino Studies**

YR. OF APPOINTMENT: 2017

EDUCATION: BA Black Studies and Gender and sexuality Studies, Swarthmore; PhD American History, University of Virginia

NUMBER OF ADVISEES: 0

FOREIGN LANGUAGE COMPETENCE: Spanish 5

RESEARCH/TEACHING SPECIALIZATION: Latino/a migration to the U.S. South and emphasizes the importance of region in shaping Latino/a identity

AREAS STUDIES COURSES: CORE-UA 529 Contemporary Latino Cultures; SCA-UA 558 Juan Crow: Race in the 20th Century

FIELD RESEARCH EXPERIENCE: Mexico

RECENT PUBLICATIONS:

- (Forthcoming) Review of Sonia Lee, "Building a Latino Civil Rights Movement, Puerto Ricans, African Americans, and the Pursuit of Racial Justice in New York City," *The Journal of American Ethnic History*.
- (Forthcoming) Review of Robert Stanley Oden, "From Blacks to Brown and Beyond: The Struggle for Progressive Politics in Oakland, California, 1966-2011," *The Journal of African American History*, Volume 99. Winter-Spring.

PERCENTAGE OF TIME FOCUSED ON REGION: 50

RECENT AWARDS: Fellow, ACLS/Mellon Dissertation Completion Fellowship. (2015-2016); Fellow, Institute of Humanities and Global Cultures, Buckner W. Clay Foundation for the Humanities. University of Virginia. Charlottesville, Virginia. (2014-2015); George E. Pozzetta Dissertation Award, Immigration and Ethnic History Society (2014); Short-Term Research Grant, Corcoran Department of History, University of Virginia (2014); Samuel and Marion Merrill Graduate Student Travel Grant, Organization of American Historians (2014); Modern Languages Association Travel Grant, Modern Languages Association (January 2014)

**Carlos Martínez-Davis, Senior Language Lecturer, Spanish and Portuguese**

*YR OF APPOINTMENT:* 2004

*EDUCATION:* M.Phil 2002 Spanish Literature, NYU, MA 1995, Spanish Literature NYU; MA 1991 TESOL, Teachers College, Columbia University; BS 1986 International Business, Saint Louis University

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 2, Chinese 1

*RESEARCH/TEACHING SPECIALIZATION:* Language Teaching Methodology and Advanced Spanish Conversation for the Medical Profession.

*FIELD RESEARCH EXPERIENCE:*

*LANGUAGE PEDAGOGY TRAINING:* Columbia U MA TESOL 1991

*LANGUAGE COURSES:* SPAN-UA101 Advanced Spanish Conversation, SPAN-UA 102 Advanced Spanish Conversation for Medical Professions, SPAN-UA100 Advanced Grammar and Composition, SPAN-UA 1 Spanish for Beginners Level I, SPAN-UA 3, Intermediate Spanish I, SPAN-UA 4: Intermediate Spanish II,

*RECENT PUBLICATIONS:*

*Jenaro Talens: El hombre que miraba el cielo.* Part of the NYU Translation Collective. A group translation of an anthology of poems by Jenaro Talens.

Forthcoming: *José Watanabe, Asido del cielo.* Part of the NYU Translation Collective.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* Golden Dozen Teaching Award, NYU

**Perla Masi, Visiting Assistant Professor, Spanish and Portuguese**

*EDUCATION:* PhD 2011 Spanish and Portuguese, Princeton U; MA 2000 Università degli Studi di Firenze; MA 2001 Scuola Europea di Traduzione Letteraria di Magda Olivetti

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 4, French 3, Arabic 3, Italian 3

*LANGUAGE PEDAGOGY TRAINING:* Seminario in Traduzione Letteraria (Spanish-Italian, Portuguese-Italian), Università degli Studi di Firenze, Facoltà di Lettere e Filosofia. Jan- June, 2001.

*RESEARCH/TEACHING SPECIALIZATION:* Modern and Contemporary Iberian and Latin American Literatures and Cultures; Poetry and Visual Arts; Poetics; the relationships between Poetry and Philosophy (Aesthetics, Ethics, Political Philosophy); Arab immigration in the Iberian Peninsula and Latin America.

*FIELD RESEARCH EXPERIENCE:* Spain, Brazil

*AREA STUDIES COURSES:* SPAN-UA 950 Wandering Poetry: Traveling and Exile in the Iberian Atlantic, SPAN-UA 200 Critical Approaches to Text & Cultural Analysis, SPAN-UA 4: Intermediate Spanish II, SPAN-UA 842: Poetry Body & Desire In Latin, AHSEM-UA 218: Love and Politics in Latin America, SPAN-UA 551: Topics, SPAN-UA 1: Spanish for Beginners- Level I, SPAN-UA 2: Spanish for Beginners - Level II, FYSEM-UA 672: Politics of Affect

*RECENT PUBLICATIONS:*

2014 "Paulo Leminski: poesia e revolução". (In progress)

2014 "Eliseo Diego: infancia e historia". (In progress)

2013 Roberto Esposito. "Comunidade, imunidade, biopolítica". Translated by Perla Masi.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Gigliana Melzi, Associate Professor and Director of Undergraduate Studies, Applied Psychology, Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 2003

*EDUCATION:* PhD 1998, MA 1992 Psychology Boston U, BA (cum laude) Clark U. 1989

*NUMBER OF ADVISEES:* 6

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 2

*RESEARCH/TEACHING SPECIALIZATION:* language and early literacy development of Spanish-speaking children, Latino family engagement in young children's education, home-school connections for ethnoculturally diverse children with a special focus on Latino immigrant families.

*FIELD RESEARCH EXPERIENCE:* Peru

*AREA STUDIES COURSES:* APSY-GE 2055 Child Language Development, FRHS Mestizaje: Exploring Multicultural Peru (Undergraduate Honors Course) FRHS Peruvian Culture through Narrative, APSY-UE 10: Survey of Developmental Psych,

*RECENT PUBLICATIONS:*

(Forthcoming) Melzi, G., Schick, A., & Scarola, L. Intervention that Promotes Home-to-School Links for Ethnoculturally Diverse Families. In C.M. McWayne, F. Doucet, & S. M. Sheridan (Eds.), Research on Family-School Partnerships: Understanding Ethnocultural Diversity and the Home-to-School  
2018 McWayne, C., Foster, B., & Melzi, G. Culturally embedded measurement of low-income Latino caregivers' engagement in preschool: A tale of two forms of engagement. Early Education & Development  
2017 Melzi, G., Schick, A., Escobar, K. Early Bilingualism through the Looking Glass: Latino Preschool Children's Language and Self-Regulation Skills. Annual Review of Applied Linguistics, 37, 93-109.

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* 2015-2016 University-wide Distinguished Teaching Award Recipient, NYU; PI Supporting Latino Children's Reading Readiness Through Co-Constructive Elaborative Storytelling. Brooke Astor Foundation, New York Community Trust. Amount: 742,799. Dates: 2016-2018; PI Bilingual Language Diversity of Latino Preschoolers: Profiles, Communicative Competence, and Relations with School Readiness Skills. Head Start Graduate Student Research Grants. Graduate Student: Emily Bostwick Halpin. Amount: 50,000. Dates: 2015-2017

**Jordana Mendelson, Associate Professor, Department of Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD 1999, MA 1993 History of Art Yale U; BA 1992 Art History, Boston U

*NUMBER OF ADVISEES:* 18

*FOREIGN LANGUAGE COMPETENCE:* Spanish 4 Catalan 2 French 1

*RESEARCH/TEACHING SPECIALIZATION:* 20<sup>th</sup> c. Iberian and transatlantic visual culture

*FIELD RESEARCH EXPERIENCE:* Spain

*AREA STUDIES COURSES:* SPAN-UA 625 Transatlantic Avant Gardes, SPAN-UA 650: Modern Hispanic Cities, SPAN-UA 300: The Iberian Atlantic, SPAN-UA 305: Cultural History of Latin America, SPAN-UA 355: Is Spanish One Language? SPAN-UA 842: Poetry Body & Desire, AHSEM-US 218: Love and Politics in Latin America, SPAN-UA 240: Hist Photography in Spain and Latin American

*RECENT PUBLICATIONS:*

(Forthcoming) Paper Stories: Artists, Ephemera, and the Cultural Politics of Modernity in Spain,  
2017 "Paper Fortifications: The Defense of Madrid and the Proliferation of the Press during the Civil War," Trans. Isabel Cadenas Cañón as Madrid, *musa de las artes*, Madrid: Museo de Arte Contemporánea/  
2013 "Archival Excursions: Across the Atlantic and Into the Museum" for edited anthology on Contemporary Transatlantic Dialogues: Art History, Criticism, and Exhibition Practices in Spain and the United States, ed. Robert Lubar and María Dolores Jiménez-Blanco. (Madrid: CEEH, 2013)

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* Métodos de propaganda activa en la Guerra Civil, MEPACT (I + D), Ministerio de Ciencia y Competitividad de España, Principal Investigator: Emilio Javier Peral Vega (Universidad Complutense de Madrid). Part of international group of researchers that form part of this project, funding awarded as of January 2014 (22,000 Euros for 3 years)

**Sally Merry, Professor with Chair, Silver Professor of Anthropology, Faculty Director, Center for Human Rights and Global Justice NYU Law**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD 1978, Brandeis, MA 1967, Yale, BA 1966, Wellesley

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* N/A

*RESEARCH/TEACHING SPECIALIZATION:* Anthropology of law; human rights; colonialism; transnationalism; gender and race; US, forms of governance and audit culture, governmentality.

*FIELD RESEARCH EXPERIENCE:* N/A

*AREA STUDIES COURSES:* ANTH-UA 331 Human Rights & Culture, ANTH-GA 3922 Gender, Culture & Human Rights, ANTH-UA 332: Violence, Gender and Law, ANTH-GA 2600: The Anthropology of Human Rights, ANTH-GA 3400: Topical Seminar: Social Theory,

*RECENT PUBLICATIONS:*

2015 The Quiet Power of Indicators: Measuring Governance, Corruption, and Rule of Law. Edited by Sally Engle Merry, Kevin Davis, and Benedict Kingsbury. Cambridge: Cambridge Univ. Press

2015 A World of Indicators: The making of governmental knowledge through quantification, edited by Richard Rottenburg, Sally Engle Merry, Sung-Joon Park and Johanna Mugler. Cambridge: Cambridge University Press

2016 The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking. Chicago: Univ. of Chicago Press.

2016 The New Legal Realism, Vol II: Studying Law Globally. Co-edited with Heinz Klug. Cambridge: Cambridge Univ. Press.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* Past president of American Ethnological Society; 2013 Honorary Degree from McGill School of Law; Focus of an Author Colloquium at the Center for Interdisciplinary Research at University of Bielefeld Germany; Honorary Professor at Australian National University

**Lina Meruane, Master Teacher/Clinical Associate Professor, Global Liberal Studies Program**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* PhD Spanish and Portuguese, New York U 2009

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish

*RESEARCH/TEACHING SPECIALIZATION:* Latin American Literatures and Cultures; Gender Studies & Feminism; Disease Studies; Global & Local Debates; Creative Writing

*FIELD RESEARCH EXPERIENCE:* Chile

*AREA STUDIES COURSES:* LAGC-UF 101 Latin American Cultures, CFIII-UF 103 Cultural Foundations; SPAN-GA 4101 002, Workshop in fiction; SCAI-UF 401 002, Senior Seminar: Pathological Citizenship

*RECENT PUBLICATIONS:*

2018. Contra los hijos Tumbona Penguin Random House, 2018.

2014. Volverse Palestina & Volvernos Otros. Penguin Random House. 2015.

2014. Viral voyages, Tracing Aids in Latin America. Palgrave MacMillan, USA. 2014

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

XV Premio Calamo Otra Mirada. Zaragoza, Spain. 2015

Most Prestigious Artist of 2014 Instituto Chileno-Árabe de Cultura 2014

**Diane Mirabito, Clinical Professor of Social Work with Chair; Director, Clinical Practice with Adolescents, Silver School of Social Work**

*YR. OF APPOINTMENT:* 2000

*EDUCATION:* 2000 CUNY Hunter College, DSW, Doctorate, Social Welfare; 1984 Institute for Juvenile Research, Family Systems Program; 1977 University of Chicago, School of Social Service Administration; 1974 Syracuse University

*NUMBER OF ADVISEES:* 13

*FOREIGN LANGUAGE COMPETENCE:* Spanish 3

*RESEARCH/TEACHING SPECIALIZATION:* Social work practice in school-based settings; Integrated Behavioral Health; clinical practice and program development with adolescents, parents, and families; crisis intervention, trauma and brief treatment; and supervision/field instruction

*AREAS STUDIES COURSES:* Cultural, Social, Clinical and Organizational Perspectives on Trauma (Buenos Aires, Argentina) and Core Concepts of Child and Adolescent Trauma (WS & Buenos Aires, Argentina)

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:*

2017 Social Work Theory and Practice for Crisis, Disaster, and Trauma. In F. Turner (Ed.), Social Work Treatment, Interlocking Theoretical Approaches, 6th Edition. New York, New York: Oxford University Press.

2017 Health Issues Affecting Urban Children, Chapter 7, (pp. 169-189). In N. K. Phillips & S.L.A. Straussner (Eds.), Children in the Urban Environment: Linking Social Policy and Clinical Practice, 3rd Edition. Springfield, Illinois: Charles C. Thomas.

2017 Integrated Health Care for Children and Adolescents, Chapter 13. In V. Stanhope & S.L.A. Straussner (Eds.), Integrated Health Care: From Policy to Practice and Back. New York, New York: Oxford University Press.

2016 School-based Trauma-Informed Care for Traumatic Events: Clinical and Organizational Practice, Chapter 33. In C. Massat, M. Kelly, & R. Constable (Eds.), School Social Work: Practice, Policy, and Research, 8th Edition. Chicago, Illinois: Lyceum Books, Inc.

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* University of Chicago Milestone Achievement Award, 2017

**Marilyn Moffat, Professor of Physical Therapy, Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 1982

*EDUCATION:* Ph.D. New York University, Health Education; M.A. New York University, Physical Therapy Certif in Physical Therapy New York University; B.S. Queens College, Physical Education/Education

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* N/A

*RESEARCH/TEACHING SPECIALIZATION:* Cardiovascular/pulmonary physical therapy; Orthopedic physical therapy; Exercise and fitness; National/international professional issues

*AREAS STUDIES COURSES:* Trinidad - Physical Therapy in a Global Context

*FIELD RESEARCH EXPERIENCE:* Trinidad

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* N/A

**David Montgomery, Clinical Assistant Professor, Steinhardt School of Culture, Education and Human Development; Advisor for the Program in Educational Theatre's dual certification degree in Theatre and Social Studies, (ETSS)**

*YR. OF APPOINTMENT:* 2002

*EDUCATION:* PhD Educational Theatre, NYU; MA Educational Theater, NYU; BA Theatre, Marymount Manhattan College

*NUMBER OF ADVISEES:* 6

*FOREIGN LANGUAGE COMPETENCE:* Spanish 3

*RESEARCH/TEACHING SPECIALIZATION:* Drama Pedagogy; Arts Partnerships; Integrated Arts Teacher *EDUCATION;* Qualitative Research; Applied Theatre

*FIELD RESEARCH EXPERIENCE:* Puerto Rico

*AREA STUDIES COURSES:* MPAET-GE 2151 Theatre Practices: Leaders in Educational Theatre (taught in Puerto Rico), MPAET-UE 51: Intro to Educ Theatre II, MPAET-GE 2951: Teaching Through Drama

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* N/A

**Wendy V. Muñiz, Assistant Professor / Faculty Fellow, Department of Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* Ph.D. in Latin American and Iberian Cultures, Columbia University

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, English 5, French 4, Catalan 3, Portuguese 3

*RESEARCH/TEACHING SPECIALIZATION:* Latin America and the Caribbean with an emphasis in Dominican Cultural Studies, Non-Western Intellectual History, Undervalued Visual and Material Cultures, Postcolonial and Decolonial Studies.

*FIELD RESEARCH EXPERIENCE:* Dominican Republic

*AREAS STUDIES COURSES:* CAS-First Year Freshman Seminar. Colonial to Postcolonial Archives: Histories of Caribbean Collecting (Fall 2017); Literature of the Caribbean / Topics in Caribbean Studies. Dominican Travel Narratives (Spring 2018),

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* 2018 Biennial Art Competition Grant, Centro Cultural Eduardo León Jimenes; 2017-2018 Andrew W. Mellon Diversity Post-Doctoral Fellowship, New York University

**Sophy Munoz, Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* ABD, Latin American Literature, New York University M.A. in Hispanic Studies, State University of New York at Albany, 1998 B.A. Spanish, State University of New York at Albany, 1995

*NUMBER OF ADVISEES:*

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Foreign language teaching methodology Language acquisition, 20th Century Latin American and Caribbean literatures.

*FIELD RESEARCH EXPERIENCE:* N/A

*AREAS STUDIES COURSES:* N/A

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Michelle Munson, Associate Professor of Social Work; Faculty and Researcher, Center for Latino Adolescent and Family Health; Faculty Fellow, Silver School of Social Work**

*YR. OF APPOINTMENT:* 2012

*EDUCATION:* PhD Washington U, 2005, MSW U of Minnesota 1999, BA U of Wisconsin 1992.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* N/A

*AREA STUDIES COURSES:* MSWEL-GS 2174: Vulnerable youth and young adult, PHDSW-GS 3057: Theories of Clinical Practice, MSWFD-GS 2001: Social Work Practice I, MSWFD-GS 2002: Social Work Practice II, PMC-NS 130: Clinical Practice With Adolescents, PHDSW-GS 3064: Social and Behavioral Intervention

*RESEARCH/TEACHING SPECIALIZATION:* Mental Health Services and Interventions Research Social Relationships, Social Influence and Social Isolation Child, Adolescent and Young Adult Development Mood and Anxiety Conditions Health Communication

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:*

2017 Munson, M.R., Stanhope, V., \*Atterbury, K., \*Small, L. "At Times I Kinda Felt I Was in an Institution": Supportive Housing for Transition Age Youth & Young Adults, *Children & Youth Services Review*, 73, 430-436.

2017 Gopalan, G., \*Lee, S.J., Harris, M., Acri, M., & Munson, M.R. Utilization of peers in services for youth with emotional and behavioral challenges: A scoping review. *Journal of Adolescence*, 55, 2016 \*Cole, A., \*Kim, H., \*Lotz, K., & Munson, M.R. Exploring the perceptions of workers on young adult mental health engagement. *Social Work in Mental Health*, 14(2), 133-148.

2015 Narendorf, S., Munson, M.R., & Floersch, J. (2015). Psychotropic Medication Treatment Among Young Adults: Thematic and narrative analysis. *Journal of the Society for Social Work and Research*, 6(1), 121-143.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

2018 Invited Expert Panelist Research Environment Grants: Child and Adolescent Mental Health Stockholm, Sweden; 2017 Honoree Institute for Community Living Leadership and Commitment to Working with Adolescents and Young Adults; 2016 Fellow Society for Social Work and Research; 2016 Inductee Hall of Achievement Mandel School of Applied Social Sciences Case Western Reserve University; 2015 Board Member MENTOR, National Mentoring Resource Center Research Board Boston, Massachusetts

**Madeline A. Naegle, Professor Emerita, College of Nursing; Director, WHO Collaborating Center for Geriatric Nursing**

*YR. OF APPOINTMENT:* N/A

*EDUCATION:* PhD, New York University Division of Nursing Steinhardt School 1980; MA, New York University Division of Nursing Steinhardt School 1967; BSN Nazareth College of Rochester 1964.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* N/A

*RESEARCH/TEACHING SPECIALIZATION:* Psychiatric-mental health nursing, addictions, international/global education

*AREA STUDIES COURSES:* NURSE-GN 2041: Nursing Issues & Trends in Hlt, NURSE-GN 2060: Mental Health Across the Life, NURSE-GN 2068: Aprn: Sub Abuse Client Thry II, NURSE-GN 2069: Aprn: Sub Abuse Client Pract II

*FIELD RESEARCH EXPERIENCE:*

Professor Madeline Naegle is co-investigator with Professors Sonia Soares and Elenice Lima of the School of Nursing, Federal University of Minas Gerais, Belo Horizonte, Brazil, in a demographic survey on older adults living in the region. The study correlates health behaviors with WHO defined quality of life and health indicators. The study is central to an ongoing collaboration between the NYUCN WHOCC and the School of Nursing, FUMG to strengthen research and practice with older adults.

*RECENT PUBLICATIONS:*

2017 Opioid misuse epidemic: Addressing opioid prescribing and organization initiatives for holistic, safe and compassionate care, Nursing Outlook, v65 n4

2017 Project SARET: An interprofessional education (IPE) lens examines substance use disorders research education for health professional, Journal of Interprofessional Education & Practice, v9

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

2016-2017 Health and Aging Policy Fellow. Funding agencies: J.A. Hartford Foundation; Atlantic Philanthropies

2016 Doval Award for Excellence in Teaching, 2016. Rory Meyers College of Nursing, NYU

**Michele Nascimento Kettner, Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* B.A. Federal University of Pernambuco, Brazil M.A. The City University of New York Ph.D. The City University of New York

*NUMBER OF ADVISEES:*

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5 Spanish 4

*RESEARCH/TEACHING SPECIALIZATION:* Hispanic and Luso-Brazilian Literatures, regionalism, transnationalism, migration

*FIELD RESEARCH EXPERIENCE:* Brazil

*AREAS STUDIES COURSES:* PORT-UA 3: Intermed Portuguese I, SPAN-UA 3 Intermediate Spanish I, PORT-UA 2: Portuguese for Beginners II, PORT-UA 11: Elementary Portuguese for Spanish Speakers

*RECENT PUBLICATIONS:* 2013 Maracatu for Drumset and Percussion: A Guide to the Traditional Brazilian Rhythms of Maracatu de Baque Virado

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Patricio Navia, Master Teacher, Liberal Studies and Ctr for Latin American and Caribbean Studies**

*YR. OF APPOINTMENT:* 2004

*EDUCATION:* PhD New York U 2003, MA U of Chicago 1994, BA U of Illinois at Chicago 1992

*NUMBER OF ADVISEES:* 4

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 3

*RESEARCH/TEACHING SPECIALIZATION:* Democratization, Elections, Political parties, South America

*FIELD RESEARCH EXPERIENCE:* Chile, Argentina, Peru, Mexico

*AREA STUDIES COURSES:* GLOB1-GC1100 Inside Latin America; GLOB1-GC 3900 Government & Politics of Latin America, LAGC-UF 101 Latin American Cultures, AGCI-UF 9301 Advanced Global Cultures, GLOB1-GC 2185: Chile: Democracy of Institutions and Social Market-Friendly Development

*RECENT PUBLICATIONS:*

2017 Navia, Patricio & Rodrigo Osorio. "Make the economy scream? Economic, ideological and social determinants of support for Salvador Allende in Chile, 1970-1973" *Journal of Latin American Studies*, 49,4 pp. 771-797

2017 Navia, Patricio. "Malaise in Representation in Chile: An Eighteen-Year-Old Debate" in Alfredo Joignant, Mauricio Morales, and Claudio Fuentes (eds.) *Malaise in Representation in Latin American Countries: Chile, Argentina, Uruguay*. New York: Palgrave Macmillan, pp. 119-136

2016 Alemán, Eduardo and Patricio Navia. "Presidential Power, Legislative Rules and Lawmaking in Chile" in Eduardo Alemán and George Tsebelis (eds.) *Legislative Institutions and Lawmaking in Latin America*. New York: Oxford University Press, pp. 92-121

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* Excellence in Teaching Award, Political Science Department and Faculty of Social Sciences and History, Universidad Diego Portales, 2014.

**Shondel Nero, Associate Professor, Teaching and Learning**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* EdD Columbia U 1997; EdM Columbia U 1994; MA Columbia U 1990; BA Concordia U Montréal, Canada, 1984.

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 3, French 4

*RESEARCH/TEACHING SPECIALIZATION:* Teaching English as a Second Language, Teaching Standard English as a Second Dialect,, Creole Linguistics, Anglophone Caribbean Language/Culture

*FIELD RESEARCH EXPERIENCE:* Anglophone Caribbean and Dominican Republic

*AREA STUDIES COURSES:* LANED-GE 2005: Intercultural Perspectives in Multicultural Education, LANED-GE 2800 TESOL/Foreign Language and Bilingual Education

*RECENT PUBLICATIONS:*

2018 Analyzing students' writing in a Jamaican Creole-speaking context: An ecological and systemic functional approach. *Linguistics and Education*, 43, 13-24. 3 Nero, S.

2015 Language, identity, and insider/outsider positionality in Caribbean Creole English research. *Applied Linguistics*

2014 De facto language education policy through teachers' attitudes and practices: A critical ethnographic study in three Jamaican schools. \*\*2016 – Inaugural winner James E. Alatis Prize for outstanding article on Research on Language Policy and Planning in Educational Contexts.

Nero, S. (2018). Challenges of language education policy development and implementation in Creole-speaking contexts: The case of Jamaica. *Global perspectives on educational language policies* New York, NY: Routledge.

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:*

Co PI English language learning and teaching through a blended mode: A collaborative global model of pedagogical training, New York University Curricular Development Challenge Fund Period 17-18

Co PI Medical interpreter training for enhancing English language competency and safe practices among internationally trained nurses, New York State Health Foundation Period: 2017-2020

**Lisette Nieves, Clinical Professor, Educational Leadership and Policy Studies, Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* Ph.D. Higher Education Management UPenn; MPA Princeton; BA/MA University of Oxford; BA Brooklyn College

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Motivations for work and school for first generation students; First generation and students of color completion in community colleges; Talent development and recruitment for educators and cross sector leaders

*AREAS STUDIES COURSES:* EDLED-GE 2355: Education Policy Analysis

*FIELD RESEARCH EXPERIENCE:* Puerto Rico

*RECENT PUBLICATIONS:*

(Forthcoming) Anderson, N., Nieves, L. & Treschan, L. Working to learn: Young people bridging the divide between college and career pathways. New York, NY: Palgrave Macmillan.

2014 The Higher Education Committee of President Barack Obama's Advisory Commission on Educational Excellence for Hispanics. Postsecondary Access and Completion for All: Latinas/os in America's Future. The White House Department of Education. Washington D.C.

*PERCENTAGE OF TIME FOCUSED ON REGION:* 50

*RECENT AWARDS:*

National Council of Student Development (NCSD - AACC) Dissertation of the Year Award 2016 Title: Breaking the Tradeoff Between School and Work: Community College Voices on Navigating Work and School Roles; Pahara Aspen Fellow 2014 -2016

**Santiago O'Donnell, Adjunct Instructor, NYU Buenos Aires (Foreign editor of *Página 12* newspaper and Director of the Journalism Masters program at Universidad de Buenos Aires)**

*YR. OF APPOINTMENT:* 2014

*EDUCATION:* BA International Relations University of Notre Dame; MA International Journalism USC

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* international journalism

*AREAS STUDIES COURSES:* "Journalism and Society" "Reporting Buenos Aires"

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:*

2017 ArgenPapers: los secretos de la Argentina offshore en los Panama Papers, Sudamericana

2015 ArgenLeaks: los cables de Wikileaks sobre Argentina, de la A a la Z, Sudamericana

2015 Derechos humanos: la historia del CELS: de Mignone a Verbitsky, de Videla a Cristina

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Sonia Ospina, Professor of Public Management & Policy, Wagner School of Public Service**

*YR. OF APPOINTMENT:* 1989

*EDUCATION:* PhD 1989 SUNY Stony Brook; MS 1985 SUNY Stony Brook, 1985; BA 1978 Universidad Javeriana (Bogotá, Colombia)

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Public management reform, governance, leadership and collaborative problem-solving in public service, in the United States and Latin America, public mgmt. evaluation systems in Latin America

*FIELD RESEARCH EXPERIENCE:* Argentina, Chile, Colombia, Peru, Mexico

*AREA STUDIES COURSES:* PADM-GP 2186 Leadership and Social Transformation; PADM-GP 243 Multi-sector Partnerships; PASM-GP 2185 Transformative Participation for Democratic Practice,

*RECENT PUBLICATIONS:*

2016. Ospina, S.M. Notes To Implement Strategic Management Of Human Talent In Colombia: A Model For Deliberative Public Administration. In Pedro Pablo Sanabria Pulido (ed). From Recommendation to Action. 2016. Bogotá: UniAndes Publications. Pp. 129-144. (In Spanish)

2015. Ospina, S. and A. Hofmann-Pinilla. Voices and Experiences: The Management of Human Talent from the Inside Out in Colombian Public Organizations In Pedro Pablo Sanabria Pulido (ed). Strategic Management of Human Talent in the Public Sector: State of the Art, Diagnosis. (In Spanish).

2012. Cunill-Grau, N. and S.M. Ospina. Performance Measurement and Evaluation Systems: Institutionalizing Accountability for Governmental Results in Latin America in New Directions in Evaluation, Special Issue: Evaluation Voices from Latin America, No. 134: 77-91

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:*

2015-2017 NYU Leadership Initiative. Grant to support the Collective Leadership Network International Workshop.

CLAD Scientific Council, Consulting body of the UN intergovernmental institution devoted to State and public administration reform

**Jose Pagan, Professor and Chair, Public Health Policy and Management**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* PhD Economics University of New Mexico

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* health economics and health services research

*AREAS STUDIES COURSES:*

*FIELD RESEARCH EXPERIENCE:* Mexico

*RECENT PUBLICATIONS:*

2014 Alliance for a healthy border: Obesity prevention in underserved U.S.- Mexico border communities Ghaddar, S., Brown, C. J., Pagán, J. A. & Pagán, J. A. Jan 1 2014 Obesity Interventions in Underserved Communities: Evidence and Directions. Johns Hopkins University Press, p. 243-254 12 p.

Uninsurance, underinsurance, and health care utilization in Mexico by US border residents

2014 Su, D., Pratt, W., Stimpson, J. P., Wong, R. & Pagán, J. A. 2014 In : Journal of Immigrant and Minority Health. 16, 4, p. 607-612 6 p.

2015 Cost-Effectiveness Analysis of a Colonoscopy Screening Navigator Program Designed for Hispanic Men

Wilson, F. A., Villarreal, R., Stimpson, J. P. & Pagán, J. A. Jun 1 2015 In : Journal of Cancer Education. 30, 2, p. 260-267 8 p.

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* N/A

**Cecilia Palmeiro, Adjunct Instructor, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* PhD Spanish and Portuguese Languages and Cultures, Princeton University

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* contemporary Latin American cultural studies, with special attention to Argentine and Brazilian literature and gender studies; critical theory, intellectual history and the relation between art and politics

*AREAS STUDIES COURSES:* "Cultures and Contexts: Latin America"

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:*

2016 Néstor Perlongher's correspondence, Correspondencia

2017 Cat Power. La toma de la Tierra

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Gisella Pardo, Adjunct Lecturer, Senior Research Coordinator and Clinical Supervisor, McSilver Institute for Poverty Policy and Research, Silver School of Social Work**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* MPH New York U, 2011; MSW Fordham U, 1994; BA New York U, 1990

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Issues of trauma, domestic violence and chronic illness specifically HIV/AIDS. Senior research coordinator for Champ+ Argentina, a community-based mental health intervention for HIV infected youth and caregivers.

*FIELD RESEARCH EXPERIENCE:* Argentina, Liberia

*AREA STUDIES COURSES:* Cultural, Social, Clinical and Organizational Perspectives on Trauma: Argentina, and Macro Practice, Policy, and Social Movements from a Global Perspective with a Focus on Argentina and the United States, and Global Health Mental Health Care Practice (Winter and Summer session courses in Buenos Aires for MA, undergraduate and alumni of Social Work, Public Health, Education and Psychology). MSWEL-GS 2156: Micro Practice: Global Mental, MSWAC-GS 2001: Human Behavior in the Social, MSWEL-GS 2179: Global Mental Health Care Practice,

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* N/A

**Mariana Pargendler, Global Professor of Law, NYU Law in Buenos Aires**

*YR. OF APPOINTMENT:* 2015

*EDUCATION:* LL.B, PhD Federal University of Rio Grande do Sul; LLM, JSD Yale Law School

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* corporate law, corporate governance, and contract law from an economic and comparative perspective

*AREAS STUDIES COURSES:* Deals: Commercial Transactions in Latin America

*FIELD RESEARCH EXPERIENCE:* Argentina

*RECENT PUBLICATIONS:*

2018 "The Role of the State in Contract Law: The Common-Civil Law Divide," 43 Yale Journal of International Law 143

2017 The Anatomy of Corporate Law (Oxford University Press 3d ed., 2017) (with Reinier Kraakman, John Armour, Paul Davies, Luca Enriques et al.)

2016 "The Corporate Governance Obsession," 42 The Journal of Corporation Law 101

2015 Corporate Governance in Emerging Markets, in The Oxford Handbook of Corporate Law and Governance (Jeffrey Gordon and Wolf-Georg Ringe, eds., Oxford University Press 1st ed., 2015)

2015 Governing State Capitalism: The Case of Brazil, in Regulating the Visible Hand?: The Institutional Implications of Chinese State Capitalism (Benjamin L. Liebman and Curtis J. Milhaupt, eds., Oxford University Press, 2015)

2014 "The Evolution of Shareholder Voting Rights: Separation of Ownership and Consumption," 123 Yale Law Journal 100 (with Henry Hansmann)

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Sarah J Pearce, Associate Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* Ph.D. 2011, M.A. 2009, (Near Eastern Studies) Cornell; B.A. 2005, (Spanish and Near Eastern Languages and Civilizations) Yale

*NUMBER OF ADVISEES:*

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5 Hebrew 4 Arabic 4

*RESEARCH/TEACHING SPECIALIZATION:* Hebrew and Arabic literature of Iberia; mester de clerecía; 12th- and 13th-century Castile; the translation movement; history and literature of the "tres culturas"; literary representations of Alexander the Great; history of literature; historical readings of literature; codicology

*AREAS STUDIES COURSES:*

*FIELD RESEARCH EXPERIENCE*

*RECENT PUBLICATIONS:*

2017 The Andalusi Literary and Intellectual Tradition: The Role of Arabic in Tibbon's Ethical Will

2015 Matter, Meaning, and Maimonides: The Material Text as an Early Modern Map of Thirteenth Century Debates on Translation, Postmedieval 6:2

2015 Poetry on the Edge: Modern Medievalism's Marginal Verse

2014 In a Better and Older Language: The Redemptive Potential of Arabic and Its Translated Fictions, La Coronica 43:1

2014 Bracelets are for Hard Times: Economic Hardship, Sentimentality, and the Andalusi Hebrew Poetess, Cultural History 3.2

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* Louis and Hortense Apfelbaum Fellowship at the Katz Center for Advanced Judaic Studies at the University of Pennsylvania; Paulette Goddard Junior Faculty Fellowship at NYU (2014) Michael Camille Memorial Essay Prize (2014) and the John K. Walsh article prize awarded by the MLA Forum on Medieval Iberia and La Corónica (2015)

**Marta Peixoto, Associate Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 1991

*EDUCATION:* PhD, Princeton U, 1977; BA/M.A, Brown U, 1970

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5, Spanish 4, French 3

*RESEARCH/TEACHING SPECIALIZATION:* Brazilian literature, gender studies, urban studies, the city in Brazilian literature and culture, documentary film

*FIELD RESEARCH EXPERIENCE:* Brazil

*AREA STUDIES COURSES:* PORT-GA 2968: Special Topics in Brazilian Literature; PORT-UA850: Brazilian Poetry and Song, PORT-UA 830.001 Brazilian Short Story (in Portuguese); DRLIT-UA 851: Narrating Poverty: Brazilian Fiction & Film; PORT-UA 701: Topics in Brazil Studies; G87.2967: Machado de Assis; PORT-UA 706: The New Documentary in Brazil; G87.2967: Clarice Lispector, PORT-UA 704: Nar Pov in Braz Lit & Film, PORT-UA 840: Brazilian Poetry and Song, LATC-UA 373: Narrating Poverty in Brazilian, LATC-UA 374: Brazilian Short Story,

*RECENT PUBLICATIONS:*

2016 "Capitu's Curiosity: Undecidability and Questions of Gender in Dom Casmurro," in Emerging Dialogues on Machado de Assis, eds. Laimonte Aidoo and Daniel F. Silva, Palgrave / Macmillan, 2014 "Os limites da palavra em 2014 Clarice Lispector," in Interpretações Literárias do Brasil moderno e contemporâneo, eds. Vera Lins, Jaqueline Penjon and Flora Sússekind, Rio de Janeiro: 7Letras, 2014 "Eros, Love and the (Anti-)Lyric in João Cabral," Portuguese Studies, vol. 30, no. 2

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Domingo J Pinero, Clinical Associate Professor, Nutrition and Food Studies; Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 2002

*EDUCATION:* Ph.D. The Pennsylvania State University 98, Nutrition (minor in Demography); M.S. Universidad Simón Bolívar, Venezuela 91, Nutrition; B.S. Universidad Central de Venezuela 86, Nutrition

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Nutrition and poverty; Public health nutrition; Iron nutrition in populations at risk; Iron nutrition and cognitive development; Nutrition in pediatrics; Nutrition in Hispanics; International nutrition; Demography and nutrition

*AREAS STUDIES COURSES:* NUTR-GE 2144 Advanced Nutrition: Vitamins and Minerals; NUTR-UE 1068 Intro to Human Physiology; NUTR-UE 8187 Deans Global Honor: Intro to Global Issues in Nutrition; NUTR-GE 2115 - Issues in International Nutrition: Puebla, Mexico

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* N/A

**Juan Piñon, Associate Professor, Media, Culture and Communication, Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD, U of Texas at Austin, 2007; MA, Universidad Iberoamericana en Santa Fe, Mexico City, 1996; BA, Universidad Autónoma Metropolitana, Xochimilco, Mexico City, 1986

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Globalization and International Communication; Television Studies; Latin American and Latino Television; Industrial and Institutional Approaches, Political Economy and Cultural Economy; Race and Representations; Communication Theory; Television and Video Production; Media Projects, Social Construction of Technology; Discourse Analysis, Ethnography and Qualitative Methods

*FIELD RESEARCH EXPERIENCE:* Caribbean, S. America, Mexico, and U.S. Latino

*AREA STUDIES COURSES:* MCC-GE2167: Transnational Media Flows; MCC-UE1022: Latino Media; E59. 1011: Media and Migration; MCC-GE2900: Thesis in Media, Culture, and Communication, MCC-GE 1302: Global Television

*RECENT PUBLICATIONS:*

2017 Piñón, J. and Flores, M.A. USA: The year of the “super series.” In M. Immacolata and G. Orozco (Eds.). One decade of television fiction in Ibero America : Analysis of ten years of Obitel (2007-2016). Ibero-American Observatory on Television Fiction OBITEL Yearbook 2017 (pp. 345-372). Sao Paulo: Globo Universidade, Editora Sulina.

2016 Piñón, J., and Flores, M.A. USA: The Hispanic TV industry between reinvention and tradition. In G. Orozco and M. Immacolata (Eds.) (Re)Invention of TV Fiction. Genres and Formats. Ibero-American Observatory on Television Fiction OBITEL Yearbook 2016 (pp. 415-448). Sao Paulo: Globo Universidade, Editora Sulina.

2016 Piñón, J. “Complex labor relations in Latin American television industries.” In M. Curtin and K. Sanson (Eds). Precarious Creativity: Global Media, Local Labor (pp. 132-145). Los Angeles, CA: University of California Press.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Millery Polyné, Associate Professor and Associate Dean for Faculty and Academic Affairs, Gallatin School of Individualized Study**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD U of Michigan 2003; MAU of Michigan 1997; BA Morehouse College 1996

*NUMBER OF ADVISEES:* 10

*FOREIGN LANGUAGE COMPETENCE:* Hatian Krèyol 4, French 3

*RESEARCH/TEACHING SPECIALIZATION:* Caribbean and African American Intellectual History; Caribbean Infrastructure and Aviation; Sports history

*FIELD RESEARCH EXPERIENCE:* Haiti, Jamaica and Dominican Republic

*AREA STUDIES COURSES:* IDSEM-UG1482: Consuming the Caribbean; IDSEM-UG1503: American Poetics: Inventions and Intimate Dialogues in the Making of the Hemisphere; IDSEM-UG1471: Black Intellectual Thought in the Atlantic World; IDSEM-UG 1544: Frantz Fanon: Humanism, Revolution

*RECENT PUBLICATIONS:*

(Forthcoming) Editor, With Laurent Dubois, Kaiama Glover, et. al., eds. The Haiti Reader (Duke U Press)

2013 Editor, *The Idea of Haiti: Rethinking Crisis and Development* (Minneapolis: U of Minnesota Press, May 2013. Author introduction, “To Make Visible the ‘Invisible Epistemological Order:’ History, Singularity and Newness.”

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* NYU Center for Latin American and Caribbean Summer 2012-2013 Studies Faculty Grant Research Project: A Better Destiny: Human Rights, Caribbean Exiles and Dictatorship during the Cold War.

**Mary Pratt, Professor Emerita, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2003

*EDUCATION:* PhD, Stanford Univ., 1975; MA, Univ. of Illinois, 1971; BA, Univ. of Toronto, 1970

*NUMBER OF ADVISEES:* 4

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 4, Spanish 5, French 2, Latin 2, German 2

*RESEARCH/TEACHING SPECIALIZATION:* Latin American literature since 1800, postcolonial criticism and theory, cultural studies, women and print culture in Latin America, literary theory, discourse and ideology, travel literature, literature and colonialism, Latin American cultural theory, modern prose fiction

*FIELD RESEARCH EXPERIENCE:* Mexico, Peru, Guatemala

*AREA STUDIES COURSES:* SPAN-UA541: Topics in Latino Studies SPAN-UA 551.003 TPCS:

Language and Empire in the Americas; G95.2968: Pensamiento Latino Americano; G10.1014:

Politics of Desire: Thinking Present Through Latin America; SPAN-GA2891: Guided Individual

Readings

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Pablo Querubin Borrero, Assistant Professor, Political Science**

*YR. OF APPOINTMENT:* 2013

*EDUCATION:* PhD Economics Massachusetts Institute of Technology

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* political economy of development, elites, economic and political institution

*AREAS STUDIES COURSES:* POL-UA 530 Latin American Politics; POL-GA 1551 Comparative politics of Developing Countries; BPEP-UB 44 The Political Economy of Latin America

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:*

2016 "Family and Politics: Dynastic Persistence in the Philippines" Quarterly Journal of Political Science

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Juan Raffo, Adjunct Instructor, NYU Buenos Aires (Professor at the Escuela de Música Contemporánea (EMC), at the Tamaba Institute in Buenos Aires, and member of the Berklee International Network)**

*YR. OF APPOINTMENT:* 2015

*EDUCATION:* BA Berkeley; MA Composition NYU

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Latin American Music

*AREAS STUDIES COURSES:* "The Music of Latin America"

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* Multiple Grammy awards ("Soundances" "Viva" as well as others); Platinum Konex award as the top Instrumental/fusion artist of the 20015-2014 decade

**Luis Ramos, Clinical Assistant Professor, Global Liberal Studies**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* PhD U of California at Berkeley 2010; BA Georgetown U

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Transnational approaches to New World studies; Anglophone, Francophone and Hispanic Caribbean fiction; Latin American and U.S. Latina/o literatures; and transatlantic political thought.

*FIELD RESEARCH EXPERIENCE:* Guyana, Venezuela

*AREA STUDIES COURSES:* LAGC-UF 101: Latin American Cultures, CFI-UF 9103: Cultural Foundations

*RECENT PUBLICATIONS:*

Forthcoming: Ambiguous Allegiances: Imagining New World Literature and Culture in the Guiana Highlands

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* N/A

**Rubén Ríos Ávila, Professor of Spanish and Portuguese; Director, Program in Creative Writing in Spanish**

*YR. OF APPOINTMENT:* 2012

*EDUCATION:* 1983 PHD, 1978 MA Comparative Literature, Cornell U; 1974 BA, U Puerto Rico

*NUMBER OF ADVISEES:* 10

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 5

*RESEARCH/TEACHING SPECIALIZATION:* Caribbean literature, queer studies and theory

*FIELD RESEARCH EXPERIENCE:* Latin America, general

*AREA STUDIES COURSES:* SPAN-GA 2977 Queer Baroque: Poetry, Poetics and Politics of Hermetic Desire; SPAN-GA2891: Guided Individual Readings; SPAN-GA4103: Workshop in Creative Non-Fiction; SPAN-GA4001: Approaches to Narrative & Poetry; SPAN-GA2978: Special Topics in Latin American Literature; SPAN-GA4105: Variable Topics Workshop

*RECENT PUBLICATIONS:*

2017 "Cartas a Consuelo by Julia de Burgos" *Revista Hispánica Moderna*, v 70 n2 pp. 227-229

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Dylon Robbins, Assistant Professor, Spanish & Portuguese; Latin American & Caribbean Studies**

*YR. OF APPOINTMENT:* 2011

*EDUCATION:* PhD, Princeton U, 2010; MA, Rice U; BA, U of Texas at Austin

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5, Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Cultural and theoretical production of Brazil and Cuba; African Diasporas; intellectual and cultural histories, media, cinema, and popular music.

*FIELD RESEARCH EXPERIENCE:* Brazil, Cuba

*AREA STUDIES COURSES:* SPAN-UA 3045: Cultural History of Latin America; LATC-GA2590:

Interdisciplinary Seminar: Afro-Latin Soundscapes; SPAN-UA 551: Topics ; SPAN-UA 721: Topics;

LATC-GA2965: Em via de transe; FRSEM-UA 536: Race and Culture in Brazil; SPAN-GA 2978 Latin

American and Caribbean Intellectual History, CORE-UA 555: Cultures & Context: Brazil, PORT-UA

600: On Eating Others: Cannibalism, LATC-GA 371: Rhyme, Rhythm and Verse

*RECENT PUBLICATIONS:*

Forthcoming: Translation of Wisnik, José Miguel, *Veneno remédio: o futebol e o Brasil*. Duke U Press

2018 "Nina Rodrigues and Fausta" *Luso-Brazilian Review*, v54 n2 pp. 66-92

2017 "War, Modernity, and Motion in the Edison Films of 1898" *Journal of Latin American Cultural Studies*, v26 n3 pp 351 - 375

2016 Guillen Landrian, Nicolas (1938-2003), Oxford University Press Encyclopedia Article

2016 Bulbul, Zozimo (1937-2013), Oxford University Press Encyclopedia Article

2016 "Deterioration as Documentation: Fashioning the Cinematic Artifact in the Documentary" *Discourse: Berkeley journal for theoretical studies in media and culture*. 38, no. 1 pp.69-84

2016 "Roots of Brazil by Sergio Buarque de Holanda" *Hispanic Review*, v84 n3 pp. 330-334

2015 "FADIGA, GOCE, FUNKY BUTT -- THREE VIEWS ON POLYRHYTHM" *Brasiliana -- Journal for Brazilian Studies*, v4 n1 pp.82-109

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* 2014-2015 NYU Center for the Humanities Fellow

**Ana Romero, Adjunct Instructor, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* PhD candidate Universidad de Buenos Aires

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* intellectual exchange between Argentina, Spain, and the United States

*AREAS STUDIES COURSES:* "Introduction to Latin American Studies"

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:*

Reviews Editor of PolHis, Revista Bibliográfica del Programa Interuniversitario de Historia Política

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Renato Rosaldo, Professor Emeritus, Anthropology**

*YR. OF APPOINTMENT:* 2003

*EDUCATION:* PhD Social Anthropology, Harvard U 1971; BA Spanish History and Literature, Harvard U.

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Ilongot 4, French 3, Portuguese 1

*RESEARCH/TEACHING SPECIALIZATION:* Sociocultural anthropology history, society; island Southeast Asia, US Latinos and Latin America

*FIELD RESEARCH EXPERIENCE:* Mexico, US Latinos, South America

*AREA STUDIES COURSES:* SCA-UA541: Topics in Latino Studies; ANTH-GA3914: Reading in Anthropology; ANTH-UA321: Topical Seminar in Social and Cultural Anthropology; V14.800: Latino Expressive Culture & Literature; V55. 529: Cultures & Contexts: Contemporary Latino Cultures; SCA-UA 541: Topics in Latino Studies; AMST-GA3213: Topics, ANTH-GA 3910: Reading in Anthropology

*RECENT PUBLICATIONS:*

2013 *The Day of Shelly's Death: The Poetry and Ethnography of Grief.* Duke University Press.

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* N/A

**Fernando Rubinstein, Adjunct Instructor, NYU Buenos Aires (Director of Education, Institute for Clinical Effectiveness and Health Policy; Academic Director, Master Program for Clinical Effectiveness, School of Medicine, University of Buenos Aires)**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* 1985 MD Universidad de Buenos Aires; 1993 MPH UCSD

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5 French 3 Portuguese 3

*RESEARCH/TEACHING SPECIALIZATION:* clinical investigation, public health

*AREAS STUDIES COURSES:* "Health and Society" "Epidemiology"

*FIELD RESEARCH EXPERIENCE:* Latin America generally

*RECENT PUBLICATIONS:*

2014 Laparoscopic colorectal resections: a simple predictor model and a stratification risk for conversion to open surgery, Dis Colon Rectum v57 n7

2014 Listening to Those at the Frontline: Patient and Healthcare Personnel Perspectives on Tuberculosis Treatment Barriers and Facilitators in High TB Burden Regions of Argentina, Tuberculosis Research and Treatment

2014 Avoidable hospitalizations for ambulatory care sensitive conditions as an indicator of primary health care effectiveness in Argentina, J Ambul Care Manage

*PERCENTAGE OF TIME FOCUSED ON REGION:* 75

*RECENT AWARDS:* N/A

**Miguel Rosetti, Language Lecturer, NYU Buenos Aires**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* Argentine and Latin American Literature Universidad de Buenos Aires, PhD Candidate Latin American Literature Universidad de Buenos Aires

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*LANGUAGE PEDAGOGY TRAINING:* BA Latin American Literature

*RESEARCH/TEACHING SPECIALIZATION:* Twentieth Century Literature

*AREAS STUDIES COURSES:* "Intensive Intermediate Spanish"

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**María Josefina Saldaña-Portillo, Professor, Social and Cultural Analysis; Center for Latin American and Caribbean Studies**

*YR. OF APPOINTMENT:* 2006

*EDUCATION:* PhD, Stanford U, 1993; BA, Yale U, 1983

*NUMBER OF ADVISEES:* 7

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 3

*RESEARCH/TEACHING SPECIALIZATION:* Latinx literary and cultural studies; comparative race and indigenous studies in the Americas; 20th century revolutionary movements in Latin America; economic development, migration and globalization studies; feminist studies

*FIELD RESEARCH EXPERIENCE:* Central America, Mexico

*AREA STUDIES COURSES:* SCA-UA 548: Latina Feminist Studies; AMST-GA3701: Topics: In American History; SCA-UA531: Topics in Latino Studies; SCA-UA 568: Nationalism & Development in US Literature, 1850-1950; ENGL-UA/SCA-UA 572: Postmodern Travel Fictions; SCA-UA 201: Approaches to American Studies; AMST-GA3701: Topics in American History; SCA-UA 562: NAFTA, Narcos, and Migration; Comparative Colonialisms: Latin American and the United States; Critical Differences: Postcolonial Studies and Latin American Cultural Studies; SCA-UA 534: Latinx Popular Culture

*RECENT PUBLICATIONS:*

Forthcoming: Dossier on the Settlement of the Northern Gulf of Mexico; Arte Publico Press, Recovering the U.S. Hispanic Literary Project Series. 2020.

2018 "Latina/o Literature: The Borders Are Burning." In The Cambridge History of Latina/o Literature, John Morán González and Laura Lomas, eds. Cambridge University Press.

2017 "Critical Latinx Indigeneities: A Paradigm Drift." Latino Studies, 15.2:138-155.

2017 "Hemispheric Literature: Are We There Yet?" In The Cambridge Companion to Transnational American Literature, Yogita Goyal, ed. Cambridge: Cambridge University Press. 203-220.

2016 "Latina Literature in the U.S.: The View from Here." In The Cambridge History of Latin American Women's Literature, Ileana Rodríguez and Mónica Szurmuk, eds. Cambridge: Cambridge University Press. 341-363.

2016 The Indian Given: The Racial Geographies of the United States, Mexico, and Aztlán. Durham: Duke

2015 "Indigenismo as Nationalism, From the Liberal to the Revolutionary Era." In Critical Terms in Caribbean and Latin American Thought: Historical and Institutional Trajectories, Marisa Belausteguigoitia, Yolanda Martínez San-Miguel and Benjamin Sifuentes Jariategui, eds. New York:

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:*

2017 John Hope Franklin Award for the Best Book in American Studies (American Studies Association)

2017 Best Book Award from the National Association of Chicano and Chicana Studies (NACCS)

**Lisa Samuel, Clinical Assistant Professor; Academic Director of Applied Undergraduate Studies; School of Professional Studies**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* Ph.D. International Relations FIU; LLM International Law U of Miami; LEC Norman Manley Law School; LLB University of West Indies

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Jamaican Creole 5 Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* international trade; CARICOM

*AREAS STUDIES COURSES:* International Studies

*FIELD RESEARCH EXPERIENCE:* Jamaica

*RECENT PUBLICATIONS:*

2018 Doing Qualitative Research in Politics: Integrating Theory Building and Policy Relevance and is coauthor, with Howard Mitchell, of the "Report of the Private Sector Working Group on CARICOM and Free Trade Agreements for Jamaica," a paper for Private Sector Organization of Jamaica

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Alexander Santiago-Jirau, Adjunct Instructor, Steinhardt School of Culture, Education, and Human Development; Director of Teaching and Learning at the Center for Arts Education**

*YR. OF APPOINTMENT:* 2010

*EDUCATION:* MA New York U, 2009; BS Cornell U, 2002

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Educator, advocate and theatre artist committed to the use of theatre for youth and community development. A Theatre of the Oppressed (TO) practitioner who studied and worked with Brazilian theatre director Augusto Boal (founder of TO), Prof. Santiago-Jirau has facilitated many TO workshops particularly with young educators and diverse immigrant communities.

*FIELD RESEARCH EXPERIENCE:* U.S., Brazil

*AREA STUDIES COURSES:* Educational Theatre: MPAET-GE 2965 Introduction to Theatre of the Oppressed; MPAET-GE 2966 Advanced Techniques in Theatre of the Oppressed,

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* Past-President of the Board of Directors of Pedagogy and Theatre of the Oppressed; Artistic Director and Co-founder of The Forum Project; Board of Directors of the NYC Arts in Education Roundtable

**Florencia Saulino, Global Clinical Associate of Law, NYU Law in Buenos Aires**

*YR. OF APPOINTMENT:* 2013

*EDUCATION:* JD Universidad de Buenos Aires; LLM Environmental Law NYU Law

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* comparative environmental law and policy, with a special focus on Climate Change and its impact on future generations in developing countries

*AREAS STUDIES COURSES:* Clinic on Policy Advocacy in Latin America

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Bambi Schieffelin, Collegiate Professor, Anthropology**

*YR. OF APPOINTMENT:* 1986

*EDUCATION:* PhD. Anthropology, Columbia U 1979. MA. Developmental Psychology, Columbia U 1977.  
BS. Anthropology and Comparative Literature, Columbia U 1967.

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* French 3, Spanish 3, Haitian Kreyol 2

*RESEARCH/TEACHING SPECIALIZATION:* Linguistic Anthropology, Language Acquisition,  
Socialization, Haitian Creole

*FIELD RESEARCH EXPERIENCE:* Caribbean, Haiti

*AREA STUDIES COURSES:* ANTH-GA2700: Ethnographic Methods; G14.1040: Linguistic Anthropology;  
FRSEM-UA496: The Cultural Nature of Language; ANTH-GA2702: Acquisition of Cultural Practices,  
ANTH-UA 32: Conversations in Everyday life, ANTH-UA 321: Topical Seminar in Social, ANTH-UA  
48: Cultural Symbols,

*RECENT PUBLICATIONS:*

2014 "Christianizing language and the dis-placement of culture in Bosavi, Papua New Guinea"  
Anthropology of Christianity. Current anthropology. S. 226-237 vol. 55

2014 Evangelical conversion and the transformation of the self in Amazonia and Melanesia: Christianity  
and the revival of anthropological comparison. Comparative Studies in Society and History, 56,  
3:559-590. (with J. Robbins, A. Vilaca).

2015 The ethnography of inscriptive speech. In eFieldnotes: Makings of Anthropology in a Digital World.  
R. Sanjek & S. Tratner, eds. Philadelphia: University of Pennsylvania Press. (with G. Jones).

In Press Learning how to know: Egophoricity and the grammar of Kaluli (Bosavi), with special reference to  
child language. In Egophoricity: The Grammar of Knowledge Asymmetries. S. Floyd, E. Norcliffe, and  
L. San Roque, eds. Amsterdam/Philadelphia: John Benjamins. (with L. San Roque).

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:*

2014-2015 Phi Beta Kappa Visiting Scholar

**Eduardo Segura, Senior Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* ABD, MA Stony Brook U 1997. BA Universidad de Sevilla 1990.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*LANGUAGE PEDAGOGY TRAINING:* 2011-2012 ACTFL CONVENTION. Denver, Colorado;  
Philadelphia, Pennsylvania. Attendee; 2008-2010 "Methodological Developments in Teaching Spanish  
as a Second Language." Columbia U (Attendee)

*RESEARCH/TEACHING SPECIALIZATION:* Foreign Language Methodology, Second Language  
Acquisition, Spanish Language and Literature

*FIELD RESEARCH EXPERIENCE:* Spain

*AREA STUDIES COURSES:* SPAN-UA 4: Intermediate Spanish II, SPAN-UA 11: Spanish for Spanish  
Speakers, SPAN-UA 1: Spanish for Beginners- Level I, SPAN-UA 2: Spanish for Beginners - Level II,  
SPAN-UA 3: Intermediate Spanish I, SPAN-UA 100: Advanced Grammar and Composition

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Gustavo Setrini, Assistant Professor, Nutrition and Food Studies; Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* 2011 PhD Political Science MIT

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* improvised music; twentieth and twenty-first century music; experimental and electronic music; music technology and mass media; aesthetics and historiography; diasporic studies; race and ethnicity; modernity and postmodernity

*AREAS STUDIES COURSES:* FOOD-GE Food Systems; FOOD-GE 2252 Global Food Cultures: Mexico; FOOD-UE 1180 Food and Nutrition Global Security; FOOD-GE 2283 Agricultural Globalization

*FIELD RESEARCH EXPERIENCE:* Paraguay , Puerto Rico, Dominican Republic

*RECENT PUBLICATIONS:*

(Forthcoming) Beyond Labels: How Local Institutions Shape Development in Global Value Chains.

2015 Looking Behind the Label: Global Industries and the Conscientious Consumer, coauthored with Timothy Bartley, Sebastian Koos, Hiram Samel, and Nikolas Summers. Indiana University Press

2015 "Harvesting Hope" Americas Quarterly.

2014 Cadenas de Valor y Pequeña Producción Agrícola en el Paraguay. Centro de Análisis y Difusión de Economía Paraguaya (CADEP): Asunción, Paraguay

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:*

Gustavo Setrini (PI), Dionisio Borda, Cynthia Gonzalez, Maria Belén Servín. "Large and Small-Scale Agriculture: Analyzing Subnational Patterns of Agricultural Growth in Paraguay," 2015-16;

Gustavo Setrini (Co-PI), Cyrus Samii (Co-PI), Cynthia Gonzalez. "Experimental Impact Evaluation of the USAID-Paraguay Inclusive Value Chain Project," 2014-2018, USAID-NORC;

Gustavo Setrini. "Small Farmers, Public Policies, and Cocoa Quality Upgrading in the Dominican Republic." Summer 2014, NYU Center for Latin American Studies.

**Jeffrey Sharlach, Adjunct Associate Professor, Management Communication; Stern School of Business**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* J.D., New York U, 1977; B.S.J., Northwestern U, 1974

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 2

*RESEARCH/TEACHING SPECIALIZATION:* Organizational communication and its social impact. Management communication.

*FIELD RESEARCH EXPERIENCE:* Argentina, Brazil, Mexico. Has held senior management positions at top global agencies and Founder (1993) and Chairman of JeffreyGroup, a marketing and communications consulting firm with seven offices in the U.S. and Latin America

*AREA STUDIES COURSES:* C40.0065: Organizational Communication and its Societal Impact; B45.2100: Management Communication., MCOM-GB 2105: Business Communication

*RECENT PUBLICATIONS:*

Industry expert commentary for Associated Press, ABC News, CNN, Huffington Post and others.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* N/A

**Michele Goldzieher Shedlin, Professor, Associate Director, Interdisciplinary Research Methods Core, Center for Drug Use & HIV Research (NIDA), Deputy Director, WHO Collaborating Center in Gerontologic Nursing, Rory Meyers College of Nursing**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* PhD, 1982, MA 1975, Division of Sociomedical Sciences, Columbia U School of Arts and Sciences, New York, NY; B.S. Anthropology, 1968, Columbia U

*NUMBER OF ADVISEES:* 4 PhD Nursing; 2 Medicine

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 1, German 2

*RESEARCH/TEACHING SPECIALIZATION:* Qualitative Research methods and training, public health issues; narrative medicine.

*FIELD RESEARCH EXPERIENCE:* Colombia, Brasil, Paraguay, Nicaragua, Honduras, Mexico, Belize, El Salvador, Panama, Ecuador, Puerto Rico, Cuba, Dominican Republic. Completing an NIH study on refugee health, specifically drug use and STI/HIV risk among Colombian refugees in Ecuador. She recently completed a two-year NIH funded study exploring adherence to antiretroviral medications (ARVs) by people of Mexican origin living with AIDS on the U.S.-Mexico border. Her results will be used by healthcare workers in clinical and community-based settings to provide increased culturally-appropriate and effective services for Latinos living with AIDS.

*AREA STUDIES COURSES:* NURSE-GN 3358: Using Qualitative Methods Nurs, FRSEM-Ua 393: Suffering and Comfort, NURSE-GN 3325: Health Disparities Theory, Rsch

*RECENT PUBLICATIONS* (selected):

2016 Linguistic and cultural adaptation of a computer-based counseling program (CARE+ Spanish) to support HIV treatment adherence and risk reduction for people living with HIV/AIDS: A randomized controlled trial *Journal of Medical Internet Research*,

2014 In our country tortilla doesn't make us fat: Cultural factors influencing lifestyle goal-setting for overweight and Obese Urban, Latina patients *Journal of Health Care for the Poor and Underserved*, 25(4), 1603-1622.

2014 Sending-country violence and receiving-country discrimination: Effects on the health of Colombian refugees in Ecuador *Journal of Immigrant and Minority Health*, 16(1), 119-124.

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* N/A

**Ella Shohat, Professor, Department of Art; Public Policy; Middle Eastern & Islamic Studies**

*YR. OF APPOINTMENT:* 2001

*EDUCATION:* PhD Cinema Studies, New York U. 1986; MA Cinema Studies, New York U, 1982; BA Philosophy & Comparative Literature, Bar Ilan U, 1978/81. Certificate, Medium Film School, 1977.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Hebrew 5, Judeo-Arabic 5, Portuguese 4, French 2

*RESEARCH/TEACHING SPECIALIZATION:* Postcolonial studies; transnationalism; inter-area studies with emphasis on the Middle East and Latin America; cultural politics, Judaism in Brazil.

*FIELD RESEARCH EXPERIENCE:* Brazil, US, Middle East

*AREA STUDIES COURSES:* COREA-AD 25: Idea of the Exotic, ASPP-GT 2049: Postcolonial Displacement: Memoir and Memory, DRAP-GA 1735: Arab-Jews and the Writing; CCOL-UH 1036: Postcolonial Memory: Representation

*RECENT PUBLICATIONS* (selected):

2016 "Genealogies of Orientalism and Occidentalism: Sephardi Jews, Muslims and the Americas" *Studies in American Jewish Literature*, v35 n1 pp.13-32

2015 "The Mizrahi Cinema of Displacement" *Altorki, Soraya; A Companion to the Anthropology of the Middle East* : Altorki/A Companion to the Anthropology of the Middle East; 329-337; John Wiley

2014 *Unthinking Eurocentrism: multiculturalism and the media*; London; New York: Routledge (re-edition)

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* 2017 *Memoir Prize - Middle East Monitor's Palestine Book Awards*; 2014 *Honorable Mention in the Non-Fiction Category of the 2014 Arab American Book Award*; 2014 *Katherine Kovacs Singer Best Book Award*

**John V. Singler, Professor Emeritus, Linguistics**

*YR. OF APPOINTMENT:* 1984

*EDUCATION:* PhD UCLA 1984; MA, UCLA, 1979; MA, U of London, 1976; AB, Dartmouth College, 1969

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* French 2, Vernacular Liberian English 3, Kpato 1

*RESEARCH/TEACHING SPECIALIZATION:* Sociolinguistics; language contact; pidgins and creoles

*FIELD RESEARCH EXPERIENCE:* Caribbean, England, Liberia, France

*AREA STUDIES COURSES:* LING-GA 2510: Pidgin & Creole Languages, LING-GA 3510: Sem in Sociolinguistics

*RECENT PUBLICATIONS:*

2017 Language contact in Africa and the African diaspora in the Americas: in honor of John V. Singler. Amsterdam: John Benjamins publishing company, cop. 2017

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* N/A

**Nancy Smithner, Assistant Professor, Educational Theater, Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* B.A. Antioch College 1976, Psychology and Social Welfare; Ph.D. New York University 2002, Educational Theatre

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:*

*RESEARCH/TEACHING SPECIALIZATION:* Contemporary Acting and Directing Styles; Physical and Experimental Theatre; Integrated Arts in the Curriculum; Feminist Theory; Teacher Training and Preparation

*AREAS STUDIES COURSES:* Puerto Rico - Theater Practices

*FIELD RESEARCH EXPERIENCE:* Puerto Rico, London, Seoul

*RECENT PUBLICATIONS:*

2017 Teaching Artistry Full Circle: Formerly Incarcerated Students as Co-Teachers, Teaching Artist Journal, Philadelphia, Routledge

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* N/A

**Roxanna Sooudi, Language Lecturer, Department of Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2012

*EDUCATION:* PhD Columbia U, 2004; MA Columbia U, 1999; BA Vanderbilt U 1996

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*LANGUAGE PEDAGOGY TRAINING:*

*RESEARCH/TEACHING SPECIALIZATION:* Foreign language methodology; Southern Cone fiction.

*FIELD RESEARCH EXPERIENCE:* Southern Cone

*AREA STUDIES COURSES:* SPAN-UA: SPAN-UA 1: Spanish for Beginners Level I; SPAN-US 3: Intermediate Spanish I; SPAN-UA 4: Intermediate Spanish II

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Tony Spanakos, Adjunct Professor, Department of Politics**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD 2000; MA 1998 Political Science, U of MA Amherst; AB Political Science, Princeton.

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5, Spanish 5, Greek 4, Chinese 1

*RESEARCH/TEACHING SPECIALIZATION:* Comparative Politics, Political Economy, Democratization, and Latin America.

*FIELD RESEARCH EXPERIENCE:* Brazil, Venezuela

*AREA STUDIES COURSES:* G53.3501: Comparative Politics Seminar: Reforming & Transforming Latin America; G553.3500: State-Market Relations in The Third World; POL-GA3400: Political Economy Seminar

*RECENT PUBLICATIONS:*

Forthcoming: Anthony P. Spanakos "Can the Centre Hold?: Chinese Foreign Policy, Brazilian Foreign Policy, and International Relations Theory," *China: An International Journal* (revise and resubmit)

Forthcoming: Anthony P. Spanakos "Liberalism and Post-Liberalism in Bolivarian Venezuela," *Latin American Politics & Society* (forthcoming)

2015 Conceptualizing comparative politics; New York, NY Routledge

2015 Anthony P. Spanakos, "Institutionalities and Political Change in Bolivarian Venezuela," Anthony P. Spanakos and Francisco Panizza Ed. Conceptualizing Comparative Politics, (Routledge)

2014 "What Tools Do We Have to Understand a New World Order in Progress" *Revista Brasileira de Política Internacional*, v57 pp.26-28

2014 "Citizen Chavez" *Latin American Perspectives*, 38, no 1 pp.14-27

2014 Anthony P. Spanakos and Joseph Marques, "South-South Relations and the English School of International Relations: Chinese and Brazilian Ideas and Involvement in Sub-Saharan Africa," *Revista Brasileira de Política Internacional*, June 2014.

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* N/A

**Allison Squires, Associate Professor, Rory Meyers College of Nursing**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* PhD, Yale University 2007; Post-MA Villanova University 2000; MSN Duquesne University, 1999; BSN University of Pennsylvania 1995

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5 Portuguese 3

*RESEARCH/TEACHING SPECIALIZATION:* Language and translation issues in healthcare; migration and health and language translation issues in research; main area of expertise in Latin America involves healthcare human resources in Mexico

*FIELD RESEARCH EXPERIENCE:* Mexico

*AREA STUDIES COURSES:* NURSE-UN 120: Ther/Res Base Nursing Prac, NURSE-GN: Using Qualitative Methods Nurs, NURSE-GN 3353: Knowledge Appraisal and Development,

*RECENT PUBLICATIONS:*

2018 Caceres, B., Bub, L., Negrete, M.I., Giraldo-Rodriguez, L., Squires, A. (2018). Healthcare professionals perceptions of neglect of older people in Mexico: A qualitative secondary analysis. *International Journal of Older People Nursing*, 13(1): e12168.

2018 Juarez, A. & Squires, A. (2018). Factors associated with HIV testing in Latinos when language preference is Spanish. *Journal of Nurses in AIDS Care*, (29):1, 120-25.

2017 Squires, A. (2017). A case example of a transitional education program for internationally educated nurses from Mexico. *Nursing Economic\$, 35(1): 30*

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* (2018) International Journal of Older People Nursing's Award for Outstanding Scientific Contribution to Gerontological Nursing Practice for Caceres; (2018) Prose Award, Honorable Mention, for contributions to "A New Era in Global Health"; (2017-18) Fellow Ambassador to the Media, New York Academy of Medicine; (2015) Distinguished Alumna

**Frances King Stage, Professor of Higher Education with Chair, Steinhardt School of Education**

*YR. OF APPOINTMENT:* 2000

*EDUCATION:* Arizona State University, Ph.D. Higher Education, Cognate: Statistics; Drexel University, M.S. Mathematics; University of Miami, B.S. Mathematics, minors - Physics, Chemistry

*NUMBER OF ADVISEES:* 13

*FOREIGN LANGUAGE COMPETENCE:* N/A

*RESEARCH/TEACHING SPECIALIZATION:* college student access and success; application of psychological theories to academic learning

*AREAS STUDIES COURSES:* Cuba: Perspectives in Higher Education

*FIELD RESEARCH EXPERIENCE:* Jamaica, Barbados, Cuba

*RECENT PUBLICATIONS:*

(Forthcoming) Stage, F.K. & Cook, L. Nontraditional Paths to Higher Education in the Caribbean. *Caribbean Journal of Education*.

2016 Wells, R.S. & Stage, F.K. The past, present, and future of critical quantitative research in higher education. In R. Wells & F. Stage, *New Directions for Institutional Research: New Scholarship in Critical Quantitative Research: Part 2, New Approaches and New Populations* San Francisco: Jossey-Bass.

2014 John, G.M. & Stage, F.K. Minority-serving institutions and the education of U.S. underrepresented students. In F. Stage & R. Wells (eds.) *New Directions for Institutional Research: New Scholarship in Critical Quantitative Research: Part 1, Studying Institutions and People in Context*. 158, 65 – 76, San Francisco: Jossey-Bass.

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* National Science Foundation, Subcontract on "Infograms for Undergraduate Biology" with CUNY CityTech, \$156,668. Subcontract \$10,000. 6/14-6/17; Indiana University, Center for the Study of Postsecondary Education, External Consultant,\$3000 3/15 – 5/15

**Anna-Kazumi Stahl, NYUBA Site Director**

*YR. OF APPOINTMENT:* 2009

*EDUCATION:* PhD Comparative Literature UC Berkeley

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* literature influenced by transnational migration and multi-cultural encounters, a topic that informs her fiction writing as well as her current research interests

*AREAS STUDIES COURSES:* "Creative writing: Argentina"

*FIELD RESEARCH EXPERIENCE:* N/A

*RECENT PUBLICATIONS:*

2016 *Inquietudes: On Location and Diaspora, Asian Diasporic Visual Cultures and the Americas*, v2 n1

2016 *Memory and Migration, Asian Diasporic Visual Cultures and the Americas*, v2 n1

2015 *Shifting the Angle Reframing "Asian American" from the Southern Hemisphere, Asian Diasporic Visual Cultures and the Americas*, v1 n1

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* N/A

**Robert Stam, University Professor, Cinema Studies, Tisch School of the Arts**

*YR. OF APPOINTMENT:* 1977

*EDUCATION:* PhD, U of California, Berkeley, 1976; MA, Indiana U, 1966

*NUMBER OF ADVISEES:* 7

*FOREIGN LANGUAGE COMPETENCE:* French 5, Portuguese 5, Spanish 5, German 2, Latin 2

*RESEARCH/TEACHING SPECIALIZATION:* Brazilian Cinema; Postcolonial Critique; Intermediality, Literature and Film; Aesthetics and Politics

*FIELD RESEARCH EXPERIENCE:* France, Brazil, Tunisia

*AREA STUDIES COURSES:* H72.2117: Brazilian Cinema I, H72.2118: Brazilian Cinema II, COREA-AD

26W: Ways of Seeing Colonialism, CINE-GT 1513: French New Wave I, FILMM-AD 154:

Transtextuality: Adaptation, CINE-GT 2056: Film/Novel, FILMM-AD 103: Concepts in Film and New

Media, CCEA-UH 1062: Everything is a Remix, FILMM-UH 3110: Theories and Methodologies

*RECENT PUBLICATIONS:*

2018 *World Literature, Transnational Cinema, Global Media: a Transdisciplinary Polylogue* (Routledge)

2015 *Keywords in Subversive Film/Media Aesthetics* (Blackwell, 2015) An essay on politics and aesthetics which embeds a lexicon of hundreds of concepts, many of them linked to Latin America (*antropofagia, cine-imperfecto, estética da fome, estética do lixo* etc). I presented the book at KJCC last year.

2014 *Unthinking Eurocentrism: multiculturalism and the media*; London; New York: Routledge, Taylor & Francis Group

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* N/A

**Noelle Monet Stout, Associate Professor, Anthropology**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* PhD Harvard U 2008; MA Harvard U, 2003; MA Stanford U, 1998; BAS Stanford U, 1997

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 3

*RESEARCH/TEACHING SPECIALIZATION:* Ethnographic film and visual studies; gender and sexuality; feminist anthropology; nationalism; late-socialist Cuba; Cherokee cultural politics.

*FIELD RESEARCH EXPERIENCE:* Cuba

*AREA STUDIES COURSES:* ANTH-UA 1: Human Society & Culture, ANTH-UA 112: Anthropology of Gender and Sex

*RECENT PUBLICATIONS:*

2014 *After Love: Queer Intimacy and Erotic Economies in Post-Soviet Cuba*, Duke U Press.

2014 "Bootlegged: unauthorized circulation and the dilemmas of collaboration in the digital age" *Visual anthropology review* v. 30 no. 2 pp. 166-187

2014 "Conclusion Love in Crisis The Politics of Intimacy and Solidarity"

2015 "When a Yuma Meets Mama: commodified Ki and the Affective Economies of Queer Tourism in Cuba" *Anthropological quarterly*, 88, no. 3

2016 "Petitioning a giant: debt, reciprocity and mortgage modification in the Sacramento Valley" *American ethnologist*. Volume 43, Number 1, Seiten 158-171

2016 "#INDEBTED: Disciplining the Moral Valence of Mortgage Debt Online" *Cultural Anthropology*, v31 n1 pp. 82. 106

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* During the 2013-14 academic year she will be undertaking research on mortgaging and indebtedness in the Californian Central Valley, supported by the Furman Center for Real Estate and Urban Policy, NYU's University Research Challenge Fund

**Marita Sturken, Professor and Chair, Media, Culture and Communication; Associate Faculty, Cinema Studies**

*YR. OF APPOINTMENT:* 2000

*EDUCATION:* 1992 PhD History UC Santa Cruz

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* visual culture, cultural memory, and consumerism

*AREAS STUDIES COURSES:* MCC-GE 2407 Visual Cultures of the Modern and Global City Class; MCC-UE 1409 Consumption, Culture and Identity; MCC-UA 1015 Advertising and Society

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:*

2018 *Practices of looking an introduction to visual culture*, New York Oxford University Press

2014 *State of Emergency*, Davidson, North Carolina: Van Every/Smith Galleries

2016 *The Objects that Lived: The 9/11 Museum and Material Transformation Memory Studies* 9.1 (2016), 13-26.

2015 *The 9/11 Memorial Museum and the Remaking of Ground Zero American Quarterly* 67.2 471-90.

2015 *Facebook Photography and the Demise of Kodak and Polaroid in Images, Ethics, and Technology*, edited by Sharrona Pearl and Barbie Zelizer. New York: Routledge, 94-110.

2014 *Seeing the Temperature in Weather Media*, *International Journal of Communication* 8

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* N/A

**Juana Suarez, Associate Arts Professor; Director of Moving Image Archiving & Preservation Program, Cinema Studies**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* 1994 BA Spanish Language and Literature, University of Oregon; 2000 PhD Spanish Language and Literature, ASU; 2013 MA Moving Image and Archiving Preservation, NYU

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5 Portuguese 5 French 3

*RESEARCH/TEACHING SPECIALIZATION:* Media Preservation, Film Archives, Media Archeology, Administration of Memory Institutions, Film Studies, Latin American/Latino-a Cinema, Cultural Studies and Literature, Women's and Gender Studies, and Immigration Studies

*AREAS STUDIES COURSES:* CINE-GT 1800 Introduction to Moving Image Archiving and Preservation; CINE-GT 3401 Collection Management; CORE-UA 9544 Spain at the Crossroads of Europe, N Africa and America

*FIELD RESEARCH EXPERIENCE:* Colombia, Uruguay, Argentina, Chile

*RECENT PUBLICATIONS:*

2016 Humor in Latin American Cinema, Palgrave MacMillan US

2016 "Serie de Televisión Yuruparí: de la Tradición Oral a la Producción Audiovisual a la Recuperación de Memoria Popular." With Gloria Triana. Cuadernos de la Cinemateca. Bogotá: Cinemateca Distrital.

2016 "The Reinvention of Colombian Cinema." A Companion to Latin American Cinema. Ed. Stephen Hart, Randal Johnson and María Delgado. London: Wiley.

2015 "De casas y haciendas azucareras en el gótico tropical: Carne de tu carne y La mansión de Araucaima." ["On Houses and Sugar Plantations in Tropical Gothic."] Cuadernos de la Cinemateca..

2014 "Tropical Gothic: Cinematic Dislocations of the Caribbean Imaginary in South West Colombia." Studies in Gothic Fiction. Special Issue on Gothic n Latin America. Ed. Enrique Ajuria. 3.2 24-37.

2014 "The Fall of Melodrama: Contemporary Latin American Women Film- makers and the Reshaping of the Genre." Cinémas de Amérique Latine. Toulouse, Francia. 22: 115-127.

*PERCENTAGE OF TIME FOCUSED ON REGION:* 75

*RECENT AWARDS:* N/A

**Eduardo Subirats, Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 1997

*EDUCATION:* PhD U of Barcelona, 1981; MA U of Barcelona, 1978; BA U of Barcelona, 1973

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Modern European Philosophy, Critical Theory, Theory of Colonialism, Avant-garde theory, Spanish and Latin America Literatures

*FIELD RESEARCH EXPERIENCE:* Latin America, Europe.

*AREA STUDIES COURSES:* SPAN-GA2968: Crisis & Criticism/Crisis y Critica; SPAN-UA 550.002 TPCS: Mythology and Literature; SPAN-UA 551.002 TPCS: Mexican Muralism and North American Abstract Art; V87.851: Topics: Brazil and Paradise; SPAN-GA 2967 Mito y Literatura; SPAN-UA 551 Sublime Love: Mysticism and Feminism

*RECENT PUBLICATIONS:*

2018, Enlightenment in an Age of Destruction, Palgrave.

2018 Muralismo Mexicano. Mito y Esclarecimiento, FCE.

2016 Una edad de destrucción, Fineo.

2016 La recuperación de la memoria, Montesinos.

2015 El universo dividido, Fineo

2014 Mito y literature. México: Siglo XXI.

2014 Deconstrucciones hispánicas. México: Edaf.

2014 Filosofía y tiempo final. México: Afinita Editorial.

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* N/A

**Edward J. Sullivan, Deputy Director of the Institute of Fine Arts; Helen Gould Sheppard Professor in the History of Art**

*YR. OF APPOINTMENT:* 1979

*EDUCATION:* PhD, 1979; MA, 1975; MA, 1972; BA, 1971; New York U

*NUMBER OF ADVISEES:* 11

*FOREIGN LANGUAGE COMPETENCE:* French 4, Portuguese 4, Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Art & visual culture of the Hispanic world: Iberian Peninsula, Americas, Philippines: colonial period, the African presence in Brazil & the Caribbean, Modern and Contemporary Latin American art

*FIELD RESEARCH EXPERIENCE:* Brazil, Mexico, Spanish-speaking Caribbean

*AREA STUDIES COURSES:* FINH-GA 3039: Sites of Contemporary Art, Mexico City And Oaxaca;

FINH-GA 2036: Modernism In Four Latin American Centers (Mexico City, Havana, Rio/Sao Paulo, Buenos Aires/Montevideo) 1920-1950; ARTH-UA 315: Art in Spain from El Greco to Goya; ARTH-UA 450 Art in Mexico; FINH-GA 2039 From the Revolution to the "Ruptura" Arts in Mexico; FINH-GA 3039 Arts of Brazil: Tarsila to Post-Tropicalia

*RECENT PUBLICATIONS:*

2018 Making the Americas Modern: Hemispheric Art 1910-1960 (Global Perspectives Art History)

2015 "La magie de l'authenticité: deux décennies d'exposition et d'étude de l'art haïtien aux Etat-Unies et en Grande Bretagne" *Gradhiva* n.s. no. 21 p. 206-221

2014 From San Juan to Paris and Back: Francisco Oller and Caribbean Art in the Era of Impressionism (New Haven and London: Yale University Press)

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Diana Taylor, University Professor, Hemispheric Institute of Performance and Politics, Professor Performance Studies, Tisch School of the Arts and Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 1997

*EDUCATION:* PhD, U of Washington, 1981; MA, National U of Mexico, 1974; Certificat d'Etudes Supérieures, Université Aix-Marseille, 1972; BA U of the Americas (Mexico), 1971

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 3, Portuguese 2

*RESEARCH/TEACHING SPECIALIZATION:* Performance and politics, theatre and ritual, gender

*FIELD RESEARCH EXPERIENCE:* Mexico, Southern Cone

*AREA STUDIES COURSES:* PERF-GT 2407: Performance & Conquest; H42.2407: Latin American Theatre; PERF-GT2746: Drama, Theatre & Performance; SPAN-GA 3034: Memory, Trauma, Perf

*RECENT PUBLICATIONS:*

(Forthcoming) ¡Presente! The Politics of Presence. Submitted, Duke University Press.

2016 "La política de la pasión." *Del internet a las calles: #YOSOY132: Una opción alternativa de hacer política.* Ed. Raúl Diego Rivera Hernández. Raleigh, NC: Contra corriente

2015 *Dancing with the Zapatistas: 20 Years Later.* Duke University Press, 2015.

2015 "Living Politics: The Zapatistas Celebrate their Twentieth Anniversary." *Routledge Companion to Arts and Politics*, ed. Randy Martin. London, New York: Routledge, 2015.

2014 "Trauma in the Archive." *Feeling Photography.* Ed Elspeth Brown + Thy Phu. Durham: Duke.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* Open Society Foundation, "Flipping the Switch: Changing Public Opinion in Mexico re Central American Migration." \$90,000. 2017; Henry Luce Foundation, "Ecologies of Migrant Care: Religious Actors and Civil Society in the Face of Humanitarian Crisis," \$700,000. 2016-2018; Ford Foundation, "Diverse Spaces," \$500,000. 2015-2018; Henry Luce Foundation, Religion and Politics in the Americas, Hemispheric Institute, \$400,000. 2013- 2016; Ford Foundation, "Networking Art Spaces and Artists in the Americas." \$250,000.00, 2013-2015; Social Science and Humanities Research Council of Canada, Partnership Grant, "Canadian Consortium on Performance and Politics in the Americas," \$2,500,000, 2013-2020; C.F.I. Partnership Grant, "Canadian Consortium on Performance and Politics in the Americas," \$1,000,000, 2013-2020.

**Yunior Terry Cabrera, Clinical Assistant Professor, Music, Tisch School of the Arts**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* National School of Art in Havana; BA CalArts; MA Rutgers

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*RESEARCH/TEACHING SPECIALIZATION:* Latin American music; jazz

*AREAS STUDIES COURSES:* 20th Century Music; Expressive Culture: Sounds

*FIELD RESEARCH EXPERIENCE:* Cuba

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 100

*RECENT AWARDS:* taught master classes and workshops at Swarnabhoomi Academy of Music, India; Bates College, Monash University, Australia; Harlem School of the Arts; Berklee College of Music; Banff Music Center, Canada

**Kevin Thom, Clinical Associate Professor, Economics**

*YR. OF APPOINTMENT:* 2008

*EDUCATION:* PhD Johns Hopkins U 2009; MA Johns Hopkins U 2006; BS Marquette U 2003.

*NUMBER OF ADVISEES:* 1

*FOREIGN LANGUAGE COMPETENCE:* Spanish 2

*RESEARCH/TEACHING SPECIALIZATION:* Applied microeconomics, labor economics, economics of immigration, economics of health

*FIELD RESEARCH EXPERIENCE:* Mexico

*AREA STUDIES COURSES:* ECON-UA 351: Labor Economics; ECON-GA 1702: Labor Economics II, ECON-GA 3008: Appl Econometrics Wkshp, ECON-AD 105: Intermediate Microeconomics, ECON-AD 216: Labor Economics

*RECENT PUBLICATIONS:*

2016 "Genome-Wide Association Study Identifies 74 Loci Associated with Educational Attainment." Okbay, A. et al. Nature, 26 May 2016, Vol. 533, p. 539-542.

2016 "From Maize to Haze: Agricultural Shocks and the Growth of the Mexican Drug Sector," with Oeindrila Dube and Omar Garcia-Ponce. The Journal of the European Economic Association, 2016, Vol. 14, No. 5, p. 1181–1224

*PERCENTAGE OF TIME:* 50

*RECENT AWARDS:* N/A

**Sinclair Thomson, Associate Professor, History**

*YR. OF APPOINTMENT:* 1996

*EDUCATION:* PhD U of Wisconsin Madison 1996; MAU of Wisconsin Madison 1987; BA U of California Berkeley 1983.

*NUMBER OF ADVISEES:* 25

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 4, Quechua 2, Aymara 1

*RESEARCH/TEACHING SPECIALIZATION:* Andean colonial history, Indian and peasant politics, Latin American, Revolution, Memory and historical consciousness, indigenous religion

*FIELD RESEARCH EXPERIENCE:* Bolivia, Argentina, Peru, Spain

*AREA STUDIES COURSES:* HIST-GA1800: Revolution in Latin America and the Caribbean; HIST-UA443/Hist-GA2800: Historical Consciousness in Latin America; HIST-UA753: History of the Andes; HIST-UA743: Colonial Latin America; HIST-UA750: Topics: Latin America and the Caribbean in the Age of Revolution, HIST-GA 1201: Literature of the Field: Colonial Latin America and Caribbean; HIST-UA 283 The First Superpower: The Rise and fall of the Spanish Empire in the Americas; HIST-UA 441 Anti-colonialism in Latin America and the Caribbean

*RECENT PUBLICATIONS:*

(2018) *The Bolivia Reader: History, Culture, Politics*, co-edited with Rossana Barragán, Xavier Albó, Seemin Qayum, and Mark Goodale, Durham: Duke U Press.

(2017) *Pensamiento político aymara, 1962-2017, y Descolonización de la memoria*. Co-authored with Abraham Delgado Mancilla. La Paz: Laboratorio del Pensamiento Indianista-Katarista – Ch'ikhi Ajayu.

(2016) "Sovereignty Disavowed: The Tupac Amaru Revolution in the Atlantic World." *Atlantic Studies* 13 (3): 407-431.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Laura Torres-Rodriguez, Assistant Professor, Department of Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2013

*EDUCATION:* PhD 2012 U of Pennsylvania; MA 2007 U of Pennsylvania; BA 2006 U of Pennsylvania

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 2, Portuguese 1

*RESEARCH/TEACHING SPECIALIZATION:* Mexican literature and visual culture since 1890; Latin American intellectual history; Orientalism and postcolonial theory; nationalism and colonialism; Latin American modernismo; aestheticism and popular culture; gender studies; poetry; Marxism in Latin America and Asia

*FIELD RESEARCH EXPERIENCE:* Mexico

*AREA STUDIES COURSES:* SPAN-UA550 TPCS: Latin America Reads Asia; SPAN-UA305: The Cultural History of Latin America (in Spanish); SPAN-UA743: Contemporary Latin American Novel: Narrating Mexican Cities (in Spanish); SPAN-GA2967 Pacific Designs: Orientalism and Transnationalism in Modern México, SPAN-GA 2978: Spc Tpc Lat Amer Lit, SPAN-Ua 300: The Iberian Atlantic, SPAN-UA 640: Women's Writing in Latin America

*RECENT PUBLICATIONS:*

(Forthcoming) "Esto es un Western: el giro del norte mexicano hacia el Pacífico en la literatura mexicana contemporánea." *Revista de Crítica Latinoamericana*

(Forthcoming) "Into the 'Oriental' Zone: Edward Said and Mexican Literature." *Mexican Literature in Theory*. Ed. Ignacio Sánchez Prado. Bloomsbury Publishing

2016 "Escenarios japoneses: José Juan Tablada y la modernización transpacífica." *Diálogos culturales: viajes/territorios/identidades*. Ed. Ana Traverso. RIL Editores

2015 "Orientalizing Mexico: Estudios indostánicos and the Place of India in José Vasconcelos's *The Cosmic Race*," *Revista Hispánica Moderna*.

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Zeb Tortorici, Associate Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2012

*EDUCATION:* PhD 2010 U of California Los Angeles; MA 2004 U of California Los Angeles; BA 2000 U of California Los Angeles.

*NUMBER OF ADVISEES:* 2

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 5

*RESEARCH/TEACHING SPECIALIZATION:* Gender and sexuality in colonial Latin America; archival theories; queering archives; history of suicide; human-animal studies in LA; history of pornography.

*FIELD RESEARCH EXPERIENCE:* Mexico, Brazil, Colombia, Ecuador, Argentina, Guatemala, Costa Rica, Peru

*AREA STUDIES COURSES:* SPAN-UA300: The Iberian Atlantic; SPAN-GA2960: Archival Theory through Queer/Colonial/State Archives, SPAN-GA2977 Sex in the Archives; SPAN-UA 9951 Archives of the Body

*RECENT PUBLICATIONS:*

2016 "Female Homoeroticism, Heresy, and the Holy Office in Colonial Brazil" (co-authored with Ronaldo Vainfas) in *Sexuality and the Unnatural in Colonial Latin America*, ed. Zeb Tortorici (U of Cali Press)

2016 *Sexuality and the Unnatural in Colonial Latin America*, ed. Zeb Tortorici (U of Cali Press)

2015 *Queering Archives: Intimate Tracings*, special issue of *Radical History Review* 122

2015 "'Serving It': Werq Queers Our Sex, \$ex Queers Our Work" (co-authored with Michael McNamara and Virgie Tovar) in *Queer Sex Work*, ed. Nicola Smith, Mary Laing, and Katy Pilcher (Routledge)

2015 "Queering Archives: Intimate Tracings" (Editors' Introduction co-authored with Daniel Marshall and Kevin P. Murphy), *Radical History Review* 122

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* 2015-16, Mellon Postdoctoral Fellow, University of Pennsylvania, Penn Humanities Forum/Dept. of Romance Languages

**Esther Truzman, Senior Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2000

*EDUCATION:* MA 2003, Brown; BA Brooklyn College 1995.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5

*LANGUAGE PEDAGOGY TRAINING:* 2008-2013 Workshop Participant. Methodological Developments in Teaching of Spanish as a Second language: a Workshop for Teachers. Barnard and Columbia; 2013 Workshop Participant. Vocational Training in DELE. Instituto Cervantes; 2011 Workshop Participant. Center for Teaching Excellence, NYU, (Spring 2011); 2010-2011 Workshop Participant. Vocational Training. Instituto Cervantes, (Summer 2010-2011).

*RESEARCH/TEACHING SPECIALIZATION:* Interrelation of Journalism and Works of Fiction in 19th Century Spanish and Latin American Authors; National Identity in 19th Century Spanish and Latin American Literature; Hysteria and Medicine in 19th Century Spanish and Latin American Literature; Franco and Post-Franco Spain; Las dos Españas.

*FIELD RESEARCH EXPERIENCE:* N/A

*LANGUAGE STUDIES COURSES:* SPAN-UA10: Intensive Elementary Spanish; SPAN-UA20: Intensive Intermediate Spanish; V95.4: Intermediate Spanish II; V95.11: Spanish for Spanish Speakers  
SPAN-UA 200: Critical Approaches to Text & Cultural Analysis,

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Ricardo Valente Cardoso, Assistant Professor/Faculty Fellow, Social and Cultural Analysis**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* PhD City and Regional Planning UC Berkeley; MA Urban Development Planning University College of London; Civil Engineering University of Porto

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5 Portuguese 3

*RESEARCH/TEACHING SPECIALIZATION:* politics of development and change in African cities with a focus on urban and planning theory, Portuguese planning system, transnational urbanism and globalization studies, Brazilian modes of city-making in contemporary Angola

*AREAS STUDIES COURSES:* SCA-UA 90 PetroCities - Oil Geopolitics and Urbanization; SCA-UA 602 Cities in Global Context

*FIELD RESEARCH EXPERIENCE:* Brazil

*RECENT PUBLICATIONS:* N/A

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25

*RECENT AWARDS:* N/A

**Carlos Varon Gonzalez, Assistant Professor/Faculty Fellow, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* Ph.D. 2015, Harvard University; M.A. 2008, University of Washington; B.A. 2005, Universidad de Almería.

*NUMBER OF ADVISEES:* 0

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5 French 5 Portuguese 3 Catalan 3

*RESEARCH/TEACHING SPECIALIZATION:* Modern Peninsular and Latin American culture; franquismo; popular culture (sports); poetry; affect and political theory.

*AREAS STUDIES COURSES:* SPAN-UA 315 Contemporary Spanish Culture; SPAN-UA 950 Soccer, affect and Politics

*FIELD RESEARCH EXPERIENCE:*

*RECENT PUBLICATIONS:*

(Forthcoming) "Hispanic Poetry and Imaginary Exile," Shining Signs of the Day. Senses and Spaces in Transatlantic Culture. Madrid: Instituto Franklin-Universidad de Alcalá de Henares.

2017 "Rubén Darío, Fascist? Francoist Readings of Modernism," Bulletin of Hispanic Studies, 94.2

*PERCENTAGE OF TIME FOCUSED ON REGION:* 50

*RECENT AWARDS:* N/A

**Alejandro Velasco, Associate Professor, Gallatin School of Individualized Study; Editor, NACLA Report on the Americas (housed at CLACS)**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD Duke U 2009; MA Duke U 2002; BA Boston College 2000.

*NUMBER OF ADVISEES:* 6

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 3

*RESEARCH/TEACHING SPECIALIZATION:* Social movements, urban culture, democratization.

*FIELD RESEARCH EXPERIENCE:* Central America, S. America, Mexico, Andes, Brazil, S. Cone, Venezuela

*AREA STUDIES COURSES:* IDSEM-UG1509: The Streetroots of Latin America I; IDSEM-UG1520: Street Roots of Latin America II; IDSEM-UG1580: Between Rights and Justice in Latin America; K50.1925: Brasil: Beyond Samba; IDSEM-UG1611: Past as Prelude: Thinking Historically; IDSEM-UG1470: (Re)Imagining Latin America; G57.2803: Politics & The City in Latin American History; IDSEM-UG1486: Revolución; IDSEM-UG1580 Art and Politics in the City: New York and Buenos Aires

*RECENT PUBLICATIONS:*

2018 "The Pyrrhic Victories of Venezuela's President," *Current History* 117, no. 796

2018 "The Pyrrhic Victories of Venezuela's President," *Current History* 117, no. 796

2017 "Coyuntura: Chavismo en Crisis, Chavismo en Disputa" *Nueva Sociedad* no. 271

2017 "Venezuela: ¿Por qué no bajan de los cerros?" *Nueva Sociedad*. June 2017; Alejandro Velasco, "Is there any stopping Venezuela's descent into turmoil?" *BBC History Magazine* no. 5

2017 "Coyuntura: Chavismo en Crisis, Chavismo en Disputa" *Nueva Sociedad* no. 271

2017 Omar Dahi and Alejandro Velasco, "Latin America-Middle East Ties in the New Global South," *MERIP (Middle East Research and Information Project)* 284

2016 Alejandro Velasco, "The Chavista who Lives Inside Every Opositor," *Caracas Chronicles*, 21;

2016 Alejandro Velasco, "Why is the Venezuelan Economy So Prone to Collapse?" *TRT World*, 25

2015 *Barrio Rising: Urban Popular Politics and the Making of Modern Venezuela* (Oakland: U of California Press)

2015 "Where are the Barrios? Protest and History in Venezuela" *Fieldsights – Hotspots, Cultural Anthropology Online*

2014 Alejandro Velasco, "Looking for the Left Turn," *NACLA Report on the Americas*: 7-10

*PERCENTAGE OF TIME:* 75

*RECENT AWARDS:* 2017 Global Research Initiative Faculty Grant (London, UK) New York U, Office of the Provost; 2015 Winner, Fernando Coronil Prize for Best Book on Venezuela (awarded biannually by the Section on Venezuelan Studies of the Latin American Studies Association)

**Carlos Veloso, Senior Language Lecturer, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 1997

*EDUCATION:* PhD 2008 NYU; BA 1994 Universidad de Lisboa.

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Portuguese 5, German 4, French 4, Spanish 3+, Italian 3

*LANGUAGE PEDAGOGY TRAINING:* N/A

*RESEARCH/TEACHING SPECIALIZATION:* Luso-Brazilian Culture; Contemporary Literature & Literary Theory; Art and Culture in Latin America; Aesthetics

*FIELD RESEARCH EXPERIENCE:* Brazil, Portugal, Mexico, Dominican Republic, Colombia, Jamaica,

*LANGUAGE AREA STUDIES COURSES:* PORT-UA10: IPORT-UA1: Portuguese for Beginners I;

PORT-UA11: Elementary Portuguese for Spanish Speakers; V87.850: Culture Through Conversation;

PORT-UA700: Topics in Brazil Studies; V87.850: Invented Realities: Imagining Brazil Cultur

*RECENT PUBLICATIONS:*

Forthcoming: "O Caminho da Menina: o Mistério do Corpo em Raduan Nassar," forthcoming;

Forthcoming: "Caio Fernando Abreu: Enguias, Gaiivotas e Leopardos ou à Procura de K,"

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Niobe Way, Professor, Applied Psychology, Steinhardt School of Culture, Education and Human Development**

*YR. OF APPOINTMENT:* 1995

*EDUCATION:* EdD 1994 Harvard U, BA 1985 U of CA at Berkeley, Psychology and Social Welfare

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 2, French 3

*RESEARCH/TEACHING SPECIALIZATION:* Intersections of culture, context, and human development; emotional development of adolescents from low-income families

*FIELD RESEARCH EXPERIENCE:* Dominican Republic, Puerto Rico, Mexico

*AREA STUDIES COURSES:* APSY-GE 2097: Social Development of Children and Adolescents; APSY-GE 2272: Adolescent Development: Theory and Research; APSY-GE 3021 Current Issues in Developmental Psychology (Theories of Culture), CSTS-UH 1033J: Culture, Context and Psychology,

*RECENT PUBLICATIONS:*

2014 \*Niwa, E., Way, N., Hughes, D. Trajectories of ethnic-racial discrimination among ethnically diverse early adolescents: Associations with psychological and social adjustment. *Child Development*. Vol 85

2014 Hughes, D., \*Harding, J., \*Niwa, E., Del Toro, J., & Way, N. The interdependence of Racial Socialization and Discrimination. In Rutland, A., Nesdale, D. & Spears Brown, C. (Eds.) *Handbook of Group Processes in Children and Adolescents*. Wiley-Blackwell.

2015 Way, N. & \*Rogers, O. They say Black men won't make it, but I know I'm gonna make it": Ethnic and racial identity development in the context of cultural stereotypes. In K. Mclean Moin Syed (Editors) *The Oxford Handbook of Identity Development*. Oxford University Press.

2015 Rogers, O., & Way, N. Using semistructured interviews to examine adolescent racial-ethnic identity development. In C. Santos & A. Umana-Taylor (Editors). *Studying Ethnic Identity: Methodological and Conceptual Approaches Across Disciplines*. APA.

*PERCENTAGE OF TIME:* 25

*RECENT AWARDS:* Novo Foundation --The Project for the Advancement of Our Common Humanity (6/13-10/15) Total Funds: \$400,000 (with Carol Gilligan and Pedro Noguera)

**Barbara Weinstein, Julius Silver Professor of History**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD 1980 Yale U, MA 1976 Yale U, MPhil 1976 Yale U, BA 1973 Princeton U.

*NUMBER OF ADVISEES:* 5

*FOREIGN LANGUAGE COMPETENCE:* Spanish 3, Portuguese 5

*RESEARCH/TEACHING SPECIALIZATION:* Brazil in the 19th and 20th centuries, race and regional identity, historical narratives

*FIELD RESEARCH EXPERIENCE:* Brazil

*AREA STUDIES COURSES:* HIST-GA2804: The Politics of Labor in Latin American History; MAP-UA555: Cultures & Context: Brazil; HIST-GA1299: Literature of the Field: Modern Latin American History; HIST-UA745: Contemporary Latin America; HIST-UA750: US-Latin American Relations,

*RECENT PUBLICATIONS:*

2016 "Book Review: *Divining Slavery and Freedom: The Story of Domingos Sodre, an African Priest in Nineteenth-Century Brazil* (New Approaches to the Americas)" *The American Historical Review*, v121

2016 "Brazil: Regional Equality -- Whose Vote Counts?" *Perspectives on history*, 54, no 6

2016 "History Without a Cause? Grand Narratives, World History and the Post-Colonial Dilemma" Nayar, Pramod K.; *Postcolonial Studies : An Anthology*; 193-210; John Wiley & Sons, Ltd : Chichester, UK

2016 "Sou ainda uma Brazilianist?" *Revista Brasileira de Historia*, v 36 n72

2016 "Orientalismo e um so país? Raça, religião e nação no Brasil de Século XX" *Prim@ Facie*, v15 n28

2015 Weinstein, Barbara; *The Color of Modernity : São Paulo and the Making of Race and Nation in Brazil*, Duke University Press

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**Lila Zemborain, Clinical Professor, Creative Writing in Spanish**

*YR. OF APPOINTMENT:* 2007

*EDUCATION:* PhD 1997 NYU, MA 1986 NYU, BA Universidad del Salvador, Buenos Aires Argentina

*NUMBER OF ADVISEES:* 6

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, French 3

*RESEARCH/TEACHING SPECIALIZATION:* poetry and literary criticism

*FIELD RESEARCH EXPERIENCE:* Argentina

*AREA STUDIES COURSES:* SPAN-GA4102: Workshop in Poetry; SPAN-UA225: Creative Writing in Spanish; SPAN-GA4003: Form & Technique of Poetry; SPAN-GA4105: Variable Topics Workshop; SPAN-UA320: Advanced Poetry Workshop in Spanish; SPAN-GA4104: Workshop in Literary Translation; SPAN-GA4001: Approaches to Narrative & Poetry; SPAN-GA4101: Workshop in Fiction,

*RECENT PUBLICATIONS:*

Forthcoming: Muestra de poetas latinoamericanos en USA. Editors Arturo Dávila and Roger Santiváñez.

2014 Diario de la hamaca paraguaya. (Rosario: Beatriz Viterbo Editora, in press)

2014 Materia Blanda. (Madrid: Amargord, in press)

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

**María José Zubieta, Clinical Associate Professor, Spanish and Portuguese**

*YR. OF APPOINTMENT:* 2000

*EDUCATION:* PhD 2002 U of California, Los Angeles; MA 1996 U of California, Los Angeles; BA 1993 California State U, Northridge

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish 5, Portuguese 5, French 3

*RESEARCH/TEACHING SPECIALIZATION:* Literary Translation, Legal Translation and Interpretation

*FIELD RESEARCH EXPERIENCE:* Latin American Literature

*LANGUAGE AREA STUDIES COURSES:* SPAN-UA1: Beginners Spanish I; SPAN-UA2: Beginners Spanish II; SPAN-UA3: Intermediate Spanish I, SPAN-UA4, Intermediate Spanish II; SPAN UA10: Intensive Beginner Spanish; SPAN UA20: Intensive Intermediate Spanish SPAN UA100: Advanced Grammar and Composition; SPAN-UA101: Advanced Conversation; SPAN UA110: Techniques of Translation; SPAN UA95.550: Advanced Translation and Interpretation; SPAN UA95.550: Literary Translation Workshop; SPAN-GA1120: Foreign Language Teaching Methodology.

*RECENT PUBLICATIONS:*

2013 *El hombre que miraba al cielo*; Jizo Ediciones; Granada, Spain

*PERCENTAGE OF TIME:* 100

*RECENT AWARDS:* N/A

## NYU CLACS EVALUATORS

### **Christian Alejandro Bracho, Assistant Professor, Teacher Education, University of La Verne**

*YR. OF APPOINTMENT:* 2017

*EDUCATION:* BA, MS, University of Rochester; PhD, New York University (International Education)

*NUMBER OF ADVISEES:* N/A

*FOREIGN LANGUAGE COMPETENCE:* Spanish

*RESEARCH/TEACHING SPECIALIZATION:* International Education, Teacher Training, Teacher Movements, Nonviolence Education, LGBT Communities

*FIELD RESEARCH EXPERIENCE:* Mexico, Spain

*AREAS STUDIES COURSES:* N/A

*RECENT PUBLICATIONS:*

2018 Cisneros, Jesus, and Christian Bracho. "Coming Out of the Shadows and the Closet: Visibility Schemas Among Undocuqueer Immigrants." *Journal of homosexuality* just-accepted

*PERCENTAGE OF TIME FOCUSED ON REGION:* 25%

*RECENT AWARDS:* Transformative Teacher Education Fellowship, Arcadia University; Penn Center for Minority Serving Institutions, ELEVATE Fellowship

### **Cynthia Miller-Idriss, Professor of Education and Sociology, American University**

*YR. OF APPOINTMENT:* NYU 2003-2013; AU 2013

*EDUCATION:* PhD in Sociology, University of Michigan 2003; MA in Sociology University of Michigan, 2000; MPP in Public Policy University of Michigan, 1999; B.A. in Sociology and German Area Studies, Cornell University 1994

*NUMBER OF ADVISEES:* 15

*FOREIGN LANGUAGE COMPETENCE:* German 5 Spanish 3 French 3 Polish 1 Russian 1

*RESEARCH/TEACHING SPECIALIZATION:* comparative and international education; research methods; radicalization and extremism; culture, identity, and education

*FIELD RESEARCH EXPERIENCE:* Germany, Poland

*AREAS STUDIES COURSES:* N/A

*RECENT PUBLICATIONS:*

2018 *The Extreme Gone Mainstream* (Princeton University Press)

2018 *Seeing the World* (Princeton University Press)

*PERCENTAGE OF TIME FOCUSED ON REGION:* N/A

*RECENT AWARDS:* Global Fellow, Morphomata Center for Advanced Studies, University of Cologne

**NYU CLACS STAFF**

**Omar Dauhajre, Assistant Director, CLACS**

*YR. OF APPOINTMENT:* 2014

*EDUCATION:* BA, University of Puerto Rico, 2000 ; MA, Florida International University, 2003

*JOB DESCRIPTION:* Omar Dauhajre's regular duties include management of day-to-day operations of the Center, student advisement, supervision of the Center's staff and graduate associates. He also oversees the Center's communication and outreach activities. Omar works with Professor Pamela Calla on coordinating K-12 and post-secondary outreach.

**Belem Destefani, Program Administrator, CLACS**

*YR. OF APPOINTMENT:* 2015

*EDUCATION:* BA, Duke University, 2009 ; MA, New York University, 2012

*JOB DESCRIPTION:* Bel Destefani serves as fiscal/compliance officer, web administrator and FLAS coordinator for the Center. She also advises students, schedules courses and acts as student affairs liaison.

**Isabelle Hazel, Administrative Aide, CLACS**

*YR. OF APPOINTMENT:* 2016

*EDUCATION:* BA, George Washington University, 2016

*JOB DESCRIPTION:* Isabelle Hazel's regular duties include assisting with event planning and management, Center marketing and financial operations. She also serves as a faculty liaison and works on developing the Center's internship program.

**Appendix III Course List**

Columbia University Course Index	New York University Course Index	Guide to Column Abbreviations	
Anthropology	Africana Studies	SEM	Semester
Architecture, Urban Planning	Anthropology	FA	Fall
Art, Music, Film, Theater	Art, Art History, and Museum Studies	SP	Spring
Biology, Environment	Business	SU	Summer
Business	Creative Writing	PTS	Points
Economics	Development	UG	Undergraduate enrollment
History	Economics	GRAD	Graduate enrollment
Interdisciplinary Studies	Education	% LAC	Percentage of Content
International and area studies	Environmental Studies		
Law	Interdisciplinary Studies		
Literature	Global Health		
Nahuatl	Global Studies		
Political Science	Haitian Kreyòl		
Portuguese	History		
Public Policy	Human Rights		
Social Work	Interdisciplinary Studies		
Spanish	Journalism		
	Latin American and Caribbean Studies		
	Law		
	Linguistics and Applied Linguistics		
	Literature		
	Music, Performance, and Film		
	Politics and International Relations		
	Portuguese		
	Psychology		
	Quechua		
	Social Work		
	Spanish		

Appendix III Course List - Columbia University

Course Number	Course Title	SEM	PTS	2016-17			Other	17-18	18-19	LAC %
				UG	GRAD					
<b>Anthropology</b>										
ANTH-1002	INTERPRETATION OF CULTURE	SU	3	4	0	0		X	X	25
ANTH-1008	THE RISE OF CIVILIZATION	SP	3	122	0	0		X	X	25
ANTH-2004	INTRO TO SOC & CULTURAL	FA	3	71	0	0		X	X	25
ANTH-2008	FILM AND CULTURE	FA	3					X		25
ANTH-2026	ON PRECARIETY	FA	3					X	X	25
ANTH-2103	ANTHROPOLOGY OF POPULISM	FA	3	8	0	0				25
ANTH-3722	THE ANTHROPOLOGY OF VIOLE	SU	3	5	0	0				25
ANTH-3823	ARCH ENGAGE: PAST IN PUB	FA	3					X	X	25
ANTH-3832	ECONOMIC IMAGINARIES OF T	SP	4	4	0	0				25
ANTH-3878	NEOLIBERAL URBAN-POL OF	SP	4	18	0	0		X	X	25
ANTH-3921	ANTICOLONIALISM	SP	4	18	0	0			X	25
ANTH-3921	ANTI-COLONIALISM	SU	3					X		25
ANTH-3949	SORCERY AND MAGIC	FA	4	30	0	0			X	25
ANTH-3957	ETHNOGRAPHY OF THE EVERYD	FA	4	19	0	0				25
ANTH-3989	INTRO TO URBAN ANTHROPOL	FA	4	9	1	0		X	X	25
ANTH-3997	SUPERVISED INDIVIDUAL RES	FA	0	2	0	0		X	X	100
ANTH-3998	SUPERVISED INDIVIDUAL RES	SP	0	1	0	0		X	X	100
ANTH-6003	NIETZSCHE & THE SHAMAN'S	FA	3	2	15	0				25
ANTH-6028	MASTERY OF NON-MASTERY	FA	3						X	25
ANTH-6103	METHOD AND THEORY IN ARCH	SP	3	0	7	0				25
ANTH-6206	PROFANE ILLUMINATION I	FA	3					X		25
ANTH-6245	PERSONHOOD	SP	3					X		25
ANTH-6641	SOCIAL ORGANIZATION	FA	3	0	5	0				25
ANTH-9101	RSCH IN SOCIAL/CULTURAL A	FA	0	0	1	0		X	X	25
ANTH-9101	RSCH IN SOCIAL/CULTURAL A	SP	0	0	6	0		X	X	25
ANTH-9111	MUSEUM ANTHROPOL INTERNSH	SP	0	0	7	0			X	25
<b>Architecture, Urban Planning</b>										
AHIS-4074	LAT AMER ARTISTS: INDEP	SP	3					X		100
AHIS-4077	MODRN BRAZILAIN ARCH,1890	FA	3	6	4	0				100
ARCH-4122	MAPPING-ARCH,URBNSM,HUMAN	FA	3	0	15	0				25
ARCH-4529	COLONIAL/POST COLONIAL AR	SP	3	0	7	0				25
ARCH-4540	ESSAYS ON ARCHITECTURE	SP	3	0	13	0				25
ARCH-6804	GLOBAL CITIES & CLIMATE	SP	3	0	21	0				25
ARCH-6814	THE GLOBAL NEW TOWN	SP	3	0	20	0				25
ARCH-8701	DIR IN LATE MOD & LATIN AM ART	FA	4						X	100
FOVA-205	ARCHITECTURE AND SOCIETY	SU	0	1	0	19				25
FOVA-220	ARCHITECTURE AND SOCIETY	SU	0	1	0	19				25
PLAN-4022	FUNDAMNTLS OF URB DIGITAL	SP	3	0	11	0				25
PLAN-6342	INT'L RE REGIONS: BRAZIL	SP	3	0	13	0		X		100

Appendix III Course List - Columbia University

Course Number	Course Title	SEM	PTS	2016-17			Other	17-18	18-19	LAC %
				UG	GRAD					
PLAN-6605	DEVELOPMNT URBAN INFORMAL	FA	3	0	10	0			75	
<b>Art, Music, Film, Theater</b>										
FILM-2020	CINEMA HIST II: 1930-1960	FA	3	18	0	0	X	X	25	
FILM-2030	CINEMA HIST III:1960-1990	FA	3	43	0	0	X	X	25	
FILM-2291	TOPICS IN WORLD CINEMA	SP	0	13	0	0		X	25	
FILM-2294	WORLD CINEMA: LATIN AMERICA	FA	3					X	100	
FILM-2295	WORLD CINEMA: MEXICO	SU	3	18	0	0			100	
FILM-5015	CINEMA HIST II: 1930-1960	FA	3	0	11	0		X	25	
FILM-5020	CINEMA HIST III:1960-1990	FA	3	0	6	0		X	25	
FILM-5025	CINEMA HIST IV:AFTER 1990	SP	3	0	17	0		X	25	
MUSI-1625	WRLD MUSIC ENS-BRAZILIAN	FA	1	7	0	0			100	
MUSI-1626	WORLD MUS ENS:AFRO-COLOM	SP	1	1	0	0			100	
MUSI-2020	SALSA SOCA REGGAE	SU	3				X	X	100	
MUSI-3400	TOPICS IN MUSIC & SOCIETY	SP	3				X	X	25	
MUSI-4030	SOUND, SACRED, SECULAR	SP	3				X		50	
MUSI-6411	PROSEMINAR-ETHNOMUSICOLOG	FA	3	0	6	0	X		25	
MUSI-9401	SOUND, NATURE, ARCHIVE- LAT AM	FA	3					X	100	
<b>Biology, Environment</b>										
EEEE-4001	SOCIETY & NATURE THE AMAZ	FA	4	2	4	0			100	
EEEE-4001	SOCIETY & NATURE THE AMAZ	SP	4	5	0	0			100	
EEEE-4160	LANDSCAPE ECOLOGY	FA	0				X		25	
EEEE-5010	STAT MODELING-ECOL & EVOL	FA	6	1	17	0			25	
EEEE-9502	DIRECTED RESEARCH	SP	0	0	2	0		X		
<b>Business</b>										
BUSI-8719	Global Immersion: Is Cuba	FA	3	0	29	0			100	
<b>Economics</b>										
BUEC-5919	World Economy: Problems &	SP	3	0	5	0			25	
BUEC-6201	Global Economic Environme	SP	1.5	0	182	0	X		25	
BUEC-7223	Globalization & Markets &	SU	3	0	147	0			25	
ECON-4500	INTERNATIONAL TRADE	FA	3	50	0	0	X	X	25	
ECON-4500	INTERNATIONAL TRADE	SP	3	70	6	0	X	X	25	
ECON-4500	INTERNATIONAL TRADE	SU	3	9	2	0	X	X	25	
<b>History</b>										
HIST-2587	SPORT&SOCIETY IN THE AMER	FA	4	75	0	0	X		100	
HIST-2618	THE MODERN CARIBBEAN	FA	4				X	X	100	
HIST-2660	LATIN AMERICAN CIVILIZAT	FA	4	173	0	0	X	X	100	
HIST-2661	MODERN LAT AM HIST	SP	3				X		100	

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Course Number	Course Title	SEM	PTS	2016-17			17-18	18-19	LAC %
				UG	GRAD	Other			
HIST-2689	COLONIAL CITIES OF THE AM	SP	3				X		100
HIST-3553	SLAVERY & FINANCE IN 19C	SP	4	9	0	0			75
HIST-3596	HIST OF LATINOS/AS IN THE	SU	3				X		75
HIST-3679	MEXICO AND THE UNITED STA	SP	4				X		100
HIST-3683	VIOLENCE & HISTORY LATIN	FA	4	5	0	0			100
HIST-3687	LAT AMER RIGHT IN THE COL	SP	4	15	0	0			100
HIST-3838	SENIOR THESIS SEMINAR	FA	4	10	0	0	X	X	25
HIST-3839	SENIOR THESIS SEMINAR	SP	4	10	0	0	X	X	25
HIST-3928	SLAVERY/ABOLITION-ATLANTC	SP	4				X		75
HIST-3938	AMER & THE NAT WORLD-1800	SP	4	2	0	0			50
HIST-3952	SUPERVISED INDIVIDUAL RSR	SP	0	1	0	0	X	X	100
HIST-4684	POPULAR REVOLTS IN 19TH C BRAZIL	FA	4					X	100
HIST-4696	THE SOC QSTN IN LATIN AME	SP	4	6	0	0			100
HIST-4961	CRIME: PRACTICES & REPRESENTATIONS	FA	4					X	75
HIST-5000	RES SKILLS/MTHDS-INT/WRLD	FA	2	0	22	0			25
HIST-5993	PERSP ON INT'L & WORLD	FA	0	0	17	0			25
HIST-5994	PERSP ON INT'L & WORLD	SP	0	0	18	0			25
HIST-6998	FAMILIES LATIN AMERICA	FA	4	0	1	0			100
HIST-6998	WORLD MIGRATION	FA	4	0	4	0			100
HIST-6998	SPORT&SOCIETY IN THE AMER	FA	4	0	1	0	X		100
HIST-6998	LATIN AMERICAN CIV I	FA	4	0	1	0	X		100
HIST-6998	LATIN AMERICN CIVILIZATIO	SP	4	0	1	0			100
HIST-6999	VIOLENCE&HIST IN LAT AMER	FA	4	0	4	0			100
HIST-8176	COLLOQ IN ATLANTIC HIST	FA	4	0	10	0			50
HIST-8663	HISTORIOGRAPHY OF LAT AM	FA	4					X	100
HIST-8674	POWER, STATE & LAW IN LAT AM	FA	4					X	100
HIST-8907	COLONIAL CITIES	SP	4	2	5	0			25
HIST-8924	RESISTANCE & THE BLK ATLANTIC	FA	4					X	100
HIST-8930	APPROACHES TO INTL/GLOBAL	FA	4	0	9	0	X	X	25
HIST-8934	COLD WAR IN THE 3RD WORLD	SP	4	0	15	0			50
HIST-9001	DIRECTED INDIVIDUAL READI	FA	0	0	5	0	X	X	50
<b>Interdisciplinary studies</b>									
AFAS-3901	INDEPENDENT STDY-UNDERGRA	SP	0	1	0	0	X	X	100
AFAS-3930	MAROON SOCIETIES IN THE	SP	4	17	0	0	X	X	100
AFAS-3936	SEMINAR: BLACK INTELLECTU	SP	4	15	0	0			50
AFAS-4037	THIRD WORLD STUDIES	FA	4	12	0	0	X	X	25
AFAS-4080	CARIBBEAN GENDER IDENTITY	FA	4	3	4	0			100
AFAS-4998	INDEPENDENT STUDY-GRADUAT	SP	3	0	1	0	X	X	25
AFAS-6100	AF-AM: PRO SEMINAR	FA	4	0	7	0	X	X	25
CSER-3490	POST 9/11 IMMIGRATION POL	FA	4	17	0	0	X	X	25
CSER-3701	US-LATINO CULTURAL PROD	SP	4	22	0	0	X	X	50

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Course Number	Course Title	SEM	PTS	2016-17			17-18	18-19	LAC %
				UG	GRAD	Other			
CSER-3904	RUMOR AND RACIAL CONFLICT	FA	4					X	25
CSER-3916	NATIVE AMER & INDIGENOUS	FA	4	14	0	0	X		50
CSER-3923	LATINO & ASIAN AMER MEMO	FA	4	20	1	0	X	X	50
CSER-3924	LAT AMER & LATINO SOC MOV	FA	4	14	0	0	X	X	100
CSER-3926	LATIN MUSIC AND IDENTITY	FA	4	18	0	0	X	X	100
CSER-3928	COLONIZATION/DECOLONIZAT	FA	4	19	0	0	X	X	25
CSER-3928	COLONIZATION/DECOLONIZAT	SP	4	21	0	0	X		25
CSER-3929	CONSU. CULTURE: FOOD & ET	SP	4	12	1	0			25
CSER-3935	HIST OF US-MEXICO BORDER	FA	4					X	100
CSER-3990	SENIOR PROJECT SEMINAR	SP	4	10	0	0	X	X	25
CSER-3997	INDEPENDENT STUDY	FA	0	1	0	0	X	X	25
CSER-3998	INDEPENDENT STUDY	SP	2	1	0	0		X	25
CSER-4350	CINEMA OF SUBVERSION	SP	4	17	1	0	X	X	25
CSER-4482	INDIGENOUS PEOPLES:MOVEMN	SP	4	16	11	0	X	X	25
CSER-4483	SUBCITIZENSHIP	SP	4	13	5	0	X	X	50
CSER-4484	CULTURAL RIGHTS AS HUM	FA	4	14	8	0			25
CSER-4701	TROUBLING THE COLOR LINE	FA	4	17	2	0			25
CSER-5060	INDIGENOUS PEOPLES RTS &	SU 2017	4	1	1	0			25

**International and area studies**

CGTH-5330	UNDERSTANDING GLOBAL MONE	FA	4	0	4	0			25
CGTH-6100	MA SEMINAR IN GLOBAL THOU	FA	3	0	23	0	X	X	25
CGTH-6101	MA SEM IN GLBL THOUGHT II	SP	3	0	22	0	X	X	25
CGTH-6520	GLOBAL CULTURE & POLITICS	FA	3	1	29	0			25
CGTH-6730	GLOBAL&GOV DISORDERED WRL	SP	3	0	23	0		X	25
CGTH-9001	INDS APPROACHES GLOBAL TH	FA	0	0	0	0			25
CGTH-9001	INDS APPROACHES GLOBAL TH	SP	0	0	12	0	X	X	25
EGLO-240	GLOBALIZATION	SU	0	2	0	252	X	X	25
HRTS-5404	HUMAN RIGHTS OF WOMEN	FA	3	1	21	0	X		25
HRTS-9020	HUMAN RIGHTS THESIS COLL	FA	3	0	3	0	X	X	25
HRTS-9020	HUMAN RIGHTS GRAD RES COL	SP	3	0	3	0	X	X	25
HRTS-9990	SUPERVISED INDIVIDUAL RES	FA	0	0	3	0	X	X	50
HRTS-9990	SUPERVISED INDIVIDUAL RES	SU	3	0	1	0	X	X	100
INAF-4409	POL, SOC & ECON DEVP-BRAZ	FA	1.5	8	10	0	X	X	100
INAF-4410	POL, SOC & ECON DEVP-BRAZ	SP	1.5	8	6	0	X	X	100
INAF-4420	OIL, RIGHTS & DEVELOPMENT	SP	1	19	32	0	X	X	25
LCRS-4415	PUERTO RICO UNDER U.S.	FA	3	1	2	0	X	X	100
LCRS-4500	FEMINIST & QUEER THEORY-	SP	4	4	2	0			100
LCRS-6400	LIT/RES-LAT AMER/CARIB	FA	4	0	6	0	X	X	100
LCRS-6401	LIT/RES-LAT AMER/CARIB	SP	4	0	6	0	X	X	100
LCRS-8450	PERSPECTVE ON LAT AMER	SP	0	0	1	0	X	X	100
LCRS-8999	GRAD INDEPENDENT STUDY	SU	4	0	1	0	X	X	100

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Course Number	Course Title	SEM	PTS	2016-17			Other	17-18	18-19	LAC %
				UG	GRAD					
<b>Law</b>										
LAW -6212	INT'L BUSINESS TRANSACTIO	SP	3	0	27	0	X	X	25	
LAW -6250	IMMIGRATION LAW	FA	2	0	27	0	X	X	25	
LAW -6912	TRANSNATIONAL LITIGATION	SP	3	0	56	0	X	X	25	
LAW -8124	S LATIN AMERICA: CHLLG TO	FA	2	0	9	0	X	X	100	
<b>Literature</b>										
CPLS-3454	STAGING THE EARLY MOD MED	FA	3				X		25	
CPLS-4111	WORLD PHILOLOGY	SP	4	20	0	0			25	
CPLS-4890	CONFLICT URBANISM	SP	3	9	0	0	X		25	
CPLS-6100	INTRO TO COMP LIT & SOCI	SP	3	0	14	0			25	
CPLS-8867	S CONTEMP CRITICAL THOUGH	FA	3				X		25	
ENGL-3747	EARLY INDIGENEITIES	SP	4	11	0	0			100	
ENGL-4601	EARLY CARIBBEAN LITERATUR	FA	3	20	3	0	X	X	100	
ENGL-4628	U.S. LATINO LITERATURE	FA	3				X		75	
<b>Nahuatl</b>										
NAHU-1101	ELEMENTARY NAHUATL I	FA	4				X		100	
NAHU-1102	COMPREHENSIVE NAHUATL I/I	SP	4	6	0	0			100	
NAHU-1103	ELEMENTARY NAHUATL II	SP	4				X		100	
NAHU-2101	INTERMEDIATE NAHUATL I	FA	4				X		100	
NAHU-2102	INTERMEDIATE NAHUATL II	SP	4				X		100	
NAHU-4016	COMPREHENSIVE NAHUATL I/I	SP	4	0	1	0			100	
NAHU-5100	ELEMENTARY NAHUATL I	FA	4				X		100	
NAHU-5200	INTERMEDIATE NAHUATL I	FA	4				X		100	
NAHU-5202	INTERMEDIATE NAHUATL II:	SP	4				X		100	
<b>Political Science</b>										
POLS-3260	LATINO POLITICAL EXPERIEN	FA	3	27	0	0	X		75	
POLS-3952	POL ECON IN LATIN AMERICA	SP	4	10	0	0	X		100	
POLS-4447	DRUGS/POL/DEVELOP IN LAT AM	FA	4					X	100	
POLS-4461	LATIN AMERICAN POLITICS	FA	4	64	2	0	X		100	
POL-4765	DESIGN&ANALYSIS-SAMP SURV	SP	4	0	5	0			25	
POLS-6411	COMPARATIVE POLITICS SURV	FA	4	0	12	0			50	
POLS-8434	LATIN AMER POLIT IN COMP	SP	4	0	5	0	X	X	100	
POLS-8453	STATES,SOC&CRIME-LAT AM	SP	4				X		100	
POLS-9010	SPECIAL RESEARCH COURSE	FA	0	0	1	0	X		100	
<b>Portuguese</b>										
PORT-1101	ELEMENTARY PORTUGUESE I	FA	4	14	1	0	X	X	100	
PORT-1101	ELEMENTARY PORTUGUESE I	SP	4	14	2	0	X	X	100	

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Course Number	Course Title	SEM	PTS	2016-17			Other	17-18	18-19	LAC %
				UG	GRAD					
PORT-1102	ELEMENTARY PORTUGUESE II	FA	4	4	0	0	X	X	100	
PORT-1102	ELEMENTARY PORTUGUESE II	SP	4	4	1	0	X	X	100	
PORT-1320	COMP ELEM PORT I/II-SPAN	FA	4	17	7	0	X	X	100	
PORT-1320	COMP ELEM PORT I/II-SPAN	SP	4	11	3	0	X	X	100	
PORT-2101	INTERMEDIATE PORTUGUESE I	FA	4	5	0	0	X	X	100	
PORT-2101	INTERMEDIATE PORTUGUESE I	SP	4	5	1	0	X	X	100	
PORT-2102	INTERMEDIATE PORTUGUESE II	SP	4	6	0	0	X	X	100	
PORT-2120	COMPREHENSIVE INTERMED PO	FA	4	5	1	0		X	100	
PORT-2120	COMPREHENSIVE INTERMED PO	SP	4	4	2	0	X	X	100	
PORT-3101	CONVERS ABOUT LUSOPHONE	FA	3	3	0	0	X	X	100	
PORT-3301	ADV WRITING/COMP IN PORT	FA	3	3	0	0		X	100	
PORT-3325	SLAVERY,FREE LABOR,CULTRL	FA	3	4	0	0			100	
PORT-3330	INTRO TO PORTUGUESE STUD	SP	3	2	1	0	X	X	100	
PORT-3350	LUSOPHONE AFR/AFRO-BRAZ	SP	3	11	0	0	X	X	75	
PORT-3490	BRAZILIAN SOCIETY & CIV (	SP	3				X		100	
PORT-4026	LUSOPHONE AFR/AFRO-BRAZ	SP	4	0	1	0	X	X	100	
PORT-4416	CONVO LUSOPHONE WORLD	FA	4	0	2	0		X	75	
PORT-6114	MAPPING ASIAN/AMER ART	SP	4	3	3	0			75	

**Public Policy**

INAF-6017	INTERNATIONAL TRADE	FA	3	0	27	0	X	X	25
INAF-6017	INTERNATIONAL TRADE	SP	3	0	47	0	X	X	25
INAF-6018	INTL FINANCE & MONETARY	FA	3	0	69	0	X	X	25
INAF-6039	INTERNATIONAL BANKING	FA	3	0	26	0	X	X	50
INAF-6045	INTERNATIONAL CAPITAL MAR	FA	3	0	70	0	X		25
INAF-6046	GLOBAL MEDIA:INNOV&ECON D	FA	3	1	17	0			25
INAF-6054	PETROLEUM MARKETS & TRADI	FA	3	0	24	0	X		25
INAF-6061	GLOBAL ENERGY POLICY	FA	3	1	50	0	X	X	25
INAF-6069	APPL POLIT ECON OF POLICY	SP	3	0	46	0			50
INAF-6085	ECONOMIC DEVPT IN LATIN	SP	3	5	12	0			100
INAF-6127	BRICS & BEYOND: RISING PO	SP	3	0	8	0			25
INAF-6143	GENDER,GLOBALIZATN & HUM	SP	3	1	24	0	X	X	25
INAF-6172	POLITICAL DEVELOPMENT IN	SP	3	0	66	0	X	X	75
INAF-6173	MIGRATION & HUMAN DEVELOP	FA	3	0	20	0	X		25
INAF-6176	MULTIDISC APP TO DEVELOPM	FA	3	0	32	0			50
INAF-6259	ADAPTATION TO CLIMATE CHA	FA	3	0	15	0			50
INAF-6359	GLOBAL ECONOMIC GOVERNANC	FA	3	1	50	0			25
INAF-6371	GLOBALIZING REPRODUCTION	SP	1.5	0	11	0	X		25
INAF-6373	GENDER POLICY PRACTICUM	SP	1.5	0	22	0	X		25
INAF-6376	LGBT RIGHTS INTERNATIONAL	SP	1.5	0	19	0	X		25
INAF-6381	GENDER, ARMED CONFLICT &	FA	3	0	19	0	X		25
INAF-6388	MODERN URBAN TERRORISM	FA	3	0	23	0	X		25

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Course Number	Course Title	SEM	PTS	2016-17			Other	17-18	18-19	LAC %
				UG	GRAD					
INAF-6391	CONFLICT RESOLUTION	SP	3	2	34	0	X		25	
INAF-6475	SOCIAL POL&INCLUSIVE DEVT	FA	3	0	8	0			25	
INAF-6488	CHALLENGES TO PROSPERITY	FA	3	1	8	0	X		100	
INAF-6517	TECH POL & CUL IN DEV WOR	SP	3	4	20	0	X		100	
INAF-6575	FOREIGN POL CHAL-AMER IN	SP	3	0	9	0	X		100	
INAF-6602	ECONOMIC DEVELOPMENT FOR	SP	3	2	90	0	X		50	
INAF-6636	BANKING IN BRAZIL:COMP EX	SP	3	2	9	0	X	X	100	
INAF-6924	THE PANAMA PAPERS	FA	3	1	17	0	X	X	100	
INAF-8099	EMERGING MARKET INVESTMNT	FA	3	0	25	0	X	X	50	
INAF-8415	US-LAT AMER RELATNS: WWII	FA	3	0	12	0	X	X	100	
INAF-8506	REALITIES OF PEACEKEEPING	SP	3	1	11	0			25	
INAF-8559	BUILDING PEACE AFTER CONF	FA	1.5	0	22	0	X		25	
INAF-8675	EMERGING CAP MKTS:THRY &	FA	3	0	32	0	X	X	25	
INAF-8675	EMERGING FIN MKTS:THRY &	SP	3	0	23	0	X	X	25	
INAF-8682	EMERGING FINANCIAL MARKET	SP	3	0	19	0	X	X	25	
INAF-8689	GLOBAL FINANCL SERV-21ST	FA	3	0	28	0	X	X	25	
INAF-8689	GLOBAL FINANCL SERV-21ST	SP	3	1	23	0	X	X	25	
INAF-8785	GENDER, POLITICS & DEVEL	SP	3	1	32	0	X	X	25	
PEPM-6204	DEVELOPMENT ECONOMICS	FA	3	0	45	0	X		25	
PEPM-8150	MACROECONOMICS LAB	SP	3	0	13	0	X		25	
PUAF-6120	POLITICS OF POLICYMAKING	FA	4	1	187	0		X	50	
REGN-4415	PUERTO RICO UNDER US RULE	FA	3	4	2	0			100	
REGN-6415	FINANCIAL ISSUES IN LATIN	SP	3	0	7	0	X		100	
REGN-6430	BEYOND CRISIS IN LATIN AM	FA	1.5	4	10	0	X		100	
REGN-6621	BRAZILIAN POLITICAL SYSTE	SP	1.5				X		100	
REGN-6624	CRIM JUST&POL ORG IN BRAZ	FA	3				X		100	
REGN-6625	CRIME, CITIES, & SOC CONT	SP	4				X		100	
REGN-8090	THE TRANSATLANTIC ECONOMY	FA	3	0	18	0	X		25	
SIPA-9000	CAPSTONE WORKSHOP	SP	3	0	32	0	X	X	25	
SIPA-9001	CAPSTONE WORKSHOP: DEVELO	SP	3	0	22	0	X	X	25	
SIPA-9046	GROUP RESEARCH COURSE	SP	0	0	4	0			25	
<b>Social Work</b>										
SOCW-6002	POVERTY IN SOCIALIST CUBA	FA	0	0	1	0			100	
SOCW-6002	TOPICS-INTL HUMN RGHTS LA	FA	0				X		100	
SOCW-6009	SW IN GLOBAL CONTEXTS	FA	3	0	14	0			25	
SOCW-6009	RACE AND REPRESENTATION	FA	3	0	14	0			25	
<b>Spanish</b>										
SPAN-1101	ELEMENTARY SPANISH I	FA	4	132	3	0	X	X	100	
SPAN-1101	ELEMENTARY SPANISH I	SP	4	78	10	0	X	X	100	

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Course Number	Course Title	SEM	PTS	2016-17			17-18	18-19	LAC %
				UG	GRAD	Other			
SPAN-1101	ELEMENTARY SPANISH I	SU	4	18	3	0	X	X	100
SPAN-1102	ELEMENTARY SPANISH II	FA	4	122	1	0	X	X	100
SPAN-1102	ELEMENTARY SPANISH II	SP	4	153	4	0	X	X	100
SPAN-1102	ELEMENTARY SPANISH II	SU	4	20	1	0	X	X	100
SPAN-1113	RAPID READING AND TRANSLA	FA	3	0	3	0	X	X	100
SPAN-1113	RAPID READING AND TRANSLA	SP	3	0	1	0	X	X	100
SPAN-1120	COMPREHENSIVE BEGINNING S	FA	4	16	2	0	X	X	100
SPAN-1120	COMPREHENSIVE BEGINNING S	SP	4	7	0	0	X	X	100
SPAN-2101	INTERMEDIATE SPANISH I	FA	4	173	1	0	X	X	100
SPAN-2101	INTERMEDIATE SPANISH I	SP	4	122	3	0	X	X	100
SPAN-2101	INTERMEDIATE SPANISH I	SU	4	24	2	0	X	X	100
SPAN-2102	INTERMEDIATE SPANISH II	FA	4	158	3	0	X	X	100
SPAN-2102	INTERMEDIATE SPANISH II	SP	4	227	4	0	X	X	100
SPAN-2102	INTERMEDIATE SPANISH II	SU	4	19	0	0	X	X	100
SPAN-2103	INTERMED SPAN II - MEDICA	SU	4				X	X	100
SPAN-2108	SPANISH FOR HERITAGE SPEA	SP	4	16	0	0	X	X	100
SPAN-2120	COMPREHENSIVE INTER SPAN	FA	4	19	2	0	X	X	100
SPAN-2120	COMPREHENSIVE INTER SPANI	SP	4	18	1	0	X	X	100
SPAN-3300	SPAIN AT WAR	FA	3	8	0	0			25
SPAN-3300	VIOLENCE MOD LAT AMERI	FA	3	9	0	0			100
SPAN-3300	TRANSGRESSION IN LATIN AM	FA	3	9	0	0			100
SPAN-3300	PUBLIC WORKS LATIN AMERIC	FA	3	6	0	0			100
SPAN-3300	NEWS FROM THE NEW WORLDS	FA	3	4	0	0			100
SPAN-3300	SALSA AFRO-LATIN AM CULTU	FA	3	5	0	0			100
SPAN-3300	WOMEN UNDER SUSPICION	FA	3	5	0	0			50
SPAN-3300	EXTRAORDINARY STORIES OF	FA	3	5	0	0			50
SPAN-3300	COMESTIBLES IN MOD. WORLD	FA	3				X		50
SPAN-3300	SALSA: AFRO-LATIN CUL STO	FA	3				X		100
SPAN-3300	SPAIN IN ITS ART	FA	3				X		25
SPAN-3300	GAY IDENTITIES IN SPAIN	FA	3				X		25
SPAN-3300	CARIBBEAN IDENTITIES	SP	3				X		100
SPAN-3300	ADV LANGUAGE THROUGH CONT	SP	3	44	3	0	X	X	75
SPAN-3342	GLOBAL DIS-ORIENTATIONS	SP	3				X	X	75
SPAN-3346	CIRCULATION OF OBJECTS	SP	3	10	0	0			50
SPAN-3349	HISPANIC CULTURES I (SP)	FA	3	43	0	0	X	X	100
SPAN-3349	HISPANIC CULTURES I (SP)	SP	3	39	0	0	X	X	100
SPAN-3350	HISPANIC CULTURES II (SP)	FA	3	72	0	0	X	X	100
SPAN-3350	HISPANIC CULTURES II (SP)	SP	3	56	0	0	X	X	100
SPAN-3356	CUBA&THE USA	SP	3	15	0	0			100
SPAN-3359	LATIN AMER RADICAL THGT	SP	3	10	0	0			100
SPAN-3361	ARTISTIC HUMANITY	SP	3	7	0	0			50
SPAN-3362	WHAT IS IDEOLOGY	FA	3				X		50

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Course Number	Course Title	SEM	PTS	2016-17			17-18	18-19	LAC %
				UG	GRAD	Other			
SPAN-3368	THE SPANISH INQUISITION	FA	3				X		50
SPAN-3415	MARX AT THE MARGINS	FA	3				X		100
SPAN-3450	SHORT FICTION IN SPANISH	SP	3	12	0	0			50
SPAN-3462	SPAN GRAMMAR:RULES-LAWS/	SP	3	3	0	0			100
SPAN-3488	PUBLIC INTELLECTUALS	SP	4	2	0	0			75
SPAN-3497	COLD WAR IMAGINARIES	SP	3	14	0	0			100
SPAN-3556	TOURISM&NATL ID-CONTEMP	SP	3				X		75
SPAN-3558	LATIN AMERICAN FILM	FA	3	8	0	0			100
SPAN-3558	LATIN AMERICAN FILM	SP					X		100
SPAN-3692	LABOR CULTURE 20THC LATIN	SP					X		100
SPAN-3710	20C Spanish-American Lit	FA	3	17	1	0			100
SPAN-3731	ENVIRONMENT & CITIZENSHIP	FA	3				X		50
SPAN-3799	DISCOURSE ANALYSIS IN SPA	FA	3				X		50
SPAN-3812	ANDALUSIAN IBERIAS	FA	3	8	0	0			25
SPAN-3991	SENIOR SEMINAR	FA	4	5	0	0			75
SPAN-3991	IBERIAN GLOBALIZATION	FA	3				X		50
SPAN-3991	AESTHETICS OF REVOLT	SP	3	4	0	0			50
SPAN-3998	SUPERVISED INDIVIDUAL RES	FA	3	2	0	0	X	X	50
SPAN-3998	SPANISH PRAGMATICS	FA	4	8	0	0			50
SPAN-3998	SUPERVISED INDIVIDUAL RES	SP	3	1	0	0	X	X	50
SPAN-3998	SUPERVISED INDIVIDUAL RES	SP					X	X	50
SPAN-4415	SPANISH AMERICAN POETRY	FA	3				X		75
SPAN-4417	POLITICS OF REPRESENTATIO	SP	4	1	11	0			75
SPAN-4420	SPACE GRAMMAR OF SPANISH	SP	4	0	0	0			50
SPAN-5450	A COGNITIVE LINGUISTICS A	SP					X		50
SPAN-6000	DIDACTICS-SPAN LANG &	FA	4	1	4	0	X	X	50
SPAN-6004	CULTURE AND REVOLUTION	SP					X		50
SPAN-6006	EXPANDED ARCHITECTURES	FA	3				X		50
SPAN-6007	REGIMES OF DISPOSSESSION	SP					X		50
SPAN-6008	IBERIAN COLLECTIVE MEMORY	SP					X		25
SPAN-6011	DIDACTICS OF SPANISH II	SP					X	X	50
SPAN-6100	RESEARCH & PROF DEVPT WOR	FA	2	0	6	0	X	X	25
SPAN-6101	RESEARCH & PROF DEVPT WOR	SP	2	0	6	0	X	X	25
SPAN-6115	LAT AMER CULT DISCOURSE &	FA	3				X		100
SPAN-6119	TXTS IN CONTEXT: SPAN 19C	SP	4	0	7	0			25
SPAN-6180	NETWORK/CONTACTS:CONTEMP	FA	4	0	10	0			50
SPAN-6244	FICTION	FA	3				X		25
SPAN-6343	THEORY OF ARTS IBERIAN	SP	0	0	11	0			25
SPAN-6468	IMPASSES OF LATINAMER	SP					X		100
SPAN-6472	THEORIES OF UNIVERSALISM	FA	4	0	8	0			50
SPAN-6478	1968 PARIS/MEXICO CITY	FA	4	1	7	0			50
SPAN-6558	CAPITALISM/POLIT SUBJEC-	SP					X		50

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Course Number	Course Title	SEM	PTS	2016-17			Other	17-18	18-19	LAC %
				UG	GRAD					
SPAN-6568	HISPANIC LIT IN GLOBAL EX	FA	4	0	7	0	X		75	
SPAN-9045	COLLOQ:LAT AMER & IBER	FA	2	0	6	0		X	50	
SPAN-9046	COLLOQ:LAT AMER & IBER	SP	2	0	6	0	X	X	50	
SPAN-9811	SUPERVISED INDIVIDUAL RES	FA	0	0	3	0	X	X	50	
SPAN-9811	SUPERVISED INDIVIDUAL RES	SP	0	0	0	0	X	X	50	

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
<b>Africana Studies</b>								
MPADE-GE 2202	Afro-Caribbean Dance	FA	3			x	x	100
MPADE-GE 2202	Afro-Caribbean Dance	SP	3			x	x	100
<b>Anthropology</b>								
ANTH-GA 1246	Islam and the Americas	FA	4			x		50
ANTH-GA 2610	Cultures of Biomedicine	FA	4				x	25
ANTH-UA 1	Human Society & Culture	FA	4	120	0	x	x	25
ANTH-UA 1	Human Society & Culture	SP	4	86	0	x	x	25
ANTH-UA 1	Human Society & Culture	SU	4	22	0	x		25
ANTH-UA 123	Anthropolgy of Media	FA	4			x		25
ANTH-UA 17	Anthropolgy of Language	SP	4	39	0	x	x	50
ANTH-UA 3	Archaeology: Early Societies & Culture	FA	4	73	0	x	x	25
ANTH-UA 3	Archaeology: Early Societies & Culture	SP	4	39	0	x	x	25
ANTH-UA 3	Archaeology: Early Societies & Culture	SU	4	13	0	x		25
ANTH-UA 35	Medical Anthropology	SP	4	51	0	x		25
ANTH-UA 410	Culture Through Food	FA	4			x	x	25
ANTH-UA 9100	Culture, Identity and Politics in Latin America (Buenos Aires)	FA	4	3	0	x	x	100
ANTH-UA 9100	Culture, Identity and Politics in Latin America (Buenos Aires)	SP	4	2	0	x	x	100
ANTH1-UC 5014	World Cultures: Latin America & The Caribbean	FA	4	24	0	x	x	100
ANTH1-UC 5014	World Cultures: Latin America & The Caribbean	SP	4	13	0	x		100
APSY-UE 9010	Survey of Developmental Psychology: Introduction (Buenos Aires)	SP	4	9	0	x		100
SPAN-UA 9255	Migration and Cultural Diversity in Spain: Anthropological Approaches (Madrid)	FA	4	5	0	x	x	25
SPAN-UA 9255	Migration and Cultural Diversity in Spain: Anthropological Approaches (Madrid)	SP	4	4	0	x	x	25
<b>Art, Art History, and Museum Studies</b>								
ASPP-GT 2018	Contemporary Caribbean Art, Curatorial Practices and the Politics of Visibility	FA	4			x	x	100
ARHT-UA 570	North American Indian Arts	FA	4			x		100
ARHT-UA 570	North American Indian Arts	SP	4			x	x	100
ARTH-UA 9804	Independent Study (Madrid)	SP	2	1	0			100
ARTH-UA 9850	Spec Tpcs: - Exhibitions: A History, A Theory (Buenos Aires)	FA	4	4	0	x	x	100

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
ARTH-UA 9850	Spec Tpcs: Vis Cultures in Col & 19th (Madrid)	SP	4	7	0			50
ARTH-UA 9850	Visual Cultures in Colonial & 19th Cent Lat America (Madrid)	SP	4	7	0			100
ARTH-UA 9850	Visual Cultures in Colonial & 19th Cent Lat America (Buenos Aires)	SP	4	7	0			100
ARTS-UG 1431	Art-Making and Mythology of Mexico	SP	4	15	0	x		100
ARTS-UG 1431	Of Fire and Blood: Art-making, Culture and Mythology in Mexico	SP	4	15	0	x		100
ARTT-GE 2302	Art Therapy in Argentina	SM	3		14			100
FINH-GA 2039	From the Revolution to the "Ruptura:" Arts in Mexico	FA	4			x		100
FINH-GA 3039	Arts of Brazil: Tarsila to Post-Tropicalia	SP	4			x	x	100
FYSEM-UA 657	Political Gesture: From Art to Activism	FA	4			x	x	75
IDSEM-UG 9151	Exhibitions: A History, A Theory, An Exploration (Buenos Aires)	FA	4	5	0	x	x	100
IOART-UT 961	Arts and Culture of Cuba	SP	4	16	2	x		100
IOART-UT 961	Arts and Culture of Cuba	SU	2	5	1			100
IOART-UT 971	The Cuban Image: 1959 to Present	SP	4	18	0	x	x	100
MSMS-GA 2222	Museum Conservation and Contemporary Culture	SP	4	0	15	x	x	25
MSMS-GA 2223	Historic Sites, Cultural Landscapes and the Politics of Preservation	SP	4	0	6	x	x	25
MSMS-GA 3330	Topics in Museum Studies: Heritage, Memory and Negotiating Temporalities	FA	4	0	33	x	x	25
MSMS-GA 3330	Topics in Museum Studies: Heritage, Memory and Negotiating Temporalities	SP	4	0	39	x	x	25
SPAN-GA 9847	Photography in Spain & Latin America: A Critical History (Madrid)	SP	4	0	4	x		75
SPAN-GA 9990	Special Topics: The Power of Images in Spain and Its American Viceroyalties, 16th - 18th c (Madrid)	FA	4	0	4			50
SPAN-UA 240	Histories of Photography in Spain and Latin America	FA	4	7	1			50

**Business**

BUSN1-UC 377	Sustainable Development in Emerging Economies	WI	4			x		25
DBIN-GB 3103	Doing Business in Argentina	SP	1.5		36	x		100
DBIN-GB 3110	Doing Business in Costa Rica: Sustainable Business in Latin America	FA	1.5	0	29	x	x	100
GLOB1-GC 1020	Developing Countries in The Global Economy	FA	3	0	22	x	x	25
GLOB1-GC 1020	Developing Countries in The Global Economy	SP	3	0	18	x	x	25
GLOB1-GC 2180	The Emerging Markets	SP	3	0	10			50
GLOB1-GC 2180	The Emerging Markets	FA	3			x	x	50
GLOB1-GC 2180	The Emerging Markets	SP	3	0	10	x	x	50
LWSO-SHU 491	International Investment Transactions in Developing Countries: China, Africa, Latin America	SP	4	18	0	x	x	30
OPMG-GB 2312	Operations in Panama	SP			13	x		100

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
PUBB1-GC 3230	The Global Marketplace: Challenges & Opportunities	FA	3	0	8	x	x	25
REBS1-UC 1045	Comparative Real Estate Markets from a Global Perspective	SP	4	15	0	x		25
REBS1-UC 1045	Comparative Real Estate Markets from a Global Perspective	FA	4				x	25
<b>Creative Writing</b>								
CRWRI-UA 9815	Creative Writing (Buenos Aires)	FA	4	7	0	x	x	100
CRWRI-UA 9815	Creative Writing (Buenos Aires)	SP	4	10	0	x	x	100
SPAN-GA 4101	Workshop in Fiction	FA	4	0	17	x	x	75
SPAN-GA 4101	Workshop in Fiction	SP	4	0	16	x	x	75
SPAN-GA 4102	Workshop in Poetry	FA	4	0	18	x	x	75
SPAN-GA 4102	Workshop in Poetry	SP	4	1	7	x	x	75
SPAN-GA 4103	Workshop in Creative Non-Fiction	SP	4	0	10	x	x	75
SPAN-UA 225	Creative Writing in Spanish	FA	4	7	0	x	x	75
SPAN-UA 225	Creative Writing in Spanish	SP	4	8	0	x	x	75
SPAN-UA 325	Adv Fiction & Non-Fiction Workshop in Spanish	SP	4	6	0	x	x	75
WRNG-UG 9150	Creative Writing: Argentina, Travel Writing and the End of the World (Buenos Aires)	FA	4	3	0	x	x	100
WRNG-UG 9150	Creative Writing: Argentina, Travel Writing and the End of the World (Buenos Aires)	SP	4	3	0	x		100
<b>Development</b>								
PADM-GP 2201	Institutions, Governance, and International Development	FA	3	0	51	x	x	25
PADM-GP 2201	Institutions, Governance, and International Development	SP	3	1	27	x	x	25
PADM-GP 2202	Politics of International Development	FA	3	0	35	x	x	25
PADM-GP 2202	Politics of International Development	SP	3	0	30			25
PADM-GP 2203	International Economic Development	FA	3	0	18	x	x	25
PADM-GP 2203	International Economic Development	SP	3	0	28	x	x	25
PADM-GP 2204	Development Assistance Accountability and Effectiveness	SP	3	0	13	x	x	25
PADM-GP 2430	Multi-Sector Partnerships: A comparative Perspective	SP	3	0	10	x		50
UPADM-GP 217	Sustainable Urban Development	FA	4	23	0	x		50
URB-UY 3214	Cities in Developing Countries	SP	4	29	0	x	x	25
URPL-GP 4670	Urban Innovations in Latin America	SU	1.5			x		100
<b>Economics</b>								
BPEP-UB 44	The Political Economy of Latin America	FA	4			x		100

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
ECON-UA 323	Economic Development	SP	4	98	0	x	x	25
ECON-UA 323	Economic Development	FA	4	90	0	x	x	25
ECON-UA 9231	Money & Banking (Buenos Aires)	FA	4	4	0	x	x	100
ECON-UA 9231	Money & Banking (Buenos Aires)	SP	4	3	0	x		100
ECON-UA 9231	Money and Banking in Argentina	FA	4	5	0	x	x	100
ECON-UA 9231	Money and Banking in Argentina	SP	4	4	0	x	x	100
ECON-UB 11	Economics of Global Business	FA	4	364	0	x	x	25
ECON-UB 11	Economics of Global Business	SP	4	221	0	x	x	25
ECON-UB 11	Economics of Global Business	SU	4	29	0	x		25
ECON1-UC 377	Development Economics	SP	4	15	0			25
ECON1-UC 377	Development Economics	FA	4	0	0		x	25
MPAMB-GE 2203	Brazil: Emerging Models and Markets for Music	SP	3		24	x	x	100
MPAMB-GE 2203	Brazil: Emerging Models and Markets for Music	FA	3		24	x	x	100
<b>Education</b>								
EDLED-GE 2205	Advocacy and Education	FA	3	0	22	x	x	75
EDLED-GE 2205	Advocacy and Education	SU	3	1	10			75
LANED-GE 2005	Intercultural Perspectives in Multicultural Education	FA	3	0	11	x	x	25-50
LANED-GE 2005	Intercultural Perspectives in Multicultural Education	SP	3	0	32	x	x	25-50
LANED-GE 2005	Intercultural Perspectives in Multicultural Education	SU	3	0	35	x		25-50
LANED-GE 2005	Dominican Republic: Language Learning in Real Time	SP	3		19	x	x	100
LANED-GE 2060	Language Evaluation & Assessment	FA	3	0	21	x	x	25
LANED-GE 2060	Language Evaluation & Assessment	SP	3	0	17	x	x	25
<b>Environmental Studies</b>								
NUTR-GE 2111	Cuba: International Issues in Nutrition and Food	SP	3			x		100
<b>Global Health</b>								
FOOD-GE 2252	Global Food Cultures: Mexico	SP	4	6	12	x		100
GPH-GU 2110	Health Policy & Management	FA	3	0	69	x	x	25
GPH-GU 2110	Health Policy & Management	SP	3	2	59	x	x	25
GPH-GU 2120	Foundations of Global Health Leadership	FA	3	0	50	x	x	25
GPH-GU 2140	Global Issues in Social & Behavioral Health	FA	3	2	153	x	x	25
GPH-GU 2218	Assessing Community Health Needs	FA	3	0	33	x	x	25

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
NURSE-GN 2041	Nursing Issues & Trends in Hlth Care Deliv Sys	FA	3	11	106	x	x	25
NURSE-GN 2041	Nursing Issues & Trends in Hlth Care Deliv Sys	SP	3	17	87	x	x	25
PT-GE 2456	Physical Therapy in Trinidad	SP	1		12	x	x	100
UGPH-GU 10	Health and Society in a Global Context	FA	4	143	0	x	x	25
UGPH-GU 10	Health and Society in a Global Context	SP	4	97	0	x	x	25
UGPH-GU 40	Health Policy in a Global World	FA	4	70	0	x	x	25
UGPH-GU 40	Health Policy in a Global World	SP	4	60	0	x	x	25
UGPH-GU 60	Undergraduate Experiential Learning in Global Public Health	FA	4	40	0	x	x	25
UGPH-GU 60	Undergraduate Experiential Learning in Global Public Health	SP	4	74	0	x	x	25
UGPH-GU 9010	Health and Society in a Global Context (Buenos Aires)	FA	4	4	0	x	x	75
UGPH-GU 9030	Epidemiology for Global Health (Buenos Aires)	SP	4	8	0	x	x	75
UGPH-GU 9040	Health Policy in a Global World (Buenos Aires)	FA	4	9	0	x	x	75
UGPH-GU 9040	Health Policy in a Global World (Buenos Aires)	SP	4	6	0	x	x	75
<b>Global Studies</b>								
GLOB1-GC 2340	Gender in International Affairs: Sex, Power, and Politics	FA	3	0	15	x	x	25
MCC-GE 2380	Argentina: Topics in Globalization: Memory and Visual Culture	SP	4			x	x	100
<b>Haitian Kreyòl</b>								
LATC-GA 2965	Haitian Kreyòl in Context	FA	4	0	1	x	x	100
LATC-GA 2965	Haitian Kreyòl in Context	SP	4	0	2	x	x	100
LATC-UA 121	Elementary Kreyòl I	FA	4	0	2	x	x	100
LATC-UA 121	Elementary Kreyòl I	SP	4	3	0	x	x	100
LATC-UA 122	Elementary Kreyòl II	SP	4	1	1	x	x	100
<b>History</b>								
AHSEM-UA 249	Language and Power in Colonial and Postcolonial Latin America	SP	4			x		100
FYSEM-UA 573	From Guantanamo to GITMO: Camps, the United States, & Comp Colon in the 20th Century	FA	4	16	0	x		75
FYSEM-UA 614	Cuba: An American History	FA	4	17	0			100
FYSEM-UA 669	Colonial to Postcolonial Archives: Histories of Caribbean Collecting	FA	4			x		100
FYSEM-UA 683	Skin in Latin America: An Interdisciplinary History of Skin as a Political and Cultural Formation	SP	4			x		100
FYSEM-UA 696	Native Peoples and Sovereignty in the Americas	SP	4				x	100
HIST-GA 1200	Lit of The Field: Mod Latin American History	SP	4	0	10			100

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
HIST-GA 1201	Lit of The Field: Colonial Latin America and Caribbean	FA	4	0	8	x	x	100
HIST-GA 2707	Special Topics: Histories of Race in the Iberian Atlantic	SP	4	0	1			100
HIST-GA 2800	Topics in Latin America	FA	4	0	2			100
HIST-GA 3390	Empire States & Political Imagination	FA	4	0	17			75
HIST-GA 3803	Atlantic History Workshop	FA	2	0	4	x	x	75
HIST-GA 3803	Atlantic History Workshop	SP	2	0	2	x	x	75
HIST-UA 326	History of South Asian Diaspora in N. America	SP	4	1	0			25
HIST-UA 369	Pirates and Buccaneers: Seaborne Terrorism in the Early Modern World	SP	4	35	0			50
HIST-UA 413	Seminar: Topics - Immigrant America	FA	4	4	0			25
HIST-UA 413	Seminar: Topics - Guns, Drugs, Bodies & Loot	FA	4	19	0			25
HIST-UA 441	Seminar Topics: U.S Latin American Relations	FA	4	8	0			100
HIST-UA 441	Seminar Topics: Anti-Colonialism in Latin American and the Caribbean	SP	4	3	0			100
HIST-UA 441	Seminar Topics: Immigration and Migration	FA	4				x	75
HIST-UA 471	Seminar: Topics - A History of Neo-Liberalism	FA	4	0	13			100
HIST-UA 629	Topics: Revolution in Latin America	FA	4	35	0			100
HIST-UA 749	Empire and the Americas	FA	4	2	0			100
HIST-UA 755	Cuba: History & Revolution	SP	4	0	0	x	x	100
HIST-UA 94	Topics: Arts and Politics in Latin America	SP	4	16	0			100
HIST-UA 9744	Intro to Latin American Studies (Buenos Aires)	SP	4	5	0	x		100
IDSEM-UG 1794	History and Memory in the Early Modern Atlantic World	FA	4	23	0			50
SOC-UA 205	Social Movements, Protest, and Conflict	SP	4			x		25

**Human Rights**

ANTH-UA 331	Human Rights and Culture	FA	4	70	0	x		25
DRAP-GA 1045	Human Rights in Latin America	SP	4	1	3	x		100
DRAP-GA 1048	International Human Rights	FA	4	2	3	x		75
DRAP-GA 1048	International Human Rights	FA	4	2	3	x		75
FIRST-UG 83	Human Rights, Human Wrongs	FA	4			x		50
GLOB1-GC 2545	Human Rights Research and Advocacy	SP	3	0	14	x	x	25
GLOB1-GC 3045	Children and Youth in Conflict, Peacebuilding, and Development	FA	3	0	12	x	x	25
HIST-GA 2606	Human Rights & Humanitarian Interventions	SP	4			x	x	25
INTE-UE 13	Argentina: Human Rights and Education	SP	4				x	100
LATC-GA 1048	Human Rights in Latin America	FA	4	0	4	x	x	100

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
LATC-GA 1048	Human Rights in Latin America	SP	4	1	9	x		100
PADM-GP 2223	The International Human Rights Movement: Past, Present and Future	SP	3	0	25			25
PADM-GP 2223	Advocating for International Human Rights: Strategies and Theories of Change	SP	3			x	x	25
<b>Interdisciplinary Studies</b>								
ASPP-GT 2006	Special Topics: Caribbean Women and Creative Migrations	FA	4				x	100
CCEA-UH 1059X	Postcolonial Turn	FA					x	25
EXLI-UF 9301	Experiential Learning I - Experiencing Buenos Aires	FA	4	14	0	x	x	100
EXLII-UF 9302	Experiential Learning II (Buenos Aires)	SP	2	12	0		x	100
FIRST-UG 24	First-Year Interdisciplinary Seminar: Migration & American Culture	FA	4	15	0		x	25
FIRST-UG 69	First-Year Interdisciplinary Seminar: Boundaries and Transgressions	FA	4			x		100
FYSEM-UA 634	#BlackLanguageMatters	FA	4			x	x	50
IDSEM-UG 1072	Poets in Protest: Footsteps to Hip Hop	SP	4	20	0	x		50
IDSEM-UG 1372	African Diasporic Art & Spirituality in Americas: Honey is my Knife	FA	4				x	50
IDSEM-UG 1380	Three Revolutions: Haiti, Mexico, Cuba	SP	4	20	0			100
IDSEM-UG 1380	Three Revolutions: Haiti, Mexico, Cuba	SP	4	20	0			100
IDSEM-UG 1486	Revolucion	FA	4			x	x	100
IDSEM-UG 1493	Sports, Race and Politics	SU	4	14	0			50
IDSEM-UG 1523	Feminism, Empire and Postcoloniality	FA	4	17	0	x	x	50
IDSEM-UG 1523	Feminism, Empire and Postcoloniality	FA	4	17	0	x	x	50
IDSEM-UG 1535	Narrating Memory, History and Place	SP	4	21	0	x		25
IDSEM-UG 1586	Consumerism in Comparative Perspective	FA	4			x	x	25
IDSEM-UG 1630	Pictures at a Revolution	FA	4	22	0			50
IDSEM-UG 1631	The US Empire and the Americas	FA	4	18	0			100
IDSEM-UG 1631	The US Empire and the Americas	SP	4			x		100
IDSEM-UG 1631	The U.S. Empire and The Americas	FA	4	18	0	x	x	100
IDSEM-UG 1711	Politics, Writing and the Nobel Prize in Latin America	FA	4	20	0	x	x	100
IDSEM-UG 1711	Politics, Writing and the Nobel Prize in Latin America	FA	4	20	0	x	x	100
IDSEM-UG 1965	Can the Past Be Repaired? The Dilemmas of Reparations as Justice	FA	4				x	25
INDIV-UG 9150	Internship Seminar and Fieldwork (Seminar) (Buenos Aires)	FA	4	6	0	x	x	100
INDIV-UG 9150	Internship Seminar and Fieldwork (Seminar) (Buenos Aires)	SP	4	4	0	x	x	100
INTE-UE 1545	Interdisciplinary Perspectives on the New Immigration	SP	4	1	0	x		75
MCC-UE 1413	Cultural Memory	FA	4				x	100
MCC-UE 1413	Cultural Memory	SP	4	6	0			100

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
SCA-UA 540	The Latinized City: Latinas and Latinos in NYC	FA	4	17	0			25
SCA-UA 541	Topics in Latino Studies: Becoming Latino: Making a Race	FA	4	13	0		x	25
SCA-UA 541	Tpcs in Latino Studies: Latino Social Movements (Seminar)	SP	4	17	0	x		25
SCA-UA 542	Latino Politics	SP	4	20	0			25
SCA-UA 548	Latina Feminist Studies	FA	4	20	0			25
SCA-UA 9042	Internship Seminar and Fieldwork (Buenos Aires)	FA	4	2	0			100
SCA-UA 9042	Internship Seminar and Fieldwork (Buenos Aires)	SP	4	10	0			100
SCA-UA 9844	Queer Cultures and Democracy (Buenos Aires)	SP	4	1	0	x		100
SPAN-UA 9481	Queer Cultures and Democracy (Buenos Aires)	SP	4	12	0	x	x	100
<b>Journalism</b>								
JOUR-GA 1021	Writing and Reporting Workshop I	FA	4	0	121	x	x	25
JOUR-GA 1022	Writing and Reporting Workshop II	FA	4	0	18	x	x	25
JOUR-GA 1022	Writing and Reporting Workshop II	SP	4	0	84	x	x	25
JOUR-GA 1281	Topics in Cultural Journalism	FA	4	0	10	x	x	25
JOUR-GA 1281	Topics in Cultural Journalism	SP	4	0	15	x	x	25
JOUR-UA 503	Journalism and Society	FA	4	39	0	x	x	25
JOUR-UA 503	Journalism and Society	SP	4	28	0	x	x	25
JOUR-UA 503	Journalism and Society	SU	4	10	0	x		25
JOUR-UA 9204	Elective Reporting Tpcs: - Reporting Buenos Aires: (Laboratory) (Buenos Aires)	FA	4	8	0			100
JOUR-UA 9204	Elective Reporting Tpcs: - Reporting Buenos Aires: (Laboratory) (Buenos Aires)	SP	4	7	0	x	x	100
JOUR-UA 9503	Journalism and Society: Leaks and Whistleblowers (Buenos Aires)	FA	4			x	x	75
MCC-UE 1022	Latino Media	SP	4	14	0	x		50
MCC-UE 9111	Journalism and Society: Leaks and Whistleblowers (Buenos Aires)	FA	4			x	x	100
MCC-UE 9455	Global Media Seminar: Latin America (Buenos Aires)	FA	4	12	0	x	x	100
MCC-UE 9455	Global Media Seminar: Latin America (Buenos Aires)	SP	4	12	0	x		100
<b>Latin American and Caribbean Studies</b>								
CAGC-UF 101	Caribbean Cultures	FA	4	24	0	x	x	100
CAGC-UF 101	Caribbean Cultures	SP	4			x	x	100
CORE-UA 500	Cultures & Contexts: Topics: Latin American Cities	FA	4	80	0			100
CORE-UA 515	Cultures & Contexts: Latin America	SP	4	104	0	x		100
CORE-UA 529	Cultures & Contexts: Contemporary Latino Cultures	FA	4	75	0	x	x	50

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
CORE-UA 532	Cultures & Contexts: African Diaspora	FA	4	131	0	x	x	25
CORE-UA 541	Cultures & Contexts: New World Encounters	SP	4	101	0			100
CORE-UA 555	Cultures & Context: Brazil	FA	4				x	100
CORE-UA 555	Cultures & Context: Brazil	SP	4	100	0		x	100
CORE-UA 555	Cultures & Context: Brazil	SU	4	20	0	x		100
CORE-UA 9515	Cultures & Contexts: Latin America (Buenos Aires)	FA	4	11	0	x	x	100
CORE-UA 9515	Cultures & Contexts: Latin America (Buenos Aires)	SP	4	3	0	x		100
DRAP-GA 1045	Human Rights in Latin America	SP	4	1	3	x		100
FYSEM-UA 306	Latin America at Start of The 21st Century	FA	4	16	0	x	x	100
FYSEM-UA 536	Race and Culture in Brazil	FA	4			x	x	100
FYSEM-UA 640	Nuestro Nueva York: Latin America in New York City	SP	4	17	0			100
FYSEM-UA 687	Latin America in/and the World: Cosmopolitanism, Internationalism, Globalization	SP	4			x		100
FYSEM-UA 707	Borderlands and Belonging in the Americas	SP	4				x	75
FYSEM-UA 730	Countercultural Encounters in Latin America	SP	4				x	100
GLOB1-GC 1100	Inside Latin America	SP	3	1	10	x		100
GLOB1-GC 1100	Inside Latin America	SP	3	1	12	x	x	100
GLOB1-GC 2435	Bolivia: A case study in Sustainable Development	SU	3			x		100
HIST-GA 2800	Topics in Latin America - Politics & Communicative Action	FA	4	0	3			100
HIST-GA 2800	Topics in Latin America - Oral & Ethnographic	SP	4			x	x	100
HIST-UA 9744	Intro to Latin American Studies	SP	4	5	0	x	x	100
HPSE-GE 2153	Brazil: Race, Class and Equity in Higher Education	SM	3		11	x	x	100
LAGC-UF 101	Latin American Cultures	FA	4	24	0	x	x	100
LAGC-UF 101	Latin American Cultures	SP	4	20	0	x		100
LAGC-UF 101	Latin American Cultures	FA	4	72	0	x	x	100
LAGC-UF 101	Latin American Cultures	SP	4	20	0	x	x	100
LATC-GA 1001	Intro Lat Am & Carib I: Iberian-Atl & Colonial	FA	4	0	12	x	x	100
LATC-GA 1010	Reading & Research	FA	4	0	3	x	x	100
LATC-GA 1010	Reading & Research	SP	1	0	2	x	x	100
LATC-GA 1014	Topics: Comparative Racisms in the Americas	FA	4	1	6	x	x	100
LATC-GA 1017	Government & Politics of Latin America	SP	4	1	6	x	x	100
LATC-GA 1020	Topics: Revolution in Latin America	FA	4	0	2		x	100
LATC-GA 1020	Topics: Archive Fever in Latin America	SP	4	0	2			100
LATC-GA 1020	Topics: Anthropology of Food	FA	4			x		100
LATC-GA 1020	Topics: Histories of Race in the Iberian Atlantic	SP	4			x	x	100

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
LATC-GA 1020	Topics: Literature of the Field: Colonial Latin America and Caribbean	FA	4				x	100
LATC-GA 1030	Tpcs Latin Amer: Art Visual Culture of African Diaspora	SP	4	1	2	x		100
LATC-GA 1045	International Human Rights: Latin America	SP	4	0	0	x	x	100
LATC-GA 1048	Human Rights in Latin America	SP	4	1	8			100
LATC-GA 1048	International Studies in Human Rights	FA	4	0	4	x	x	50
LATC-GA 2001	Intro Lat Am & Carib II: Hemispheric & Postcol	SP	4	0	13	x	x	100
LATC-GA 2030	Topics: Ethnographic Methods in Latin America	FA	4	0	1	x		100
LATC-GA 2030	Topics: Ethnographic Methods in Latin America	SP	4	0	3	x		100
LATC-GA 2030	NAFTA, Narcos, Migration	FA	4	0	1			100
LATC-GA 2030	NAFTA, Narcos, Migration	SP	4	0	4			100
LATC-GA 2030	Slavery, Colonialism and Revolution in the Caribbean	FA	4			x		100
LATC-GA 2030	Slavery, Colonialism and Revolution in the Caribbean	SP	4			x		100
LATC-GA 2145	Sem in Latin America: U.S. Latin American Relations After WWII	FA	4	0	8	x		100
LATC-GA 2304	Seminar: Democracy, Culture and Power	FA	4	0	7		x	100
LATC-GA 2304	Seminar: Audible Geographies	FA	4			x		100
LATC-GA 2304	Seminar: Democracy, Culture and Power	SP	4			x		100
LATC-GA 2590	Interdisciplinary Seminar: Latin American Independence in the Age of Revolution	SP	4	2	4			100
LATC-GA 2590	Interdisciplinary Seminar: Latin American and Caribbean Critical Tradition	SP	4			x	x	100
LATC-GA 2590	Interdisciplinary Seminar: Latin America's 1968	FA	4				x	100
LATC-GA 2967	Special Topics: Histories of Race in the Iberian Atlantic	SP	4	0	1			100
LATC-GA 2968	Spec. Probs: Islam and the Americas	FA	4			x		25
LATC-GA 2968	Spec. Probs: Global Sixties	SP	4			x	x	50
LATC-GA 3050	Internship Seminar	SP	4	0	1	x	x	100
LATC-GA 3050	Internship Seminar	FA	4			x		100
LATC-GA 3200	Research & Writing Workshop	FA	4	0	3	x	x	100
LATC-GA 3200	Research & Writing Workshop	SP	4	0	2			100
LATC-UA 651	Topics in Caribbean Studies: Imagining the Caribbean	FA	4	9	0			100
LATC-UA 651	Topics in Caribbean Studies: Haiti Today: Culture, Politics, Crisis	SP	4	4	0			100
LATC-UA 651	Topics in Caribbean Studies: Cuba: History and Revolution	SP	4			x		100
LATC-UA 651	Topics in Caribbean Studies: Literature of the Caribbean	SP	4			x		100
POL-UA 530	Latin American Politics	FA	4			x	x	100
POL-UA 530	Latin American Politics	SP	4			x	x	100

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
SASEM-UG 9151	Myths, Icons and Invented Traditions: A Cultural History of Latin America (Buenos Aires)	FA	4	1	0	x	x	100
SASEM-UG 9151	Myths, Icons and Invented Traditions: A Cultural History of Latin America (Buenos Aires)	SP	4	2	0			100
SPAN-GA 2967	Special Topics: Dos Alas: Puerto Rico and Cuba	SP	4	0	4	x		100
SPAN-GA 2968	Special Topics: Histories of Race in the Iberi	SP	4	0	2	x		100
SPAN-GA 2968	Special Topics: The Enigma of Woman: Gender	FA	4	0	3	x	x	100
SPAN-GA 9946	A Cultural History of Latin America (Madrid)	FA	4	0	5	x		100
SPAN-UA 300	The Iberian Atlantic	FA	4	29	0	x	x	100
SPAN-UA 305	Cultural History of Latin America	FA	4	20	0	x	x	100
SPAN-UA 646	Intimacy and Precariousness: Problems of Contemporary Latin American Culture	SP	4	9	0			100
SPAN-UA 9026	Argentina Hoy/Argentina Today (Buenos Aires)	SP	4	6	0	x		100
SPAN-UA 9160	Culture, Identity and Politics in Latin America (Buenos Aires)	FA	4	3	0	x	x	100
SPAN-UA 9160	Culture, Identity and Politics in Latin America (Buenos Aires)	SP	4	3	0	x		100
SPAN-UA 9201	Myths Icons & Invented Trad: A Cultural History of Latin America (Buenos Aires)	FA	4	12	0	x	x	100
SPAN-UA 9201	Myths Icons & Invented Trad: A Cultural History of Latin America (Buenos Aires)	SP	4	9	0			100
SPAN-UA 9760	Intro to Latin American Studies (Buenos Aires)	SP	4	6	0	x	x	100
<b>Law</b>								
LAW-LW 10256	International Organizations	SP	3			x	x	25
LAW-LW 10295	Law and Development Colloquium	SP	3	0	16	x	x	50
LAW-LW 10582	Colloquium on Law, Economics and Politics	FA	2	0	6	x	x	25
LAW-LW 10634	Colloquium on Issues in Landlord/Tenant Law & Policy	SP	2				x	25
LAW-LW 10709	Law and Policy of Foreign Investment Seminar	FA	3			x	x	50
LAW-LW 10997	History and Theory of International Law and Arbitration	FA	2	0	10	x		25
LAW-LW 11204	Illiberal Democracy Seminar	FA	3				x	25
LAW-LW 11218	International Law	FA	3	0	44	x	x	25
LAW-LW 11426	International Trade Law	FA	3	0	25	x	x	25
LAW-LW 11426	International Trade Law	SP	4	0	17	x		25
LAW-LW 11610	Immigration Law and Rights of Non-Citizens	FA	4	0	46		x	75
LAW-LW 12280	Deals: Commercial Transactions in Latin America	SP	3	0	26	x		100
LAW-LW 12281	Cross-Border Restructuring of Private and Sovereign Borrowers (Buenos Aires)	SP	2	0	16	x		100

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
LAW-LW 12282	Clinic on Policy Advocacy in Latin America (Buenos Aires)	SP	3	0	10	x		100
LAW-LW 12283	Clinic on Policy Advocacy in Latin America Seminar (Buenos Aires)	SP	2	0	10	x		100
LAW-LW 12284	Dispute Resolution in Latin America	SP	3	0	26	x		100
LAW-LW 12420	Governance and Compliance in Latin America (Buenos Aires)	SP	3			x	x	100
LAW-LW 12584	Current Legal Debates in Latin America (Buenos Aires)	SP	1	0	12	x		100
<b>Linguistics and Applied Linguistics</b>								
FLGED-GE 2419	Applied Linguistics for Teachers of Spanish	FA	3	0	10	x	x	75
FLGED-GE 9069	The Teaching of Foreign Languages: Theory and Practice (Madrid)	FA	3	0	8	x	x	25
LANED-GE 2003	Linguistic Analysis	FA	3	0	45	x	x	25
LANED-GE 2003	Linguistic Analysis	SP	3	0	21	x	x	25
LING-UA 30	Language in Latin America	FA	4	0	0	x	x	100
SPAN-GA 1120	Foreign Language Teaching Methodology	FA	2	0	10	x	x	100
SPAN-GA 9108	Stylistics and Semantics of Written Spanish (Madrid)	FA	4	0	8	x		50
UAM 8025	Intercultural Communication	SP	3	1	0			25
<b>Literature</b>								
AHSEM-UA 186	Narrating Poverty in Brazilian Literature and Film	FA	4				x	100
AHSEM-UA 204	Making History: Culture and Politics in the Caribbean	SP	4			x		100
AHSEM-UA 228	Disability Studies and Latin@ American Literature	FA	4			x		100
COLIT-GA 2650	Topics in Caribbean Lit	SP	4	1	0			100
ENGL-UA 721	History & Literatures of The South Asian Diaspora	SP	4	15	0	x		25
ENGL-UA 721	History & Literatures of The South Asian Diaspora	FA	4				x	25
FIRST-UG 774	First year Research Seminar: Latin American Modernities: Literature, Testimony, Film	SP	4	11	0			100
FREN-GA 1992	Topics Caribbean Lit: Caribbean Surrealism	SP	4	0	4			100
FREN-UA 145	Appr to Francophone Literature	SP	4	5	1	x		75
FREN-UA 834	Rites of Resistance: Autobiography in the Francophone Caribbean	FA	4	3	0			100
FYSEM-UA 486	See It, Read It: Photography & Writing in Latin America	SP	4	16	0			100
FYSEM-UA 623	Drawing Borders: Latino-American Literature and Representation	SP	4	14	0	x		50
FYSEM-UA 624	Love and Politics	SP	4	16	0			100
FYSEM-UA 680	Tell It Like It Is: The Art of Nonfiction Narrative	SP	4			x		50
HIST-GA 1200	Lit of The Field: Mod Latin American History	SP	4	0	10			100
HIST-GA 1201	Lit of The Field: Colonial Latin America	FA	4	0	8	x	x	100
IDSEM-UG 1866	Poetry and the Politics of Decolonization	SP	4	20	0	x		25

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				UG	GRAD			
INDIV-UG 9151	Tutorial: Great World Texts (Seminar) (Buenos Aires)	FA	4	6	0	x	x	100
IOART-UT 1961	Cuban Literature	SP	4	2	0	x		100
OART-UT 1503	Asian & Arab Diaspora in Literature & Film	FA	4	8	0	x	x	25
PORT-GA 2968	Spec Topic in Brazilian Literature	SP	4			x	x	100
PORT-UA 601	On Eating Others: Cannibalism and Anthropophagy in the Cicum-Atlantic World	SP	4	7	0			100
PORT-UA 700	Topics in Brazil Studies - Tropicalia	SP	4			x		100
PORT-UA 704	Narrating Poverty in Brazilian Literature & Film	FA	4				x	100
PORT-UA 830	Brazilian Short Story	FA	4				x	100
PORT-UA 850	Special Topics: Rhyme, Rhythm and Verse	FA	4			x		100
PORT-UA 850	Special Topics: Rio de Janeiro in Lit	SP	4	2	0	x	x	100
SCA-UA 313	History & Literatures of The So Asian Diaspora	SP	4	6	0			25
SCA-UA 313	History & Literatures of The So Asian Diaspora	FA	4				x	25
SPAN-AD 297	Directed Study: Grammar and the Voices of Latin American Women	FA	2	1	0			100
SPAN-GA 2967	Special Topics: Macunaima: Mito y Literatura	FA	4	0	4	x	x	100
SPAN-GA 2977	Special Topics: Sex in the Archives	FA	4	1	6	x		100
SPAN-GA 2978	Special Topics in Latin American Literature: High and Low - The Cultures of Latin American Modernismo	SP	4	0	9	x	x	100
SPAN-UA 440	See It, Read It	SU	4	4	0			100
SPAN-UA 440	See It, Read It	FA	4				x	100
SPAN-UA 550	Topics: Mythology & Literature: Modern	SP	4	4	0	x		100
SPAN-UA 550	Topics: Pensar la Voz	SP	4	7	0	x		100
SPAN-UA 551	Topics: Sublime Love: Mysticism and F (Seminar)	FA	4	11	0	x	x	100
SPAN-UA 743	Contemporary Latin American Novel	SP	4	17	0	x		100
SPAN-UA 763	Literature & Revolution in Latin America	SP	4	15	0			100
SPAN-UA 9550	Topics in Latin American Literature & Cult - Fotografía y Literatura en America Latina (Buenos Aires)	SP	4	23	0	x	x	100
SPAN-UA 9845	Borges and Argentine Literature (Buenos Aires)	FA	4	13	0	x	x	100
<b>Music, Performance, and Film</b>								
AHSEM-UA 217	The New Documentary Film in Brazil	FA	4	2	0			100
AHSEM-UA 254	Latin American Cinema: Gender in Film	FA	4				x	100
CINE-UT 56	International Cinema: 1960 to Present	SP	4	49	0	x	x	25
ICINE-UT 105	Cinema in Latin America - Contemporary Argentine Cinema (Buenos Aires)	FA	4	4	0	x		100

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Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
ICINE-UT 105	Cinema in Latin America - Contemporary Argentine Cinema (Buenos Aires)	SP	4	7	0			100
MCC-UE 9121	Tango and Mass Culture (Buenos Aires)	FA	4			x	x	100
MPAET-GE 2151	Puerto Rico: Theatre Practices	SP	3		15	x	x	100
MPAET-GE 2965	Introduction to Theatre of the Opressed	SP	3	0	10			100
MPAET-GE 2965	Introduction to Theatre of the Opressed	FA	3			x	x	100
MPAET-GE 2966	Advanced Techniques of Theatre of The Opressed	SP	3			x	x	100
MPAET-GE 2966	Advanced Techniques of Theatre of The Opressed	SU	3	0	16			100
MPAJZ-UE 1610	Music in World Cultures: Brazilian Music	SP	1	20	0	x	x	100
MUSIC-UA 9155	Music of Latin America (Buenos Aires)	FA	4	12	0	x	x	100
MUSIC-UA 9155	Music of Latin America (Buenos Aires)	SP	4	14	0	x	x	100
PORT-GA 2967	The New Documentary Film in Brazil	SP	4	0	7	x	x	100
PORT-UA 706	The New Documentary in Brazil	SP	4			x	x	100
PORT-UA 706	The New Documentary in Brazil	FA	4	4	0			100
SASEM-UG 9150	Tango and Mass Culture (Buenos Aires)	FA	4	1	0	x	x	100
SASEM-UG 9150	Tango and Mass Culture (Buenos Aires)	SP	4	1	0	x	x	100
SCA-UA 180	Special Topics: Caribbean Writing, Reggae, and (Seminar)	FA	4	15	0	x	x	100
SPAN-UA 551	Topics: Afro-Latin Soundscapes	WI	4	1	0	x		100
SPAN-UA 750	Latin American Cinema	SP	4	10	0			100
SPAN-UA 750	Latin American Cinema	FA	4	0	0	x		100
SPAN-UA 9750	Tpcs in Hispanic Lit & Culture: Contemporary Argentine Cinema (Buenos Aires)	FA	4	4	0	x		100
SPAN-UA 9750	Tpcs in Hispanic Lit & Culture: Contemporary Argentine Cinema (Buenos Aires)	SP	4	3	0			100
SPAN-UA 9751	Tpcs in Hisp Lit & Cult: Tango and Mass Culture (Buenos Aires)	FA	4	5	0	x	x	100
SPAN-UA 9751	Tpcs in Hisp Lit & Cult: Tango and Mass Culture (Buenos Aires)	SP	4	8	0	x	x	100
THEA-UT 730	Boal & Beyond: Theory & Prac of Thea of Oppressed	FA	4			x		100
THEA-UT 741	Theatre of The Black Atlantic	FA	4				x	50
THEA-UT 749	Pre-Conquest & Colonial Theatre of Latin America	FA	4	33	0		x	100
<b>Politiics and International Relations</b>								
AHSEM-UA 244	Latin American Women and their tesimonies of Political Participation	SP	4	6	0			100
GLOB1-GC 2060	Democratic Transitions: Setbacks and Successes	SP	3	0	13	x		25
INTRL-GA 1731	Topics in International Relations	FA	4	2	168	x	x	25
INTRL-GA 1731	Topics in International Relations	SP	4	4	41	x		25

Appendix III Course List - New York University

Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
INTRL-GA 1731	Topics in International Relations	SU	4	7	26	x		25
POL-GA 1500	Comparative Politics	FA	4	0	13	x	x	25
POL-GA 1551	Comparative Politics of Developing Countries	FA	4	0	6	x		50
POL-GA 1551	Comparative Politics of Developing Countries	SP	4			x	x	50
POL-GA 3300	Political Economy of Public Policy in the US	FA	4	0	1	x	x	25
POL-GA 3300	Political Economy of Public Policy in the US	SP	4	0	12	x	x	25
POL-GA 3400	Political Economy Seminar	FA	4	1	13	x	x	25
POL-GA 3400	Political Economy Seminar	SP	4	0	21	x	x	25
POL-GA 3501	Seminar Comparative Politics	FA	4	0	4	x	x	25
POL-GA 3501	Seminar Comparative Politics	SP	4	2	20	x	x	25
POL-UA 500	Comparative Politics	FA	4	150	0	x	x	25
POL-UA 500	Comparative Politics	SP	4	153	0	x	x	25
POL-UA 9530	Latin American Politics (Buenos Aires)	FA	4	10	0			100
POL-UA 9780	Interamerican Relations: Latin America and the United States (Buenos Aires)	FA	4	7	0	x	x	100
POL-UA 9780	Interamerican Relations: Latin America and the United States (Buenos Aires)	SP	4	19	0	x	x	100
POLS1-UC 6605	International Relations	FA	4	8	0	x		25
POLS1-UC 6605	International Relations	SP	4	13	0	x	x	25
POLSC-AD 179J	Political Conflict and Economic Development	WI	4	14	0			25
POLSC-AD 180	Political Economy of International Trade	FA	4	18	0			25
POLSC-UH 2514	Political Economy of International Trade	FA	4			x		25
POLSC-UH 2514	Political Economy of International Trade	SP	4			x	x	25

**Portuguese**

PORT-GA 1104	Portuguese for Spanish Speakers	SP	0	0	7	x		100
PORT-GA 1104	Portuguese for Spanish Speakers	SP	0	0	7	x		100
PORT-UA 1	Portuguese for Beginners I	FA	4	12	2	x	x	100
PORT-UA 11	Elementary Portuguese for Spanish Speakers	FA	4	5	0	x	x	100
PORT-UA 11	Elementary Portuguese for Spanish Speakers	SP	4	13	1	x	x	100
PORT-UA 2	Portuguese for Beginners II	SP	4	5	0	x		100
PORT-UA 3	Intermediate Portuguese I	FA	4	5	0	x	x	100
PORT-UA 3	Intermediate Portuguese I	SP	4	4	0	x	x	100
PORT-UA 4	Intermediate Portuguese II	FA	4	4	0	x	x	100
PORT-UA 4	Intermediate Portuguese II	SP	4	7	1	x	x	100

Appendix III Course List - New York University

Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
PORT-UA 850	Spec Tpcs: Literary and Visual Cultures	SP	4	2	0	x		75
PORT-UA 850	Special Topics	SP	4	2	0	x	x	75
PORT-UA 997	Independent Study	FA	4	0	0	x	x	100
PORT-UA 998	Independent Study	SP	4	0	0	x	x	100
PORT-UA 11	Elementary Portuguese for Spanish Speakers	FA	4	5	0	x	x	100
PORT-UA 11	Elementary Portuguese for Spanish Speakers	SP	4	13	1	x	x	100
<b>Psychology</b>								
PADM-GP 2129	Race, Identity, and Inclusion	FA	3			x	x	50
TCHL-GE 2515	Adolescent Learners in Urban Contexts	FA	2	2	35	x	x	25
TCHL-GE 2515	Adolescent Learners in Urban Contexts	SP	2	0	46	x	x	25
TCHL-GE 2515	Adolescent Learners in Urban Contexts	SU	2	0	6	x		25
<b>Quechua</b>								
LATC-GA 10	Beginning Quecha I	FA	4	0	1	x	x	100
LATC-GA 10	Beginning Quecha I	SP	4	0	1	x	x	100
LATC-GA 11	Beginning Quecha II	FA	4	0	1	x	x	100
LATC-GA 11	Beginning Quecha II	SP	4	0	0	x	x	100
LATC-GA 20	Intermediate Quechua I	FA	4	0	0	x		100
LATC-GA 20	Intermediate Quechua I	SP	4	0	0	x	x	100
LATC-GA 21	Intermediate Quechua II	FA	4	0	0	x	x	100
LATC-GA 21	Intermediate Quechua II	SP	4	0	0	x	x	100
LATC-UA 101	Elementary Quechua I	FA	4			x	x	100
LATC-UA 101	Elementary Quechua I	SP	4			x		100
LATC-UA 102	Elementary Quechua II	FA	4			x	x	100
LATC-UA 102	Elementary Quechua II	SP	4			x		100
LATC-UA 103	Intermediate Quechua I	FA	4			x		100
LATC-UA 103	Intermediate Quechua I	SP	4			x	x	100
LATC-UA 104	Intermediate Quechua II	FA	4				x	100
LATC-UA 104	Intermediate Quechua II	SP	4			x	x	100
SPAN-UA 81	Beginners Quechua I	FA	4	2	5	x	x	100
SPAN-UA 81	Beginners Quechua I	SP	4	1	1	x	x	100
SPAN-UA 82	Beginners Quechua II	FA	4	1	0	x	x	100
SPAN-UA 82	Beginners Quechua II	SP	4	0	5			100

Appendix III Course List - New York University

Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
SPAN-UA 83	Intermediate Quechua I	FA	4	0	3	x		100
SPAN-UA 84	Intermediate Quechua II	SP	4	0	3	x	x	100
<b>Social Work</b>								
EXEC-GP 2106	Community Organizing	FA	3			x	x	25
MSWAC-GS 2001	Human Behavior in The Social Environment III	FA	3	0	14	x	x	25
MSWAC-GS 2001	Human Behavior in The Social Environment III	SU	3	0	35	x		25
MSWAC-GS 2001	Human Behavior in The Social Environment III	SP	3	0	28	x	x	25
MSWAC-GS 2002	Social Work Practice III	FA	3	0	14	x	x	25
MSWAC-GS 2002	Social Work Practice III	SU	3	0	12	x		25
MSWAC-GS 2008	Social Work Research II (Lecture)	FA	3	0	13	x	x	25
MSWAC-GS 2008	Social Work Research II (Lecture)	SU	3	0	93	x	x	25
MSWAC-GS 2008	Social Work Research II (Lecture)	SP	3	0	37	x		25
MSWEL-GS 2136	Inequalities in Globalization	FA	3			x		25
MSWEL-GS 2140	International Poverty Reduction	FA	3	0	10			25
MSWEL-GS 2173	Core Concepts in Child and Adolescent Trauma	SU	3	0	20	x		25
MSWEL-GS 2173	Core Concepts in Child and Adolescent Trauma	SP	3	0	24	x	x	25
MSWEL-GS 3028	Practice with Spanish Language/Latino Families	SP	1	0	18	x	x	75
MSWEL-GS 3089	Integrative Behavioral Health Concepts	FA	1	0	36	x		25
MSWFD-GS 2300	Field Instruction III (Field)	FA	4	0	546	x	x	50
MSWFD-GS 2300	Field Instruction III (Field)	SP	4	0	2	x	x	50
MSWPF-GS 2010	Diversity, Racism, Oppression and Privilege	FA	3	0	338	x	x	25
MSWPF-GS 2010	Diversity, Racism, Oppression and Privilege	SU	3	1	40	x		25
MSWPF-GS 2010	Diversity, Racism, Oppression and Privilege	SP	3	1	94	x	x	25
<b>Spanish</b>								
SPAN-GA 9203	Advanced Workshop in Contemporary Hispanic Issues (Madrid)	FA	4	0	8	x	x	50
SPAN-GA 9203	Advanced Workshop in Cotemporary Hispanic Issues	FA	4	0	8	x	x	50
SPAN-GA 9555	Introduction to Textual Analysis (Madrid)	FA	4	0	5	x		50
SPAN-GA 9825	Research Skills and Workshop (Madrid)	FA	2	0	5	x	x	50
SPAN-UA 100	Advanced Grammar and Composition	FA	4	62	0	x	x	75
SPAN-UA 100	Advanced Grammar and Composition	SP	4	56	0	x	x	75
SPAN-UA 100	Advanced Grammar and Composition	SU	4	6	0	x		75
SPAN-UA 551	Topics: Spanish in the US	SU	4	4	0	x		25

Appendix III Course List - New York University

Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
FLGED-GE 2419	Applied Linguistics for Teachers of Spanish	FA	3	0	10	x	x	75
FLGED-GE 2427	Spanish Syntax for Teachers	SP	3	0	9			100
IOART-UT 1959	Introductory Spanish	SP	6	5	0	x		100
IOART-UT 1960	Advanced Spanish	SP	6	5	0	x		100
SPAN-GA 1	Spanish for Reading Knowledge	SU	0	0	3	x		100
SPAN-GA 2892	Guided Individual Readings	FA	4	0	4	x	x	100
SPAN-GA 2892	Guided Individual Readings	SP	1	0	3	x	x	100
SPAN-GA 4001	Approaches to Narrative & Poetry	FA	4	0	15	x	x	75
SPAN-GA 4002	Forms & Tech of Fiction & Non-Fiction Prose	SP	4	0	11	x		75
SPAN-GA 4003	Forms & Tech of Poetry	SP	4	0	7	x		75
SPAN-GA 4101	Workshop in Fiction	FA	4	0	17	x	x	75
SPAN-GA 4101	Workshop in Fiction	SP	4	0	16	x		75
SPAN-GA 4102	Workshop in Poetry	FA	4	0	18	x	x	75
SPAN-GA 4102	Workshop in Poetry	SP	4	1	17	x	x	75
SPAN-GA 4104	Workshop in Literary Translation	FA	4	0	0	x	x	100
SPAN-GA 9003	Spanish for Oral Expression I (Buenos Aires)	SP	0	0	4	x		100
SPAN-GA 9004	Spanish for Oral Expression II (Buenos Aires)	SP	0	0	12	x		100
SPAN-GA 9108	Stylistics & Semantics of Written Spn (Madrid)	FA	4	0	8	x		75
SPAN-GA 9201	Teaching Spanish as a Second Language (Madrid)	FA	4	0	1			75
SPAN-GA 9202	Appld Methodology For Teaching Span (Madrid)	SP	4	0	8	x		75
SPAN-GA 9208	Hispanic Dialectology & Sociolinguistics (Madrid)	SP	4	0	9	x		100
SPAN-GA 9555	Spec Tpcs: Intro to Textual (Madrid)	FA	4	0	5	x		75
SPAN-GA 9556	Spec Tpcs: Translation Practicum (Madrid)	SP	4			x		75
SPAN-GA 9556	Spec Tpcs: Appld Phonetics & Spkn Contemp (Madrid)	SP	4	0	8	x		75
SPAN-UA 1	Spanish for Beginners- Level I	FA	4	249	0	x	x	100
SPAN-UA 1	Spanish for Beginners- Level I	SP	4	173	0	x	x	100
SPAN-UA 1	Spanish for Beginners- Level I	SU	4	30	0	x	x	100
SPAN-UA 10	Intens Elemen Spanish	FA	6	34	0	x	x	100
SPAN-UA 10	Intens Elemen Spanish	SP	6	18	0	x	x	100
SPAN-UA 100	Advanced Grammar and Composition	FA	4	52	0	x	x	100
SPAN-UA 100	Advanced Grammar and Composition	SP	4	56	0	x	x	100
SPAN-UA 100	Advanced Grammar and Composition	SU	4	6	0	x	x	100
SPAN-UA 101	Advanced Spanish Conversation	FA	4	21	0	x	x	100
SPAN-UA 101	Advanced Spanish Conversation	SP	4	31	0	x	x	100

Appendix III Course List - New York University

Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
SPAN-UA 102	Adv Spanish Conversation for Medical Professions	SP	4	11	0	x	x	100
SPAN-UA 11	Spanish for Spanish Speakers	FA	4	13	0	x	x	100
SPAN-UA 11	Spanish for Spanish Speakers	SP	4	11	0	x		100
SPAN-UA 110	Techniques of Translation	FA	4	14	0		x	100
SPAN-UA 111	Adv Spanish for Spanish- Speaking Students	FA	4	14	0	x	x	100
SPAN-UA 111	Adv Spanish for Spanish- Speaking Students	SP	4	5	0	x	x	100
SPAN-UA 2	Spanish for Beginners - Level II	FA	4	216	0	x	x	100
SPAN-UA 2	Spanish for Beginners - Level II	SP	4	220	1	x	x	100
SPAN-UA 2	Spanish for Beginners - Level II	SU	4	25	0	x		100
SPAN-UA 20	Intens Intermed Spanish	FA	6	33	0	x	x	100
SPAN-UA 20	Intens Intermed Spanish	SP	6	56	0	x	x	100
SPAN-UA 20	Intens Intermed Spanish	SU	6	7	0	x		100
SPAN-UA 200	Critical Approaches to Text & Cultural Analysis	FA	4	52	0	x	x	100
SPAN-UA 200	Critical Approaches to Text & Cultural Analysis	SP	4	41	0	x	x	100
SPAN-UA 200	Critical Approaches to Text & Cultural Analysis	SU	4	3	0	x		100
SPAN-UA 225	Creative Writing in Spanish	FA	4	7	0	x	x	75
SPAN-UA 225	Creative Writing in Spanish	SP	4	8	0	x		75
SPAN-UA 3	Intermediate Spanish I	FA	4	226	0	x	x	100
SPAN-UA 3	Intermediate Spanish I	SP	4	172	0	x	x	100
SPAN-UA 3	Intermediate Spanish I	SU	4	17	0	x		100
SPAN-UA 320	Advanced Poetry Workshop in Spanish	FA	4	6	0	x	x	100
SPAN-UA 325	Adv Fiction & Non-Fiction Workshop in Spanish	SP	3	6	0	x		75
SPAN-UA 355	Is Spanish One Language?	FA	4	11	0		x	75
SPAN-UA 4	Intermediate Spanish II	FA	4	184	0	x	x	100
SPAN-UA 4	Intermediate Spanish II	SP	4	206	0	x	x	100
SPAN-UA 4	Intermediate Spanish II	SU	4	27	0	x		100
SPAN-UA 9001	Spanish for Beginners I (Buenos Aires)	SP	4	4	0	x		100
SPAN-UA 9004	Intermediate Spanish II (Buenos Aires)	FA	4	7	0	x		100
SPAN-UA 9004	Intermediate Spanish II (Madrid)	FA	4	7	0	x	x	100
SPAN-UA 9004	Intermediate Spanish II (Buenos Aires)	SP	4	12	0	x	x	100
SPAN-UA 9004	Intermediate Spanish II (Madrid)	SP	4	15	0	x		100
SPAN-UA 9010	Intensive Elementary Spanish (Madrid)	FA	6	18	0	x	x	100
SPAN-UA 9010	Intensive Elementary Spanish (Buenos Aires)	FA	6	7	0	x	x	100
SPAN-UA 9010	Intensive Elementary Spanish (Madrid)	SP	6	9	0	x		100

Appendix III Course List - New York University

Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
SPAN-UA 9010	Intensive Elementary Spanish (Buenos Aires)	SP	6	3	0	x		100
SPAN-UA 9015	Intensive Spanish for Advanced (Buenos Aires)	FA	6	5	0	x	x	100
SPAN-UA 9015	Intensive Spanish for Advanced (Madrid)	FA	6	9	0	x	x	100
SPAN-UA 9015	Intensive Spanish for Advanced Beginners (Buenos Aires)	SP	6	5	0	x	x	100
SPAN-UA 9015	Intensive Spanish for Advanced Beginners (Buenos Aires)	FA	6	7	0	x	x	100
SPAN-UA 9020	Intensive Intermediate Spanish (Madrid)	FA	6	17	0	x	x	100
SPAN-UA 9020	Intensive Intermediate Spanish (Buenos Aires)	FA	6	5	0	x	x	100
SPAN-UA 9020	Intensive Intermediate Spanish (Madrid)	SP	6	15	0	x		100
SPAN-UA 9020	Intensive Intermediate Spanish (Buenos Aires)	SP	6	5	0	x		100
SPAN-UA 9100	Advanced Grammar & Composition (Madrid)	FA	4	15	0	x	x	100
SPAN-UA 9100	Advanced Grammar & Composition (Buenos Aires)	FA	4	11	0	x	x	100
SPAN-UA 9100	Advanced Grammar & Composition (Madrid)	SP	4	22	0	x		100
SPAN-UA 9100	Advanced Grammar & Composition (Buenos Aires)	SP	4	19	0	x		100
SPAN-UA 9100	Advanced Grammar & Composition (Madrid)	SU	4	9	0	x		100
SPAN-UA 9103	La Lengua de Buenos Aires (Buenos Aires)	FA	4	11	0	x	x	100
SPAN-UA 9103	La Lengua de Buenos Aires (Buenos Aires)	SP	4	6	0	x		100
SPAN-UA 9104	Spanish for Commerce (Madrid)	FA	4	4	0	x	x	100
SPAN-UA 9104	Spanish for Commerce (Madrid)	SP	4	6	0	x		100
SPAN-UA 9110	Techniques of Translation (Madrid)	FA	4	4	0	x	x	100
SPAN-UA 9110	Techniques of Translation (Madrid)	SP	4	13	0	x		100
SPAN-UA 9190	Topics in Advanced Language - Spanish for Social Workers (Buenos Aires)	FA	3	0	7			100
SPAN-UA 9200	Crit Approach:Textural & Cultural Analy (Buenos Aires)	FA	4	12	0	x	x	100
SPAN-UA 9200	Crit Approach:Textural & Cultural Analy (Madrid)	FA	4	6	0	x	x	75
SPAN-UA 9200	Crit Approach:Textural & Cultural Analy (Buenos Aires)	SP	4	6	0	x		100
SPAN-UA 9200	Crit Approach:Textural & Cultural Analy (Madrid)	SP	4	10	0	x		75
SPAN-UA 9200	Crit Approach:Textural & Cultural Analy (Madrid)	SU	4	6	0	x		75
SPAN-UA 995	Senior Honors Seminar	FA	4	5	0	x	x	75
SPAN-UA 996	Honors Thesis Seminar	SP	4	4	0	x		75
TRAN1-GC 2111	Translating for International Financial Institutions - Spanish	SP	3	0	4	x		100
TRAN1-GC 3120	Financial Translation I- Spanish	FA	3	0	9	x		100
TRAN1-GC 3120	Financial Translation I- Spanish	SP	3			x		100
TRAN1-GC 3125	Financial Translation II- Spanish	SP	3	0	2	x	x	100
TRAN1-GC 3130	Legal Translation I - Spanish	FA	3	0	8			100
TRAN1-GC 3145	Translation of Contracts-Spanish	FA	3	0	10	x	x	100

PR/Award # P015A180149

Appendix III Course List - New York University

Course Number	Course Title	SEM	PTS	2016-17		17-18	18-19	LAC %
				UG	GRAD			
TRAN1-GC 3195	Patents Translation - Spanish	SP	3	0	7	x		100
UAM 8041	General Translation (Madrid)	SP	3	1	0			100

## **Title VI NRC - FLAS Application**

**Columbia University Institute for Latin American Studies (ILAS)**

**New York University Center for Latin American and Caribbean Studies (CLACS)**

### **Position Descriptions**

#### **Latin America News Dispatch Associate Editor**

@50% @18\$/hr cost share with NYU Journalism

Based at CLACS, the Latin America News Dispatch produces original news stories about Latin America, the Caribbean, and U.S. foreign policy for its website, latindispatch.com, as well as a daily newsletter "Today in Latin America," which is republished by Latino USA, an affiliate of NPR. The Associate Editor is the coordinator. The Associate Editor is a graduate student position, hired for the academic year. He/she coordinates the publishing cycle and manages content; manages work of assistant editors, interns, and writers; generates story ideas; proofreads, edits and improves stories or pieces. The Dispatch is a central mechanism through which CLACS meets the first absolute priority of the NRC program as articulated by the US/ED: the online publication presents diverse perspectives on a wide range of views and generates debate on world regions and international affairs. Because the position is filled by graduate students, it also provides relevant experience and promotes future service in areas of national need in both the non-profit and private sectors.

#### **NACLA Report on the Americas Assistant Editor**

@50% @18\$/hr cost share with NYU FAS

Published since 1967, the award-winning NACLA Report offers comprehensive, analytic coverage of Latin America not found anywhere else in the English-language press. Since 2013, NACLA has been housed at CLACS, and beginning in 2016, is published by Routledge. The position of Editorial Assistant is reserved for an NYU student pursuing advanced study in LAC; in practice it has been filled by a student enrolled in the Global Journalism program (a joint degree in LACS and Journalism). The position entails helping with production of the print magazine, including copyediting, fact-checking and photo research; editing and posting articles to the nacla.org website; and producing content for social media. NACLA is a central mechanism through which CLACS meets the first absolute priority of the NRC program as articulated by the US/ED: the online publication presents diverse perspectives on a wide range of views and generates debate on world regions and international affairs. Because the position is filled by graduate students, it also provides relevant experience and promotes future service in areas of national need in both the non-profit and private sectors.

June 19, 2018

To Whom It May Concern:

The IDLC is partnership of the Institute for Latin American Studies at Columbia University, The Jaime Lucero Mexican Studies Institute at Lehman College, and the Center for Latin American and Caribbean Studies at New York University, designed to promote the teaching, learning, and study of indigenous and diasporic languages of the Americas.

The Consortium allows currently enrolled students from each institution to study languages at the other, and provides research and resources to support and promote the teaching and learning of these languages.

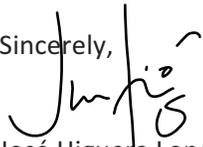
By teaching Mixtec at Lehman College, the Mexican Studies Institute is actively working to promote the preservation of a Mixtec, a language that is often excluded from educational curriculums. The Mexican Studies Institute by offering this course promotes the acknowledgement of the indigenous communities present and their culture throughout New York City.

Urbanization and modernization are continuous threats to the preservation of Mixtec. As people migrate to the United States to urban centers like New York City they tend to assimilate into the host culture resulting in the loss of their indigenous culture. Currently, many native Mixtec speakers who reside in the New York City, experience discrimination due to their language and culture. As a result, both in the United States and Mexico the Mixtec language is disappearing.

There are limited attempts to preserve the language. The consortium has allowed the Institute to be able to offer Mixtec course for the first time in 2016. Through the use of technology, a qualified native speaking Mixtec Professor has been able to teach the course remotely from Mexico. Since then there have had over 25 students who have taken the course. To further engage the Lehman, collaborating universities, and the local community the course has been open for all members to be able to enroll. This is a unique feature that seeks to engage local Mixtec speakers in the university classroom. Community members who are interested in preserving the language by learning it and those who are also native speakers have been encouraged to enroll.

One student this past semester who is a native Mixtec speaker was prompted to learn more about his culture and roots. By taking the course, it sparked conversations with members of his family who are also Mixtec speakers. After taking the course he has found a new sense of pride over the Mixtec language. He is now highly motivated to fully learn the language and understand the importance of passing it on to later generations. This is one example of the many positive outcomes that can result from taking and offering the Mixtec course.

The Mexican Studies Institute is committed to the revival of the Mixtec language and the empowerment of the Indigenous Mixtec community.

Sincerely,  
  
José Higuera López

Interim Director, The Jaime Mexican Studies Institute at the City University of New York



Center for Ethnic Studies

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June 20, 2018

To Whom It May Concern:

It gives me great pleasure to write in support of the Title VI grant application from the Center for Latin American and Caribbean Studies (CLACS) at NYU. This past year, the Center for Ethnic Studies at BMCC (CES) and CLACS started meeting regularly to discuss ways in which we could both work to improve our programs and establish opportunities of collaboration and other connections between faculty, students and staff in both institutions. The main objective has been to develop common areas of knowledge that reflect the heritage and interests of our student body and reality of NYC.

This partnership has been extremely beneficial for CES faculty. It has provided much needed time to reflect the status of our resources and to develop a common vision and a plan to improve our program by assessing our current course offerings and identify areas that need further development.

The Center's faculty has already started mapping the areas that need to be assessed and updated and the courses that need to be designed in order to better serve our student population and offer courses that reflect their presence at BMCC. We have been able to offer reassigned time to one of our junior faculty members so she can coordinate this and other initiatives. Last April, CES faculty participated in a professional development workshop at the National Museum of the American Indian. This was an important opportunity for us to look ahead and plan steps to reach some of our goals.

In this cycle, the main goals in the partnership with CLACS will be to revise and update the current course offerings that we already have in the course catalog. We would also like to design three new courses: *Introduction to Mexican Studies*; *Introduction to Afro-Latin Studies*; *Migration, Diaspora*; and *Transnationalism in Latin America*. These courses are central to the new Ethnic Studies major as they will reflect needs and changes of the student population and help prepare our students in continuing their education beyond BMCC and hopefully at NYU in Latin American Studies. We will also create a foundational course in Ethnic Studies: *Introduction to Ethnic Studies* which will reflect the history of Latin American and Latinx populations in the US. This course needs to be created by Spring 2019 to coincide with the launch of our Ethnic Studies major.

We are excited to continue working with CLACS at NYU. This partnership has brought us together through our interests and goals of serving our student population and we hope we can continue this project in the future. We are grateful for their energy and support and we hope they receive all the support they deserve and that will enable us to continue strengthening this partnership.

Sincerely yours,

Patricia Mathews-Salazar   
Director, Center for Ethnic Studies  
Professor of Anthropology  
Borough of Manhattan Community College  
The City University of New York



## Faculty Resource Network

at New York University

411 Lafayette Street, 3<sup>rd</sup> Floor  
New York, NY 10003

June 19, 2018

To whom it may concern,

We are delighted to write in support of the Title VI grant application that will be submitted by NYU's Center for Latin and Caribbean Studies, and would like to focus on the many years of collaborative efforts between the Center and the Faculty Resource Network (FRN).

The FRN, now in its 34<sup>th</sup> academic year, is a consortium based at New York University which has been internationally acclaimed for its unique and successful approach to providing professional development opportunities for faculty members at its partner institutions. The current membership includes 50 colleges, spanning 18 states, the Commonwealth of Puerto Rico, and Europe. The Faculty Resource Network also serves as the faculty development arm of the Leadership Alliance, an affiliated 35-institution consortium based at Brown University, whose mission is to increase the pipeline of underrepresented students who pursue graduate degrees.

The major initiatives of the FRN are our Network Winter, Network Summer, and National Symposia programs. These innovative seminars and sessions expose faculty to the latest developments in teaching and learning and provide practical strategies for using this new material in the classroom. Listed below please find the seminars and programs that have been presented by the Center to the FRN over the past several years:

*The Haitian Experience in Literature*

*The Global South and Cinemas of the Americas*

*Race and Color in the Caribbean*

*Cuba Now and Next*

*Globalization and the Making of Latin American Cities*

*The Color of Race in the Americas: Post-Racial Mythologies*

*Puerto Rican Culture at the Borderlands*

*After Truth: Human Rights and Wrongs in Latin America*

*Contemporary Latin-American and Caribbean Cinema*

*Afro-Latino History and Culture*

*Better than Fiction: The Urban Chronicle and the New Latin American Novel*

*The Puerto Rican Dilemma: National Identity within the Borders of the American Nation*

We deeply value our connection to the Center, and hope that you support this grant proposal so that they can continue to provide the quality programming that meets the needs of our FRN faculty members.

Sincerely,

A handwritten signature in cursive script that reads "Anne L. Ward".

Anne L. Ward

Associate Director, Office of Faculty Resources,  
New York University  
Associate Director, Faculty Resource Network

June 20, 2018

To whom it may concern:

I am writing to express strong support for NYU CLACS' application for renewed Title VI funding and confirm my willingness to continue to serve as an external evaluator. I have been familiar with CLACS' work since 2003, when I came to NYU as an assistant professor in international education. After I moved to American University in 2013, I became an external evaluator both for the Kevorkian Center for Near Eastern Studies and for CLACS at NYU, and have agreed to serve both NRCs in the next cycle of evaluation. Starting in 2005, I was also co-investigator on a ten-year SSRC-based evaluation of Title VI NRCs across the US, which was partially funded with two grants from the US Department of Education.

In the 2016-17 evaluation of CLACS, I reported that CLACS has carved out an important national niche in the field through a clear focus on indigenous studies and issues of social justice and inequality in the region. CLACS has a demonstrated and well-recognized strength in the humanities in general and in documentary film in particular, building on Columbia University's strengths in Latin American social sciences and policy through the Indigenous and Diasporic Languages Consortium (IDLC).

Overall, the IDLC- with Columbia University and Lehman College- is a particularly important part of CLACS' broader impact. Faculty and administrators viewed the IDLC as an important advantage for students and scholars so that some of the regional or disciplinary expertise not housed at CLACS is made available to all. Participants in the evaluation still spoke of a brief period in the early 2000s when the Consortium became less active, describing that time as a "major blow to both institutions," with relief expressed at how new leadership worked hard to rebuild the relationship in ways that led to demonstrated successes, such as a recent El Salvador conference which was widely lauded as a success for both institutions. CLACS' strong reputation as a center for cultural studies and humanities is balanced exceptionally well by the Columbia counterpart (ILAS)'s strengths in social science and policy. In this way, the Consortium builds on strengths across the city, to the great benefit of scholars and students alike.

I have committed to continue to serve both CLACS and Kevorkian as an external evaluator in the next grant cycle. To the extent possible, I will align the evaluation work to ensure it is as efficient and cost-effective as possible. Thus, interviews and conversations with key NYU leadership (Deans, Vice-Provost, etc.) could address both centers at once; site visits to NYU could combine evaluation work for both Centers; joint outreach activities could be evaluated together, and so forth.

Please reach out if I can provide any additional information, at [cynthia@american.edu](mailto:cynthia@american.edu) or 202-885-3740.

Sincerely,



Cynthia Miller-Idriss  
Professor of Education and Sociology  
Director, International Training and Education Program



June 21, 2018

To Whom It May Concern;

It is with great pleasure that I write in support of the Center for Latin American and Caribbean Studies (CLACS) at New York University's application for the Title VI grant. Over the years we have collaborated in bringing films and relevant discussions related to Latin American Studies to a range of audiences. More recently, we partnered to create the teacher's study guide for our film "500 YEARS" which is featured on our website as an educational resource available in English and Spanish. Those who led the project had such a smart sense of how to turn the essence of a film about a small country in Central America [Guatemala] that conducted the first trial for a perpetrator of genocide against indigenous peoples, into a readily accessible guide for teachers and students alike.

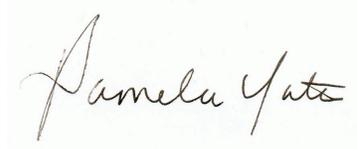
The CLACS student and faculty team involved us in every aspect of the guide, asked for our suggestions, artfully used the production photographs, and captured the essence of the protagonists in "500 YEARS." They understood how to tease out the universal themes of resistance, courage, greed and racism and apply them to interactive questioning so that students as well as teachers could have a deep and rich discussion about applying some themes in our own country, while questioning others.

As the film was broadcast on PBS, shown in film festivals on 6 continents, and had a robust educational outreach and engagement campaign, we've been able to use the study guide in academic settings as well as with civil society organizations. Across the U.S., the film and its accompanying guide have been used in over 20 community screenings and discussions in partnership with the Network in Solidarity with the People of Guatemala (NISGUA). The film and guide were also recently used at a conference with 50 high school teachers in Guatemala in partnership with the local organization IIARS (Instituto Internacional de Aprendizaje para la Reconciliación Social) whose mission aims at bringing together Guatemalans in social reconciliation through education. Two more similar workshops in IIARS are being planned.

The CLACS team also introduced me to one of their graduate students who translated the entire guide into Spanish, helping to make “500 YEARS” reach even further into Spanish language immersion schools and within Spanish speaking communities in the U.S. and Latin America.

As a documentary film director, my aim is to create films that have an emotional impact. I want to be sure that there is a place for the viewer to go further and deeper with that emotion. I want them to be able to increase their knowledge and consider how to act locally. The CLACS team made sure that the study guide to “500 YEARS” made all of that possible.

Regards,

A handwritten signature in cursive script that reads "Pamela Yates". The signature is written in black ink on a light-colored background.

Pamela Yates  
Creative Director  
Skylight

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Detail

1	Project Title: New York City Consortium in Latin American and Caribbean Studies														
2	Consortium Activity														
3	NYU Activity														
4	CU Activity														
5	AY 2018-19			AY 2019-20			AY 2020-21			AY 2021-22			Narrative Ref.		
6	NYU	CU	TOTAL NRC Y1	NYU	CU	TOTAL NRC Y2	NYU	CU	TOTAL NRC Y3	NYU	CU	TOTAL NRC Y4	TOTAL NRC Y1-4		
7	<b>1. PERSONNEL</b>														
8	<b>A. Administrative</b>														
9	Outreach Manager (15% Salary) to administer K-12 programs, communications, events, faculty grants programs, and other NRC initiatives)	\$0	\$11,359	\$11,359	\$0	\$11,359	\$11,359	\$0	\$11,359	\$11,359	\$0	\$11,359	\$11,359	\$45,436	
10	Fringe @ 30.3%	\$0	\$3,442	\$3,442	\$0	\$3,442	\$3,442	\$0	\$3,442	\$3,442	\$0	\$3,442	\$3,442	\$13,767	
11	<b>Subtotal, Administrative</b>	<b>\$0</b>	<b>\$14,801</b>	<b>\$14,801</b>	<b>\$59,203</b>										
12															
13	<b>B. Language Instruction and Development</b>														
14	<b>Kreyòl @ NYU</b>														
15	Partial salary for adjunct instructor of Kreyòl (3 courses) @ 50%; incremental increase to 4 courses in 2020-22 @ 50% cost share with NYU FAS	\$13,000	\$0	\$13,000	\$13,000	\$0	\$13,000	\$17,000	\$0	\$17,000	\$17,000	\$0	\$17,000	\$60,000	2, 6
16	Fringe @ 30.5%	\$3,965	\$0	\$3,965	\$3,965	\$0	\$3,965	\$5,185	\$0	\$5,185	\$5,185	\$0	\$5,185	\$18,300	2, 6
17	Partial salary for adjunct instructor of Kreyòl for Law Students, cost share with NYU School of Law incremental decrease from 50% to 0%.	\$3,000	\$0	\$3,000	\$2,000	\$0	\$2,000	\$1,000	\$0	\$1,000	\$0	\$0	\$0	\$6,000	2, 6
18	Fringe @ 30.5%	\$915	\$0	\$915	\$610	\$0	\$610	\$305	\$0	\$305	\$0	\$0	\$0	\$1,830	2, 6
19	<b>Subtotal, Language Instruction</b>	<b>\$20,880</b>	<b>\$0</b>	<b>\$20,880</b>	<b>\$19,575</b>	<b>\$0</b>	<b>\$19,575</b>	<b>\$23,490</b>	<b>\$0</b>	<b>\$23,490</b>	<b>\$22,185</b>	<b>\$0</b>	<b>\$22,185</b>	<b>\$86,130</b>	
20															
21	<b>C. Library Personnel</b>														
22	Partial salary support for aide to bibliographer	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$20,000	
23	Fringe @ 30.3%	\$0	\$1,515	\$1,515	\$0	\$1,515	\$1,515	\$0	\$1,515	\$1,515	\$0	\$1,515	\$1,515	\$6,060	
24															
25	<b>D. Outreach Support Personnel</b>														
26	Latin America News Dispatch Student Associate Editor @30% @18\$/hr cost share with NYU Journalism	\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$12,000	6
27	Fringe @ 30.5%	\$915	\$0	\$915	\$915	\$0	\$915	\$915	\$0	\$915	\$915	\$0	\$915	\$3,660	6
28	NACLA Report on the Americas Student Assistant Editor: @30% @18\$/hr cost share with NYU	\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$3,000	\$0	\$3,000	\$12,000	6
29	Fringe @ 30.5%	\$915	\$0	\$915	\$915	\$0	\$915	\$915	\$0	\$915	\$915	\$0	\$915	\$3,660	6
30	<b>Subtotal, Library and Outreach Support Personnel</b>	<b>\$7,830</b>	<b>\$6,515</b>	<b>\$14,345</b>	<b>\$57,380</b>										
31															
32	<b>SUBTOTAL, PERSONNEL</b>	<b>\$28,710</b>	<b>\$21,316</b>	<b>\$50,026</b>	<b>\$27,405</b>	<b>\$21,316</b>	<b>\$48,721</b>	<b>\$31,320</b>	<b>\$21,316</b>	<b>\$52,636</b>	<b>\$30,015</b>	<b>\$21,316</b>	<b>\$51,331</b>	<b>\$202,713</b>	
33															
34	<b>2. TRAVEL</b>														
35	<b>A. Foreign Travel</b>														

Budget Detail

36	Support for library staff (subject librarian) to travel to Latin America for purposes of acquisitions; 1 @ \$750	\$750	\$1,500	\$2,250	\$1,000	\$1,500	\$2,500	\$1,000	\$1,500	\$2,500	\$1,000	\$1,500	\$2,500	\$9,750	
37	Partial support faculty research in LAC @ \$2000-\$3000 each	\$15,000	\$0	\$15,000	\$15,000	\$0	\$15,000	\$15,000	\$0	\$15,000	\$15,000	\$0	\$15,000	\$60,000	4, 7
38	<b>Subtotal, Foreign Travel</b>	<b>\$15,750</b>	<b>\$1,500</b>	<b>\$17,250</b>	<b>\$16,000</b>	<b>\$1,500</b>	<b>\$17,500</b>	<b>\$16,000</b>	<b>\$1,500</b>	<b>\$17,500</b>	<b>\$16,000</b>	<b>\$1,500</b>	<b>\$17,500</b>	<b>\$69,750</b>	
39															
40	<b>B. Domestic Travel</b>														
41	Partial support for priority language and LCTL faculty to attend area-related meetings, including MOPI workshop for LCTL instructors 3 @750 each	\$2,250	\$2,250	\$4,500	\$2,250	\$2,250	\$4,500	\$2,250	\$2,250	\$4,500	\$2,250	\$2,250	\$4,500	\$18,000	6
42	Travel for project employees for professional development, participation in meetings, and to develop linkages	\$3,500	\$0	\$3,500	\$3,500	\$0	\$3,500	\$3,500	\$0	\$3,500	\$3,500	\$0	\$3,500	\$14,000	
43	<b>Subtotal, Domestic Travel</b>	<b>\$5,750</b>	<b>\$2,250</b>	<b>\$8,000</b>	<b>\$32,000</b>										
44															
45	<b>SUBTOTAL, TRAVEL</b>	<b>\$21,500</b>	<b>\$3,750</b>	<b>\$25,250</b>	<b>\$21,750</b>	<b>\$3,750</b>	<b>\$25,500</b>	<b>\$21,750</b>	<b>\$3,750</b>	<b>\$25,500</b>	<b>\$21,750</b>	<b>\$3,750</b>	<b>\$25,500</b>	<b>\$101,750</b>	
46															
47	<b>3. SUPPLIES</b>														
48	<b>A. Library [Core mission]</b>														
49	Library acquisitions	\$5,000	\$5,000	\$10,000	\$5,000	\$5,000	\$10,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$30,000	
50															
51	<b>B. Priority Lang. and LCTL Course development [Core mission]</b>														
52	Krèyol language course development and teaching materials (labs, technology, a-v materials)	\$500	\$0	\$500	\$500	\$0	\$500	\$500	\$0	\$500	\$500	\$0	\$500	\$2,000	6
53	Quechua language teaching materials to be shared on IDLC website (publication, filming, editing, media)	\$500	\$0	\$500	\$500	\$0	\$500	\$500	\$0	\$500	\$500	\$0	\$500	\$2,000	6
54															
55	<b>C. K-12 Outreach [AP2]</b>														
56	Materials K-12 Teacher conferences and in-school lectures (curriculum, printing, and marketing)	\$800	\$0	\$800	\$800	\$0	\$800	\$0	\$0	\$0	\$0	\$0	\$0	\$1,600	6
57															
58	<b>SUBTOTAL, SUPPLIES</b>	<b>\$6,800</b>	<b>\$5,000</b>	<b>\$11,800</b>	<b>\$6,800</b>	<b>\$5,000</b>	<b>\$11,800</b>	<b>\$1,000</b>	<b>\$5,000</b>	<b>\$6,000</b>	<b>\$1,000</b>	<b>\$5,000</b>	<b>\$6,000</b>	<b>\$35,600</b>	
59															
60	<b>4. OTHER</b>														
61	<b>A. K-12 Outreach Activities [AP2]</b>														
62	CLACS Indocumentales annual film festival; production costs; screening fees; honoraria; talkbalks with filmmakers @\$1000/film	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$20,000	3, 6
63	Indocumentales K12 Outreach Liaison	\$4,000	\$0	\$4,000	\$4,000	\$0	\$4,000	\$4,000	\$0	\$4,000	\$4,000	\$0	\$4,000	\$16,000	3, 6
64	CLACS Indocumentales Educational partner organization "What Moves You" curricular development (5 @ \$500)	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$10,000	3, 6
65	K-12 teacher fellows program to develop LACS K12 curriculum (5 teacher fellowships @ \$500)	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$10,000	3, 6

Budget Detail

66	K12 Summer Institute with NYU Kevorkian (NRC)	\$3,500	\$0	\$3,500	\$3,500	\$0	\$3,500	\$3,500	\$0	\$3,500	\$3,500	\$0	\$3,500	\$14,000	3, 6, 8
67	FIU/John Jay K12 Collaboration "LACC Resilient Communities against Transnational Gangs" (RESCAT) Summer Institute (intensive seminar: speakers fees, airfare, lodging)	\$0	\$0	\$0	\$0	\$0	\$0	\$3,000	\$0	\$3,000	\$0	\$0	\$0	\$3,000	3, 6, 8
68	CU Americas Dialog on Educational Policy (annual conferences and public seminars related to educational policy, curriculum development and/teacher training in Latin America); meeting costs, speakers fees, airfare, lodging) [CU cost share]	\$0	\$15,000	\$15,000	\$0	\$15,000	\$15,000	\$0	\$15,000	\$15,000	\$0	\$15,000	\$15,000	\$60,000	3, 6
69	K12 teacher conferences and training workshops for teachers in partnership with Education Schools (curriculum/cont development, meeting costs, speakers fees, airfare, lodging)	\$5,000	\$10,000	\$15,000	\$5,000	\$10,000	\$15,000	\$5,000	\$10,000	\$15,000	\$5,000	\$10,000	\$15,000	\$60,000	3, 6
70															
71	<b>B. Post-Secondary Outreach [CP1]</b>														
72	LACS Area studies seminar at Faculty Resource Network Summer	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$20,000	3, 6
73	Partnership with BMCC to develop 4 new courses with LAC content (support for workshops, course development, faculty development)	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$20,000	3, 6
74	Partial support for Mixtec language course development and teaching, including salary support (fringe inclusive) and materials (labs, technology, a-v materials) @ Lehman	\$0	\$14,000	\$14,000	\$0	\$14,000	\$14,000	\$0	\$14,000	\$14,000	\$0	\$14,000	\$14,000	\$56,000	1, 6
75															
76	<b>C. IDLC Language development [core mission]</b>														
77	IDLC/Runasimi Quechua community outreach; conferences, lectures, artistic events, May Sumak Quechua Film Showcase	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$5,000	\$0	\$5,000	\$12,500	2, 6
78	Portuguese Applied Pedagogy Workshop series to enhance the professional development of lecturers and teaching fellows at CU, NYU, and other educational institutions in the NYC area (including high schools); meeting costs, speakers fees, airfare, lodging)	\$0	\$10,000	\$10,000	\$0	\$10,000	\$10,000	\$0	\$10,000	\$10,000	\$0	\$10,000	\$10,000	\$40,000	2, 6
79	Biannual "LCTLs in the Global City" Joint Conference (speakers fees, airfare, lodging, web presence)	\$7,500	\$2,500	\$10,000	\$0	\$0	\$0	\$7,500	\$2,500	\$10,000	\$0	\$0	\$0	\$20,000	2, 6, 8
80	IDLC Collaborative Outreach: lectures, workshops (CU, NYU, Lehman)	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$5,000	\$0	\$5,000	\$20,000	2, 6
81															
82	<b>D. Academic initiatives and outreach [AP1; Core mission]</b>														
83	NYU Brazil Initiative (major/minor development and outreach; events, lectures, conferences related to Portuguese language and teaching methodology) with matching funds by NYU	\$4,000	\$0	\$4,000	\$4,000	\$0	\$4,000	\$4,000	\$0	\$4,000	\$4,000	\$0	\$4,000	\$16,000	6
84	NYU Caribbean Initiative (major/minor development and outreach; conferences, lectures, artistic events, undergrad outreach; includes cosponsorships with other programs) with matching funds by NYU	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$2,500	\$0	\$2,500	\$10,000	6

Budget Detail

85	Multidisciplinary Research Colloquia with public outreach and graduate course (speakers fees, airfare, lodging, web presence)	\$10,000	\$0	\$10,000	\$10,000	\$0	\$10,000	\$10,000	\$0	\$10,000	\$10,000	\$0	\$10,000	\$40,000	6
86	Biannual Area Studies Joint Conference (speakers fees, airfare, lodging, web presence)	\$0	\$0	\$0	\$7,500	\$2,500	\$10,000	\$0	\$0	\$0	\$7,500	\$2,500	\$10,000	\$20,000	3, 6
87															
88	<b>E. Area Studies Outreach and Faculty Research [AP1]</b>														
89	Webhosting for Latin American News Dispatch	\$250	\$0	\$250	\$250	\$0	\$250	\$250	\$0	\$250	\$250	\$0	\$250	\$1,000	6
90	NYC-CLAS Collaborative 2-Year Faculty Grants (eg. NYU-CU working group on Latin American History)	\$0	\$10,000	\$10,000	\$0	\$10,000	\$10,000	\$0	\$10,000	\$10,000	\$0	\$10,000	\$10,000	\$40,000	4, 7
91	CU Interdisciplinary Collaborative Faculty Grants Program (a variable number of grants and amounts each year, ranging from about 3 to 5 concurrent grants funded per year, for amounts ranging from \$5,000 to \$15,000 per year; specific funding use contingent on faculty proposals selected, but would be potentially used for travel, students assistantships, conferences, and/or materials)	\$0	\$30,000	\$30,000	\$0	\$30,000	\$30,000	\$0	\$30,000	\$30,000	\$0	\$30,000	\$30,000	\$120,000	4, 7
92	Professional Association and Conference Fees (LASA Institutional Membership, which includes media outreach opportunities, subsidized student membership, and congress registration and Center Director Section membership)	\$2,700	\$2,700	\$5,400	\$2,700	\$2,700	\$5,400	\$2,700	\$2,700	\$5,400	\$2,700	\$2,700	\$5,400	\$21,600	
93															
94	<b>F. Evaluation</b>														
95	Outcome-oriented Performance Measurement System; Evaluations of academic outcomes	\$1,000	\$1,000	\$2,000	\$1,000	\$1,000	\$2,000	\$1,000	\$1,000	\$2,000	\$1,000	\$1,000	\$2,000	\$8,000	7
96															
97	<b>SUBTOTAL, OTHER</b>	<b>\$67,950</b>	<b>\$95,200</b>	<b>\$163,150</b>	<b>\$67,950</b>	<b>\$95,200</b>	<b>\$163,150</b>	<b>\$70,950</b>	<b>\$95,200</b>	<b>\$166,150</b>	<b>\$70,450</b>	<b>\$95,200</b>	<b>\$165,650</b>	<b>\$658,100</b>	
98															
99															
100	<b>SUMMARY OF DIRECT COSTS</b>														
101	A. PERSONNEL	\$22,000	\$16,359	\$38,359	\$21,000	\$16,359	\$37,359	\$24,000	\$16,359	\$40,359	\$23,000	\$16,359	\$39,359	\$155,436	
102	B. FRINGE BENEFITS	\$6,710	\$4,957	\$11,667	\$6,405	\$4,957	\$11,362	\$7,320	\$4,957	\$12,277	\$7,015	\$4,957	\$11,972	\$47,277	
103	C. TRAVEL	\$21,500	\$3,750	\$25,250	\$21,750	\$3,750	\$25,500	\$21,750	\$3,750	\$25,500	\$21,750	\$3,750	\$25,500	\$101,750	
104	D. SUPPLIES	\$6,800	\$5,000	\$11,800	\$6,800	\$5,000	\$11,800	\$1,000	\$5,000	\$6,000	\$1,000	\$5,000	\$6,000	\$35,600	
105	E. OTHER	\$67,950	\$95,200	\$163,150	\$67,950	\$95,200	\$163,150	\$70,950	\$95,200	\$166,150	\$70,450	\$95,200	\$165,650	\$658,100	
106	TOTAL DIRECT COSTS	\$124,960	\$125,266	\$250,226	\$123,905	\$125,266	\$249,171	\$125,020	\$125,266	\$250,286	\$123,215	\$125,266	\$248,481	\$998,163	
107	MODIFIED TOTAL DIRECT COSTS		\$150,266												
108	TOTAL INDIRECT COSTS (8%)	\$9,997	\$12,021	\$22,018	\$9,912	\$10,021	\$19,934	\$10,002	\$10,021	\$20,023	\$9,857	\$10,021	\$19,878	\$81,853	
109	<b>GRAND NRC TOTAL</b>	<b>\$134,957</b>	<b>\$137,287</b>	<b>\$272,244</b>	<b>\$133,817</b>	<b>\$135,287</b>	<b>\$269,104</b>	<b>\$135,022</b>	<b>\$135,287</b>	<b>\$270,309</b>	<b>\$133,072</b>	<b>\$135,287</b>	<b>\$268,359</b>	<b>\$1,080,016</b>	
110	<b>TOTAL, FLAS BUDGET</b>	<b>\$246,000</b>	<b>\$246,000</b>	<b>\$492,000</b>	<b>\$1,968,000</b>										
111	<b>TOTAL FEDERAL REQUEST</b>	<b>\$380,957</b>	<b>\$383,287</b>	<b>\$764,244</b>	<b>\$379,817</b>	<b>\$381,287</b>	<b>\$761,104</b>	<b>\$381,022</b>	<b>\$381,287</b>	<b>\$762,309</b>	<b>\$379,072</b>	<b>\$381,287</b>	<b>\$760,359</b>	<b>\$3,048,016</b>	

Budget Detail

Project Title: Partnership in Latin American Studies													
	AY 2018-19			AY 2019-2020			AY 2020-21			AY 2021-22			
FLAS Budget	NYU	CU	FLAS Total Y1	NYU	CU	FLAS Total Y2	NYU	CU	FLAS Total Y3	NYU	CU	FLAS Total Y4	FLAS TOTAL Y1-4
<b>1. Summer FLAS</b>													
A. Institutional Payment													
<b>2 @ \$5,000 on each campus per year</b>	\$10,000.00	\$10,000.00	\$20,000.00	\$10,000.00	\$10,000.00	\$20,000.00	\$10,000.00	\$10,000.00	\$20,000.00	\$10,000.00	\$10,000.00	\$20,000.00	
B. Subsistence Allowance													
<b>2 @ \$2,500 on each campus per year</b>	\$5,000.00	\$5,000.00	\$10,000.00	\$5,000.00	\$5,000.00	\$10,000.00	\$5,000.00	\$5,000.00	\$10,000.00	\$5,000.00	\$5,000.00	\$10,000.00	
<b>Subtotal, Summer FLAS</b>	<b>\$15,000.00</b>	<b>\$15,000.00</b>	<b>\$30,000.00</b>										
<b>1. Academic Year FLAS</b>													
A. Institutional Payment													
<b>7 Grad @ \$15,000 on each campus per year</b>	\$105,000.00	\$105,000.00	\$210,000.00	\$105,000.00	\$105,000.00	\$210,000.00	\$105,000.00	\$105,000.00	\$210,000.00	\$105,000.00	\$105,000.00	\$210,000.00	
B. Subsistence Allowance													
<b>7 Grad @ \$18,000 on each campus per year</b>	\$126,000.00	\$126,000.00	\$252,000.00	\$126,000.00	\$126,000.00	\$252,000.00	\$126,000.00	\$126,000.00	\$252,000.00	\$126,000.00	\$126,000.00	\$252,000.00	
<b>Subtotal, AY FLAS</b>	<b>\$231,000.00</b>	<b>\$231,000.00</b>	<b>\$462,000.00</b>										
<b>TOTAL, FLAS BUDGET</b>	<b>\$246,000.00</b>	<b>\$246,000.00</b>	<b>\$492,000.00</b>	<b>\$1,968,000.00</b>									
Narrative Reference - page 4													