

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140154 P015B140154

Univ of Texas/Austin

LAC

A#B

Latin America Caribbean

OMB Number: 4040-0004

Expiration Date: 8/31/2016

C

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"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="The University of Texas at Austin"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="74-6000-203"/>	* c. Organizational DUNS: <input type="text" value="1702302390000"/>	
d. Address:		
* Street1: <input type="text" value="Office of Sponsored Projects, Suite 5.300"/>	Street2: <input type="text" value="101 E. 27th Street, Stop A9000"/>	
* City: <input type="text" value="Austin"/>	County/Parish: <input type="text" value="Travis County"/>	
* State: <input type="text" value="TX: Texas"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="78712-0532"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Lozano Long Inst. LAS"/>	Division Name: <input type="text" value="College of Liberal Arts"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Yvette"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Trujillo"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Grants and Contracts Specialist"/>	
Organizational Affiliation: <input type="text" value="Office of Sponsored Projects"/>		
* Telephone Number: <input type="text" value="512-471-2335"/>	Fax Number: <input type="text" value="512-471-6564"/>	
* Email: <input type="text" value="osp@austin.utexas.edu"/>		

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 -002

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

13. Competition Identification Number:

ED-GRANTS-053014-001 -002

Title:

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

Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program
CFDA Number 84.015B

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers and Foreign Language and Area Studies Fellowships Program Department of Education Title VI

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="541,585.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="541,585.00"/>

*** 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

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
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix: First Name: Middle Name: Last Name: Suffix:

Address:

Street1:

Street2:

City:

County:

State:

Zip Code:

Country:

Phone Number (give area code) Fax Number (give area code)

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

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.



**LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
THE UNIVERSITY OF TEXAS AT AUSTIN**

FEDERAL FORMS

NOTICE TO ALL APPLICANTS

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.

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

Estimated Burden Statement for GEPA Requirements

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

University of Texas at Austin Compliance with GEPA Section 427

The University of Texas at Austin is committed to an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination on the basis of race, color, religion, national origin, gender, age, disability, citizenship, or veteran status. Discrimination on the basis of sexual orientation is also prohibited pursuant to University policy.

The University of Texas College of Liberal Arts is committed to providing equal access and treatment for eligible students and other project participants who are members of traditionally under-represented groups. Liberal Arts Instructional Technology Services is committed to the model that all members of the student body will have full access to every component of the academic program regardless of personal circumstances.

The University of Texas at Austin has established offices on the campus that support and assist the colleges, administrative offices and programs in assuring non-discrimination, equal access and participation.

The 2013-2014 student body at UT was composed of 48.4% White, 4% African American, 15.4% Asian American, 19.1% Hispanic, 0.2% Native American, 1.8% 2 or more (excl. Hisp./Black), and 9.2% Foreign (with .9% unknown).

The campus is ADA compliant and services are available to assist anyone with special needs. The UT campus is now completely converted to provide wheelchair access to all classrooms, libraries, offices, and dormitories. Students with learning disabilities or with hearing and visual impairments identify themselves to the faculty members, who have been instructed in how to comply with all the provisions of the Americans with Disabilities Act to the fullest extent possible. Additionally, all University websites are required to be in full compliance with U.S. Section 508 guidelines for alternative accessibility.

Compliance training is required of faculty and staff at The University of Texas at Austin. This training involves non-discrimination training, affirmation action education and equal opportunity policy. All faculty and staff at The University of Texas at Austin renew the compliance training every two years, therefore, the faculty and staff in planning and securing venues for symposia, workshops, lectures and all other public offerings sponsored by The University of Texas at Austin are knowledgeable and are committed to ensuring equal access and to providing for those with special needs.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input checked="" type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

Information to Meet §602(e) Statutory Requirements

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

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

LLILAS Benson is committed to representing diverse perspectives and encouraging debate about international affairs in all aspects of our operation, including the activities funded by this grant. Our commitment to this mission is reflected in the stature, diversity and scope of our 157 faculty, working in 35 departments across 13 colleges, a number of whom have leadership positions in other departments or centers, including: the Department of African and African Diaspora Studies, the Bernard and Audrey Rappoport Center for Human Rights and Justice at the School of Law, the Center for Mexican American Studies, American and Indigenous Studies, the Schusterman Center for Jewish Studies, and Women's and Gender Studies. We strive to hire faculty that reflect the diversity of our students, with all six of our new faculty recruits from underrepresented minorities. We uphold the principle of equal access, utilizing targeted recruitment strategies to attract and retain a diverse cohort of students in our undergraduate and graduate programs. Through our FLAS selection process, we will now prioritize merit and demonstrated financial need in an effort to better connect students from under-resourced and underserved groups with language and area studies on campus and abroad. In bringing visiting professors, scholars and speakers from Latin America to central Texas we foster linkages between UT and Latin America and expand student, faculty and public access to global issues, leaders, and scholarship. Proposed activities in this grant are designed to internationalize K-12 education and programs at partner MSI's and Community Colleges, all with an emphasis on underrepresented and under-resourced groups. With significant cost-savings, our outreach efforts build on new and existing collaborations, most notably with Huston-Tillotson University (an MSI), the UT College of Education, and Hemispheres, the UT global studies outreach consortium, comprised of LLILAS Benson, the South Asia Institute, Middle Eastern Studies, the Center for European Studies, and the Center for Russian and Eastern European Studies. In this diverse, inclusive and international context, our goals include increasing opportunities for teacher training in K-16 foreign language and area studies; increasing the opportunities for training in foreign language, area, and international studies at partner MSI universities and two-year colleges; and increasing the opportunities for student training in foreign language, area, and international studies at UT Austin.

- 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.

LLILAS Benson's provision of instruction in the Priority Languages of Portuguese and Quechua, our FLAS fellowships for the study of priority and Less Commonly Taught Languages (LCTLs), and our area studies programs focused on the Priority World Regions of Central and South America and the Caribbean, address national needs as identified by the U.S. Departments of Commerce, Defense, Energy, Health and Human Services, Homeland Security, and Transportation, all of which place special emphasis on Portuguese and Brazil. In addition, LLILAS programs produce experts in Spanish and the Western Hemisphere, identified as vital to the missions of the U.S. Departments of Agriculture, Health and Human Services, Homeland Security, and Justice. Our Spanish and Portuguese program, and budding Indigenous Language Program, educate more than 4,000 students each year through performance-based instruction that emphasizes language and cultural proficiencies. The dissemination of current and proposed free, online language instruction resources produced by these programs creates new, dynamic and highly accessible avenues for U.S. citizens to build language capacity. With PhD, Master, undergraduate major, minor and a number of certificate programs, Latin American Studies content is broadly incorporated into UT's graduate and baccalaureate programs. LLILAS educates on average 4,000 students each year, offering specialized training in Law, Business, Public Affairs, Urban Studies, Architecture and Community and Regional Planning, Communications and the Health Professions, to name a few. To address needs of the Education sector, LLILAS teacher training, curriculum development and other programmatic initiatives for K-12, MSIs and Community Colleges are designed to internationalize education in order to cultivate a pipeline of experts with language and area studies proficiencies. For Business, Nonprofit and Government sectors, the provision of professional development through student internships, training, and professional networks is designed to improve career placements and help organizations fulfill their missions. Our FLAS program aims to meet compelling national needs, especially in areas of trade, environmental policy, diplomacy and humanitarian concern. Latin America is the largest regional trade partner of the US, and Brazil recently became the world's sixth largest economy. Language and area expertise plays a crucial role in building and maintaining these economic relations. Within Latin America, indigenous territory coincides with some of the world's most vital environmental "hot spots," and indigenous languages—rapidly on the decline—represent an equally vital resource of intangible cultural patrimony. Study abroad, field research, and more specifically FLAS fellowships devoted to the study of Portuguese and indigenous languages, help train our students to engage in these

issues while acquiring valuable language and cultural proficiencies, further preparing them to meet national needs long-term.

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

Name of Applicant Institution and Center: LLILAS Benson Latin American Studies and Collections, The University of Texas at Austin

Name/Title of Authorized Representative (Printed): Courtney Frazier Swaney

Title: Assistant Director, Office of Sponsored Projects Telephone: 512-471-6424 E-mail: osp@austin.utexas.edu

Signature:  Date: June 24, 2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

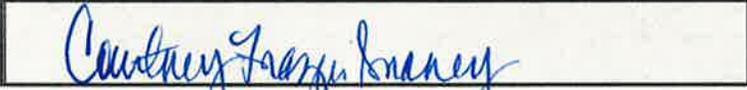
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Assistant Director, Ofc of Sponsored Projects
APPLICANT ORGANIZATION The University of Texas at Austin	DATE SUBMITTED 06/24/2014

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

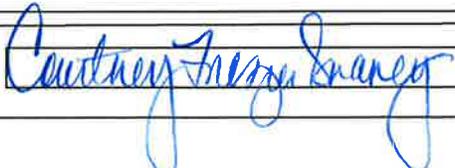
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION		
The University of Texas at Austin		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 150px;" type="text" value="Courtney"/>	Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Frazier Swaney"/>		Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 400px;" type="text" value="Assistant Director, Office Of Sponsored Projects"/>		
* SIGNATURE: 	* DATE: <input style="width: 100px;" type="text" value="June 24, 2014"/>	



LLILAS BENSON
LATIN AMERICAN STUDIES AND COLLECTIONS

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GRANT APPLICATION
FOR THE
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CFDA No. 84.015A

FOREIGN LANGUAGE AND AREA STUDIES
FELLOWSHIPS PROGRAM
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LLILAS Benson Latin American Studies and Collections
The University of Texas at Austin
Abstract

The University of Texas at Austin (UT), situated in the state's capital city, educates over 50,000 undergraduate and graduate students annually. Austin, with a metropolitan population nearing 2 million people, is situated a mere four-hour drive from the U.S.-Mexico border, uniquely positioning UT to serve as a scholarly hub for Latin American studies (LAS), collections, and language instruction. With Latin America serving as the U.S.'s largest regional trade partner, LAS takes on heightened importance in our large border state, one where people of Latin American descent are projected to be the majority as soon as this year. Given this interdependence, weighty political, business, and social issues require Americas-wide solutions, calling UT to remain at the forefront in training scholars, teachers, and professionals with LAS language and area studies expertise.

UT's commitment to LAS is historic and deep, with LAS course instruction beginning in the 1890s and the Institute of Latin American Studies forming in 1940, later becoming the Teresa Lozano Long Institute of Latin American Studies (LLILAS). LLILAS is now one of the largest, most dynamic LAS programs in the country, with a mission to generate knowledge about Latin America and deepen mutual understanding across the Americas through teaching, outreach, research, and scholarly exchange. Our 154 faculty, working in 35 departments across 13 colleges, teach more than 100 LAS courses to over 3,900 students annually. Our Department of Spanish and Portuguese provides language instruction to over 4,000 students annually, enhanced by resources in the Department of Linguistics, the Texas Language Center, and the Title VI-funded Center for Open Educational Resources and Language Learning. Our undergraduate, masters, and PhD programs in LAS attract a diverse cohort of students focused on socially engaged research that prioritizes the study of cultural agency, sustainable democracy, and social inequalities. The Benson Latin American Collection, the premier Latin American academic research library in the hemisphere, attracts scholars from across the globe and grounds UT students' LAS education in a way that is unparalleled.

Over the past four years, and in the absence of NRC funds, LLILAS has taken transformative action to meet our mission more fully. With the support of the College of Liberal Arts, we have recruited six faculty members with permanent appointments in Latin American studies, reinvigorated and expanded our Indigenous Language Initiative with the instruction of K'iche' Maya, and founded a Development Office devoted to fund-raising and alumni relations. With broad institutional resources, we initiated and deepened linkages with institutions in Latin America and forged a formal partnership with the Benson Latin American Collection, integrating the two institutions under a single mission and director. In addition, we maintained and expanded our outreach program through: regional K-12 teacher trainings; annual summer institutes for K-12 educators; exhibits and presentations at state, regional, and national educator conferences; new partnerships with businesses and local nonprofit organizations; and expanded public programming, including the development of a Benson exhibitions program that connects educators, students, and the public to the invaluable resources of the collection.

It is from this position of strength and renewed institutional commitment that LLILAS respectfully requests NRC and FLAS funding for the 2014-17 grant period. The programs proposed in this application are designed to fulfill the overarching goal of the U.S. Department of Education to produce experts in LAS and less commonly taught languages capable of contributing to national needs in the government, business, nonprofit, and academic sectors. Through the NRC and FLAS programs detailed in this proposal, LLILAS will fulfill the absolute priority of outreach to K-16 educators through a vibrant and collaborative program of trainings, workshops, and curriculum development, producing unique, replicable, open-source resources available nationally. We will achieve the NRC Competitive Preference Priorities by connecting underrepresented groups with Latin American studies and languages through our partnerships with Minority-Serving Institutions (MSIs), community colleges, colleges of education, and professional schools, infusing Latin American studies and language content into their curriculum and degree programs. We will triple our instruction of Latin American indigenous languages. Through enhanced selection procedures, we will prioritize FLAS awards for students who show the greatest merit and financial need and will ensure that a minimum of 25% of our FLAS fellowships are for the priority languages of Portuguese and Quechua.

Acronyms Guide

ACC	Austin Community College
ACTFL	American Council on the Teaching of Foreign Languages
AI	Assistant Instructor
AILLA	Archive of the Indigenous Languages of Latin America
ALD	Applied Learning and Development
APL	Austin Public Library
BA	Bachelor of Arts
CIBER	Center for International Business Education and Research
CIESAS	Center for Research and Advanced Instruction in Social Anthropology
CILLA	Center for Indigenous Languages of Latin America
COERLL	Center for Open Educational Resources and Language Learning
COLA	College of Liberal Arts
CONACYT	Consejo Nacional de Ciencia y Tecnología
CPP	Competitive Preference Priority
CV	Curriculum Vitae of Faculty and Staff, in Appendix B
DDCE	Division of Diversity and Community Engagement
ED	Department of Education
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
GET	Global Entrepreneurship Training
GPA	Grade Point Average
GPRA	Government Performance and Results Act
GRA	Graduate Research Assistant

HT	Huston-Tillotson University
ILA	Iberian and Latin American Languages and Cultures
ILAS	Institute of Latin American Studies
ILASSA	Institute of Latin American Studies Student Association
ILIP	Indigenous Language Instruction Program
IRG	International Relations and Global Studies
IRIS	International Resource and Information System
ITS	Instructional Technology Services
LAL	Indigenous Languages of Latin America
LANIC	Latin American Network Information Center
LAS	Latin American Studies
LASA	Latin American Studies Association
LBJ	Lyndon Baines Johnson
LCTL	Less Commonly Taught Language
LLILAS	Teresa Lozano Long Institute of Latin American Studies
LOC	Library of Congress
LRC	Language Resource Center
MA	Master of Arts
M&O	Maintenance and Operations
MSI	Minority-Serving Institution
NASBITE	National Association of Small Business International Trade Educators
NEH	National Endowment for the Humanities
NGOs	Non-Governmental Organizations
NISOD	National Institute for Staff and Organizational Development
NRC	National Resource Center

NSF	National Science Foundation
PMF	Performance Measurement Form
POR	Portuguese
S&P	Department of Spanish and Portuguese
SPN	Spanish
TA	Teaching Assistant
TSU	Texas State University
UD	Upper Division
UT	University of Texas at Austin
UTL	University of Texas Libraries



**LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
THE UNIVERSITY OF TEXAS AT AUSTIN**

PROJECT NARRATIVE

1. Commitment to Subject Area

The University of Texas at Austin (UT), located in the state capital of Texas, educates over 50,000 undergraduate and graduate students each year. UT can trace its commitment to Latin American Studies (LAS) as far back as the 1890s, with the establishment of the Institute of Latin American Studies (ILAS) in 1940. This historic commitment reached new heights in 1999, when President Larry Faulkner made LAS one of four strategic priorities of his presidency, bolstering the stature of ILAS and inspiring a major gift that changed the institute's name to the Teresa Lozano Long Institute of Latin American Studies (LLILAS). In the past five years, LLILAS has taken a series of actions to further strengthen LAS at UT, offering compelling evidence of the institutional commitment under the current administration of William Powers. The most transformative action has been the formal partnership established between LLILAS and the Nettie Lee Benson Latin American Collection, the nation's premier university-based Latin American research library (see Section 5). An agreement signed in 2011 placed these two venerable units under a single directorship that joins Latin American research and teaching with the acquisition and stewardship of scholarly resources. The partnership, newly branded as LLILAS Benson Latin American Studies and Collections, significantly raises the profile of LAS on campus and helps us utilize staffing, space, and budgetary resources most effectively.

The foundation for excellence of LAS is teaching and research, both of which receive ample support from UT. LLILAS has 154 associated faculty working in 13 colleges and schools in 35 departments across campus, offering expertise in Latin America and the Caribbean in the full range of disciplinary perspectives, from Architecture to Geosciences (see Section 3; Appendix B). Since 2011, LLILAS has hired six tenure-track faculty members (Section 3Di) to meet crucial needs in the LAS curriculum. Every year, LLILAS hosts four distinguished visiting

professors from Latin America, funds \$80,000 in faculty research, and provides \$43,000 in endowed chairs. LLILAS also guarantees an annual scholarly program of lectures, conferences, and workshops, complemented by a robust outreach program (see Section 7).

Our commitment to LAS shines through a renewed focus on indigenous language instruction. In 2013–14, LLILAS began teaching K'iche' Maya and launched a five-year plan for the expansion of indigenous language instruction at UT. This fills out our Indigenous Language Initiative, which includes two other major pillars. The first, the Archive of the Indigenous Languages of Latin America (AILLA), is a digital repository that preserves audio and video recordings, texts, and analyses made in or about the indigenous languages of Latin America. The collection includes materials on 297 indigenous languages from 27 countries. The second, the Center for Indigenous Languages of Latin America (CILLA), carries out linguistic research on indigenous languages of Latin America.

In 2011, LLILAS founded a development office, with three permanent staff members devoted to alumni relations and annual giving, grants, and major gifts. The long-term goal of this office is to produce an endowment that would guarantee the autonomous growth of LAS at UT. Since its inception, the office has raised \$3.5 million and achieved grants from entities such as the National Science Foundation (NSF), Mellon Foundation, and the Inter-American Foundation.

Recent events and linkages further exemplify campus-wide commitment to LAS. In June 2013, a delegation headed by President Powers, including the Vice President for Research, seven Deans, and 30 UT faculty members, met with higher education authorities in Brazil to develop linkages for research collaboration and increased student exchange. UT signed an agreement to dramatically increase the flow of Brazilian students to UT, signed collaborative research agreements with Brazilian institutions worth \$700,000, and laid the groundwork for renewal of a

five-year LLILAS-Fulbright Visiting Professorship. LLILAS facilitates similar activities in Mexico, best exemplified by an agreement with the Center for Research and Advanced Instruction in Social Anthropology (CIESAS); LLILAS has devoted over \$25,000 to support collaborative research, teaching, and student exchange with CIESAS. UT also operates a campus outpost in Monterrey, Mexico, devoted to business and technology commercialization, and another in Antigua, Guatemala, devoted to Maya studies.

The centerpiece of UT’s commitment to LAS is budgetary, with an annual institutional commitment to LLILAS Benson of over \$4 million (Table 1.1). The new LLILAS faculty lines embody an additional major financial commitment from the College of Liberal Arts (COLA). In 2013, LLILAS Benson received an endorsement by the new Provost and an ongoing commitment of undesignated annual funds of \$40,000 a year from COLA and the University of Texas Libraries (UTL) to further solidify the partnership.

Table 1.1. LLILAS Benson institutional commitment, 2013–14

LLILAS		Benson	
Salaries & wages	\$629,840	Salaries & wages	\$1,023,201
Student programs	\$62,480	Acquisitions–endowments	\$48,000
Student funding	\$937,196	Acquisitions–UTL funds	\$352,655
Scholarly programs	\$475,350	Curator	\$14,000
Faculty funding	\$203,326	Reception & representation	\$6,000
Travel/professional development	\$6,000	Travel/professional development	\$14,000
Outreach	\$11,000	Outreach	\$5,000
Development	\$40,000	Development	\$14,726
Indigenous lang. program	\$65,000		
Maintenance & Operations (M&O)	\$39,513	M&O	\$25,300
Facilities	\$18,813	Facilities	\$31,300
TOTAL	\$2,488,518	TOTAL	\$1,534,182
LLILAS Benson total budget: \$4,022,700			

Please note that the name “LLILAS” will be used to refer to LLILAS Benson programs throughout this document for purposes of space.

2. Quality of Curriculum Design

2Ai. Undergraduate Programs and Requirements: UT undergraduates can incorporate LAS into interdisciplinary academic training via the major, double major, minor, and certificate. Currently, 87 students are declared LAS majors, including 65 double majors. Requirements for the LAS major were redesigned in 2012 to enhance its interdisciplinary focus and afford students more rigorous training in original research and writing. The new major requires 27 hours of course work, distributed as follows: three hours for the interdisciplinary gateway course (LAS 301); three hours each in social science, government, history, and fine arts (total of 12 hours); nine hours of elective Latin American content courses; and a three-hour capstone research course. Majors meet or exceed the proficiency standards of the COLA language requirement (see Section 4). Students with a 3.0 GPA overall and a 3.5 in LAS courses may seek honors in the major by writing a thesis based on original research.

A number of measures indicate the high quality of the LAS major. First, undergraduates benefit from the teaching and research of our diverse faculty (see Section 3). Second, our students achieve some of the highest honors on campus: Every year since 2010, an LAS major has been named a Dean's Distinguished Graduate, an honor bestowed on only 12 of 1,600 graduating seniors college-wide. Of our 19 graduating seniors in 2014, five finished with honors, including two with highest honors. Third, our alumni tracking data reveal impressive rates of placement in a wide range of sectors (see Section 9).

Students majoring in most other fields within COLA can achieve a minor in LAS. According to spring 2014 enrollment data, 245 UT students had declared an LAS minor; among 900 International Relations and Global Studies students, nearly one-quarter elect the LAS minor from six options. At least four undergraduate certificate programs incorporate LAS courses into

their curriculum requirements and facilitate study abroad to Latin America, including two external to COLA: the U.S. Latino and Latin America Media Studies Certificate at the Moody College of Communication; and the Business Foundations Certificate–Global Track at the McCombs School of Business. With the 2016 opening of the UT Medical School, the College of Natural Sciences will offer a Pre-Health Professions Certificate with LAS courses.

LAS is also incorporated into university-wide undergraduate educational requirements through the dozens of LAS courses offered each semester in such disciplines as anthropology, geography, and music; these courses meet UT-wide core curriculum requirements for social and behavioral sciences and the visual and performing arts.

2Aii. Graduate Programs and Requirements: The Master of Arts (MA) in Latin American Studies is a flexible plan that allows students to choose from over 50 courses offered in any given year. We offer two MA degree plans (Table 2.1). Students must design coherent programs of interdisciplinary study in close consultation with the LLILAS graduate adviser, who ensures that each student is working toward a major and minor (15 and 9 semester hours respectively). The program allows students to choose a concentration from four interdisciplinary areas of study (Environmental Studies, Development Studies, Cultural Politics of Afro-Latin and Indigenous Peoples, and Human Rights) or a geographical field, such as Brazil or Mexico. Requirements for concentrations are five courses approved as “concentration-relevant” for a total of 15 credit hours. Students may also pursue dual master’s degrees, with 10 dual degrees offered from seven colleges and schools (Table 2.2).

Table 2.1. UT Latin American Studies MA degree plan options

Plan A: Thesis option (30–33 hours total, including optional elective)	Plan B: Two reports in lieu of thesis (33 hours total)
<ul style="list-style-type: none"> • 15 hours LAS course work in the major • 9 hours in the minor discipline • 6 hours of thesis written in the major • 3 hours elective (optional) 	<ul style="list-style-type: none"> • 18 hours: 6-hour minimum of LAS course work in each of three disciplines • 9 hours among the three disciplines • 6 hours of reports in two of three disciplines

Table 2.2. UT Latin American Studies dual MA degrees

College or School	Degree	Years
McCombs School of Business	Master of Business Administration	3
School of Architecture	Master of Science in Community and Regional Planning	3
Moody College of Communication	Master of Arts in Communication Studies	3
	Master of Arts in Journalism	3
	Master of Arts in Radio-Television-Film	3
LBJ School of Public Affairs	Master of Global Policy Studies	3
	Master of Public Affairs	3
School of Information	Master of Science in Information Studies	3
School of Law	Juris Doctor	4
School of Social Work	Master of Science in Social Work (beginning fall 2015)	3

Students in all MA degree plans must demonstrate Intermediate Mid language skills for production (speaking and writing) and Intermediate High for reception (reading and listening) in Spanish, Portuguese, or an indigenous language. Those entering with strong Spanish are encouraged to take Accelerated Portuguese for Spanish Speakers or an indigenous language.

The PhD in LAS trains a select number of students whose doctoral studies require an interdisciplinary approach. These students acquire specialist knowledge of their subject and a range of skills and expertise that prepares them for work opportunities in and outside of academe, including in the private sector, government, and civil society organizations. In 2012, the LLILAS Graduate Studies Committee decided to grow the PhD program modestly, admitting and funding up to three doctoral students per year. The program emphasizes two complementary training objectives: (1) a rigorous interdisciplinary program of study; and, (2) engaged scholarship with “real world” applications of academic research.

The PhD program can be completed in five years. The major field is 15 hours; supporting fields, designated as the first and second minor, are 9 and 6 hours respectively. In the major field, students acquire competence in theories and research methods by taking relevant core courses in that discipline. They complement this specialization with theory and methods courses in the two minors, forging a plan of study that transcends traditional disciplinary boundaries. PhD candidates must meet language proficiency requirements of the MA, while also demonstrating

Intermediate proficiency in at least one additional language.

The foundation for our graduate program's quality is our extensive roster of faculty. Each year, 15–20 students graduate with the MA or PhD in LAS, having benefited from classroom teaching, faculty advising, and mentoring as thesis committee chairs and members. A recent external review of the LAS graduate program, conducted by professors from Princeton, Duke, and the University of Washington, identified the LLILAS program as one of the most impressive in the country, signaling three facets for special praise: (1) the recruitment of strategic faculty appointments; (2) the “smart innovation” in giving the PhD program a central emphasis on social engagement; and, (3) the integration of Benson scholarly resources with LAS pedagogy. Our admission data support these conclusions, showing a steadily increasing selectivity (61% admitted in 2008, 36% in 2012), and improving yield (38% in 2008, 62% in 2012). Among seven students admitted to our PhD program in the last two years, four have won external funding (e.g., NSF, Fulbright) and two were funded from non-LLILAS university sources. In a recent survey, 80% of graduate students reported strong satisfaction with the program.

2Aiii. FLAS and NRC Training Options and Requirements: The strength and breadth of our programs and faculty afford extensive training options for students from disciplines across the university (see Sections 2Ai, 2Aii; Appendix B).

2Bi. Academic and Career Advising: The LLILAS Undergraduate Academic Adviser, supervised by COLA, serves as professional staff adviser for LAS majors; the Undergraduate Faculty Adviser, appointed by the LLILAS Director, offers guidance for study abroad, honors, course selection, and career choice (see Section 6). The undergraduate advisers hold workshops with Benson librarians to orient LAS majors to the Benson's holdings and build their capacity to conduct original research. LAS majors have access to professional career counselors in COLA

Career Services for preparation of résumés, mock interviews, and job placement. LLILAS provides an annual career boot camp on job market strategies for students with area studies and foreign language training. UT undergraduates campus-wide receive valuable LAS career preparation via the LLILAS Internship, supporting programs through engagement with Latin Americanist faculty and LLILAS activities. Since 2010, 101 students from 23 UT departments have contributed thousands of hours of work through this internship program.

LLILAS assigns high priority to training, mentoring, and professional development of LAS graduate students. All PhD students are assigned a faculty mentor. Each semester, advisers organize professional development workshops dedicated to topics such as summer field research, thesis writing, and the Institutional Review Board. LLILAS provides funding for graduate student professional development activities, such as presenting conference papers. Doctoral students receive \$2,500 for two summers: one for pre-dissertation research, and the other to complete a professional placement. The annual Institute of Latin American Studies Student Association (ILASSA) conference, organized by LLILAS graduate students and held on the UT campus, gives students the opportunity to present original research and develop international scholarly networks. The development office organizes regular opportunities for LLILAS alumni and Advisory Council members to discuss career placement with our students.

2Bii. Research and Study Abroad: According to the Institute of International Education's 2013 Open Doors Report, UT is ranked second in the nation for the number of students pursuing study abroad, with Latin America second to Europe as the most popular destination. Students have access to over 60 UT-approved programs to study in 13 Latin American countries; they use the Study Abroad Office's "My Credit Abroad Database" of over 7,000 pre-approved courses with UT equivalents to find courses that fulfill major requirements and mitigate academic risk. In

2012–13, 467 UT students participated in Latin American study abroad programs; the highest concentrations were majors in Liberal Arts (40%), Business (23%), Natural Sciences (14%), and Architecture (12%). UT offers study abroad programs in seven Latin American countries targeted specifically to majors (from Education and Nursing, to Pre-Health Professions and Art History) and has dedicated more than \$1 million annually in student support, including the Presidential Achievement Scholars Program, for study abroad scholarships. UT won a prestigious Simon Spotlight Award in 2014 for its efforts to facilitate study abroad for first-generation college students.

On average, one-third of LAS undergraduate majors study abroad; 100% of our graduate students conduct fieldwork in Latin America. LLILAS faculty lead four study abroad programs: Anthropology and the African Diaspora (Brazil); Language and Culture (Brazil); Afro-Caribbean Politics and Culture in Central America (Nicaragua); and, Culture, Diversity and Education (Guatemala). LLILAS co-sponsors the summer Mayan Language Institute in Guatemala (see Section 4Dii). LLILAS provides \$50,000 to undergraduates and \$74,500 to graduate students for study and research abroad each year.

3. Quality of Non-Language Instruction Programs

3A-B. LAS Course Offerings and Depth of Coverage Across Disciplines and Professions:

LLILAS offers extensive, specialized course coverage across a broad array of disciplines and professions (see Appendix C). In 2013–14, 29 UT departments offered 135 LAS undergraduate and graduate courses, with the highest concentrations in History (48), African and African American Studies (22), Anthropology (17), and Mexican American Studies (15). These courses often feature substantial interdisciplinary content, for example, Housing Practices and Public Policy in Latin America incorporates Policy, Architecture and Community & Regional Planning,

and Sociology. With our new dual degree with the School of Social Work and the establishment of the UT Medical School, new courses tailored to these professions are in development.

3C. Extent of Interdisciplinary Course Offerings: Interdisciplinary in nature, LAS course offerings are broadly accessed by students in other fields: 3,907 graduate and undergraduate students enrolled in LAS content courses in 2013–14; of those students, 81% (3,147) were non-LAS majors. Four examples illustrate the breadth of LAS course offerings and the extent of interdisciplinary engagement. First, in fall 2013, the three sections of LAS 310 featured: Latin American Film History, Jewish Latin America, and Latin American Civilization, The National Experience. Of the 117 students enrolled in LAS 310 in fall 2013, 59% were non-LAS Liberal Arts majors; 21% were Natural Science majors. Second, Key Ideas and Issues in Latin America (LAS 301), our undergraduate gateway course, offers historical coverage from pre-Columbian to contemporary times; readings and lectures are thematically organized, drawing on multiple disciplines. Units on the pre-Columbian period, for example, focus on the built environment of Mesoamerica (Architecture and Urban Planning), Inca material culture (Anthropology and Art History), and the Columbian exchange (Environmental Studies, History of Science and Medicine). Third, the graduate pro-seminar introduces all incoming graduate students to key topics and theories that have constituted the field of LAS, reviews diverse methods and sources, and develops students' analytical and writing skills. Fourth, the seminar offered by the LLILAS-Fulbright Brazil Visiting Professor in Environmental Sciences and Policy requires collaboration with the Schools of Architecture, Law, Geosciences, Business, and COLA, and draws students campus-wide.

3Di. Non-Language Faculty: Our depth and breadth of coverage of Latin America is extensive, with 154 LLILAS associate faculty working in 35 departments across 13 colleges and schools

teaching more than 100 LAS classes to over 3,900 students a year. Ten LLILAS associate faculty members teach in the Latin American History program, consistently ranked by *U.S. News and World Report* as the top graduate program in the country. Twelve faculty are engaged in African Diaspora Studies, a strong and growing field of interest and expertise at UT. While our faculty cover nearly every Latin American country, 65 are Mexicanists, 48 are Brazilianists, and 12 are engaged in Mayan studies. Other faculty strengths include Anthropology, Government, and Architecture and Community & Regional Planning. Appendix B lists all faculty members and their percentage of time devoted to teaching and research on Latin America.

LLILAS faculty are national leaders in their fields, producing scholarship that exerts a deep, long-term influence on key issues of national concern related to Latin America in such areas as immigration (e.g., Gilman, Hines, Rodríguez), human rights (e.g., Dulitzky, Engle, Brinks), energy (e.g., Greene), and democratization (e.g., Madrid, Weyland, Hunter). They play crucial leadership roles across campus, including in: the Department of African and African Diaspora Studies, the Bernard and Audrey Rappoport Center for Human Rights and Justice at the School of Law, the Center for Mexican American Studies, the Department of History, the Lyndon Baines Johnson (LBJ) School of Public Affairs, Native American and Indigenous Studies, the Schusterman Center for Jewish Studies, Women's and Gender Studies, the School of Social Work, and the Department of Spanish and Portuguese.

Demonstrating the university's deepening commitment to LAS, COLA has dedicated funds for LLILAS to hire joint faculty members, appointed 50% with LLILAS and 50% with another COLA department. Six such hires have been made to date (Table 3.1). Searches are under way for two additional faculty: one in collaboration with the Department of African and African Diaspora Studies for an economist specializing in race and development; the other with

Anthropology for a gender studies specialist. These joint appointments have significantly increased LLILAS’s ability to create new undergraduate and graduate LAS courses.

Table 3.1. LLILAS joint faculty appointments

Name	Rank	Shared Appointment	Hired
Lorraine Leu	Associate Professor	Department of Spanish & Portuguese	01/2011
Lina del Castillo	Assistant Professor	Department of History	09/2012
Sergio Romero	Assistant Professor	Department of Spanish & Portuguese	09/2012
Daniel Fridman	Assistant Professor	Department of Sociology	09/2013
Carlos Ramos	Assistant Professor	Department of Geography & Environment	09/2013
Alfonso Gonzales	Assistant Professor	Center for Mexican American Studies	09/2014

3Dii. Pedagogical Training for AIs and TAs: UT policy requires that assistant instructors (AIs) have: an MA or equivalent; professional accomplishment; successful completion of a supervised teaching course in their discipline; and one semester of employment as a teaching assistant (TA) or equivalent. Language AIs are required to have even more extensive training (see Section 4C). LLILAS employs 18 graduate student TAs assigned to non-language classes. They attend a day-long orientation at the start of the academic year, receive ongoing pedagogical training from the instructor, and a final review. TAs never have primary responsibility for an entire course.

4. Quality of Latin American Language Instructional Programs

UT has a long-standing record of facilitating language instruction in virtually any Latin American language that students propose. In addition to our nationally recognized Department of Spanish and Portuguese (S&P), our Indigenous Language Initiative offers intensive beginning and intermediate K’iche’ and will offer Nahuatl and Quechua in coming years, enhanced by the singular resources of AILLA and CILLA (see Section 1).

4A. Instruction and Enrollments: Spanish, Portuguese, and Indigenous Languages:

LLILAS and S&P drive the development of Spanish (SPN), Portuguese (POR), and other Latin American less commonly taught languages (LCTLs). In a recent restructuring, the two separate SPN and POR graduate and undergraduate degree programs were consolidated to form the

Iberian and Latin American Languages and Cultures (ILA) field of study (effective fall 2013 for graduate studies and fall 2014 for the undergraduate major). The interdisciplinary ILA program educates students about the languages, literatures, and cultures of Latin America and Iberia, related diasporas, and indigenous and Afro-descendant cultures, and offers majors, minors, and graduate degrees (Table 4.1). An average of 4,000 UT undergraduate and graduate students from virtually every department enroll in all levels of SPN and POR classes each year (Table 4.2).

Majors	342
Master's/PhD	64
SPN minor	459
POR minor	51

The LLILAS Indigenous Language Instruction Program (ILIP) enables students to achieve competence in indigenous languages of Latin America, enhance their understanding of the region, and engage its diverse indigenous societies. ILIP prioritizes languages by

number of speakers, territorial extension, and influence, beginning with K'iche' Maya in fall 2013, and expanding to Nahuatl and Quechua over the next five years (see Section 8). In its inaugural semester, 11 students enrolled in beginner K'iche' (LAS 303); 12 enrolled in intermediate K'iche' in spring 2014. Majors represented in the spring 2014 cohort included: Biological Sciences (4); Computer Science (2); International Relations and Global Studies (2); Art History (1); Anthropology (1); S&P (1); and Applied Learning and Development (1).

4Bi. Levels of Language Training: Beginning, intermediate, and advanced SPN and POR language instruction is offered year-round (Table 4.2). S&P collaborates with the College of Education and the UTeach–Liberal Arts certification program to train and credential undergraduate and post-baccalaureate students in Spanish and bilingual education. In 2012, to meet growing demand, Spanish for Heritage Speakers beginners' courses were added (SPN 604), and the number of sections for intermediate and advanced heritage courses was doubled.

Portuguese for Spanish Speakers courses were added at all levels of instruction, beginning with POR 610S and POR 611S.

Table 4.2. Spanish and Portuguese language instruction enrollments, 2012–14

Portuguese			Spanish		
Course	2012-13	2013-14	Course	2012-13	2013-14
601D (Beginner)	45	40	601D (Beginner)	1,201	1,080
610D (Intermediate I)	54	30	610D (Intermediate I)	845	783
611D (Intermediate II)	24	13	611D (Intermediate II)	608	527
610S (SPN speakers-Beg)	55	54	604 (Heritage - Beginner)		40
611S (SPN speakers-Inter)	33	37	612 (Heritage - Intermed.)		34
362 (Upper Division)	14	24	327G (Upper Division)	308	272
Remaining Upper Division	69	73	327W (Upper Division)	198	224
			Remaining Upper Division	1,008	974
Totals	294	271	Totals	4,168	3,934

In 2013–14, ILIP taught K’iche’ Maya as an elective LAS course (LAS 303). In order for K’iche’ and other indigenous languages to satisfy the COLA undergraduate foreign language requirement, COLA recently approved a new field of study, Indigenous Languages of Latin America (LAL). Beginning fall 2014, K’iche’ will be taught as an intensive course (LAL 601C), offering two semesters of intensive study of K’iche’ on campus (six hours each semester), with students achieving Intermediate proficiency by the end of the second semester as per COLA enhanced proficiency standards (see Section 4Diii). In addition to class time, K’iche’ students spend two hours a week in one-to-one conversation and drill sessions with the instructor, addressing relevant elements of K’iche’ culture and history. Advanced study is offered through a summer program in Guatemala (see Section 4Dii), with advanced courses to be offered on campus as of spring 2015 (Table 4.3). The K’iche’ Maya courses exemplify the model that will be applied to upcoming instruction in Nahuatl and Quechua.

4Bii. Language Course Representation in the Disciplines: As evidenced by the course list in Appendix C, S&P’s diverse interdisciplinary research and teaching interests extend beyond the traditional fields of literature and language to offer courses in fields from indigenous studies to

bilingualism. A sampling of these and other courses designed for professional students of law, health, and business are outlined in Table 4.3.

Table 4.3. Language course representation in the disciplines and professions

Spanish, 2012–14	LAW S397S Seminar in Comparative Environmental Law URB S351 Developmental Problems in Latin America WGS 340 Gender in Contemporary Latin American Cinema AFR S374E Afro-Caribbean Political Culture LAS S370S Civilization of Spanish America SPN 376K Spanish for Health Care Professionals SPN 130D Spanish Across the Disciplines SPN 327W Service-Learning in Spanish
Portuguese, 2012–14	LAS F370P Cultural Differences Between USA and Brazil LAS 370P Whiteness, Mestiçagem, Immigration LAS 370P Brazilian Studies LAS 370P Cultural Aspects of Business in Brazil
K'iche', spring 2015	LAS* K'iche' Cultures and Literatures

**Course numbers for spring 2015 will be published Oct. 2014.*

4C. Language Faculty and Pedagogical Training of Language Instructors: Directed by Dr. Jill Robbins (CV, p. B64), S&P's robust program has produced 55 MA theses and 51 dissertations in the past five years. Two course supervisors oversee beginning and intermediate SPN (Nevárez CV, p. B45; Ogando CV, p. B56); one coordinator-supervisor oversees beginning and intermediate POR (Flanzer CV, p. B32). Under their supervision, an average of 60 PhD students serve as AIs each year. S&P faculty receive ongoing pedagogical training provided by the Texas Language Center, with four workshops per year on topics such as teaching languages intensively, teaching for proficiency, and content-based instruction. AIs teach almost all lower-division S&P courses, often teaching the same course for 5–7 years. The graduate program gives AIs close, regular supervision and assessment, and intense pedagogical training (Table 4.4), improving job placements in an increasingly competitive market.

Table 4.4. Requirements, training, and supervision of SPN and POR AIs

<u>Requirements:</u> MA or professional equivalent; enrollment in graduate instructor seminar on methodology, theory, and practice
<u>Two-day mandatory orientation:</u> Intensive training program covers methodology, curriculum, assessment, avoiding grade inflation, classroom administrative issues
<u>Supervision:</u> Curriculum design, design of assessments and grading rubrics, collection of grade distribution for major exams and lab activities, classroom visits and evaluations (1–2 per year)

The ILIP director, Dr. Sergio Romero (see Section 6, CV, p. B66), provides pedagogical supervision and personalized training to indigenous language instructors. We hire native speakers with college-level teaching experience and full competence in a wide gamut of speaking styles and genres. We teach our classes using materials developed in-house or by experienced colleagues at peer institutions.

4Di. Performance-Based Instruction: S&P and ILIP utilize performance-based language instruction, relying heavily on interaction, graded group exercises, oral activities, and presentations. For example, proficiency goals for Intermediate Portuguese (610D) require the ability to: express opinions and reactions; discuss possible, probable, and certain future events; narrate past events and react subjectively; and maintain conversations of substantial length. Students work in groups on grammar and usage proficiency checklists each week, and are graded on language lab recordings of written or spoken proficiency. See Section 4Diii for performance-based proficiency requirements for language instruction.

4Dii. Resources for Language Teaching and Practice: S&P's state-of-the-art technological resources shape instruction and curriculum. Three language labs and "smart classrooms" with 97 workstations feature computers and doc cams. A staffed media center provides free technical assistance on projects such as audio/video editing for classroom activities and assessments, and filming of classes for use in instructor training materials. S&P students access free tutoring at a help center staffed by AIs (18 hours/week in SPN; 4 hours/week in POR).

S&P faculty have created award-winning online resources for classroom learning. Among them is ClicaBrasil, a Portuguese instruction website developed with LLILAS funding by Portuguese Language Coordinator Vivian Flanzer. With lessons based on original authentic videos of interviews with everyday Brazilians, ClicaBrasil was designed for integration with

classroom teaching of UT's intermediate to advanced level POR learners. In 2014, Flanzer received an award from the American Association of Teachers of Portuguese in recognition of ClicaBrasil's approach to teaching language and culture concomitantly. Other faculty-developed online instruction includes: Brazilpod; Spanish Proficiency Exercises SpinTX; and Spanish Proficiency Training Website and Learner Corpus. These award-winning resources reach beyond UT and have been utilized by millions nationwide. ILIP also features state-of-the-art classroom infrastructure for distance learning, opportunities to interact with native speakers abroad, and collaborative alliances with peer institutions. We organize a bi-annual summer Mayan Language Institute with Tulane, Vanderbilt, New Mexico, and Chicago, teaching K'iche' and Kaqchikel at UT's Casa Herrera facility in Antigua, followed by language immersion in Nahualá, Guatemala. We are developing similar collaborations for Nahuatl and Quechua (see Section 8).

4Diii. Language Proficiency Requirements: As the culmination of a five-year plan by COLA to introduce greater rigor and accountability, starting fall 2014, all language requirements will be proficiency-based. Students must reach the equivalent of ACTFL (American Council on the Teaching of Foreign Languages) Intermediate proficiency in a given language, including Spanish, Portuguese, and indigenous languages. This allows for varying approaches to language pedagogy, with outcomes guaranteed by standardized assessment. Each language department is developing assessment measures and rubrics, and external evaluators will certify that students meet the new standards. S&P currently uses a benchmark exam to test for proficiencies in speaking, listening, reading, writing, pragmatics and sociolinguistics, and critical thinking. In fall 2014, S&P will pilot Avant's Standards-based Measure of Proficiency (STAMP) test, requiring that students achieve the equivalent of ACTFL Intermediate proficiency. ILIP is developing similar assessment measures for K'iche'.

5. Strength of Library

The Nettie Lee Benson Latin American Collection, a unit of the UT Libraries (UTL), is a specialized research library focusing on materials from and about Latin America and Latinos/as in the U.S. The Benson is the second largest collection of its kind in the United States after the Library of Congress, with over one million books, periodicals, pamphlets, and microforms; 4,000 linear feet of manuscripts; 19,000 maps; 11,500 broadsides; 93,500 photographs; and 50,000 items in a variety of other media (sound recordings, drawings, video tapes and cassettes, etc.). The Benson maintains important holdings for all countries of Latin America, with special concentrations on the countries of the Río de la Plata, Mexico, Brazil, Chile, Peru, and Central America. The Benson's Rare Books and Manuscripts division is one of four UT Austin sites with extensive holdings of rare materials, along with the Tarlton Law Library, the LBJ Library and Museum, the Briscoe Center for American History, and the Harry Ransom Humanities Research Center. The Benson's book collection represents approximately 10% of all of the volumes in the UTL, the fifth-largest academic library in the United States. In 2012–13 the Benson circulated 80,407 volumes, welcomed over 41,000 guests from across the globe, and offered 39 instructional sessions to 651 people, mostly UT graduate and undergraduate students. It has an annual budget of \$1,534,182 (see Table 1.1).

The LLILAS Benson partnership has further expanded the Benson's role as a vibrant hub for teaching, research, and intellectual exchange. Recent renovations created new study space for students and a public event space for conferences, cultural events, and exhibits. The Benson's expert staff is increasingly integrated into curricular initiatives, with librarians co-teaching courses (e.g., a graduate art history course on the sixteenth-century *Relaciones Geográficas*) and supporting students at all levels in their research. The partnership has provided momentum in the

area of digital scholarship. Partnerships with a broad array of research institutions and content producers throughout the Americas bring vital LAS content online and provide stewardship for valuable digital resources (Table 5.1). Our digital initiatives encompass over 100 million web-archived files, 12.5 million pages of digitized archival records, and hundreds of thousands of pages of full text and images. These vast digital holdings reside on open-source platforms and receive over 2.3 million page views per year.

Table 5.1. LLILAS Benson digital initiatives

Digital Initiative	Description
Human Rights Documentation Initiative	Long-term preservation of fragile, vulnerable human rights records in Latin America and worldwide
Archivo Histórico de la Policía Nacional	Over 12 million pages of digitized Guatemalan police records from the late 19th century through 1996
Archive of the Indigenous Languages of Latin America (AILLA)	A digital archive of recordings and texts in and about indigenous languages of Latin America
Primeros Libros de las Américas	A collaboration of 15 libraries and archives to digitize all copies of books printed in the New World prior to 1601
Latin American Network Information Center (LANIC)	A collection of subject- and country-based resource guides containing over 10,000 links to web-based LAS content
Latin American Government Documents Archive	Contains copies of the websites of over 250 governmental ministries since 2005

5A. Cooperative Arrangements: UTL’s cooperative arrangements include: the TexShare Library Card Program, a reciprocal agreement providing free borrowing privileges for students, faculty, and staff at participating Texas institutions of higher education and public libraries; the UTL Reciprocal Borrowing Program for all UT System institutions; the Association of Research Libraries Advisory Committee’s Reciprocal Faculty Program; and the Research Library Cooperative Program, a resource-sharing program among UT, the University of California–Berkeley, and Stanford. UTL partners to acquire, create, and preserve materials, most notably within the UT System (with \$2.7 million of annual collective buying power), and in the Texas Digital Library, the Greater Western Library Alliance, and the Center for Research Libraries.

6. Quality of Staff Resources

6Ai. Qualifications of Teaching Faculty and Professional Staff Members: LLILAS Benson is directed by Dr. Charles R. Hale, who formally reports to the Dean of Liberal Arts and informally reports to the Vice Provost and Director of UTL. Appointed in 2009, he devotes 90% of his time to running LLILAS Benson. He is a Professor of Anthropology and African Diaspora Studies and holds the chair in Western Hemisphere Studies. He served as president of the Latin American Studies Association in 2006–2007 (CV, p. B9).

Dr. Hale guides LLILAS Benson with five additional Leadership Team members. Associate Director of Student Programs Dr. Lorraine Leu spends 35% of her time overseeing the LAS degree programs and as faculty graduate adviser. She is an Associate Professor, jointly appointed with LLILAS and S&P (CV, p. B49). Associate Director of Public Programs Dr. Juliet Hooker devotes 35% of her time to LLILAS Benson, overseeing scholarly programs and outreach. She is an Associate Professor of Government and 2009 recipient of the Lucia, John, and Melissa Gilbert Teaching Excellence Award for outstanding teaching in Women's and Gender Studies (CV, p. B43). Associate Director of Scholarly Programs Dr. David Block provides oversight of the Benson and serves as the Latin American bibliographer (CV, p. B86). Associate Director of Development Celeste Mendoza leads the LLILAS Benson development program (CV, p. B91), and Chief of Staff Heather Gatlin directs human resources, strategic planning, and organizational development (CV, p. B88). Other faculty members who play formal roles include: Seth Garfield, Professor of History, who serves as the faculty undergraduate adviser (Section 2Bi; CV, p. B33); Dr. Fernando Lara, Associate Professor of Architecture and 2011 award recipient from the Brazilian Institute of Architects, Minas Gerais Chapter, who chairs the LLILAS Brazil Center (CV, p. B48); Dr. Luis Urrieta, Associate Professor in the

College of Education, selected as a Champion of Change by the White House in March 2014, who chairs the Mexican Center (CV, p. B77); and Nora England, Professor of Linguistics, a MacArthur fellow holding the Dallas TACA Centennial Professorship in Humanities, who chairs CILLA (CV, p. B29). Dr. Sergio Romero (CV, p. B66), an Assistant Professor jointly appointed with LLILAS and S&P, directs the Indigenous Language Instructional Program, supervising the development of K'iche', Nahuatl, and Quechua language instruction. K'iche' is taught by Lecturer Manuela Tahay Tzaj, a native speaker of K'iche' with nearly five years' experience teaching K'iche' in Guatemala, at Vanderbilt, and at UT (CV, p. B74). Finally, oversight is provided by an Executive Committee comprised of 11 elected faculty members, five ex-officio members, and one student; six hail from COLA and five from professional schools.

LLILAS Benson has 31 non-faculty staff members working in student programs, scholarly resources (Benson), public programs, development, and administration. All staff members have a minimum of a Bachelor of Arts (BA); most hold an MA or higher. Many bring significant experience coordinating programs in an academic setting and all bring a deep commitment to LAS. Appendix B contains profiles of staff who will work on NRC and FLAS programs.

6Aii. Professional Development Opportunities for Faculty and Staff: UT provides ample domestic and international professional development opportunities for faculty, who can apply for paid research leaves through the Office of Graduate Studies' Faculty Development Program. Competitive COLA College Research Fellowships provide paid faculty leaves through the departments. Instructional Technology Services (ITS) enhances teaching through new technology and training. Additional research support for Latin Americanist faculty comes from two endowments administered by LLILAS: the Faculty Research Leave program allows a paid

semester leave for one faculty member per year; Mellon Faculty Summer Research Awards provide annual funding of approximately \$35,000 for LLILAS associate faculty members to conduct research in Latin America.

For staff development, UT offers classes and courses in job-related skills and management through the Office of Human Resources, the Professional Development Center, and ITS. LLILAS Benson commits \$20,000 of its annual budget to staff professional development, permitting most staff members to attend at least one conference, training, or course per academic year, either domestically or abroad. Benson librarians travel internationally to conduct acquisition trips each year and attend the annual Seminar on the Acquisition of Latin American Library Materials. A number of faculty and staff attend the annual Latin American Studies Association congress to network and stay abreast of developments in LAS.

6Aiii. Teaching, Supervision, and Advising of Students: Our 154 associate faculty participate extensively in the teaching, supervision, and advising of undergraduate and graduate students. They teach over 100 LAS courses each year and hold a minimum of three office hours per week. They also serve as advisers and second readers theses. Faculty offer guided conference courses on specialized topics, train and oversee undergraduate and graduate research assistants and TAs, and lead research workshops.

LLILAS demonstrates a strong commitment to advising through the work of the Associate Director of Student Programs, Graduate Program Coordinator, Undergraduate Faculty Adviser, and Undergraduate Adviser (see Section 2Bi). The Associate Director of Student Programs holds 8–10 office hours a week, and the Undergraduate Faculty Adviser holds five office hours a week, increasing to 15 hours a week during registration. The Graduate Program Coordinator, Steve Alvarez, spends an average of 20 hours per week advising graduate students

(CV, p. B85), and serves as the FLAS Coordinator. The Undergraduate LAS Academic Adviser, Dr. Cynthia Gladstone, holds office hours at LLILAS two days per week (CV, p. B89).

6Bi. Staffing and Oversight Arrangements: Oversight is conducted by the LLILAS Benson Leadership Team and Executive Committee (Section 6Ai). The Leadership Team sets strategic priorities and provides leadership for staff and programs. The Executive Committee allows for faculty representation of a cross-section of departments and professional schools. Additional faculty committees convene yearly to adjudicate student competitions for admission and scholarships, and faculty grant applications for conferences, course development, and research.

The LLILAS Benson Director meets monthly with the Vice Provost/Director of UTL and is a member of the UTL Executive Management Team. The Director, Dean of COLA, and Vice Provost/Director of UTL meet with the Provost once a semester. As such, the Director is at the forefront of strategic planning and operations for UTL. The Chief of Staff is a member of the UTL Associate Directors' Council, and LLILAS Benson staff participates in numerous UTL committees, including the Strategic Planning Task Force, Collections Council, Library Staff Council, and service managers' team. The LLILAS Benson Director meets bi-weekly with the Benson librarians to address Benson operations, acquisitions, archives, and digital initiatives.

Kent Norsworthy, Digital Scholarship Coordinator, oversees our digital initiatives and works to integrate digital tools and resources into research and scholarly exchange, both in and out of the classroom (CV, p. B92). Other staff working in this area include Dr. Susan Kung, AILLA manager (CV, p. B89), and T-Kay Sangwand, coordinator of the Human Rights Documentation Initiative and Brazilian Studies bibliographer (CV, p. B92).

6Bii. Outreach Staffing and Oversight: LLILAS public programs are led by the Associate Director of Public Programs (Section 6Ai) and three staff members. Outreach Coordinator

Lindsay Dudley spends 100% of her time on outreach with K–16 teachers, nonprofit organizations, arts and culture organizations, and the public (CV, p. B87). Special Collections Curator Dr. Julianne Gilland coordinates public exhibitions of Benson materials (CV, p. B88). Scholarly Programs Director Paloma Díaz coordinates annual scholarly conferences, book talks, and lectures (CV, p. B87). Our Communications Office develops publication materials and generates publicity for LLILAS public programs. This office is headed by Susanna Sharpe, a trilingual communications expert with over 25 years in editing, publishing, and communications (CV, p. B93). She oversees the work of Publications Designer Teresa Wingfield (CV, p. B94) and Administrative Associate Jennifer Mailloux, who manages the website (CV, p. B90).

6C. Nondiscriminatory Employment Practices: LLILAS is committed to hiring members of traditionally underrepresented groups in accordance with UT’s nondiscrimination policy, which prohibits discrimination against any individual on any basis prohibited by applicable law, including race, color, religion, sex, national origin, disability, age, citizenship status, Vietnam-era or special disabled veteran status, in recruitment, employment, promotion, compensation, benefits, or training. UT policy also requires a work environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression. UT’s Equal Employment Opportunity Office ensures that the university fulfills both the spirit and the law of equal employment opportunity. LLILAS Benson highly values diversity, as reflected in our workplace. Of the eight faculty administrators and 31 staff: 26 are women, 13 are men; 16 are White, 20 are Latino/a, 1 is Black, 1 is Asian, and 1 is of Latin American indigenous descent.

7. Outreach Activities

7A. Elementary and Secondary Schools: LLILAS maintains excellence in K–12 outreach programs, many of which are conducted in collaboration with Hemispheres, the UT global

studies outreach consortium (LLILAS, South Asia Institute, Middle Eastern Studies, Center for European Studies, Center for Russian and Eastern European Studies). We work with educators, school districts, and state officials to create K–12 trainings and curriculum that provide foreign language and area studies content consistent with state and national curricular mandates. From 2010–14, LLILAS carried out 166 K–12 outreach engagements, in over a dozen states, reaching 3,937 students and 13,795 teachers. We conducted 32 professional development sessions for 989 educators, including the annual summer institute that provides professional development to K–12 educators in Texas (see Table 7.1).

LLILAS continues expanding its digital K–12 outreach program. With Hemispheres, we received a grant from the Teaching with Primary Resources Western Regional Center of the Library of Congress (LOC) to create and train to new classroom materials utilizing digitized LOC primary resources. We offer additional online curriculum units available at no cost to teachers. LLILAS also partners with the UT Department of History to produce and disseminate Latin American content for 15 Minute History, an online podcast series available through iTunes U; nearly 70,000 unique users have downloaded LAS podcasts since its launch in 2012. Other digital resources include Fulbright-Hays Curriculum Units, downloadable through LANIC, and selected teaching materials available on the LLILAS website. From 2010–14, over 517,000 individuals engaged with these respective online resources (Table 7.1). The electronic Hemispheres newsletter reaches over 3,000 K–12 educators twice a year, providing information about trainings and resources.

As a pilot program in 2013–14, we expanded K–12 trainings to incorporate primary materials and curated exhibits from the Benson Collection, designing a workshop that featured

the fall 2013 Benson exhibition, *Mapping Mexican History*. We presented the mapping exhibition and activities to 117 students in seven classes in Austin schools (Table 7.1).

Table 7.1. LLILAS Benson outreach, 2010–14

Audience	Engagements	Participants
K–12 Teacher trainings	198	18,721
K–12 Exhibitions pilot	7	117
Higher education	36	1,620
Business	34	312
Digital: podcasts	70,000 downloads*	70,000+
Digital: teaching materials	517,252 downloads*	517,252+
Newsletter	8	3,000

* Indicates number of unique downloads. The number of participants viewing digital outreach resources is likely much higher than what is indicated.

7B. Postsecondary Institutions: LLILAS postsecondary outreach begins on the UT campus through our vibrant series of scholarly programs, including faculty book talks, new faculty presentations, visiting professor and researcher lectures, conferences and workshops, and forums on current events in Latin America. We bring scholars and speakers from Latin America to campus, further fostering linkages between UT and Latin America and expanding student, faculty, and public access to global issues, leaders, and scholarship. In 2013–14, our scholarly programs attracted a combined audience of 1,370 faculty, students, staff, and members of the public, with an investment of \$82,338 of institutional funds (Table 7.2). LLILAS hosts two conferences that provide scholars and researchers from the U.S. and Latin America the opportunity to present research and engage in dialogue about critical themes in LAS: (1) the annual Lozano Long Conference; (2) the bi-annual CILLA conference.

Table 7.2. LLILAS Benson scholarly programs, 2013–14

Event Type	Participants	Investment
Conferences and panels	595	\$62,540
Faculty presentations	295	\$2,405
Non-UT speakers	315	\$16,617
Visiting academics	165	\$776
Total	1,370	\$82,338

We also work in partnership with postsecondary institutions, as exemplified through our collaboration with Huston-Tillotson University (HT), a local minority-serving institution (MSI).

The Benson currently provides HT with duplicate Latin American library materials at no charge in an effort to build HT's Latin American collection and increase HT student access to LAS content and research materials. LLILAS offers ongoing visiting scholar status to HT faculty so that they may access the Benson materials on site for their research and teaching. We also engage in national collaboration with other LAS centers. We collaborate with a consortium of universities to offer summer Mayan language instruction in Guatemala (see Section 4Dii), and we are members of the national Nahuatl consortium, working to identify ways for year-round, seamless Nahuatl instruction in the U.S. We partnered directly with Vanderbilt University in spring 2014 to offer their advanced K'iche' students conversation sessions by videoconference with our native-speaker instructor. Our digital resources, such as LANIC and AILLA, are an international resource to scholars, researchers, students, and the public (see Section 5).

7C. Business, Media, and the General Public: LLILAS Benson coordinates programs with the business community, with a growing focus on partnerships with non-governmental organizations (NGOs) in the U.S. and abroad. We partner with the Austin Public Library (APL) to provide Latin American resources and programming for their patrons, including a current installation of the Benson's *Mapping Mexican History* exhibition. We have increased our level of community engagement through partnerships and collaborative events with NGOs that work with Latin America-born residents of Central Texas, including: the Workers' Defense Project, Cooperation Texas, and Grassroots Leadership. Through research projects, archive development, and volunteer placement, we collaborate to advance and enrich their missions.

LLILAS also partners with for-profit businesses to extend knowledge of Latin America. We coordinate the Faces of the Americas speaker series with the Royal Bank of Canada and the Houston Hispanic Chamber of Commerce, bringing speakers from Latin America and the U.S. to

Texas to discuss business and current events in the region. In 2013–14, we began a similar collaboration with the Dallas Foreign Relations Council, convening community leaders to engage in dialogue on Latin America.

LLILAS engages the media in its outreach efforts as well. We partner with the UT Moody College of Communication’s Knight Center for Journalism in the Americas to develop bridges between academia and the media in the U.S., Latin America, and beyond. The annual International Symposium on Online Journalism attracts media executives and journalists from organizations such as *The New York Times*, *Washington Post*, NPR, and CNN. Through online training, the Knight Center connects U.S. media practitioners and academics with thousands of journalists throughout the hemisphere. LLILAS faculty are frequently sought by national news media to share their expertise, enrich public understanding, and provide context for Latin America–related issues. To enhance the dissemination of this news, our websites, Facebook pages, and faculty blog circulate links to scores of articles each year from national news outlets.

8. Program Planning and Budget

LLILAS Benson respectfully requests \$942,781 in National Resource Center (NRC) funds (\$192,640 year 1, \$248,858 year 2, \$279,800 year 3, \$221,483 year 4) for initiatives that fulfill the absolute priority, two competitive preference priorities (CPP), and purpose of an NRC. We request \$1,284,000 in Foreign Language and Area Studies (FLAS) funds (\$321,000 each year for four years) to award: 7 academic year and 4 summer fellowships to graduate students; 3 academic year and 2 summer fellowships to undergraduate students (see Section 10 for FLAS program details). Please see Appendix A for the detailed budget with a timeline incorporated.

8A. Absolute Priority: Teacher Training: LLILAS will provide the following K–16 teacher trainings, both independently and in partnership with Hemispheres (see Section 7a):

K–16 teacher workshop, Portuguese for Spanish Speakers: LLILAS associate faculty member Vivian Flanzer will conduct one annual Portuguese for Spanish Speakers workshop for K–16 educators, to broaden their language capabilities, expose them to Brazilian culture, and connect them to Portuguese resources at UT. Timeline: years 1–4. Budget: \$1,000/year for the instructor stipend and training materials.

K–12 Latin American Literature Teacher Training: LLILAS will develop a K–12 teacher training on Latin American children’s literature based on the Benson’s juvenile literature collection, targeting regional bilingual K–12 educators and pre-service bilingual teachers at the UT College of Education. This initiative also meets CPP 2. Timeline: years 1–4. Budget: \$250/year for training materials and modest guest speakers’ fees.

Summer Institute for K–12 Teachers: LLILAS will hold one summer institute for K–12 educators each year, in partnership with Hemispheres and UT’s federally funded Center for Business Education and Research (CIBER). Each institute will focus on world studies topics drawn from the Texas teaching standards and state-mandated assessments, offering faculty-led content enrichment sessions and integration of concepts in the classroom. Timeline: years 1–4. Budget: \$2,500/year for speakers’ fees and training materials.

Regional Training Sessions for K–12 Teachers: In partnership with Hemispheres, we will conduct regional training sessions for K–12 teachers at schools across the region (Texas, Oklahoma, New Mexico), and at the annual Texas Council for the Social Studies and National Council for the Social Studies meetings. Sessions may be provided by videoconference to reach educators not able to attend on-site programs. Timeline: years 1–4. Budget: \$2,500/year for staff travel, training materials, and guest speakers’ fees.

Summer Institute for Postsecondary Educators: With Hemispheres, we will conduct annual two-day summer institutes for faculty at community colleges and MSIs. The workshops will be modeled on the K–12 summer institutes and will facilitate greater exchange between UT faculty and postsecondary educators. This initiative also meets CPP 1. Timeline: years 1–4. Budget: \$2,000/year for speakers’ fees and training materials.

K–12 Curriculum Development: With Hemispheres, LLILAS will select K–12 educators in minority-serving school districts to create and pilot new global studies curriculum units, in alignment with state and national teaching standards and in consultation with district- and state-level educators. Completed units will be widely distributed and integrated into classrooms regionally. Timeline: years 1–4. Budget: \$1,500/year for educator stipends.

K–12 Promotional Program: We will design and distribute Hemispheres promotional materials (e.g., brochures, postcards) to raise awareness of Hemispheres’ services for educators. Timeline: years 1–4. Budget: \$1,500/year for the production and distribution of print materials and exhibit fees for regional and national conferences targeting K–12 educators.

8B. CPP 1: Collaboration with MSIs and Community Colleges

Huston-Tillotson University Global Studies Program: LLILAS will partner with Hemispheres and the faculty and administrators at Huston-Tillotson University (HT) to develop a global studies program that will be sustainable beyond the scope of this grant. We will present the curriculum model, once designed and tested, to other MSIs for replication nationally. We will significantly expand our existing partnership with HT, further developing their Latin American library collection (see Section 7B). Timeline: years 1–4. Budget: \$12,000 year 1, \$10,000 year 2, \$6,000 years 3 and 4 for LAS library materials. The annual allocation will decrease each year as HT commits funds to sustain the collection.

LLILAS faculty will work with HT faculty to develop LAS content courses to be taught on the HT campus by UT faculty, lecturers, and/or doctoral students. After one planning year, courses will be taught in years 2–4. Potential courses include the African Diaspora in Latin America and indigenous languages and cultures. Timeline: years 1–4. Budget: \$0 year 1; \$4,000/year for years 2–4 for instructor stipends; \$500/year for textbooks years 2–4.

LLILAS will support HT faculty travel to Latin America for teaching and research. Experience in the region will allow HT faculty to deepen their knowledge, cultivate linkages with institutions abroad, and better position HT to sustain a global studies program. Timeline: years 1–4. Budget: \$2,500/year for one trip per year.

MSI Visiting Scholars: LLILAS will provide travel stipends to faculty from MSIs across the U.S. to conduct research at the Benson. These visits will deepen institutional linkages and build the LAS expertise of MSI faculty, with the goal of increased Latin American content infused into curriculum at MSIs nationally. Each fellowship will reimburse travel costs up to \$3,000. The annual number of fellowships per year decreases from five to three over the course of the grant as LLILAS Benson works to raise funds to sustain this initiative long term. Timeline: years 1–4. Budget: \$15,000/year for years 1 and 2; \$9,000/year for years 3 and 4.

Community College Advisory Committee: With Hemispheres and the UT College of Education, LLILAS will establish a community college advisory committee comprised of 10–15 administrators of community colleges. The committee will develop strategies to engage community college faculty in area studies and language instruction for integration into their curriculum. It will meet once each year in person and once by teleconference. This initiative also fulfills CPP 2. Timeline: years 1–4. Budget: \$3,000/year in years 1 and 2 for travel to Austin for six administrators, with other Hemispheres centers covering costs years 3 and 4.

Filmmakers Series Partnership with Austin Community College: With the Peace and Conflict Studies program at Austin Community College (ACC)—one of the largest community colleges in the nation, with nearly 58,000 students, over 51% of whom are minorities—we will coordinate Latin American film screenings and filmmaker discussions to infuse LAS into ACC curriculum. Timeline: years 1–4. Budget: \$500/year for speaker fees and materials.

8C. CPP 2: Collaboration with Colleges of Education

Pre-Service Teacher Training for Undergraduate College of Education Students: LLILAS will partner with the UT College of Education to incorporate LAS content into their Applied Learning and Development (ALD) 327 Sociocultural Foundations of Learning course, required for all undergraduates in the college, reaching approximately 360 students per year. We will develop a workshop on indigenous languages and cultures in Latin America to be presented to all 18 ALD 327 sections taught annually, including bilingual sections taught in Spanish. Timeline: years 1–4. Budget: \$750/year for training materials and speakers' fees.

Principalship Program Workshops: The UT College of Education offers principalship degree courses in Austin, Dallas, and Houston. With Hemispheres, we will present area studies and language workshops at each program site once per year. The goal is to increase future principals' exposure to area studies and language content so that they may further incorporate them into their schools' curriculum. Timeline: years 1–4. Budget: \$600/year for staff travel to Dallas and Houston at a cost of \$300/trip.

Development of Six-Hour Higher Education Course for Superintendents: We will partner with the UT College of Education to develop a six-hour course to deepen superintendents' commitment to incorporating LAS and language content into their districts' curriculum. This program will introduce Brazilian culture, educational systems, and Portuguese

language to a cohort of 12–15 graduate students (future superintendents) each year. The first three-hour course will be offered as an LAS graduate seminar at UT, cross-listed with the College of Education and taught by Dr. Pat Somers, LLILAS associate faculty member and associate professor in the Department of Educational Administration (CV, p. B71). The second three-hour course will be carried out in Brazil, supported by non-NRC funds. Timeline: years 1–4. Budget: \$2,000/year for curriculum development, course materials, and instructor travel.

NISOD Conference Presentation: The UT College of Education’s National Institute for Staff and Organizational Development (NISOD)—a consortium of community colleges that supports excellence in teaching, learning, and leadership—holds the annual International Conference on Teaching and Leadership in Austin each May. With Hemispheres, LLILAS will present and exhibit area studies and language content, curriculum, and resources to community college leaders. Timeline: years 1–4. Budget: \$125/year for exhibit fees and materials.

Pre-Service Teacher Training with Texas State University’s College of Education: With Hemispheres and the Department of Curriculum and Instruction at Texas State University (TSU), a Title III/Title V eligible Hispanic-Serving Institution, we will provide area studies and language training to TSU pre-service social studies teachers. Through TSU’s partnership network, we will provide similar workshops to pre-service teachers at the University of Texas at San Antonio, San Antonio College (both Title III/Title V MSIs), and Texas A&M–San Antonio. Workshops will introduce area studies and language content for pre-service social studies educators, with guidance on how to incorporate content in their curriculum. This initiative also fulfills the absolute priority of teacher training and CPP 1. Timeline: years 1–4. Budget: \$1,500/year for training materials and speakers’ fees.

8D. NRC Purpose: LCTL Instruction and Curriculum Development

LCTL Instruction: We will build upon our existing Indigenous Language Instruction Program to launch the instruction of Nahuatl and Quechua. Both will be taught in an intensive model designed for students to achieve intermediate proficiency after two semesters (see Section 4Diii). We will implement the Nahuatl program first, due to a high level of faculty and student interest on campus. We will establish the curriculum and recruit a native-speaker instructor in year 1, and begin instruction in year 2. The salary of the Nahuatl lecturer will be covered 100% with NRC funds during years 2 and 3 of the grant, with institutional funds from UT in year 4. We will work with the national Nahuatl consortium (including Yale, Berkley, Miami, North Carolina, Utah, and others) to allow students at consortium universities to enroll using videoconference technology. We will begin teaching Quechua in year 3, with curriculum development in years 1–2. Grant funds will cover 100% of the Quechua lecturer salary in years 3 and 4, with UT committing funds to sustain the program afterward. Grant funds will also cover faculty international travel to pursue institutional linkages, develop curriculum, identify course materials, and recruit instructors. Timeline: years 1–4. Budget: faculty travel of \$4,500 year 1; \$3,000 year 2; \$1,500 year 3; instructor salary budgeted years 2–4 (see Appendix A, Budget).

Development of Online K’iche’ Maya Teaching Materials: LLILAS will partner with UT’s federally funded Center for Open Educational Resources and Language Learning (COERLL) to develop online, openly licensed courseware for the teaching of K’iche’ Maya and build a model for the development of materials for teaching indigenous languages online. In year 1, we will review curriculum and assess needs for new material. We will evaluate K’iche’ Maya materials at AILLA and develop a prototype and templates for online teaching and learning materials. In year 2, we will produce online materials and test them with students in the K’iche’

Maya program. In year 3, we will evaluate this effort and develop a strategy for working with other indigenous languages. In year 4, we will disseminate the materials to students studying K'iche' and to other universities teaching K'iche. LLLAS will conduct the curriculum review and COERLL will provide the programming, graphic design, formatting, media development, and hosting of online materials. Timeline: years 1–4. Budget: \$6,000 year 1 and \$3,000 year 2 for three months of work from two curriculum development consultants.

8E. NRC Purpose: Outreach to Professional Schools, Business, Media, General Public

Global Entrepreneurship Training Program for Exporting (GET): We will partner with Hemispheres and CIBER at the UT McCombs School of Business to support student teams developing export plans for local entrepreneurs. We will create a resource guide for students containing a list of UT faculty experts and research resources for Latin American countries. LAS faculty will provide briefings on specific countries and regions. Materials will be disseminated nationally to enterprises and business educators through the National Association of Small Business International Trade Educators and through Junior Achievement, a K–12 entrepreneurial educational program. Timeline: years 1–4. Budget: \$100/year (paired with funds from Hemispheres) for speakers' fees and resource guide development.

Traveling Exhibits: We will partner with MSIs in our region to bring curated exhibits from the Benson Collection to their campuses. During year 1, we will identify partner institutions and schedule on-site meetings to determine exhibit parameters. In year 2, we will formalize the exhibit content, dates, and logistics, and hire a preparator to frame, reproduce labels, and print work. We will develop curriculum to accompany the exhibits, which can be infused in MSI classrooms (CPP 1). In years 3 and 4, we will show the exhibits in conjunction with public lectures given by the Benson curator. Timeline: years 1–4. Budget: \$7,800 covers staff travel to

two exhibit sites (\$1,800), \$500 in preparator costs, \$2,500 in exhibit supplies, \$1,000 in installation (\$500/exhibit), and \$2,000 for curriculum development stipends.

Interregional Panel Series: LLILAS will collaborate with Hemispheres to hold an annual half-day interregional panel featuring experts from academia, media, and government addressing matters of critical current public policy (e.g., climate change, energy, human rights). The goals are to enrich the training of undergraduate and graduate students, support global studies curriculum in academic institutions across the region, and raise awareness of these issues in the broader community. Timeline: years 1–4. Budget: \$3,000/year in years 1 and 2 for international travel expenses for one speaker per year; \$1,500/year in years 3 and 4 for domestic travel expenses for one speaker per year.

Extension of public programs: LLILAS regularly holds vibrant public programs, supported by institutional funds, with the capacity to bring Latin American culture to large audiences. We will expand the reach of these programs by scheduling additional workshops, lectures, and/or performances at MSIs and community colleges in the region. This initiative also serves CPP 1. Timeline: years 1–4. Budget: \$1,500/year for stipends, travel costs, and associated fees for guest lecturers and/or performers.

Benson acquisitions: We will augment the print and digital indigenous language and culture materials of the Benson Collection to support our Indigenous Language Instruction Program. Funds will cover materials and international travel for Benson bibliographers. Timeline: years 1–2. Budget: \$10,000 of materials year 1; \$5,000 of materials year 2; \$6,000 for three trips in year 1; \$4,000 for two trips in year 2.

Outreach library development: LLILAS will expand its outreach library, purchasing indigenous language and culture materials. K–16 teachers will be able to check out these materials for classroom use. Timeline: years 1–2. Budget: \$3,000 year 1; \$1,500 year 2.

8F. Resources and Personnel: As the staff member primarily responsible for implementing these initiatives, the Outreach Coordinator is budgeted at 50%. The Graduate Program Coordinator is budgeted at 15% for his administration of the FLAS program; the Publications Designer at 10% for her work on project publications; and the Financial Manager at 10% for finance and reporting support. We have budgeted 50% of four Graduate Research Associates (GRAs) to assist with: (1) the overall project coordination; (2) outreach initiatives; (3) digital projects; and (4) indigenous language initiatives. We have budgeted 100% of the Nahuatl and Quechua lecturer salaries for two years each, with UT covering the cost after the first two years of instruction.

8G. Long-term Impact: Over the past four years, LLILAS has been dynamic and expansionary in the absence of NRC funding (see Section 1), culminating with the formation of the LLILAS Benson partnership. These actions demonstrate UT’s deep commitment to LAS and the durable stature of our program. The proposed NRC activities will allow us to build upon our institutional excellence and resources, achieving long-term impact in the following ways:

First, NRC funds will help us demonstrate the great benefit of the close integration between a leading LAS center and a world-class collection. NRC funds will help make LLILAS Benson a fully campus-wide institution, facilitating the infusion of LAS content and collections beyond current bounds, as exemplified through the proposed collaborations with the College of Education and the McCombs School of Business.

Second, NRC funds will enable us to complete strategic plans for our three-pronged Indigenous Language Initiative, serving as a catalyst for instruction in two additional languages. These initiatives, combined with the ongoing instruction of Portuguese, will empower UT to more fully develop experts in priority languages who will be able to meet crucial national needs in the business, government, nonprofit and education sectors.

Finally, UT and LLILAS Benson are ideally positioned, geographically and through our deep commitment to LAS, to make a lasting regional, national, and international impact as an NRC. Texas is a majority-minority state, with Latinos projected to become the demographic majority as soon as this year. Proposed activities with MSIs and underserved school districts will demonstrate how UT can bring educational benefits and opportunities to the entire population and increase our capacity to develop a diverse corps of graduates with the language and area studies expertise to meet national needs.

9. Impact and Evaluation

9A. Impact on University, Community, Region, and Nation: As one of the most expansive LAS programs at one of the largest universities in the nation, we teach LAS and languages to thousands of students annually. Undergraduate and graduate enrollment in LAS courses in 2013–14—a year typical of the last four—was 3,907, of whom 80% were non-LAS majors. In Latin American language instruction, over 4,200 students took Spanish, Portuguese, and K’iche’ that same year (see Section 4A).

Our faculty exerts national influence on LAS and Latin American affairs. In the past decade, two faculty associates (Hale, Arias, CV pp. B9, B12) have served as LASA president; two faculty are MacArthur “genius” awardees (England, Stuart, CV pp. B29, B73); one received the 2014 White House Champions of Change Award (Urrieta); and one received the 2013 Moors

Cabot Award for outstanding reporting on Latin America (DeCesare, CV p. B23). Our faculty regularly provide expertise in the national media (see Section 7C) and are leaders in the creation of language learning tools with great national reach (see Section 4Dii). Numerous additional faculty achievements are listed in Appendix B.

Over the past four years, LLILAS has systematically collected alumni placement data. We now have data on 550 graduate alumni and 943 LAS BAs. Approximately 65% of our graduate alumni work in the private sector, many in leadership positions in firms as diverse as the National Petroleum Refiners Association, Foreign Broadcast Information Service, Prudential Securities, and Samsung Electronics America. About 20% work in academia, where they hold positions as deans, university professors, and librarians. The remaining group works in government and nonprofit sectors, in placements with the U.S. Department of State, the Inter-American Foundation, and the World Bank. The majority of our BA graduates works in the private sector (66%), with 19% in academia, 12% in government, and 2% in the nonprofit sector. These data demonstrate that our alumni are widely meeting areas of national need, both domestically and abroad. Please see Section 9Cii for enhancements to placement tracking.

LLILAS Benson's scholarly programs have major LAS educational impact campus-wide and beyond, with an average of 30 events each year and a total attendance of roughly 1,370 in 2013–14. Attendance continues to increase, due to new onsite space and better use of social media. The LLILAS Benson Facebook pages engage nearly 3,500 individuals, and disseminating our e-newsletter via Facebook has increased subscriptions from 600 to 1,200. Through our outreach office, this influence extends to the community and region with teacher training, collaboration with postsecondary institutions, and public events (see Section 7).

9B. Provision for Equal Access: UT is committed to providing equal access and treatment for students who are members of traditionally underrepresented groups, including racial and ethnic minority groups, women, persons with disabilities, and the elderly, in compliance with Section 427 of the General Education Provisions Act. UT policy guarantees admission to 75% of all Texas high school students graduating in the top 7% of their class, a policy designed to increase access to higher education for historically underrepresented groups. Latino students at UT increased from 9,535 in 2011–12 to 10,220 in 2012–13; African American students rose from 2,476 to 2,520. UT awards more PhDs to Latinos than any other university in the U.S., and ranks 16th in awarding advanced degrees to African Americans. Since 2008, the percentage of UT students from underrepresented groups studying abroad rose to 44% in 2012–13, a 22% jump.

UT's Division of Diversity and Community Engagement (DDCE) works to ensure a campus that embraces diversity in all its forms. DDCE offices upholding equal access are: (1) Services for Students with Disabilities, which determines eligibility and implements reasonable accommodations for students with disabilities; (2) the Multicultural Engagement Center, which provides diverse educational and support opportunities for students; and, (3) the Office of Institutional Equity, which supports the maintenance of a nondiscriminatory campus.

LLILAS adamantly defends the principles of equal access, with our efforts visible through our student programs. As of May 2014, 55% of our LAS graduate students are women, 36% are from underrepresented groups, and 27% are international students. Our incoming graduate cohort is increasingly diverse, with 55% females, 45% from underrepresented groups, and 27% international students. Of our undergraduate majors, 62% are female and 51% are from underrepresented groups. To attract a diverse cohort of students, we utilize targeted recruitment strategies to promote LAS courses and degrees, study abroad, and FLAS to student organizations

and services at UT and partner institutions with an emphasis on reaching underserved and under-resourced students. We hire faculty who reflect the diversity of our students, with 50% of our new faculty recruits from underrepresented groups, and 50% from Latin America.

9C. Evaluation

9Ci. Evaluation Plan: The evaluation plan for the proposed scope of work will utilize a mixed methods approach, gathering and assessing quantitative and qualitative data to determine program success. We have grouped our proposed program into four major goals, each with 2–3 performance measures with accompanying activities and methodologies (see Table 9.1; Appendix D, Performance Measures Form). While quantitative tracking is the first step in evaluating each goal, the core of our evaluation plan consists of outcome-oriented goals focusing on quality, efficacy, and transformative impact. Depending on the program, we will conduct surveys, qualitative interviews, and/or focus groups with participants and partner institutions to gauge both the efficacy of each program component and its replicability.

Data collection will be carried out by the faculty and staff directly responsible for the activity in question. Analysis of this data will be conducted by Dr. Jessica Hartos from the University of North Texas Health Science Center, who will serve as the external program evaluator for the grant period, at an annual cost of \$2,500 (CV, p. B94; Appendix A, Budget). Dr. Hartos has expertise in program development and evaluation, research design, and statistical analysis for outcomes related to higher education; she serves as the NRC and FLAS evaluator for the current grant cycle for UT NRCs. She will design sign-in sheets, surveys, focus group questions and procedures, and spreadsheets for entering data. For each reporting period, she will analyze data according to the performance measures, and provide written reports. Findings will be expressed in narratives, tables, and graphs as appropriate.

Table 9.1. LLILAS Benson NRC and FLAS evaluation plan, 2014–18

Goals	Performance Measures	Activities	Methodology
A. Increase by 10% opportunities for teacher training in K–16 foreign language and area studies	A1. Increase by 10% professionals participating in trainings	<ul style="list-style-type: none"> • POR for Span. speakers workshop • Teacher training on LAS literature • Hemispheres summer institute • Hemispheres regional trainings • Hemispheres promotional program 	<p>(1) Track activities, partners, and participants (2) Surveys, focus groups, interviews</p>
	A2. Increase by 10% MSI and community college professionals in trainings	<ul style="list-style-type: none"> • Hemispheres summer institute for postsecondary educators at community colleges and MSIs 	<p>(1) Track activities, partners, and participants (2) Surveys, focus groups, interviews</p>
	A3. Increase by 15% curriculum development with underserved school districts	<ul style="list-style-type: none"> • Curriculum development to provide stipends to K–12 educators who work in minority-serving and underserved school districts 	<p>(1) Track educators, curriculum units, and pilots of materials (2) Surveys, focus groups, interviews</p>
B. Increase by 15% the opportunities for training in foreign language and area studies at partner MSIs and community colleges	B1. Increase by 15% collaborative global studies activities, events, and courses at HT	<ul style="list-style-type: none"> • Build HT library’s LAS collection • Develop LAS content courses to be taught on the HT campus • HT faculty travel to Latin America 	<p>(1) Track courses, acquisitions, students, and travel (2) Surveys, focus groups, interviews</p>
	B2. Increase by 20% collaborative activities, courses, and events at MSIs and comm. colleges	<ul style="list-style-type: none"> • MSI faculty travel stipends to conduct research at the Benson • Community college advisory committee • Latin American film screenings and filmmaker discussions at ACC 	<p>(1) Track activities, partners, and participants (2) Surveys, focus groups, interviews</p>
C. Increase by 10% the opportunities for student training in foreign language, area, and international studies	C1. Increase by 15% students participating in UT language and area study activities, courses, degrees, and programs	<ul style="list-style-type: none"> • Nahuatl and Quechua instruction • Develop curriculum for Nahuatl and Quechua • Develop and test online language instruction for K’iche’ Maya • Promote LAS and language study to under-represented groups 	<p>(1) Track participation in programs and grades in courses (2) Surveys and focus groups</p>
	C2. Increase by 10% students with degrees in area studies and languages at UT	<ul style="list-style-type: none"> • Administer FLAS fellowships to undergraduate and graduate students 	<p>(1) Track FLAS fellows and LAS and related graduates (3) Surveys and focus groups</p>
D. Increase by 10% the opportunities for training in foreign language and area studies within collaborations across colleges and NRCs at UT	D1. Increase by 10% collaborative training integrating foreign language and area studies for K–16 teachers	<ul style="list-style-type: none"> • ALD 327 course • Pre-service teacher trainings at TSU and partner institutions • Six-hour Brazil course for superintendents • NISOD conference exhibits 	<p>(1) Track activities, partners, and participants (2) Surveys, focus groups, interviews</p>
	D2. Increase by 10% foreign lang. and area studies collaborative activities with other disciplines	<ul style="list-style-type: none"> • GET program • Benson traveling exhibitions • Sponsored events at MSIs and community colleges • Interregional panels 	<p>(1) Track activities, partners, and participants (2) Surveys, focus groups, interviews</p>

Government Performance and Results Act (GPRA): LLILAS will comply with the collection, analysis, and evaluation of data to assist the Department of Education (ED) in meeting the GPRA requirements for the NRC and FLAS programs. Through our instruction of priority languages (POR and Quechua) and other LCTLs (K'iche' and Nahuatl), we will measure the percentage of priority languages taught, including intermediate and advanced courses (NRC GPRA measures 1.1, 1.2, 1.3, 1.5). Through our LAS and S&P degree programs, we will track the percent increase of certificates, minors, and majors (NRC GPRA 1.4) and will measure the efficiency of our priority and LCTL instruction (NRC GPRA 1.6). Through enhanced tracking of FLAS fellows, LLILAS will track the percentage of graduates who secure employment utilizing foreign language and area studies skills for eight years post-graduation (FLAS GPRA 2.1) and the number of FLAS MA and PhD graduates who studied priority languages (FLAS GPRA 2.2). We will track the number and measure the cost of FLAS fellows who increased their foreign language proficiency score by at least one level (FLAS GPRA 2.3, 2.4).

9Cii. Past Evaluation: LLILAS did not serve as an NRC over the past four years; therefore, we do not have recent, NRC-specific evaluation data to share. However, LLILAS has a robust practice of evaluation that we use to continuously improve the content and quality of our programs. In 2012 LLILAS Benson engaged in an intensive strategic planning process, evaluating all existing programs; in April 2014 we underwent a thorough external review of our graduate programs as mandated by the Texas Higher Education Coordinating Board (see Section 2Aii). We submit annual strategic reports to the COLA. We also conduct regular program evaluation through: student, staff, faculty and program participant surveys; analyses of student and public program data; budgetary reviews; exit interviews with visiting professors and scholars; instructor surveys; and student open forums.

Outcomes and findings assist with reports, highlight best practices, and identify areas for program improvement; they also inform the goals and initiatives set forth in this proposal. For example, for Goal A, evaluation of past K–12 training programs demonstrates that the biggest impact is made when in-person training is delivered collaboratively with other institutions, with additional information made available online. Evaluation of our collaborations (including with MSIs and community colleges) demonstrates that these activities: yield significant cost savings; reach larger, more diverse populations; and better integrate language and LAS into a broader framework of other disciplines. This evidence informed our decision to utilize this grant to increase collaborative activities with MSIs and community colleges (Goal B) and with other UT entities and NRCs (Goal D). For Goal C, tracking of student enrollment, graduation, and placement indicates that our programs, including FLAS, benefit undergraduate and graduate placement in areas of national need (see Section 9A).

One example of how our internal evaluation and assessment is transforming our program is that of LAS graduate and FLAS placement tracking. While LLILAS placement data strengthen each year, we have identified a need to further streamline our placement data collection process to fully capture the level of national need being met through our LAS and FLAS graduates. As such, we will enhance our alumni tracking procedures in the following ways: Our Student Programs office will conduct placement interviews with students upon graduation and administer all follow-up surveys with FLAS awardees. Our Alumni Relations program will regularly seek LAS alumni placement data post-graduation through targeted surveys, social media outreach, the annual giving campaign, and the alumni reunion. Through collaboration with the faculty and staff in other departments, beginning in 2015 we will implement an enhanced, annual FLAS tracking survey that supplements the International Resource and Information System (IRIS)

surveys and includes collection of placement data for eight years post-award. All placement data will be maintained in the UT alumni and donor database and IRIS as applicable.

9D. FLAS Contribution to Improved Supply of Specialists: Each year, LLILAS FLAS fellowship recipients contribute to a growing supply of specialists poised to address national needs through their language and area studies expertise. Over the past four years, LLILAS has selected approximately eight students per year for academic year FLAS awards; 45% have been PhD students, 34% MA, and 21% undergraduates. All studied Portuguese except two, who studied indigenous languages; half were LAS students, the other half from departments across the university. In the same period, we made 16 summer FLAS awards; 13 went to PhD students, 2 to MAs, and 1 to an undergraduate—all from non-LAS fields of study. FLAS summer session recipients take advantage of UT faculty expertise and linkages abroad to study Latin American indigenous and other languages through supervised independent study or in programs abroad. In the past two summers, awardee languages have included: Buglere, Haitian Creole, Kaqchikel, Quechua, and K’iche’.

Language competency enhances FLAS awardees’ competitiveness in the job market, demonstrating discipline and versatility. A recent survey of 2010–14 FLAS recipients shows students excelling in academia and finding placements in areas of national need post-graduation (Table 9.2); our undergraduate FLAS recipient data are not shown below as five continue their undergraduate studies and one is in the LAS MA program.

Table 9.2. LLILAS graduate FLAS placement for 2010–14 fellowship recipients

Placement	PhD (23 total)	MA (15 total)
In Degree	20 in PhD studies in 9 departments	4 in graduate studies (1 PhD, 3 MA)
Academic	1 assist. professor at Middlebury College	1 research associate, UT
NGO	1 community relations officer, Packard Foundation for Children’s Health	1 Fulbright-Clinton Fellow, Malawian Ministry of Environ. & Climate Change
Media	-	2 journalists (1 Brazil, 1 Costa Rica)
Arts	1 curatorial fellow, Museum Contemp. Art	1 curatorial assistant, Blanton Museum
Business	-	1 channels specialist, Google
Other	-	2 traveling in Latin America; 3 unknown

Moving forward, we will increase our direct support of FLAS awardees in their search for placement in areas of national need via our extensive alumni network and international linkages with language-proficient graduates at government, NGO, and private sector organizations needing linguistically and culturally proficient professionals.

9E. Dissemination of Information to the Public: LLILAS consistently disseminates information to the public on our teaching, scholarship, and research in order to meet national needs for experts in critical languages, international, and area studies. A broad array of print and electronic communications provides up-to-date access to our resources. The LLILAS and Benson websites contain in-depth information about activities, current scholarship, and connections to our digital resources and collections. We publish an annual record of our scholarship and programs, *Portal*, made widely available to the public. Our LLILAS bi-weekly electronic newsletter, with over 1,200 subscribers, promotes events, highlights research, and spotlights the collection. Faculty scholarship is promoted through our websites, newsletters, social media, journal publications, public events, and presentations at national conferences such as LASA (for faculty publications, see Appendix B). Our scholarly and outreach programs educate the public at multiple levels, in the training of K–12 teachers, in collaborative efforts at the postsecondary level, and through public events (see Section 7). Finally, we play a nationally prominent role in making scholarly resources universally available in digital form, through projects such as AILLA, LANIC, and Primeros Libros (see Section 5).

9F. FLAS Impact

9Fi. Impact of Fellowships on National Needs: The FLAS fellowships granted by LLILAS over the past four years have met compelling national need, especially in areas of trade, environmental policy, diplomacy, and humanitarian concern (see Table 9.2). Federal agency

heads identify Portuguese and Quechua as priority languages, and Central and South America and the Caribbean as priority world regions. The U.S. Departments of Commerce, Defense, Energy, Health and Human Services, Homeland Security, and Transportation all place special emphasis on Portuguese and Brazil. Latin America is the largest regional trade partner of the U.S.; therefore, language and area expertise plays a crucial role in building and maintaining these economic relations. Within Latin America, indigenous languages represent a vital resource of intangible cultural patrimony. FLAS fellowships devoted to language study, and the intensive field experience that tends to follow, train our students as diplomats and emissaries in this terrain of multipolar global relations.

9Fii. FLAS Awardee Placement in Relation to National Needs: LLILAS is committed to developing professionals with a deep understanding of Latin America and advanced language skills who will use their training to meet areas of national need. As outlined in Section 9D, LLILAS maintains current, accurate placement data on FLAS awardees (see Table 9.2). Among students who have completed their degrees, data indicate that FLAS awardees are achieving full-time placement in areas of national need, including the business, government, media, and nongovernmental sectors.

10. FLAS Awardee Selection Procedure

10A. Plan for Advertisement, Selection Process, Correspondence to FLAS Priorities:

LLILAS FLAS procedures ensure transparency and broad dissemination to a diverse pool of quality applicants. Early each fall, we issue campus-wide calls for undergraduate and graduate applicants via emails with links to detailed application information to department chairs, graduate and undergraduate academic advisers and coordinators, and LLILAS faculty members, who in turn recruit students. Students receive FLAS information directly via student listservs and

LLILAS and Benson Facebook pages; fliers are also posted campus-wide. The LLILAS website provides undergraduate and graduate application forms, detailed information on procedures and eligibility requirements (e.g., U.S. citizen and legal permanent resident status; level of language proficiency, etc.), and includes the responsibilities of award recipients, such as the eight-year requirement for placement reporting with ED and LLILAS. The FLAS program coordinator is available to answer questions as needed, and before the end of the fall semester he holds at least one information session for prospective applicants. Former FLAS recipients assist with information sessions and outreach across campus. Our Indigenous Language Initiative Program director advises students interested in pursuing non-traditional languages. Applications are due on or around January 30. A faculty committee meets in early March to review, score, and select award recipients. In April, LLILAS sends award and decline letters to applicants.

CPP 1, Financial Need: For the 2014–18 cycle, LLILAS will require undergraduate and graduate FLAS applicants to submit a completed FAFSA (Free Application for Federal Student Aid) form as part of their application materials. The faculty committee will first review applications based on merit, and then give preference to applicants who demonstrate both merit and the highest financial need. LLILAS will determine financial need based on students' financial circumstances and not other aid received.

CPP 2, Priority Languages: Portuguese and Quechua are included in ED's list of LCTLs. As in the past, LLILAS will award a minimum of 25% of the academic year and summer FLAS fellowships to students studying these priority LCTLs. Requests to study other non-traditional languages of Latin America are vetted through Dr. Romero and submitted to ED for approval before awards are made.

10B. Plan for Application Process, Review Committee, and Selection Criteria: Students download the application from the LLILAS website and submit it by email or in person to the FLAS coordinator. Paper applications are available on request. All applications must include the following: (1) two-page narrative statement on how language study will aid career and research goals; (2) detailed study plan if studying a non-traditional language; (3) one-page curriculum vita; (4) UT transcript; (5) FAFSA form; and, (6) two letters of recommendation. Applicants must sign a commitment to complete ED reports, pre- and post-oral proficiency interviews, biannual placement surveys, and to assist with outreach promoting FLAS. Undergraduate applicants must demonstrate Intermediate to Advanced proficiency in the proposed language to be eligible for funding.

Seven LLILAS associate faculty members from departments campus-wide comprise the FLAS selection committee. For non-traditional languages, reviewers evaluate an independent study plan, approved by a linguist with expertise in the language. Reviewers assign each applicant merit scores of 1–5 (low to high). After merit score assignment, a second review assesses financial need, also scored 1–5. Only students who demonstrate sufficient merit as determined by the review committee are reviewed for financial need. Applicants with the highest combined scores for merit and financial need receive preference for awards.

11. Competitive Preference Priorities

LLILAS is committed to fulfilling the competitive preference priorities (CPP) identified by the U.S. Department of Education. We are proposing a vibrant program of collaborative initiatives with MSIs, community colleges, and colleges of education to achieve NRC CPPs 1 and 2, as detailed in Section 8 of the proposal and outlined in Table 11.1 below.

Table 11.1. LLILAS Benson NRC competitive preference priorities

NRC CPP 1: Collaborative activities with MSIs or community colleges	
<i>Initiative</i>	<i>Page Numbers</i>
Summer institute for postsecondary educators	30
Huston-Tillotson global studies program	30-31
MSI visiting scholars	31
Community college advisory committee	31
Filmmakers series with Austin Community College	32
LLILAS Benson traveling exhibits	35-36
Interregional panel series	36
Extension of LLILAS Benson public programs	36
NRC CPP 2: Collaborative activities with schools or colleges of education	
<i>Initiative</i>	<i>Page Numbers</i>
UT College of Education	
Latin American literature teacher training	29
ALD 327 course workshop	32
Principalship program workshops	32
Six-hour higher education course for superintendents	32-33
NISOD conference presentation	33
Community college advisory committee	31
Texas State University pre-service teacher training	33

LLILAS will also meet the CPPs for the FLAS program, through new selection procedures and a continued focus on priority languages as detailed in Section 10 and outlined in Table 11.2 below.

Table 11.2. LLILAS Benson FLAS competitive preference priorities

FLAS CPP 1: Preference for financial need	
<i>Initiative</i>	<i>Page Numbers</i>
Proposal to give preference when awarding fellowships to students who demonstrate financial need	48
FLAS CPP 2: Priority languages	
<i>Initiative</i>	<i>Page Numbers</i>
Proposal to award 25% or more of academic year FLAS fellowships in any of the 78 priority languages selected from the U.S. ED's list of LCTLs	48

Through these collaborative programs, an expanded instruction of LCTLs, and an extensive program of outreach to educators and the public, LLILAS looks forward to serving as a National Resource Center and FLAS fellowship administrator, working together with the U.S. Department of Education to educate and train students and professionals with a deep knowledge of Latin America and the language skills necessary to meet critical national needs.



LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
THE UNIVERSITY OF TEXAS AT AUSTIN

APPENDIX A. PROJECT BUDGET



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

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization

LLILAS Benson Latin American Studies and Collections
The University of Texas at Austin

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	\$63,781	\$111,694	\$161,045	\$117,075		\$453,595
2. Fringe Benefits	\$35,634	\$50,338	\$65,480	\$52,632		\$204,085
3. Travel	\$15,500	\$11,100	\$6,050	\$4,550		\$37,200
4. Equipment	\$0	\$0	\$0	\$0		\$0
5. Supplies	\$4,600	\$5,600	\$1,600	\$1,600		\$13,400
6. Contractual	\$0	\$0	\$0	\$0		\$0
7. Construction	\$0	\$0	\$0	\$0		\$0
8. Other	\$73,125	\$70,125	\$45,625	\$45,625		\$234,500
9. Total Direct Costs (lines 1-8)	\$192,640	\$248,858	\$279,800	\$221,483		\$942,780
10. Indirect Costs*	\$15,411	\$19,909	\$22,384	\$17,719		\$75,422
11. Training Stipends	\$321,000	\$321,000	\$321,000	\$321,000		\$1,284,000
12. Total Costs (lines 9-11)	\$529,051	\$589,766	\$623,184	\$560,201		\$2,302,202

***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? X Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2013 To: 08/31/2014 (mm/dd/yyyy)
 Approving Federal agency: ED X Other (please specify): Department of Health and Human Resources. The Indirect Cost Rate is 54.5%
- (3) 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 X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8%

Name of Institution/Organization

**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)

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.

Instructions for ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED's website at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1) Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.
If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

- (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
- (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.
(2) If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.
- (3) If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect

Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.
2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
 - a. The specific costs or contributions by budget category;
 - b. The source of the costs or contributions; and
 - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB

cost principle circulars are available on OMB's website at: <http://www.whitehouse.gov/omb/circulars/index.html>]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

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. The valid OMB control number for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

LLILAS Benson Latin American Studies and Collections
The University of Texas at Austin
ED 524 Section C - Budget Narrative

	2014-2015	2015-2016	2016-2017	2017-2018	Pg.	Priority*
1.0 Personnel						
1.1 Program Management						
Graduate Program/FLAS Coordinator (15%)	\$ 6,833	\$ 7,038	\$ 7,249	\$ 7,467	37	AP
Financial Manager (10%)	\$ 5,088	\$ 5,241	\$ 5,398	\$ 5,560	37	AP
Publications Designer (10%)	\$ 2,260	\$ 2,328	\$ 2,398	\$ 2,469	37	AP
GRA - Program Coordination (50%)	\$ 7,400	\$ 7,622	\$ 7,851	\$ 8,086	37	AP
1.2 Outreach						
A. Outreach Coordinator (50%)	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	37	AP/CP
B. GRA - Outreach (50%)	\$ 7,400	\$ 7,622	\$ 7,851	\$ 8,086	37	AP/CP
C. GRA - Digital Scholarship (50%)	\$ 7,400	\$ 7,622	\$ 7,851	\$ 8,086	37	AP/CP
1.3 LCTLs						
A. Nahuatl Lecturer (100%)	\$ -	\$ 46,000	\$ 47,380	\$ -	37	AP
B. Quechua Lecturer (100%)	\$ -	\$ -	\$ 46,000	\$ 47,380	37	AP
C. GRA - Indigenous Languages (50%)	\$ 7,400	\$ 7,622	\$ 7,851	\$ 8,086	37	AP
SUBTOTAL PERSONNEL	\$ 63,781	\$ 111,694	\$ 161,045	\$ 117,075		
2.0 Fringe Benefits						
2.1 30% of Personnel Subtotal	\$ 19,134	\$ 33,508	\$ 48,314	\$ 35,123		
2.2 GRA Tuition Reduction (50% of \$8,250/GRA x 4 GRAs)	\$ 16,500	\$ 16,830	\$ 17,167	\$ 17,510		
SUBTOTAL FRINGE BENEFITS	\$ 35,634	\$ 50,338	\$ 65,480	\$ 52,632		
3.0 Travel						
3.1 Domestic Travel						
Principalship Program, staff travel (2 trips/yr at \$300/trip)	\$ 600	\$ 600	\$ 600	\$ 600	32	AP
Traveling Exhibits, staff travel (\$450/trip; 2 Y1; 1 Y3; 1 Y4)	\$ 900	\$ -	\$ 450	\$ 450	35	AP
Outreach staff travel (5 trips/yr at \$500/trip)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500		AP/CP
3.2 International Travel						
Faculty travel, Superintendent course (\$1,000/trip at 1trip/yr)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	32	
Faculty travel, LCTL courses (\$1500/trip; 3 Y1; 2 Y2; 1 Y3)	\$ 4,500	\$ 3,000	\$ 1,500	\$ -	34	AP
Benson Acquisition Travel (\$2,000/trip; 3 Y1, 2 Y2)	\$ 6,000	\$ 4,000	\$ -	\$ -	36	AP/CP
SUBTOTAL TRAVEL	\$ 15,500	\$ 11,100	\$ 6,050	\$ 4,550		

LLILAS Benson Latin American Studies and Collections
The University of Texas at Austin
ED 524 Section C - Budget Narrative

	2014-2015	2015-2016	2016-2017	2017-2018	Pg.	Priority*
4.0 Equipment (not applicable)	\$ -	\$ -	\$ -	\$ -		
SUBTOTAL EQUIPMENT	\$ -	\$ -	\$ -	\$ -		
5.0 Supplies						
CIBER Partnership: GET Exporting	\$ 100	\$ 100	\$ 100	\$ 100	35	AP
Outreach Library Development	\$ 3,000	\$ 1,500	\$ -	\$ -	37	AP/CP
Traveling Exhibit supplies	\$ -	\$ 2,500	\$ -	\$ -	35	AP
Office Supplies	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500		
SUBTOTAL SUPPLIES	\$ 4,600	\$ 5,600	\$ 1,600	\$ 1,600		
6.0 Contractual (not applicable)	\$ -	\$ -	\$ -	\$ -		
SUBTOTAL CONTRACTUAL	\$ -	\$ -	\$ -	\$ -		
7.0 Construction (not applicable)	\$ -	\$ -	\$ -	\$ -		
SUBTOTAL CONSTRUCTION	\$ -	\$ -	\$ -	\$ -		
8.0 Other						
8.1 Teacher Training (Absolute Priority)						
K-16 Teacher Workshops: Portuguese for Spanish Speakers	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	29	AP/CP
K-12 Teacher Training: Latin American Children's Literature	\$ 250	\$ 250	\$ 250	\$ 250	29	AP
K-12 Summer Institute	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	29	AP
K-12 Regional Training Sessions	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	29	AP
Post-secondary Summer Institute	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	30	AP/CP
K-12 Curriculum Development	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	30	AP
K-12 Promotional Program	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	30	AP
8.2 MSI & Community College Partnerships (CPP 1)						
HT Latin American Library Materials	\$ 12,000	\$ 10,000	\$ 6,000	\$ 6,000	30	CP
HT global studies course, Instructor stipend (1/yr at \$4,000 ea.)	\$ -	\$ 4,000	\$ 4,000	\$ 4,000	31	CP
HT global studies course, textbooks	\$ -	\$ 500	\$ 500	\$ 500	31	CP
HT faculty international travel stipends (1/yr at \$2500 ea.)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	31	CP

LLILAS Benson Latin American Studies and Collections
The University of Texas at Austin
ED 524 Section C - Budget Narrative

	2014-2015	2015-2016	2016-2017	2017-2018	Pg.	Priority*
MSI Visiting Scholars (\$3,000 each; 5 Y1, 5 Y2, 3 Y3, 3 Y4)	\$ 15,000	\$ 15,000	\$ 9,000	\$ 9,000	31	CP
Community College Advisory Committee (6 trips at \$500/trip)	\$ 3,000	\$ 3,000	-	\$ -	31	CP
Austin Community College, Film Series collaboration	\$ 500	\$ 500	\$ 500	\$ 500	32	CP
8.3 College of Education Partnerships (CPP 2)						
UT College of Ed, ALD 327 course	\$ 750	\$ 750	\$ 750	\$ 750	32	CP
UT College of Ed, Brazil/Portuguese course for superintendent	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	32	CP
NISOD Conference Presentation	\$ 125	\$ 125	\$ 125	\$ 125	33	CP
TX State University pre-service teacher training	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	33	CP
8.4 LCTLs (Purpose of NRC)						
Online K'iche' consultant stipend (\$3,000/mo for 3 mos)	\$ 6,000	\$ 3,000	\$ -	\$ -	34	AP/CP
8.5 Other Outreach (Purpose of NRC)						
Traveling exhibit preparator costs	\$ -	\$ 500	\$ -	\$ -	35	AP/CP
Traveling exhibit installation/deinstallation costs (\$500/exhibit)	\$ -	\$ -	\$ 500	\$ 500	35	AP/CP
Traveling exhibit curriculum development	\$ -	\$ 2,000	\$ -	\$ -	35	AP/CP
Inter-regional Panel speaker travel	\$ 3,000	\$ 3,000	\$ 1,500	\$ 1,500	36	AP/CP
Extension of Public Programs to MSIs	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	36	AP/CP
Benson Acquisitions	\$ 10,000	\$ 5,000	\$ -	\$ -	36	AP/CP
8.6 Evaluation and Assessment						
Evaluation & Assessment	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	41	
8.7 Other						
Communications (telephone, computers, long distance)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000		
Copying and Printing	\$ 500	\$ 500	\$ 500	\$ 500		
Postage and Shipping	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000		
SUBTOTAL OTHER	\$ 73,125	\$ 70,125	\$ 45,625	\$ 45,625		

LLILAS Benson Latin American Studies and Collections
The University of Texas at Austin
ED 524 Section C - Budget Narrative

	2014-2015	2015-2016	2016-2017	2017-2018	Pg.	Priority*
9.0 Total Direct Costs (lines 1-8)	\$ 192,640	\$ 248,858	\$ 279,800	\$ 221,483		
10.0 Indirect Costs (8%)	\$ 15,411	\$ 19,909	\$ 22,384	\$ 17,719		
11.0 Training Stipends (FLAS Fellowships)					28	
11.1 Graduate Fellowships						
Academic Year						
Institutional Payment (7 at \$18,000 each)	\$ 126,000	\$ 126,000	\$ 126,000	\$ 126,000		AP, CP
Subsistence Allowance (7 at \$15,000 each)	\$ 105,000	\$ 105,000	\$ 105,000	\$ 105,000		AP, CP
Summer						
Institutional Payment (4 at \$5,000 each)	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000		AP, CP
Subsistence Allowance (4 at \$2,500 each)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000		AP, CP
SUBTOTAL GRADUATE FELLOWSHIPS	\$ 261,000	\$ 261,000	\$ 261,000	\$ 261,000	28	
11.2 Undergraduate Fellowships						
Academic Year						
Institutional Payment (3 at \$10,000 each)	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000		AP, CP
Subsistence Allowance (3 at \$5,000 each)	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000		AP, CP
Summer						
Institutional Payment (2 at \$5,000 each)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000		AP, CP
Subsistence Allowance (2 at \$2,500 each)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000		AP, CP
SUBTOTAL UNDERGRADUATE FELLOWSHIPS	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000		
TOTAL FLAS	\$ 321,000	\$ 321,000	\$ 321,000	\$ 321,000		
12.0 Total Costs (lines 9-11)	\$ 529,051	\$ 589,766	\$ 623,184	\$ 560,201		

* Acronyms

AP - Absolute Priority

CP - Competitive Priority

HT - Huston-Tillotson University



**LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
THE UNIVERSITY OF TEXAS AT AUSTIN**

APPENDIX B. PROJECT PERSONNEL

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INDEPENDENT EVALUATOR CV _____	PAGE B-94

**LLLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
INDEX OF AFFILIATED FACULTY**

College	Department	Faculty Name		Rank	Index Page
Cockrell School of Engineering	Civil Engineering	McKinney	Daene	Professor	55
College of Communication	Journalism	Alves	Rosental C.	Professor	11
	Journalism	DeCesare	Donna	Associate Professor	23
	School of Journalism	Gil de Zúñiga	Homero	Associate Professor	34
	Radio, Television and Film	Ramírez-Berg	Charles	Professor	63
	Radio, Television and Film	Straubhaar	Joseph D.	Professor	73
College of Education	Curriculum and Instruction	Palmer	Deborah	Associate Professor	59
	Educational Administration	Somers	Patricia	Associate Professor	71
	Educational Psychology	Ainslie	Ricardo	Professor	10
	Curriculum and Instruction	Urrieta Jr.	Luis	Associate Professor	77
College of Fine Arts	Art and Art History	Giunta	Andrea	Professor	36
	Art and Art History	Guernsey	Julia	Professor	38
	Art and Art History	Flaherty	George	Assistant Professor	31
	Art and Art History	Runggaldier	Astrid	Lecturer	68
	Art and Art History	Stuart	David	Professor	73
	Music	Turci-Escobar	John R.	Assistant Professor	76
	Theater & Dance	Bonin Rodriguez	Paul	Assistant Professor	15
	Theater & Dance	Gutierrez	Laura G	Associate Professor	39
	Music	Moore	Robin	Professor	57
College of Liberal Arts	Department of English	Morán González	John	Associate Professor	58
	African and African Diaspora Studies	Makalani	Minkah	Assistant Professor	52
	American Studies	Guidotti - Hernandez	Nicole	Associate Professor	38
	Anthropology	Balli	Cecilia	Assistant Professor	15
	Anthropology, African and African Diaspora Studies	Costa Vargas	João	Associate Professor	20
	Anthropology	Di Fiore	Anthony	Associate Professor	24
	Anthropology, African and African Diaspora Studies	Gill	Lyndon	Assistant Professor	35
	Anthropology, African and African Diaspora Studies	Gordon	Edmund T.	Associate Professor	37
	Anthropology, African and African Diaspora Studies	Hale	Charles R.	Professor	9

College	Department	Name		Rank	Index Page
College of Liberal Arts (con't)	Anthropology	Kockelman	Paul	Assistant Professor	47
	Anthropology	Menchaca	Martha	Professor	55
	Anthropology	Merabet	Sofian	Assistant Professor	56
	Anthropology	Rodríguez-Alegría	Enrique	Associate Professor	66
	Anthropology	Smith	Christen	Assistant Professor	71
	Anthropology	Speed	Shannon	Associate Professor	72
	Anthropology	Valdez Jr.	Fred	Professor	77
	Anthropology	Wade	Mariah D.	Associate Professor	78
	Anthropology	Wilson	Samuel	Professor	82
	Spanish and Portuguese	Afolabi	Omoniyi	Associate Professor	10
	Spanish and Portuguese	Almeida	Jacqueline Toribio	Professor	11
	Spanish and Portuguese	Arias	Arturo	Professor	12
	Spanish and Portuguese	Arroyo - Martínez	Jossianna	Professor	13
	Spanish and Portuguese	Borge	Jason	Associate Professor	16
	Spanish and Portuguese	Cárcamo-Huechante	Luis	Associate Professor	20
	Spanish and Portuguese	Domínguez-Ruvalcaba	Hector	Associate Professor	25
	Spanish and Portuguese	Flanzer	Vivian	Lecturer	32
	Spanish and Portuguese	Harney	Michael	Associate Professor	40
	Spanish and Portuguese	Nevárez	I. Celina	Lecturer, Course Supervisor SPN 601D	45
	Spanish and Portuguese	Kelm	Orlando	Associate Professor	46
	Spanish and Portuguese	Koike	Dale	Professor	47
	Spanish and Portuguese	Lindstrom	Naomi	Professor	50
	Spanish and Portuguese	McDonough	Kelly	Assistant Professor	54
	Spanish and Portuguese	Ogando Lavin	Mina	Lecturer, Course Supervisor SPN 611D	56

College	Department	Name		Rank	Index Page
College of Liberal Arts (con't)	Spanish and Portuguese	Polit	Gabriela	Associate Professor	61
	Spanish and Portuguese	Reed	Cory A.	Associate Professor,	64
	Spanish and Portuguese	Robbins	Jill	Professor	64
	Spanish and Portuguese	Roncador	Sonia	Associate Professor	67
	Spanish and Portuguese	Salgado	César	Associate Professor	69
	Spanish and Portuguese	Sutherland-Meier	Madeline	Associate Professor	74
	LLILAS/ Indigenous Language Instruction Program	Tahay Tzaj	Manuela	Lecturer	74
	Economics	Linden	Leigh	Assistant Professor	50
	English	Hinojosa-Smith	Rolando	Professor	42
	English, African and African Diaspora Studies	Wilks	Jennifer	Associate Professor	80
	Geography and the Environment	Arima	Eugenio	Assistant Professor	13
	Geography and the Environment	Butzer	Karl W.	Professor	18
	Geography and the Environment	Crews-Meyer	Kelley	Associate Professor	21
	Geography and the Environment	Doolittle	William E.	Professor	26
	Geography and the Environment	Knapp	Gregory	Associate Professor	46
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	Geography and the Environment	Pérez	Francisco	Professor	60
	Geography & the Environment	Ramos	Carlos	Assistant Professor	63
	Geography and the Environment	Torres	Rebecca	Associate Professor	75
	Geography and the Environment	Young	Kenneth R.	Professor	83
Government	Brinks	Daniel	Associate Professor	17	
Government	Dietz	Henry A.	Professor	25	
Government	Elkins	Zachary	Associate Professor	28	
Government	Greene	Kenneth	Associate Professor	37	
Government, African and African Diaspora Studies	Hooker	Juliet	Associate Professor	43	
Government	Hunter	Wendy	Professor	44	

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College of Liberal Arts (con't)	Government	Leal	David L.	Professor	49
	Government	Madrid	Raúl L.	Professor	51
	Government	Weyland	Kurt	Professor	80
	History	Brown	Jonathan C.	Professor	17
	History	Butler	Matthew	Associate Professor	18
	History	Cañizares-Esquerria	Jorge	Professor	19
	History	Deans-Smith	Susan	Associate Professor	22
	History	Garfield	Seth	Associate Professor	33
	History	Garrard-Burnett	Virginia	Professor	33
	History	Guridy	Frank	Associate Professor	39
	History	Twinam	Ann	Professor	76
	History	Zamora	Emilio	Professor	83
	Jewish Studies	Rosenberg-Weinreb	Amelia	Lecturer	67
	Linguistics	Crowhurst	Megan	Associate Professor	21
	Linguistics	England	Nora	Professor	29
	Linguistics	Epps	Patience Louise	Associate Professor	30
	Linguistics	Quinto Pozos	David	Professor	62
	Linguistics	Woodbury	Anthony	Professor	82
	LLILAS	Zazueta	Pilar	Lecturer	84
	LLILAS, Department of Spanish and Portuguese	Romero	Sergio	Assistant Professor	66
	LLILAS & Sociology	Fridman	Daniel	Assistant Professor	32
	LLILAS, Department of Spanish and Portuguese	Leu	Lorraine	Associate Professor	49
	LLILAS	Marquez	Lilian	Lecturer	52
	LLILAS, History	del Castillo	Lina	Assistant Professor	23
	Sociology	Angel	Ronald J.	Professor	12
	Sociology	Auyero	Javier	Professor	14
	Sociology	González-López	Gloria	Associate Professor	36
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	Sociology	Roberts	Bryan	Professor	65
	Sociology	Rodriguez	Néstor	Professor	65
	Sociology	Villarreal	Andrés	Associate Professor	77
College of Natural Sciences	Biological Sciences	Hendrickson	Dean	Lectureer	41
	Biological Sciences	Pianka	Eric	Professor	60
	Biological Sciences	Ryan	Michael J.	Professor	68
	Integrative Biology (Botany)	Mauseth	James	Senior Research Scientist	14
	Integrative Biology (Zoology)	Cannatella	David	Associate Professor	19
	Integrative Biology (Zoology)	Gilbert	Lawrence E.	Professor	34
	Integrative Biology (Botany)	Panero	José L.	Associate Professor	59
	Integrative Biology	Simpson	Beryl B.	Professor	70
Jackson School of Geosciences	Geosciences	Dalziel	Ian	Professor	22
	Geological Sciences	Fisher	William L.	Professor	30
	Geological Sciences	Horton	Brian	Associate Professor	44
	Geological Sciences	Marrett	Randall A.	Professor	53
	Geosciences	Austin	James	Professor	54
LBJ School of Public Affairs	Public Affairs	Boske	Leigh B.	Professor	16
	Public Affairs	Eaton	David	Professor	27
	Public Affairs	Flamm	Kenneth	Professor	31
	Public Affairs	Stolp	Chandler	Associate Professor	72
	Public Affairs	Ward	Peter	Professor	78
	Public Affairs	Warner	David	Professor	79
	Public Affairs	Wilson	Robert H.	Professor	81
McCombs School of Business	Finance	Drexler	Alejandro	Assistant Professor	26
	Business School/Bureau of Business Research	Echeverri-Carroll	Elsie	Researcher	28
	Management	Polidoro	Francisco	Associate Professor	61
School of Architecture	Architecture	Díaz Montemayor	Gabriel	Assistant Professor	24
	Architecture	Hoidn	Barbara	Adjunct Professor	42

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School of Architecture (con't)	Architecture	Ibarra-Sevilla	Benjamin	Assistant Professor	45
	Architecture	Lara	Fernando	Associate Professor	48
	Architecture	Lopez	Sarah	Assistant Professor	51
	Architecture	Miró	Juan	Professor	57
	Community & Regional Planning	Sletto	Bjorn	Associate Professor	70
	Community & Regional Planning	Wilson	Patricia A.	Professor	81
School of Law	Law	Dulitzky	Ariel	Clinical Professor	27
	Law	Engle	Karen	Professor	29
	Law	Gilman	Denise	Clinical Professor	35
	Law	Hansen	Patricia	Professor	40
	Law	Hines	Barbara	Clinical Professor	41
	Law	Torres	Gerald	Professor	75
School of Social Work	Social Work	Padilla	Yolanda	Professor	58
	Social Work	Salas-Wright	Christopher	Assistant Professor	69
	Social Work	Zayas	Luis	Dean	84

**LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
INDEX OF PROJECT-RELATED STAFF**

Staff Name	Staff Position	Index Page
Alvarez, Steve	Graduate Program Coordinator, FLAS Coordinator	85
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Block, David	Associate Director of Scholarly Programs; Latin American Bibliographer	86
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Sangwand, T-Kay	Human Rights Archivist; Bibliographer for Brazilian Studies	92
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Sharpe, Susanna	Communications Coordinator	93
Wingfield, Teresa	Publications Designer	94
External Evaluation		
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CHARLES R. HALE

DIRECTOR, LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
PROFESSOR, ANTHROPOLOGY, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, Stanford University, 1990

Tenure Status: Tenured

Expertise: Land rights, indigenous and Afro-descendant social movements, autonomy, consciousness and resistance, political violence, racism

Field Experience: Guatemala; Nicaragua; Bolivia; Honduras; Brazil; Mexico

Percent Time Dedicated to LAS: 90%

Dissertations/Theses in Past 5 years: 7/6

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:2

LAS Courses: Neoliberalism And Its Discontents, Theory, Methods And Politics Of Fieldwork

Selected Publications:

Hale, Charles R., and Lynn Stephen, eds. *Otros Saberes: Collaborative Research with Black and Indigenous Peoples in Latin America*. Santa Fe, NM: School for Advanced Research Press, 2013.

Hale, Charles R. "¿Resistencia para qué? Territory, autonomy and neoliberal entanglements in the "empty spaces" of Central America." *Economy and Society* 40,2 (2011): 234–260.

Hale, Charles R. "...más que un indio (more than an Indian)": *Racial Ambivalence and Neoliberal Multiculturalism in Guatemala*. Santa Fe, NM: School of Advanced Research Press, 2006.

Alvarez, Sonia E., Arturo Arias, and Charles R. Hale. "Re-Visioning Latin American Studies." *Cultural Anthropology* 26,2 (2011): 225–246.

Distinctions:

President, Latin American Studies Association (2006-07)

Fulbright-Garcia Robles Fellowship (affiliation with CIESAS-Pacífico Sur, Oaxaca, Mexico), for the project "Neoliberal transformations, Resource Rights, and Identity Politics: Central America and southern Mexico Compared" (2008-09)

Principal Investigator, Mellon Foundation Grant, "Post-Custodial Archival Development and Digital Scholarship: Learning from Latin America" (2014-15)

OMONIYI AFOLABI

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Luso-Brazilian Studies, University of Wisconsin–Madison, 1997

Tenure Status: Tenured

Expertise: Afro-Brazilian Cultural Production

Field Experience: Brazil

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Portuguese:5

LAS Courses: Afro-Brazil: Lit., Culture, Pol. Ag-Bra; Afro-Luso-Brazilian Worlds; Ritual Theater Race In Brazil

Publications:

Afolabi, Niyi. *Toyin Falola: The Man, the Mask, the Muse*. Durham, NC: Carolina Academic, 2010.

Afolabi, Omoniyi. *Afro-Brazilians: Cultural Production in a Racial Democracy*. Rochester: U of Rochester, 2009.

Afolabi, Niyi, Marcio Barbosa, and Esmeralda Ribeiro, eds. *Cadernos Negros: Literatura Afro-brasileira Contemporânea/Black Notebooks: Contemporary Afro-Brazilian Literature*. Trenton: Africa World, 2008.

Afolabi, Omoniyi. "Contra-Memoria e Violação da Imaginação." *África* 25-27 (2009): 311–327.

Distinctions: Warfield Center for Africa and African American Studies Research Award, 2008-2014

Tower Award recipient of the Outstanding Academic Service Learning Professor Award, 2013

RICARDO AINSLIE

PROFESSOR, EDUCATIONAL PSYCHOLOGY, COLLEGE OF EDUCATION

Education: Ph.D., Clinical Psychology, University of Michigan, 1979

Tenure Status: Tenured

Expertise: Mexican drug war; social fabric; traumatized communities; immigration

Field Experience: Mexico

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 8/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Upper-Division Seminar, Qualitative Research Methods, Rorschach and Thematic Apperception Test Interpretation, Practicum in Counseling: PhD

Publications:

Ainslie, Ricardo C. *The Fight to Save Juárez: Life in the Heart of Mexico's Drug War*. Austin: University of Texas Press, 2013.

Ainslie, Ricardo. "Intervention strategies for addressing collective trauma: Healing communities ravaged by racial strife." *Psychoanalysis, Culture & Society* 18,2 (2013): 140–152.

Ainslie, Ricardo C., et al. "Contemporary psychoanalytic views on the experience of immigration." *Psychoanalytic Psychology* 30.4 (2013): 663.

Distinctions: Psychoanalysis and Social Responsibility Achievement Award, 2012

Congressional Testimony, US House of Representatives Committee on Homeland Security. "US Homeland Security Role in the Mexico War against Drug Cartels", March 2011 Dean's Faculty Fellowship, College of Education, Fall 2010

Fellow of the John Simon Guggenheim Memorial Foundation, 2010-2011

JACQUELINE TORIBIO ALMEIDA

PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Linguistics, Cornell University, 1993

Tenure Status: Tenured

Expertise: Spanish language linguistics, sociolinguistics

Field Experience: Dominican Republic; Haiti; U.S. Latino Communities

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Intro To Hispanic Linguistics, Practical Phonetics

Publications:

Anderson, Tyler, and Jacqueline Toribio Almeida. "Attitudes towards borrowing versus code-switching." *Spanish in Context* 4 (2007): 217–240.

Jensen, Leif, et al. "Ethnic identities, language, and economic outcomes among Dominicans in a new destination." *Social Science Quarterly* 87 (2006): 1088–1099.

Zapata, Gabriela, Liliana Sánchez, Liliana, and Jacqueline Toribio Almeida. "Contact and contracting Spanish." *International Journal of Bilingualism* 3–4 (2005): 377–395.

Bullock, Barbara E. and Jacqueline Toribio Almeida. "Convergence as an emergent property in bilingual speech." *Bilingualism: Language and Cognition* 7 (2004): 91–93.

Distinctions: Professional Development Award from the Texas Language Center, 2014

ROSENAL C. ALVES

PROFESSOR, JOURNALISM, COLLEGE OF COMMUNICATION

Education: BA, Journalism, Federal University of Rio de Janeiro

Tenure Status: Tenured

Expertise: Online/multimedia journalism; the work of foreign correspondents and the attention (of lack of attention) to international news in the American media

Field Experience: Brazil; Mexico

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:5

LAS Courses: Journalism In Latin America, Reporting Latin America

Publications:

Tremayne, Mark, Weiss, Amy Schmitz, and Alves, Rosental Calmon. "From Product to Service: The Diffusion of Dynamic Content in Online Newspapers." *Journalism & Mass Communication Quarterly* 84 (2007): 825-839.

Alves, Rosental Calmon. "Jornalismo digital: Dez anos de web...e a revolução continua." *Comunicação e Sociedade* 9-10 (2006): 93-102.

Alves, Rosental Calmon. "From Lapdog to Watchdog: The Role of the Press in Latin America's Democratization." *Making Journalists: Diverse Models, Global Issues*. Ed. Hugo De Burgh. London: Routledge, 2005. 181-202.

Distinctions: Associação Brasileira de Jornalismo Investigativo Honoree, Rio de Janeiro, Brazil, 2011

RONALD J. ANGEL

PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Sociology, University of Wisconsin, 1981

Tenure Status: Tenured

Expertise: Medical sociology, social welfare, poverty and minorities, demography and epidemiology, research methods and statistics.

Field Experience: Mexico

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 2/5

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:3

LAS Courses: Nongov Orgs in the Developing World

Publications:

Frias, Sonia M., and Angel, Ronald J. "Ethnic heterogamy and the risk of partner violence in Mexico." *Ethnic & Racial Studies*. 36.11 (2013): 1666-1686.

Herrera, Angelica P. , Angel Jacqueline L. ,Venegas Carlos Díaz , and Angel Ronald J. "Estimating the Demand for Long-Term Care Among Aging Mexican Americans: Cultural Preferences Versus Economic Realities". *Aging, Health, and Longevity in the Mexican-Origin Population*. Ed. Angel, Jacqueline L., Torres-Gil, Fernando, and Markides, Kyriakos. New York: Springer, 2012. 259-276.

Distinctions: Co-investigator, NIH National Center on Minority Health and Health Disparities, 2010-2012
Pearmain Prize for Excellent Research on Aging, University of Southern California, School of Social Work, 2012

ARTURO ARIAS

PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Ecole es Hautes Etudes en Sciences Sociales, Sociology of Literature, 1978

Tenure Status: Tenured

Expertise: Maya culture, indigenous issues, contemporary Hispanic American fiction, Latin American critical theory and cultural studies.

Field Experience: Central America, Andean countries

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5, Portuguese: 3, French: 3, K'iche': 1

LAS Courses: Configs Central Americanness

Publications:

Arias, Arturo and Milian, Claudia. "Introduction. US Central Americans: Representations, agency and communities." *Latino Studies*. 11 (2013): 131-149.

Arias, Arturo. "Tradition versus Modernity in Contemporary Yukatekan Maya Novels? Juxtaposing X-Teya, u puksi'ik'al ko'olel and U yóok'otilo'oba'ak'ab." *Journal of Latin American Cultural Studies*. 22.1 (2013): 89-110.

Distinctions: Literary award constituted in his name, Quetzaltenango, Guatemala, September 2013
Tomas Rivera Regents Professor in Spanish Language and Literature, UTAustin, August 2013-present
Hood Fellowship Award, University of Auckland, New Zealand, 2013
UT Appreciation for Services for Students with Disabilities, 2013

EUGENIO ARIMA

ASSISTANT PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Geography, Michigan State University, 2005

Tenure Status: Tenure-Track

Expertise: Human-environment interactions; land change science; GIS/Science; applied quantitative methods

Field Experience: Brazil, Ecuador, Peru

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 0/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:2 Portuguese:5

LAS Courses: Environmental Geographic Information Systems, Topics in Geography, Advanced Geographic Information Systems

Publications:

Walker, Robert, et al. "Modeling spatial decisions with graph theory: logging roads and forest fragmentation in the Brazilian Amazon." *Ecological Applications* 23.1 (2013): 239-254.

Arima, Eugenio Y., et al. "Statistical confirmation of indirect land use change in the Brazilian Amazon." *Environmental Research Letters* 6.2 (2011): 024010.

Arima, Eugenio Y., et al. "Spontaneous Colonization and Forest Fragmentation in the Central Amazon Basin." *Annals of the Association of American Geographers* 103.6 (2013): 1485-1501.

Distinctions: ESRI Award for Best Scientific Paper in Geographic Information Systems (Co-authors Robert Walker and Dante Vergara), Annual Conference of the American Society for Photogrammetry and Remote Sensing, 2014

NASA Grant, "Shifting Fire Regimes of the United States, Australia, and the Brazilian Amazon: The Role of Climate Change, Land Use, and Mitigation Efforts", Co-principal investigator, 2011-2013

National Science Foundation Award, "Collaborative Research: Territorializing Exploitation Space and the Fragmentation of the Amazon Forest, Project Leader and Principal Investigator, 2008-2012

JOSSIANNA ARROYO-MARTÍNEZ

PROFESSOR, SPANISH AND PORTUGUESE, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Hispanic Languages and Literatures, University of California at Berkeley, 1993

Tenure Status: Tenured

Expertise: Contemporary Latin American and Caribbean literature; modernism from a comparative perspective

Field Experience: Cuba, Puerto Rico, Dominican Republic, U.S. Latino and Afro-Latino Urban Centers (New York City, Miami), Mexico

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 5, Portuguese: 4, French: 3

LAS Courses: Afro-Latinos: Memory Lit Cul, Afro-Caribbean Diasporas, Intro To Lit And Cult Theory

Publications:

Arroyo, Jossianna. *Writing Secrecy in Caribbean Freemasonry*. New York: Palgrave Macmillan, 2013.

Arroyo, Jossianna and Marchant, Elizabeth A. "Introduction." *Comparative Literature Studies*. 49.2 (2012): 163-166.

Arroyo-Martínez, Jossianna. "Cuban Fiestas." *Review: Literature and Arts of the Americas* 45.1 (2012): 138-139.

Distinctions: Mellon Visiting Professorship of the African Diaspora, Lewis and Clark College, Department of Foreign Languages and Latin American Studies, 2012; Humanities Research Award for Mediascapes, The University of Texas at Austin, 2011-2014

JAMES AUSTIN

SENIOR RESEARCH SCIENTIST, GEOSCIENCES, JACKSON SCHOOL OF GEOSCIENCES

Education: Ph.D., MIT, 1979

Tenure Status: Non-Tenure

Expertise: Evolution of marine and lacustrine environments

Field Experience: Antarctica

Percent Time Dedicated to LAS: %

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses:

Publications:

Goff, John A., Austin, James A., and Fulthorpe, Craig. "Reinterpretation of the Franklin "Shore" in the Mid-Atlantic bight as a paleo-shelf edge." *Continental Shelf Research*. 60 (2013): 64-69.

Gorman, Meaghan K. , Quinn, Terrence M. , Taylor, Frederick W. , Partin, Judson W., Cabioch, Guy, Austin, ,James A., Pelletier, Bernard Jr., Ballu, Valérie ,Maes, Christophe, and Saustrup, Steffen. "A coral-based reconstruction of sea surface salinity at Sabine Bank, Vanuatu from 1842 to 2007 CE." *Paleoceanography*. 27.3 (2012)

Distinctions: Career Service Award to Scientific Ocean Drilling - ECORD/NSF, 2012

Outstanding (Career) Service Award - Jackson School of Geosciences, 2008

JAVIER AUYERO

PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Sociology The New School for Social Research, 1997

Tenure Status: Tenured

Expertise: Political ethnography; urban poverty and social inequality; collective action; social and cultural theory

Field Experience: Argentina, Ecuador

Percent Time Dedicated to LAS: 95%

Dissertations/Theses in Past 5 years: 10/6

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Politics and Society In Latin America

Publications:

Auyero, Javier, Agustín Burbano de Lara, and María Fernanda Berti. "Violence and the State at the Urban Margins." *Journal of Contemporary Ethnography* 43.1 (2014): 94-116.

Fischer, Brodwyn, Bryan McCann, and Javier Auyero, eds. *Cities from Scratch: Poverty and Informality in Urban Latin America*. Durham: Duke University Press, 2014.

Auyero, Javier. *Patients of the State: The Politics of Waiting in Argentina*. Durham: Duke University Press, 2012.

Distinctions: Harry Frank Guggenheim Fellowship, 2013

National Science Foundation, Research Grant, Project: The Social Production of Toxic Risk, 2013

National Science Foundation, Research Grant, Project: Violence in Urban Communities, 2012

CECILIA BALLI

ASSISTANT PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, Rice University, 2009

Tenure Status: Tenure-Track

Expertise: U.S.-Mexico borderlands; Latino expressive culture; gender and violence; narrative writing

Field Experience: Mexico, US-Mexico Border

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Topics in Anthropology

Publications:

Balli, Cecilia. "The Passion of Benjamin Saenz. " Texas Monthly. 41.8 (2013): 90-148.

Distinctions: National Science Foundation Faculty Early Career Development Award, 2012

Columbia Journalism School J. Anthony Lukas Work-in-Progress Award Judge, 2011

Dart Center for Journalism and Trauma Ochberg Fellowship, 2010

School for Advanced Research, Ethel-Jane Westfeldt Bunting Fellowship, 2010

PAUL BONIN RODRIGUEZ

ASSISTANT PROFESSOR, THEATER & DANCE, COLLEGE OF FINE ARTS

Education: Ph.D., Theatre, University of Texas at Austin, 2006

Tenure Status: Tenured

Expertise: Cultural policies, practices, and histories that inform artist sustainability in the U.S.; queer performance; performance by people of color

Field Experience: Cuba

Percent Time Dedicated to LAS: 25%

Dissertations/Theses in Past 5 years: /0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses: Topics in History, Criticism, and Performance Studies, Languages of the Stage

Publications:

Bonin-Rodriguez, Paul. "The Staged Business of Artists in Public Practice: Writing for/about Art." Theatre Topics 24.1 (2014): 25-37.

Bonin-Rodriguez, Paul. "What's in a name? Typifying artist entrepreneurship in community based training." Artivate: A Journal of Entrepreneurship in the Arts 1.1 (2012): 9-24.

Distinctions: Visiting Fellow, Culture and Creative Communities Program, Metropolitan Housing and Community Policy Center, The Urban Institute, Washington, D.C., 2012-present

Dean's Fellow, Gina and Walter Ducloux Fellowship, College of Fine Arts, UT, 2012

Society of Distinguished Teachers, UT, 2011-present

JASON BORGE

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Hispanic Languages and Literatures University California Berkeley, 2002

Tenure Status: Tenured

Expertise: Latin American literature and film; inter-American cultural studies; early 20th century avant-garde

Field Experience: Argentina, Uruguay, Brazil

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:5

LAS Courses: Research Methods And Prof, Intro to Spn Amer Lit Since Mod, Contemp Spanish Amer Prose, Pop Vanguards In Latin America

Publications:

Borge, Jason. "Replaying Carlitos: Chaplin, Latin American Film Comedy and the Paradigm of Imitation." *Journal of Latin American Cultural Studies*. 22.3 (2013): 271-286.

Borge, Jason. "Dark Pursuits: Race and Early Argentine Jazz Criticism." *Afro-Hispanic Review*. 30.1 (2011): 63-80.

Distinctions: College Research Fellowship, The University of Texas at Austin, Spring 2012

LEIGH B. BOSKE

PROFESSOR, PUBLIC AFFAIRS, LBJ SCHOOL OF PUBLIC AFFAIRS

Education: Ph.D., University of Pittsburgh, 1973

Tenure Status: Tenured

Expertise: National and international transport policy; international trade; economics; finance; multimodal/intermodal transport planning

Field Experience: Argentina, Brazil, Mexico, Panama

Percent Time Dedicated to LAS: 20%

Dissertations/Theses in Past 5 years: 0/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:2

LAS Courses: National & International Transportation Policies, Plans, and Programs

Publications:

Boske, Leigh B. *Multimodal/Intermodal Transportation in the United States, Western Europe, and Latin America: Governmental Policies, Plans, and Programs*, PRP 130. LBJ School of Public Affairs, 2013.

Boske, Leigh B. *Maritime Transportation in Latin America and the Caribbean*, PRP 138. LBJ School of Public Affairs, 2013.

Boske, Leigh B., and James T. Woodward. "Analysis of Texas biofuel supply chains Originating in the United States and Brazil." *National Technical Information Service* (2009): 169201-1.

Distinctions: Member, Executive Committee of the U.S.-European Transatlantic Policy Consortium

Member, Coordinating Committee of the Organization of American States' (OAS) Inter-American Training and Research Program for Trade Corridor Development

"Port Person of the Year", Texas Ports Association, 1997 Excellence in Teaching Award, University of Texas, 1983

DANIEL BRINKS

ASSOCIATE PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Political Science, University of Notre Dame, 2004

Tenure Status: Tenured

Expertise: Human rights; rule of law; democracy and democratization; regimes and regime change; state building

Field Experience: Argentina, Brazil, Uruguay

Percent Time Dedicated to LAS: 40%

Dissertations/Theses in Past 5 years: 3/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:3

LAS Courses: Law & Democracy Latin America

Publications:

Brinks, Daniel M. and Forbath, William. "The Role of Courts and Constitutions in the New Politics of Welfare in Latin America." *Law and Development of Middle Income Countries*. Eds. Randall Peerenboom and Tom Ginsburg. New York: Cambridge University Press, 2014. 221-245.

Brinks, Daniel. "The Transformation of the Latin American State-as-Law: State Capacity and the Rule of Law." *Revista de Ciencia Politica*. 32.3 (2012):561-583.

Brinks, Daniels. "'A tale of two cities': the judiciary and the rule of law in Latin America." *Routledge handbook of Latin American politics*. Ed. Peter Kingstone and Deborah J. Yashar. New York: Routledge, 2012. 61-75.

Distinctions: Faculty-Led Research Initiative Grant with Zachary Elkins, "The Bones of Democracy: Constructing Inclusive, Effective and Sustainable Democracies in Latin America," Lozano Long Institute for Latin American Studies, University of Texas at Austin, 2011-2012

JONATHAN C. BROWN

PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., History, University of Texas at Austin, 1976

Tenure Status: Tenured

Expertise: Cuba, The United States, and the Secret War for Latin America

Field Experience: Cuba and the Caribbean

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 3/3

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:2

LAS Courses: Social History Of Argentina, Argentina: Populism/Insurrection

Publications:

Brown, Jonathan C. "Counterrevolution in the Caribbean: The CIA and Cuban Commandos in the 1960s." *Beyond the Eagle's Shadow: New Histories of Latin America's Cold War*. Garrard-Burnett, Virginia, Mark Atwood Lawrence, and Julio E. Moreno, eds. Albuquerque: UNM Press, 2013. 103-128

Brown, Jonathan C. *A brief history of Argentina*. Infobase Publishing, 2010.

Distinctions: Member, Board of Editors, *Asian Journal of Latin American Studies*, 2012-present

Member, Board of Editors, *American Historical Review*, 2009-2012

Research Leave Grant, University of Texas at Austin, 2009 Member, Consejo, *Revista Ciclos*, Instituto de Investigaciones de Historia Económica y Social, Universidad de Buenos Aires, 1990-present

MATTHEW BUTLER

ASSOCIATE PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., History, University of Bristol, 2000

Tenure Status: Tenured

Expertise: Religion post-revolutionary Mexico

Field Experience: Mexico

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 0/5

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 5, French: 4

LAS Courses: 20th-Cen Rural Latin America, Mexico: Reform To Revolution

Publications:

Butler, Matthew. "La iglesia mexicana bajo una estrella solitaria: Los desterrados: exiliados católicos de la revolución mexicana en Texas, 1914-1919." *Revista Paraguas*. 6 (2010): 118-123.

Butler, Matthew. "Decir misa en tiempos de silencio. La comunión desde las catacumbas: un acercamiento a los registros de misa en la Arquidiócesis Primada de México, 1926-1940." *La Cuestión Social*. 18.3-4 (2010): 361-380.

Butler, Matthew. "¿De fiel sacerdocio a sacerdocio de los fieles? Religión local y guerra cristera en Jalpa de Cánovas, Guanajuato." *Los mochos y los guachos: once ensayos cristeros*. Eds. Julia Preciado Zamora and Servando Ortoll. Morelia: Red Utopía : Jitanjáfora Morelia Editorial, 2009. 141-170.

Distinctions: Special Research Grant, UT Austin, Vice President's Office for Research, 2013-2014

Book Subvention Grant, UT Austin, Vice President's Office for Research, 2012-2013

Institute of Historical Studies Internal Fellowship, 2011-2012

Andrew W. Mellon Fellowship, 2008-2012

KARL W. BUTZER

PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS

Education: Dr. rer. nat. (D.Sc.), Physical Geography, Ancient History, University of Bonn, Germany, 1957

Tenure Status: Tenured

Expertise: Cultural ecology; applied geomorphology; geoarchaeology; colonial Mexico and Spain

Field Experience: Mexico; Spain

Percent Time Dedicated to LAS: 40%

Dissertations/Theses in Past 5 years: 3/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 4, Portuguese: 2, French: 4, German: 5, Italian: 2

LAS Courses: Geo-Archaeology and Environmental History

Publications:

Butzer, Karl W. "Prehispanic Settlement Patterns In The Northwestern Valley Of Mexico: The Zumpango Region." *Journal Of Historical Geography* 39.1 (2013): 143.

Butzer, Karl W. "Collapse, Environment, And Society." *Proceedings Of The National Academy Of Sciences Of The United States Of America* 109.10 (2012): 3632-3639.

Distinctions: Honorary Doctorate from the University of Stirling, Scotland, 2011

Elected as a Fellow of the National Academy of Sciences, 1996

JORGE CAÑIZARES-ESGUERRA

PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., History, University Wisconsin–Madison, 1995

Tenure Status: Tenured

Expertise: Spanish and Portuguese Early Modern Atlantic worlds

Field Experience: Colonial Spanish America; Spanish and Portuguese Early Modern Atlantic worlds

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: 3/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:3

LAS Courses: Bible In Colonial Americas, Religion In The Atlantic World

Publications:

Cañizares-Esguerra, Jorge, and Benjamin Breen. "Hybrid Atlantics: Future Directions for the History of the Atlantic World." *History Compass* 11.8 (2013): 597-609.

Cañizares-Esguerra, Jorge, Matt Childs, and James Sidbury, eds. *The Black Urban Atlantic in the Age of the Slave Trade*. Philadelphia: University of Pennsylvania Press, 2013.

Cañizares-Esguerra, Jorge. "On Good Books and Good Questions, Regardless of What Is "Cool" in Atlantic Historiographies (Eighteenth and Nineteenth Centuries)." *Latin American Research Review* 48.3 (2013): 193-204.

Cañizares-Esguerra, Jorge. "Helen Cowie. Conquering Nature in Spain and Its Empire, 1750–1850." *The American Historical Review* 118.1 (2013): 265-266.

Sidbury, James, and Jorge Cañizares-Esguerra. "Mapping Ethnogenesis in the Early Modern Atlantic." *The Cañizares-Esguerra, Jorge. "'Orinoco out into the light': A Modern Jesuit's Efforts to Kick the Devil Out of the Borderlands." *The Eighteenth Century* 53.2 (2012): 243-247.*

Distinctions: Dean's Fellowship, The University of Texas at Austin, College of Liberal Arts, Spring-Fall 2014

Mellon Senior Fellow, John Carter Brown Library, 2010-2011

Fulbright Specialist Program, Universidad de los Andes, Bogotá, Colombia, 2010

DAVID CANNATELLA

ASSOCIATE PROFESSOR, INTEGRATIVE BIOLOGY (ZOOLOGY), COLLEGE OF NATURAL SCIENCES

Education: Ph.D., Systematics and Ecology, University of Kansas, 1985

Tenure Status: Tenured

Expertise: Neotropical frogs; relationship of bioinformatics and systematics

Field Experience: Brazil, Ecuador, Peru

Percent Time Dedicated to LAS: 60%

Dissertations/Theses in Past 5 years: 5/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3 Portuguese:3

LAS Courses: Comparative Vertebrate Anatomy, First-Year Signature Course, Selected Topics in Biology

Publications:

Guarnizo, Carlos E., and David C. Cannatella. "Geographic Determinants of Gene Flow in Two Sister Species of Tropical Andean Frogs." *Journal of Heredity* (2013): est092.

Guarnizo, Carlos E., et al. "Congruence between acoustic traits and genealogical history reveals a new species of *Dendropsophus* (Anura: Hylidae) in the high Andes of Colombia." *Herpetologica* 68.4 (2012): 523-540.

LUIS CÁRCAMO-HUECHANTE

ASSOCIATE PROFESSOR, DEPARTMENT OF SPANISH & PORTUGUESE, COLLEGE OF LIBERAL ARTS

LLILAS Benson, The University of Texas at Austin – Project Personnel Appendix B-19

Education: Ph.D., Hispanic Literatures, Cornell University, 2001

Tenure Status: Tenured

Expertise: Indigenous cultures in the Americas, indigenous radio and the revitalization of indigenous languages and cultures in the Southern Cone of Latin America; modern and contemporary Chile; poetry, economics, and politics

Field Experience: Southern Cone; Andean Region

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5, Mapudungun: 4

LAS Courses: Research Meths/Professionalization

Publications:

Cárcamo-Huechante, Luis E. "Indigenous Interference: Mapuche Use of Radio in Times of Acoustic Colonialism." Latin American Research Review 48.S (2013): 50-68.

Cárcamo-Huechante, Luis E. TA IÑ FIJKE XIPA RAKIZUAMELUWÜN. Historia, colonialismo y resistencia desde el país Mapuche. Santiago: Ediciones de Historia Mapuche, 2012.

Cárcamo-Huechante, Luis E., and Nicole Delia Legnani. "Voicing differences: Indigenous and urban radio in Argentina, Chile, and Nigeria." New directions for youth development 2010.125 (2010): 33-47.

Distinctions: Fellow of the National Humanities Center, North Carolina, supported by the National Endowment for the Humanities, 2013-2014

Regents' Outstanding Teaching Award, The University of Texas System Board of Regents, August 2012

Raymond Dickson Centennial Endowed Teaching Fellowship, The University of Texas at Austin, 2012-2013

Elected member of the Society of Teaching Excellence at the University of Texas at Austin, Fall 2011

JOÃO COSTA VARGAS

ASSOCIATE PROFESSOR, ANTHROPOLOGY, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, University of California, San Diego, 1999

Tenure Status: Tenured

Expertise: race; politics; social inequality; cultural studies; social theory; African diaspora

Field Experience: Brazil

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 5/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3, Portuguese: 5, French: 4

LAS Courses: Race and the Criminal Justice System

Publications:

Costa Vargas, João H. "Taking Back the Land: Police Operations and Sport Megaevents in Rio de Janeiro." Souls 15.4 (2013): 275-303.

Vargas, João H. Costa. "Gendered Antiblackness And The Impossible Brazilian Project: Emerging Critical Black Brazilian Studies." Cultural Dynamics 24.1 (2012): 3-11

Vargas, João Costa, and Jaime Amparo Alves. "Geographies of death: an intersectional analysis of police lethality and the racialized regimes of citizenship in São Paulo." Ethnic and racial studies 33.4 (2010): 611-636.

Distinctions: Mellon Research Travel Grant, Teresa Long Institute of Latin American Studies, 2007

KELLEY CREWS-MEYER

ASSOCIATE PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., University of North Carolina at Chapel Hill, 2000

Tenure Status: Tenured

Expertise: Landscape; socio-ecological systems; ecologies of global health

Field Experience: Latin America, Peru

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 2/6

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses: Environmental Science: A Changing World, First-Year Signature Course, Introduction to Remote Sensing of the Environment, Environmental Science: A Changing World, Topics in Geography

Publications:

Mishra, Niti B., and Kelley A. Crews. "Mapping Vegetation Morphology Types In A Dry Savanna Ecosystem: Integrating Hierarchical Object-Based Image Analysis With Random Forest." *International Journal Of Remote Sensing* 35.3 (2014): 1175-1198.

Crews, Kelley A., and Kenneth R. Young. "Forefronting the Socio-Ecological in Savanna Landscapes through Their Spatial and Temporal Contingencies." *Land* 2.3 (2013): 452-471.

Distinctions: Humanities Institute Faculty Fellow, "Reading the Public, Shrinking the Private: The Ethics of Satellite Surveillance Technologies", 2012

MEGAN CROWHURST

ASSOCIATE PROFESSOR, LINGUISTICS, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Linguistics, University of Arizona, 1991

Tenure Status: Tenured

Expertise: Psycholinguistics (speech perception); linguistic rhythm

Field Experience: Bolivia, Mexico

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses: First-Year Signature Course, Sound Patterns: From Sound to Word, Phonology II

Publications:

Crowhurst, Megan, and Sara Trechter. "Vowel-Rhotic Metathesis in Guarayu." *International Journal of American Linguistics* 80.2 (2014): 127-173.

Munshi, Sadaf & Megan J. Crowhurst. "Weight sensitivity and syllable codas in Srinagar Koshur". *Journal of Linguistics* 48 (2012): 427-472.

Crowhurst, Megan J. "Un intercambio de vocales altas en el sirionó (tupí-guaraní)." *LIAMES-Línguas Indígenas Americanas* 2 (2012).

Distinctions: National Science Foundation Grant for "Beyond the Iambic/Trochaic Law: Perceptual influences on the subjective grouping of rhythmic speech", 2012-2014 Dean's Fellowship, The University of Texas at Austin, Fall 2011 Special Research Grant, The University of Texas at Austin, 2010

IAN DALZIEL

PROFESSOR, GEOSCIENCES, JACKSON SCHOOL OF GEOSCIENCES

Education: Ph.D., University of Edinburgh, 1963

Tenure Status: Tenured

Expertise: Tectonics; Earth evolution and system processes; structure and evolution of the Antarctic continent

LLILAS Benson, The University of Texas at Austin – Project Personnel Appendix B-21

Field Experience: Argentina, Chile, Mexico

Percent Time Dedicated to LAS: 30%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses:

Publications:

Dalziel, Ian WD. "Drake Passage and the Scotia arc: A tortuous space-time gateway for the Antarctic Circumpolar Current." *Geology* 42.4 (2014): 367-368.

Dalziel, Ian WD, et al. "The Scotia Arc: genesis, evolution, global significance." *Annual Review of Earth and Planetary Sciences* 41 (2013): 767-793.

Dalziel, Ian WD. "Antarctica and supercontinental evolution: clues and puzzles." *Earth and Environmental Science Transactions of the Royal Society of Edinburgh* 104.01 (2013): 3-16.

Distinctions: Institute for Geophysics, The University of Texas at Austin, Career Researcher Award, 2013
The University of Texas at Austin Career Research Excellence Award, 2009

SUSAN DEANS-SMITH

ASSOCIATE PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., History, University of Cambridge, 1984

Tenure Status: Tenured

Expertise: Social and cultural history of Mexico and Andean region; Spanish imperialism; artists and artisans in Mexico; colonial studies

Field Experience: Mexico and the Andean region

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 3/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 4, Nahuatl: 1

LAS Courses: Religion, Conquest, Conversion in Col Mexico & Peru; Imperial Formations; Introductory Spanish; Rethinking Conquest Of Mexico

Publications:

Deans-Smith, Susan. "Sacred Gifts, Profane Pleasures: A History of Tobacco and Chocolate in the Atlantic World, by Marcy Norton." *The English Historical Review* 126.520 (2011): 683-685.

Deans-Smith, Susan. "Of Treasures and Revelations: Mobility and the Multiple Lives of the Exhibition 'The Arts in Latin America, 1492–1820.' A Conversation with the Curators." *Colonial Latin American Review* 19.1 (2010): 207-225.

Distinctions: College Research Fellowship, Faculty Development Program, University of Texas, 2012-13
Institute for Historical Studies Fellowship, Department of History, University of Texas, 2010-2011
Scholarly Activity grants, Department of History, University of Texas, 2010, 2011, 2012

DONNA DECESARE

ASSOCIATE PROFESSOR, JOURNALISM, COLLEGE OF COMMUNICATION

Education: M.Phil., Essex University, 1979

Tenure Status: Tenured

Expertise: Latin American film and visual documentary; photography and human rights; visual media ethics; justice, violence, and trauma

Field Experience: Colombia, El Salvador, Guatemala. Emerging research interest in Argentina, Mexico.

LLILAS Benson, The University of Texas at Austin – Project Personnel Appendix B-22

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 0/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Documentary Traditions Of Lat America

Publications:

De Cesare, Donna. *Unsettled: Children in a World of Gangs*. Austin: University of Texas Press, 2013.

DeCesare, Donna. "Salvadoran Gangs: Brutal Legacies and a Desperate Hope." *NACLA Report on the Americas* 42.6 (2009): 33-37.

Distinctions: Maria Moors Cabot Prize, 2013

Mellon Faculty Summer Research Grant, Teresa Lozano Long Institute of Latin American Studies, UT Austin, 2011

Audience Engagement Grant, Documentary Photography Initiative, Open Society Foundations Grant, 2010

LINA DEL CASTILLO

ASSISTANT PROFESSOR, LLILAS, HISTORY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Latin American History, University of Miami, 2007

Tenure Status: Tenure-Track

Expertise: 19th century Colombia history; U.S. gender, race, class; history of geography, cartography, science, technology, medicine

Field Experience: Colombia

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 5, French: 3

LAS Courses: Mapping Latin America, Territory and Nation-State Formation Lat Am

Publications:

Del Castillo, Lina. "City at the Center of the World: Space, History, and Modernity in Quito." *Imago Mundi* 66.1 (2014): 123-124.

Del Castillo, Lina. "Pensar El Siglo XIX Desde El Siglo XXI: Nuevas Miradas Y Lecturas." *Hispanic American Historical Review* 93.4 (2013): 719-721.

Lina Del Castillo. "William Clark's World: Describing America in an Age of Unknowns (review)." *The Americas* 68.4 (2012): 625-626.

Del Castillo, Lina. "La Gran Colombia de la Gran Bretaña: la importancia del lugar en la producción de imágenes nacionales, 1819-1830." *Araucaria* 12.24 (2010).124-149

Distinctions: Fulbright Scholar, Bogotá, Colombia, Spring 2010

Jeanette D. Black Fellowship, John Carter Brown Library, Fall 2010

ANTHONY DI FIORE

ASSOCIATE PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, University of California at Davis 1997

Tenure Status: Tenured

Expertise: ecology; primates; tropical forest

Field Experience: Ecuador Amazon (Colombia, Bolivia, Brazil, Costa Rica, Mexico, Belize, and Argentina)

Percent Time Dedicated to LAS: 10%

Dissertations/Theses in Past 5 years: 0/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:1

LLILAS Benson, The University of Texas at Austin – Project Personnel Appendix B-23

LAS Courses: Current Topics in Physical Anthropology, Primate Social Behavior, Methods in Primate Biology, Topics in Research Methods in Physical Anthropology

Publications:

Di Fiore, Anthony, and Lina Valencia. "The Interplay Of Landscape Features And Social System On The Genetic Structure Of A Primate Population: An Agent-Based Simulation Study Using 'Tamarins'." *International Journal Of Primatology* 35.1 (2014): 226-257.

Matsumoto, Yoshifumi, et al. "Evolutionary Renovation Of L/ M Opsin Polymorphism Confers A Fruit Discrimination Advantage To Ateline New World Monkeys." *Molecular Ecology* 23.7 (2014): 1799-1812.

Baker, Timothy R., et al. "Fast demographic traits promote high diversification rates of Amazonian trees." *Ecology letters* 17 (2014): 527-536.

Di Fiore, Anthony. "Field and Laboratory Methods In Primatology: A Practical Guide. Second Edition." *Quarterly Review Of Biology* 87.2 (2012): 172.

Distinctions: National Science Foundation Physical Anthropology Program, "Group decision-making in gregarious primates", 2012-present
National Science Foundation Physical Anthropology Program (with Andres Link), "Cooperation and conflict among male spider monkeys", 2011-present
National Geographic Society (with Andres Link), "Warfare and coalitionary violence in spider monkeys", 2010-present

GABRIEL DIAZ MONTEMAYOR

ASSISTANT PROFESSOR, ARCHITECTURE, SCHOOL OF ARCHITECTURE

Education: M.Arch., Architecture and Landscape University of Auburn in Alabama, 2007

Tenure Status: Tenure-Track

Expertise: Architecture of landscape

Field Experience: Mexico

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 0/7

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:4

LAS Courses:

Publications:

Diaz-Montemayor, Gabriel. "Discontinuidades en el desierto vacante." *DOMUS* February-March 2013. Print.

Diaz-Montemayor, Gabriel. "A Periphery: Issues of Landscape and Urbanism in Northern Mexico." *AULA Journal* #6 "The New Mexico" 2013. Print.

Diaz-Montemayor, Gabriel. "Contemporary Inhabitation of the Chihuahuan Desert: A Binational and Cultural Landscape." *Council of Educators in Architecture* 2007: *Negotiating Landscapes Penn State*, 2007. 119-121.

HENRY A. DIETZ

PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Political Science, Stanford University, 1975

Tenure Status: Tenured

Expertise: Metropolitan governance in large cities in Latin America; parties and party systems in Latin America; voting behavior

Field Experience: Peru, Andes

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 2/18

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:1

LAS Courses: Democ & Democratiz In Lat Amer, Latin Amer Urban Politics, Intro To Lat Amer Gov & Polit

Publications:

Dietz, Henry A. "Reorganizing Popular Politics: Participation And The New Interest Regime In Latin America." Journal Of Latin American Studies 43.2 (2011): 396-397
Dietz, Henry A. "Governing The Metropolis: Principles And Cases." Latin American Politics & Society 51.2 (2009): 163-165.

Dietz, Henry A., and David J. Myers. "From thaw to deluge: Party system collapse in Venezuela and Peru." Latin American Politics and Society 49.2 (2007): 59-86.

Dietz, Henry A. "The Construction Of Democracy: Lessons From Practice And Research." Journal Of Latin American Studies 40.4 (2008): 825-827

Distinctions: Regents' Outstanding Teaching Awards, The University of Texas at Austin, 2013

HECTOR DOMÍNGUEZ-RUVALCABA

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Spanish Literature, University of Colorado, Boulder, 1999

Tenure Status: Tenured

Expertise: The relationship between organized crime and the Mexican state since postrevolutionary period to present, as represented in literature, art, and cinema; Image of males in Mexican art, cinema, and literature (nineteenth and twentieth centuries); border violence

Field Experience: Mexico

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:2

LAS Courses: Gender in Contemp Lat Amer Cinema

Publications:

Domínguez-Ruvalcaba, Héctor. De la Sensualidad a la Violencia de Género. La modernidad y la nación en las representaciones de la masculinidad en el México Contemporáneo. Mexico City: Publicaciones de la Casa Chata-CIESAS, 2014.

Domínguez-Ruvalcaba, Héctor, and Patricia Ravelo Blancas. "Obedience without Compliance: The Role of the Government, Organized Crime, and NGOs in the System of Impunity that Murders the Women of Ciudad Juárez." Terrorizing Women: Femicide in the Américas (2010): 182-196.

Distinctions: Lucia, John, and Melissa Gilbert Teaching Excellence Award in Women's and Gender Studies, 2014
President's Associates Teaching Excellence Award, 2013
Dean's Fellowship Grant, UT Austin, 2012

WILLIAM E. DOOLITTLE

PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Geography University of Oklahoma at Norman, 1979

Tenure Status: Tenured

Expertise: Transfer of water control technology from renaissance Spain to colonial Mexico and its merger with native technology and diffusion

Field Experience: Northern Mexico, Panama

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: 1/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses: Land And Life: Amer Southwest, Landscps Of Mex & Carib Amer

Publications:

Doolittle, William E. "Economics and the Process of Making Farmland." *Landesque Capital: The Historical Ecology of Enduring Landscape Modifications*. Eds. Thomas Håkansson and Mats Widgren. Walnut Creek: Left Coast Press, 2014. 31-48.

Doolittle, William E. "Frontier Naturalist: Jean Louis Berlandier And The Exploration Of Northern Mexico And Texas." *Journal Of Latin American Geography* 12.2 (2013): 263-264.

Doolittle, William E. "Imperfect Balance: Landscape Transformations in the Precolumbian Americas (review)." *Journal of Latin American Geography* 10.2 (2011): 250-251.

Doolittle, William E. "Book review forum: Explaining Human Actions and Environmental Changes." *Dialogues in Human Geography* 1.3 (2011): 373-375.

Distinctions: Preston E. James Eminent Latin Americanist Career Award, Conference of Latin Americanist Geographers, 2014

ALEJANDRO DREXLER

ASSISTANT PROFESSOR, FINANCE, MCCOMBS SCHOOL OF BUSINESS

Education: Ph.D., Financial Economics, Massachusetts Institute of Technology, 2009

Tenure Status: Tenure-Track

Expertise: Banking and financial institutions; financial markets; bank regulation; corporate finance

Field Experience: Chile, Dominican Republic

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 4/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:1

LAS Courses: Financial Planning and Policy for Large Corporations, Internship in Finance

Publications:

Calvo, Daniel, et al. "The Effect of Bank Mergers on Credit Availability and Firm Performance: Evidence From a Natural Experiment." (2013).

Drexler, Alejandro, and Antoinette Schoar. "Do Relationships Matter? Evidence from Loan Officer Turnover." *Evidence from Loan Officer Turnover* (December 2012) (2012).

Calvo, Daniel, et al. "The Number of Banks and the Availability of Credit: Evidence From a Natural Experiment." (2012).

ARIEL DULITZKY

CLINICAL PROFESSOR, SCHOOL OF LAW

Education: LLM, Harvard Law School, 1999

Tenure Status: Non-Tenure

Expertise: International human rights law; inter-American human rights systems; racial and ethnic discrimination; rule of law

Field Experience: Argentina, Brasil, Mexico, Colombia, Guatemala

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:3

LAS Courses: Human Rights in Latin America, International Human Rts Litigation

Publications:

Dulitzky, Ariel. "Discurso Ceremonia de Presentación Informe Anual 2013. Situación de los Derechos Humanos en Chile." (2013).

Dulitzky, Ariel. "Too Little, Too Late: The Pace of Adjudication of the Inter-American Commission on Human Rights." *Loy. LA Int'l & Comp. L. Rev.* 35 (2013): 131-313.

Dulitzky, Ariel, Leticia Aparicio-Soriano, and Jessica Osorio. "Letter from Human Rights Clinic to Minister of Production and Environment, March 9, 2011." (2012). Wooten, Matthew, and Ariel Dulitzky. "Memo Abra Pampa, August 19-20, 2008." (2012).

Distinctions: Chair Rapporteur, United Nations Working Group on Enforced or Involuntary Disappearances, 2013
Human Rights Clinic, UT Athletics' Academic Accolades Program, 2013
Member, United Nations Working Group on Enforced or Involuntary Disappearances, 2010-present

DAVID EATON

PROFESSOR, PUBLIC AFFAIRS, LBJ SCHOOL OF PUBLIC AFFAIRS

Education: Ph.D., Environmental Engineering, Johns Hopkins University, 1977

Tenure Status: Tenured

Expertise: Rural water supply; international water resource conflicts; energy management; environmental problems of industries

Field Experience: Mexico, US-Mexico Border

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 7/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:1

LAS Courses: Introduction to Environmental Health, Environmental Health

Publications:

Daskin, Mark S., and David J. Eaton. *Analysis of Emergency Medical Services in Austin, Texas Volume II: Analytical Methods*, PRP 41. LBJ School of Public Affairs, 2013.

Duncan, Roger, et al. "Sustainable Energy Options for Austin Energy: Summary Report, PRP 166." (2012).

Miner, Mary, et al. "Water Sharing Between India And Pakistan: A Critical Evaluation Of The Indus Water Treaty." *Water International* 34.2 (2009): 204-216.

ELSIE ECHEVERRI-CARROLL

RESEARCHER, BUSINESS SCHOOL/BUREAU OF BUSINESS RESEARCH, MCCOMBS SCHOOL OF BUSINESS

Education: Ph.D., Economics, The University of Texas at Austin, 1988

Tenure Status: Non-Tenure

Expertise: Economics; trade; wage inequalities; economic integration; high-technology clusters; gender issues; women in business

Field Experience: Argentina, Brazil, Chile, Colombia, Mexico

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses:

Publications:

Echeverri-Carroll, Elsie L. "17 Offshore assembly and service industries in Latin America." Handbook of Industry Studies and Economic Geography (2013): 411.

Echeverri-Carroll, Elsie L., and Sofia G. Ayala. Regulation and Competitiveness of US Businesses: Is It Time for a Competitive Impact Statement?. IC² Institute, The University of Texas at Austin, 2012.

Echeverri-Carroll, Elsie L., and Sofia G. Ayala. "Urban Wages: Does City Size Matter?." Urban Studies (Sage Publications, Ltd.) 48.2 (2011): 253-271.

ZACHARY ELKINS

ASSOCIATE PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Political Science, University of California, Berkeley, 2003

Tenure Status: Tenured

Expertise: institutional reform, constitutional law, and national identity,

Field Experience: Brazil, Latin America

Percent Time Dedicated to LAS: 25%

Dissertations/Theses in Past 5 years: 0/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3 Portuguese:3

LAS Courses: Topics in Comparative Politics., Seminar in Methodology., Topics in Public Law., The Junior Seminar.

Publications:

Elkins, Zachary, Tom Ginsburg, and James Melton. "The Content of Authoritarian Constitutions." Constitutions in Authoritarian Regimes (2014): 141-164.

Ginsburg, Tom, Zachary Elkins, and Beth Simmons. "Getting to Rights: Treaty Ratification, Constitutional Convergence, and Human Rights Practice." Harvard International Law Journal (2013).

Elkins, Zachary. "The weight of history and the rebuilding of Brazilian democracy." Lua Nova: Revista de Cultura e Política 88 (2013): 257-303.

Distinctions: Longhorn Game Changers, University of Texas at Austin, November 2013

Lijphart/Przeworski/Verba Prize for Best Dataset, Comparative Politics Section of the APSA, 2013

IC² Innovation Grant, University of Texas at Austin, 2012-2013

Faculty-Led Research Initiative Grant with Daniel Brinks, "The Bones of Democracy: Constructing Inclusive, Effective and Sustainable Democracies in Latin America," Lozano Long Institute for Latin American Studies, University of Texas at Austin, 2011-2012

NORA ENGLAND

CHAIR, CENTER FOR INDIGENOUS LANGUAGES OF LATIN AMERICA,
PROFESSOR, LINGUISTICS, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Linguistics, University of Florida, 1975

Tenure Status: Tenured

Expertise: Linguistic description, grammar writing, language and identity, language politics, language ideologies, Mayan linguistics, American languages

Field Experience: Guatemala, Mexico

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 6/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Special Topics in the Study of Language, First-Year Signature Course, Introduction to the Study of Language, Current Developments in Linguistic Research

Publications:

England, Nora C. "Marking Aspect and Mood and Inferring Time in Mam (Mayan)." Proceedings of the Thirty-Third Annual Meeting of the Berkeley Linguistics Society (2013): 119-140.

England, Nora C. "Logros y desafíos de la Lingüística Maya." Voces, Revista Semestral del Instituto de Lingüística e Interculturalidad 8.2 (2013):71-94.

England, Nora C. "Plurality Agreement In Some Eastern Mayan Languages." International Journal Of American Linguistics 77.3 (2011): 397-412.

Distinctions: Dallas TACA Centennial Professor in the Humanities, University of Texas at Austin, 2007- present
Director, Center for Indigenous Languages of Latin America, University of Texas, 2001- present

KAREN ENGLE

PROFESSOR, SCHOOL OF LAW

Education: J.D., Havard University, 1989

Tenure Status: Tenured

Expertise: Latin American studies; women's and gender studies; public international law; international human rights law; employment discrimination

Field Experience: Colombia, Latin America

Percent Time Dedicated to LAS: 30%

Dissertations/Theses in Past 5 years: 1/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: International Human Rights Law

Publications:

Engle, Karen. "Self-critique,(Anti) politics and criminalization: Reflections on the history and trajectory of the human rights movement." New Approaches to International Law. TMC Asser Press, 2013. 41-73.

Engle, Karen. "On fragile architecture: The UN Declaration on the Rights of Indigenous Peoples in the context of human rights." European Journal of International Law 22.1 (2011): 141-163.

Distinctions: Best Book Award, American Political Science Association Section on Human Rights, 2010
Fulbright Senior Specialist, Bogotá, Colombia, 2010

PATIENCE LOUISE EPPS

ASSOCIATE PROFESSOR, LINGUISTICS, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Linguistics, University of Virginia, 2005

Tenure Status: Tenured

Expertise: Amazonia; indigenous languages; language documentation; historical linguistics; prehistory

Field Experience: Brazil and the Amazon region

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 4/7

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 3, Portuguese: 4, French:3, German: 2, Hup: 3

LAS Courses: Cognitive Science: The Study of Mind, Historical Linguistics, Language Change and Language Variation, First-Year Signature Course

Publications:

Epps, Patience and Kristine Stenzel. Upper Rio Negro: Cultural and Linguistic Interaction in Northwestern Amazonia. Rio de Janeiro: Museu Nacional, Museu do Índio/FUNAI, 2013.

Salanova, Andrés Pablo, and Patience Epps. "A linguística amazônica hoje." LIAMES-Línguas Indígenas Americanas 12 (2012).

Epps, Patience. "On form and function in language contact: a case study from the Amazonian Vaupes region1." Dynamics of Contact-Induced Language Change 2 (2012): 195.

Distinctions: American Council of Learned Societies Fellowship, 2014-2015

Mellon Research Travel Grant, Teresa Lozano Long Institute of Latin American Studies, UT Austin, "Documentation of Dâw, a Nadahup language of Brazil", 2012

Endangered Languages Documentation Project Small Grant, "Documentation of Dâw, a Nadahup language of Brazil", 2012

National Science Foundation Grant, "Archiving the Terrence Kaufman Collection", 2012-2014

WILLIAM L. FISHER

PROFESSOR, GEOLOGICAL SCIENCES, JACKSON SCHOOL OF GEOSCIENCES

Education: Ph.D., Geology, University of Kansas, 1961

Tenure Status: Tenured

Expertise: Petroleum exploration and assessment

Field Experience: Brazil, Venezuela, Argentina, Colombia

Percent Time Dedicated to LAS: 5%

Dissertations/Theses in Past 5 years: 1/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Portuguese:1

LAS Courses: Sedimentary Rocks

Publications:

Kurzawski, Kenneth F., et al. "The 2012 Salary Survey of Public and Private Sector Fisheries Employers in the United States and Canada." Fisheries 38.4 (2013): 169-178.

Salazar, Migdalys, et al. "Tectonostratigraphic evolution of the Morichito piggyback basin, Eastern Venezuelan Basin." Marine and Petroleum Geology 28.1 (2011): 109-125.

Distinctions: Joseph C. Walter, Jr. Excellence Award, Jackson School of Geosciences, UT Austin, 2011

Colonel Edwin L. Drake Legendary Oilman Award, Petroleum History Institute 2010

GEORGE FLAHERTY

ASSISTANT PROFESSOR, ART AND ART HISTORY, COLLEGE OF FINE ARTS

Education: Ph.D., History of Art and Architecture, University of California–Santa Barbara, 2011

Tenure Status: Tenure-Track

Expertise: Latin American and U.S. Latino visual and spatial cultures since 1945, film and media studies, postcolonial theory and subaltern studies

Field Experience: Mexico

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 2/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:2

LAS Courses: Mexican Art Since 1968, Modern Art Of Mexico

Publications:

Flaherty, George. "Inframundos: Nonoalco-Tlatelolco y la Plaza de la Tres Culturas." Memorias del coloquio: Genealogías del arte contemporáneo en México, 1952-1967. Mexico City: Instituto de Investigaciones Estéticas, Universidad Nacional Autónoma de México, 2013.

Flaherty, George. "Review of Luis E. Carranza, Architecture as Revolution: Episodes in the History of Modern Mexico," in Journal of the Society of Architectural Historians 70.3 (2011).

Distinctions: Connecting Art Histories Initiative Grant with Andrea Giunta, Getty Foundation, 2013-2016
Chester Dale Fellowship, Center for Advanced Study in the Visual Arts, National Gallery of Art, Washington DC, 2008-2010

KENNETH FLAMM

PROFESSOR, PUBLIC AFFAIRS, LBJ SCHOOL OF PUBLIC AFFAIRS

Education: Ph.D., Massachusetts Institute of Technology, 1979

Tenure Status: Tenured

Expertise: Science and technology policy; information technology economics; international trade and investment; defense industry and technology

Field Experience: Cuba, Mexico

Percent Time Dedicated to LAS: 25%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:2

LAS Courses: International Economics

Publications:

Mudliar, Preeti, Sharon Stover, and Kenneth Flamm. "Outside looking in: shaping access and use of PCCs." Proceedings of the Sixth International Conference on Information and Communications Technologies and Development: Notes-Volume 2. ACM, 2013.

Flamm, Kenneth. "National, Regional, and ISP Variation in US Broadband Quality Improvement: Has a Rising Tide Floated All Boats?." Regional, and ISP Variation in US Broadband Quality Improvement: Has a Rising Tide Floated All Boats (2013).

Distinctions: Department's Distinguished Public Service Medal in 1995

VIVIAN FLANZER

LECTURER, PORTUGUESE LANGUAGE PROGRAM COORDINATOR AND COURSE SUPERVISOR
SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: M.A., Foreign Language Education, The University of Texas at Austin, 2013

Tenure Status: Non-Tenure

Expertise: Acquisition of Portuguese as an L2 and L3

Field Experience: Brazil

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:5

LAS Courses: Portuguese For Spanish Speakers II

Publications:

Flanzer, Vivian. "Teaching Brazilian Portuguese and culture through authentic videos and readings of Crônicas." (2013).

Flanzer, Vivian. "Review of Working Portuguese for Beginners." Guest Editor Irene Thompson (2013): 59.

Distinctions: Best Academic Publication, American Organization of Teachers of Portuguese, 2014

Professional Development Award, Texas Language Center, 2013

Texas Language Technology Textbook Initiative, COERLL supported by the Department of Education, 2011

Liberal Arts Instruction Technology Grant Recipient, 2009-2010)

DANIEL FRIDMAN

ASSISTANT PROFESSOR, LLILAS & SOCIOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Sociology, Columbia University, 2010

Tenure Status: Tenure-Track

Expertise: Economy and Culture; Consumption; Finances and Popular Culture; Neoliberalism and Globalization.

Field Experience: Argentina, Mexico and Brazil

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:4

LAS Courses: Consumption In Latin America

Publications:

Fridman, Daniel. "From Rats To Riches: Game Playing And The Production Of The Capitalist Self." Qualitative Sociology 33.4 (2010): 423-446

Fridman, Daniel. "A New Mentality for a New Economy: Performing the Homo Economicus in Argentina (1976-1983)." Economy and Society 39.2 (2010).

SETH GARFIELD

LLILAS BENSON FACULTY UNDERGRADUATE ADVISER
ASSOCIATE PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., History, Yale University, 1996

Tenure Status: Tenured

Expertise: Transnational history of the Brazilian Amazon, 1940-1990; social policies and cultural constructions of the Brazilian Amazon, 1940-1988; Book manuscript: "War in the Amazon: Brazil, The United States and the Struggle for the Amazon, From World War II to Global Warming"

Field Experience: Amazonia, Brazil

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 2/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3 Portuguese:4

LAS Courses: Dictator Dirty Ward In Lat Amer, Key Ideas & Issues In Lat Amer, Postcolonial Brazil

Publications:

Garfield, Seth. In Search of the Amazon: Brazil, the United States, and the Nature of a Region. Durham: Duke University Press, 2013.

Garfield, Seth. "From Ploughshares to Politics: Transformations in Rural Brazil During the Cold War and its Aftermath." Beyond the Eagle's Shadow: New Histories of Latin America's Cold War. Garrard-Burnett, Virginia, Mark Lawrence, and Julio Moreno, eds. Albuquerque: University of New Mexico Press, 2013. 150-174.

Garfield, Seth. "The Brazilian Amazon and the Transnational Environment, 1940-1990." Nation-States and the Global Environment. New Approaches to International Environmental History. Eds. Erika Marie Bsumek, David Kinkela, and Mark Atwood Lawrence. New York: Oxford University Press, 2013. 228-251.

Distinctions: Andrew W. Mellon Foundation Faculty Fellowship in Latin American Studies, 2012-2013
The University of Texas Institute for Historical Studies Fellowship, 2010-2011

VIRGINIA GARRARD-BURNETT

PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., History, Tulane University, 1986

Tenure Status: Tenured

Expertise: Religion and identity in Central American history: history of the Rios Montt regime in Guatemala; spiritual capital in Latin America; new religious movements in Latin America

Field Experience: Central America

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 1/9

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 4, Portuguese:,2, Yucatec Maya:1

LAS Courses: Gua His Thru Natnl Police Archive, Religious Traditn In Lat Amer, Hist Of Socty In Mod Cent America

Publications:

Garrard-Burnett, Virginia, Mark Atwood Lawrence, and Julio E. Moreno, eds. Beyond the Eagle's Shadow: New Histories of Latin America's Cold War. Albuquerque: University of New Mexico Press, 2013.

Garrard-Burnett, Virginia. "Central America and the Caribbean." Introducing World Christianity (2012): 154.

Distinctions: Mellon summer research grant, 2010

Senior Distinguished Non-Resident Scholar, Baylor Institute for the Studies of Religion, Baylor University, 2010-present

HOMERO GIL DE ZÚÑIGA

ASSOCIATE PROFESSOR, COMMUNICATION, SCHOOL OF JOURNALISM

Education: Ph.D., Communication, University of Wisconsin–Madison, 2008

Tenure Status: Tenured

Expertise: Effects of new technologies and digital media over western democratic processes

Field Experience: Zuniga

Percent Time Dedicated to LAS: 15%

Dissertations/Theses in Past 5 years: 1/

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:2

LAS Courses: Fundamentals of Multimedia Journalism; Topics in Journalism; Journalism, Society, and the Citizen Journalist; Digital Storytelling Basics; Proseminar in Journalism

Publications:

Gil de Zúñiga, Homero, and Amber Hinsley. "The press versus the public: what is "good journalism?" Journalism Studies 14.6 (2013): 926-942.

Kim, Yonghwan, Hsuan-Ting Chen, and Homero Gil de Zúñiga. "Stumbling upon news on the Internet: Effects of incidental news exposure and relative entertainment use on political engagement." Computers in Human Behavior 29.6 (2013): 2607-2614.

Kim, Yonghwan, Shih-Hsien Hsu, and Homero Gil de Zuniga. "Influence of social media use on discussion network

Distinctions: Department of Education & European Commission of the European Union for the Center for European Studies, UT Austin, 2012

Association for Education in Journalism and Mass Communication's Mass Communication and Society Research Award, 2011

LAWRENCE E. GILBERT

PROFESSOR, INTEGRATIVE BIOLOGY (ZOOLOGY), COLLEGE OF NATURAL SCIENCES

Education: Ph.D., Biological Sciences, Stanford University, 1971

Tenure Status: Tenured

Expertise: Rainforest structure and animal-plant interactions; insect population biology; basic ecology of pest organisms that affect overall biological diversity

Field Experience: Costa Rica, Brazil, Argentina

Percent Time Dedicated to LAS: %

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses: Ecology Laboratory, First-Year Signature Course

Publications:

LeBrun, Edward G., John Abbott, and Lawrence E. Gilbert. "Imported crazy ant displaces imported fire ant, reduces and homogenizes grassland ant and arthropod assemblages." Biological invasions 15.11 (2013): 2429-2442.

Gilbert, Lawrence. "Orchid bee communities collapse with increasing landscape cover of oil palm." New Frontiers in Tropical Biology: The Next 50 Years (A Joint Meeting of ATBC and OTS). Atbc, 2013.

Distinctions: Norman Hackerman Advanced Research Program, "Interacting roles of parasitoids and pathogens in imported fire ant", 2010-2012

National Science Foundation, "The genetics of speciation in Heliconius butterflies", 2008-2011

LYNDON GILL

ASSISTANT PROFESSOR, ANTHROPOLOGY, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS

Education: Ph.D., African American Studies & Anthropology, Harvard University, 2010

Tenure Status: Tenure-Track

Expertise: Caribbean queer life, artistry and activism

Field Experience: Mexico

Percent Time Dedicated to LAS: 60%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 4, French: 3

LAS Courses: Special Topics in the African Diaspora, Topics in African and African Diasporic Cultures and Languages

Publications:

Gill, Lyndon K. "Chatting Back an Epidemic Caribbean Gay Men, HIV/AIDS, and the Uses of Erotic Subjectivity." GLQ: A Journal of Lesbian and Gay Studies 18.2-3 (2012): 277-295.

Gill, Lyndon K. "Situating Black, Situating Queer: Black Queer Diaspora Studies and the Art of Embodied Listening." Transforming Anthropology 20.1 (2012): 32-44.

Gill, Lyndon K. "Thieving Sugar: Eroticism Between Women in Caribbean Literature." (2012): 334-336.

Distinctions: Sheild Biddle Ford Fellow, Du Bois Institute for African & African American Research, 2009-2010
Graduate Society Dissertation Completion Fellowship, Harvard University, 2009-2010

DENISE GILMAN

CLINICAL PROFESSOR, SCHOOL OF LAW

Education: J.D., Columbia University, 1994

Tenure Status: Non-Tenure

Expertise: Immigration and citizenship; international human rights law

Field Experience: Central America, El Salvador, Honduras, Mexico

Percent Time Dedicated to LAS: 30%

Dissertations/Theses in Past 5 years: 0/3

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Refugee Law & Policy; Immigration

Publications:

Gilman, Denise. "Realizing Liberty: The Use of International Human Rights Law to Realign Immigration Detention in the United States." Fordham International Law Journal 36 (2013): 243.

Gilman, Denise. "Obstructing Human Rights: The Texas-Mexico Border Wall." (2012).

Gilman, Denise. "Bilingual Approach to Language Rights: How Dialogue between US and International Human Rights Law May Improve the Language Rights Framework, A." Harvard Humand Rights Journal 24 (2011): 1.

Distinctions: Member, American Bar Association Commission on Immigration, 2012-present

ANDREA GIUNTA

PROFESSOR, ART AND ART HISTORY, COLLEGE OF FINE ARTS

Education: Ph.D. in Art History, 2001, University of Buenos Aires, Argentina

Tenure Status: Tenured

Expertise: Argentine Art after 2001, Latin American Art Collections, Art and Violence, Art and Globalization

Field Experience: Latin American art, Argentine art, Latin American and European artistic relations, Latin American and United States artistic relations

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 10/10

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Art Historical Methods, Topics in Latino and Chicano Art

Publications:

Giunta, Andrea. "Narcisa Hirsch. Portraits." *alter/nativas*, Revista de estudios culturales latinoamericanos 1.1 (2013).

Giunta, Andrea. "Brazilian Art under Dictatorship: Antonio Manuel, Artur Barrio, and Cildo Meireles by Claudia Calirman (review)." *The Americas* 69.4 (2013): 533-536.

Giunta, Andrea, and George Flaherty. "Grounds for Comparison: Neo-Vanguards and Latin American/US Latino Art, 1960-90." (2012).

Giunta, Andrea. "Scenes of Cultural Change in Buenos Aires." *Globalization and Contemporary Art* (2011): 10

Distinctions: Connecting Art Histories Initiative Grant with George Flaherty, Getty Foundation, 2013-2016
Humanities Center Fellowship, The University of Texas at Austin, 2009

GLORIA GONZÁLEZ-LÓPEZ

ASSOCIATE PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Sociology, University of Southern California, 2000

Tenure Status: Tenured

Expertise: Sexuality, gender, and social inequality in Mexico

Field Experience: Mexico, US-Mexico Border

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Contemporary Issues in Sociology: Special Topics, First-Year Signature Course, Sociology of Sexual Violence

Publications:

González-López, Gloria. "Incest revisited: A Mexican Catholic priest and his daughter." *Sexualities* 16.3-4 (2013): 401-422.

González-López, Gloria. "The Maquiladora Syndrome." *Contexts* 12.1 (2013): 40-40.

González-López, Gloria. "Thieving Sugar: Eroticism between Women in Caribbean Literature-by Tinsley, Omise'eke Natasha." *Bulletin of Latin American Research* 31.4 (2012): 518-519.

Distinctions: The Lucia, John, and Melissa Gilbert Women's and Gender Studies Teaching Excellence Award, The University of Texas at Austin, 2012

EDMUND T. GORDON

ASSOCIATE PROFESSOR, ANTHROPOLOGY, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS

Education: Ph.D. ,Anthropology, Stanford University, 1981

Tenure Status: Tenured

Expertise: African American anthropology; economic anthropology; maritime anthropology; ethnicity and social stratification

Field Experience: Caribbean; Central America

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 10/6

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: African American Culture, Topics in Social Anthropology, Community Internship, Topology II, Problems in African and African American Studies, Minority Student Leadership Issues

Publications:

Gordon, Edmun,et al. "Informe Final. El Buen Vivir, la Educación y el Empoderamiento Político: Trayectorias de las Organizaciones Afrodescendientes e Indígenas en Centroamérica." Mexico: Ford Foundation, 2012.

Distinctions: Presidential Citation, University of Texas at Austin, 2013

KENNETH GREENE

ASSOCIATE PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., in Political Science, University of California-Berkeley, 2002

Tenure Status: Tenured

Expertise: Political parties; elections; voting behavior, authoritarian regimes, transitions to democracy, clientelism

Field Experience: Latin America

Percent Time Dedicated to LAS: 60%

Dissertations/Theses in Past 5 years: 5/3

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Politics Of Mexico

Publications:

Greene, Kenneth F. "The Political Costs of Privatization: Why Dominant Parties Meet their Doom." Friend or Foe? Dominant Parties in Southern Africa: Insights from the Developing World. EdS. Nicola de Jager and Pierre Du Toit. Cape Town:United Nations University Press, 2012.

Greene, Kenneth F. "El ascenso de la izquierda latinoamericana" Revista de Derecho Electoral 6 (2012).

Greene, Kenneth F. "Campaign Persuasion And Nascent Partisanship In Mexico's New Democracy." American Journal Of Political Science 55.2 (2011): 398-416.

Baker, Andy, and Kenneth F. Greene. "The Latin American Left's Mandate: Free-Market Policies And Issue Voting In New Democracies." World Politics 63.1 (2011): 43-77.

Distinctions: College Research Fellowship, College of Liberal Arts, University of Texas at Austin, Spring 2013
Residential Fellow, Woodrow Wilson International Center for Scholars, Washington DC, Fall 2012
Raymond Dickson Centennial Endowed Teaching Fellowship, College of Liberal Arts, UT Austin, 2011-2012
Mellon Foundation Summer Research Grant, "Ethnographic Approaches to Studying Clientelism", 2011

JULIA GUERNSEY

PROFESSOR, ART AND ART HISTORY, COLLEGE OF FINE ARTS

Education: Ph.D., University of Texas at Austin, Dept. of Art & Art History, 1997

Tenure Status: Tenured

Expertise: Ancient Mesoamerica, particularly the Pacific coast and piedmont of Guatemala and Mexico; sculptural manifestation of public and private ritual during the formative period in Mesoamerica at La Blanca and Takalik Abaj in Guatemala and Izapa in Chiapas, Mexico

Field Experience: Ancient Mesoamerica: the Pacific coast and piedmont of Guatemala and Mexico

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 6/5

Language Proficiency (1=Begin Low – 5=Adv High/Native): Spanish:3

LAS Courses: Mapping Mesoamer After Conq, Mesoamerican Art

Publications:

Guernsey, Julia. *Sculpture and Social Dynamics in Preclassic Mesoamerica*. New York: Cambridge University Press, 2012.

Guernsey, Julia. "Space And Sculpture In The Classic Maya City." *Cambridge Archaeological Journal* 22.1 (2012): 141-143

Distinctions: Hamilton Book Award Prize Winner, University Co-Operative Society, University of Texas at Austin, 2013
Teaching Excellence Award, Department of Art and Art History, The University of Texas at Austin, 2012
Humanities Institute Faculty Fellow, The University of Texas at Austin, Spring 2012
University Cooperative Society Subvention Award for Sculpture and Social Dynamics in Preclassic Mesoamerica, 2011

NICOLE GUIDOTTI-HERNÁNDEZ

ASSOCIATE PROFESSOR, AMERICAN STUDIES, COLLEGE OF LIBERAL ARTS

Education: Ph.D., English, Cornell University, 2004

Tenure Status: Tenured

Expertise: U.S./Third World feminisms; critical race studies; Chicana/o and Latina/o studies; borderlands history

Field Experience: Mexico, US-Mexico Border

Percent Time Dedicated to LAS: 20%

Dissertations/Theses in Past 5 years: 1/3

Language Proficiency (1=Begin Low – 5=Adv High/Native): Spanish:4

LAS Courses: Special Topics, Seminar in American Culture, Introduction to American Studies

Publications:

Guidotti-Hernández, Nicole M. "Bracero Lives and the Lack of Idleness in 'Free Time'." *Revista Lusófona de Estudos Culturais* 1.2 (2013): 293-303.

Guidotti-Hernández, Nicole M. *Unspeakable violence: Remapping US and Mexican national imaginaries*. Durham: Duke University Press, 2011.

Guidotti-Hernández, Nicole M. "Embodied Forms of State Domination Gender and the Camp Grant Massacre." *Social Text* 28.3 104 (2010): 91-117.

Distinctions: MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies, Modern Language Association of America, 2013

FRANK GURIDY

ASSOCIATE PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS

Education: Ph.D, in History, University of Michigan, 2002

Tenure Status: Tenured

Expertise: Transnational linkages between Afro-Cubans and African Americans in the making of racial understandings in the early twentieth century; education and U.S. empire building in the Caribbean and Latin America

Field Experience: Cuba, Puerto Rico, and Afro-America

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: 7/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Afro-Latin America, Modern Latin America, Reimagining Cuba, 1868-Present

Publications:

Guridy, Frank André. "Pvt. Evelio Grillo and Sgt. Norberto González : Afro-Latino experiences of war and segregation." *Latina/os and World War II: Mobility, Agency, and Ideology*. Eds. Maggie Rivas-Rodriguez and B. V. Olguín. Austin: University of Texas Press, 2014. 43-58.

Guridy, Frank André. "Making New Negroes in Cuba: Garveyism as a Transcultural Movement." *Escape from New York: The New Negro Renaissance beyond Harlem*. Eds. Davarian L. Baldwin and Minkah Makalani. Minneapolis: University of Minnesota, 2013.

Distinctions: Elsa Goveia Book Prize, Association of Caribbean Historians, 2011

Wesley-Logan Prize, American Historical Association and Association for the Study of African American Life & History, 2011

Regents' Outstanding Teaching Award, UT Austin, 2010

LAURA G. GUTIERREZ

ASSOCIATE PROFESSOR, DEPARTMENT OF THEATER & DANCE, COLLEGE OF FINE ARTS

Education: Ph.D., Spanish, University of Wisconsin-Madison, 2000

Tenure Status: Tenured

Expertise: Blackness; post-revolutionary Mexican culture

Field Experience: Mexico

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5, Portuguese: 4, Italian:3

LAS Courses: Latino Am Popular Culture

Publications:

Gutierrez, Laura G. "El derecho de re-hacer: Signifyin(g) Blackness in Contemporary Mexican Political Cabaret." *Arizona Journal of Hispanic Cultural Studies* 16 (2012):163-176.

Gutierrez, Laura G. *Performing Mexicanidad: Vendidas Y Cabareteras on the Transnational Stage*. Austin: University of Texas Press, 2010.

Distinctions: Provost's General Education Teaching Award, University of Arizona, 2012

MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies, 2010

PATRICIA HANSEN

PROFESSOR, SCHOOL OF LAW

Education: J.D., Yale University, 1982

Tenure Status: Tenured

Expertise: International trade law; NAFTA; business

Field Experience: Mexico

Percent Time Dedicated to LAS: 30%

Dissertations/Theses in Past 5 years: 0/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 4, Portuguese: 2, French: 2

LAS Courses: International Trade

Publications:

Hansen, Patricia Isela. "Perspectives on Diplomacy, Arbitration and Adjudication from the United States and Latin America." *Dispute Resolution* 65. Ed. Carl Baudenbacher. Stuttgart: German Law Publishers, 2009.

Hansen, Patricia Isela. "Dispute Settlement In The NAFTA And Beyond." *Texas International Law Journal* 40.3 (2005): 417-424

Distinctions: Elected to Executive Committee, American Association of Law Schools (AALS) Section on North American Cooperation, 2012

Elected Fellow, American Bar Association, 2011

MICHAEL HARNEY

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., University of California Berkeley, 1983

Tenure Status: Tenured

Expertise: Medieval and Renaissance Spanish Literature, Comparative literature, literary theory, cultural theory

Field Experience: Spain

Percent Time Dedicated to LAS: 25%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Early Spanish Literature; Medieval and Early Modern Spanish Literature; Spanish Civilization

Publications:

"The Cantar de Mio Cid as Pre-War Propaganda," *Romance Quarterly* 60 (2013): 74-88; "Amadis, Superhero," *Lo Corónica* 40 (2012): 291-318; *The Epic of the Cid*. Translation, with introduction and notes (Hackett Publishing, 2011)

Distinctions: 2014: MERLOT Award for Exemplary Online Learning Resources; 2009: "McCombs School of Business Elective

Faculty Honor Roll," Outstanding MBA Class Instruction; 2008: Mobile Technologies for Construction Education Gold award Winner at Innovative Instructional Technology awards Program (IITAP)

DEAN A. HENDRICKSON

LECTURER, BIOLOGICAL SCIENCES, TEXAS MEMORIAL MUSEUM, COLLEGE OF NATURAL SCIENCES

Education: Ph.D., Arizona State University, 1987

Tenure Status: Non-Tenure

Expertise: Conservation, ecology, evolution, and biogeography of freshwater ecosystems

Field Experience: Mexico

Percent Time Dedicated to LAS: 10%

Dissertations/Theses in Past 5 years: 1/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:1

LAS Courses:

Distinctions: Curator, Texas Memorial Museum

BARBARA HINES

CLINICAL PROFESSOR, LAW, SCHOOL OF LAW

Education: J.D., Northeastern University, 1975

Tenure Status: Non-Tenure

Expertise: Latin American immigration systems

Field Experience: Argentina, U.S. Immigration

Percent Time Dedicated to LAS: 30%

Dissertations/Theses in Past 5 years: 0/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:3

LAS Courses: Immigration

Publications:

Hines, Barbara. "The Right To Migrate As A Human Right: The Current Argentine Immigration Law." Cornell International Law Journal 43.3 (2010): 471-511.

Hines, Barbara. "An Overview Of U.S. Immigration Law And Policy Since 9/11." Texas Hispanic Journal Of Law & Policy 12.1 (2006): 9-28.

Hines, Barbara. "So Near Yet So Far Away: The Effect of September 11th on Mexican Immigrants in the United States." Tex. Hisp. JL & Pol'y 8 (2002): 37.

Distinctions: Honoree of Professor Barbara Hines Public Interest Summer Student Fellowship, William Wayne Justice Center, May 2012

University Leadership Initiative Award, 10th Anniversary of HB 1403, Texas in-state tuition law, September 2012

Carol Weiss King Award for Pursuit of Justice for Immigrants, National Lawyers Guild, September 2010

ROLANDO HINOJOSA-SMITH

PROFESSOR, ENGLISH, COLLEGE OF LIBERAL ARTS

Education: Ph.D., University of Illinois, 1969

Tenure Status: Tenured

Expertise: Life and literature of the Southwest

Field Experience: US-Mexico Border

Percent Time Dedicated to LAS: 25%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:4

LAS Courses: Life/Literature Of Southwest-Mex Americans

Publications:

Hinojosa-Smith, Rolando. Estampas del valle. Spain: Xordica Editorial, 2013.

Hinojosa-Smith, Rolando, and Gábor Tillman. "Writing Is Hard, And It Calls For Honesty." *Americana: E-Journal Of American Studies In Hungary* 9.1 (2013): 12.

Hinojosa-Smith, Rolando. *A Voice of My Own: Essays and Stories*. Houston: Arte Público, 2011.

Hinojosa-Smith, Rolando. *Partners in Crime: A Rafe Buenrostro Mystery*. Houston: Arte Público, 2011.

Distinctions: Ivan Sandrof Lifetime Achievement Award, National Book Critics Circle, 2013

BARBARA HOIDN

ADJUNCT ASSOCIATE PROFESSOR, SCHOOL OF ARCHITECTURE, SCHOOL OF ARCHITECTURE

Education: Ph.D., University of Karlsruhe in Germany, 1987

Tenure Status: Non-Tenure

Expertise: urban design and public infrastructure in North and South America; materiality, construction methods, and social context

Field Experience: Brazil, Paraguay, Uruguay

Chile, Ecuador

Percent Time Dedicated to LAS: %

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:

LAS Courses: Topics in Design Theory, Advanced Design, Design VI—Interiors.

Publications:

Hoidn, Barbara, Solano Benítez, Luis Ayala, and Felipe A. Calderon. Paraguay: Abu & Font House, 2005-2006 : Solano Benítez and Gabinete De Arquitectura ; Surubí House, 2004-2005 : Javier Corvalán and Laboratorió De Arquitectura. Tübingen: Wasmuth, 2013.

Hoidn, Barbara, ed. *Latitudes: architecture in the Americas*. Vol. 1. Austin: Center for American Architecture and Design, 2012.

Bucci, Angelo. Sao Paulo, *Reasons for Architecture: The Dissolution of Buildings and how to Pass Through Walls*. Eds. Barbara Hoidn, and Kevin Alter. Austin: University of Texas at Austin Center for American Architecture, 2011.

JULIET HOOKER

ASSOCIATE DIRECTOR, LLILAS BENSON, PUBLIC PROGRAMS

ASSOCIATE PROFESSOR, GOVERNMENT, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Political Science, Cornell University, 2001

Tenure Status: Tenured

Expertise: race relations; multiculturalism; Latin American political thought; indigenous politics; Afro-descendant politics

Field Experience: Central America, Nicaragua, Honduras, Brazil

Percent Time Dedicated to LAS: 65%

Dissertations/Theses in Past 5 years: 0/3

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Afro-Caribbean Pol Cul-Nicaragua

Publications:

Hooker, Juliet. "Negotiating Blackness within the Multicultural State: Creole Politics and Identity in Nicaragua." Comparative Perspectives on Afro Latin America. Eds. Kwame Dixon and John Burdick. Gainesville: University Press of Florida, 2012. 264-281.

Hooker, Juliet. "Negotiating Blackness within the Multicultural State in Latin America: Creole Politics and Identity in Nicaragua." Afro-Descendants, Identity, and the Struggle for Development in the Americas. Eds. Bernd Reiter and Kimberly Eison Simmons. East Lansing: Michigan State University Press, 2012. 93-111.

Distinctions: Visiting Fellow, W. E. B. DuBois Institute for African American Research, Harvard University, Spring 2012
College Research Fellowship, College of Liberal Arts, University of Texas at Austin, Spring 2012.

KRISTINE HOPKINS

RESEARCH ASSISTANT PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Sociology, The University of Texas at Austin, 1998

Tenure Status: Non-Tenure

Expertise: Reproductive health issues in Texas, the U.S.-Mexico border, and Latin America

Field Experience: Brazil, Mexico

Percent Time Dedicated to LAS: 5%

Dissertations/Theses in Past 5 years: 2/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3 Portuguese:4

LAS Courses: Women's Reproductive Health for Nonscience Majors, Sociology of Health and Illness, Death and Dying: Sociological Perspectives, Sociology of Health and Illness, First-Year Signature Course

Publications:

Amastae, Jon, et al. "Lessons for Border Research." Uncharted Terrains: New Directions in Border Research Methodology, Ethics, and Practice. Eds. Anna Ochoa O'Leary, Colin M. Deeds, and Scott Whiteford. Tucson: The University of Arizona Press, 2013. 249-264.

Shedlin, Michele, et al. "Knowledge and beliefs about reproductive anatomy and physiology among Mexican-Origin women in the USA: implications for effective oral contraceptive use." Culture, health & sexuality 15.4 (2013): 466-479.
Hopkins, Kristine, et al. "Reproductive health preventive screening among clinic vs. over-the-counter oral contraceptive users." Contraception 86.4 (2012): 376-382.

Distinctions: Grant, "Demand for post-partum contraception in Texas", Co-investigator, Society for Family Planning, 2013-2015

Texas Policy Evaluation Project, Co-investigator, Anonymous Foundation, 2011-2014

Grant, "Oral contraceptive use along the US-Mexico border", Co-investigator, National Institute of Child Health and Human Development, 2005-2011

BRIAN HORTON

ASSOCIATE PROFESSOR, GEOLOGICAL SCIENCES, JACKSON SCHOOL OF GEOSCIENCES

Education: Ph.D., Geosciences, University of Arizona, 1988

Tenure Status: Tenured

Expertise: Geology, sedimentology, stratigraphy, tectonics, Andes

Field Experience: Bolivia, Peru, Colombia, Argentina

Percent Time Dedicated to LAS: %

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses: Introduction to Field and Stratigraphic Methods, Conference Course, Undergraduate Seminar in Geological Sciences, Seminar in Geological Sciences

Publications:

Saylor, Joel E., and Brian K. Horton. "Nonuniform surface uplift of the Andean plateau revealed by deuterium isotopes in Miocene volcanic glass from southern Peru." *Earth and Planetary Science Letters* 387 (2014): 120-131.

Horton, Brian K. "Improved Age Control and Initial Detrital Zircon Provenance for the Central Andean Foreland Basin System of Southern Bolivia." *Geological Society of America Abstracts with Programs* 45.7 (2013)

Caballero, Víctor, et al. "Tectonic controls on sedimentation in an intermontane hinterland basin adjacent to inversion structures: the Nuevo Mundo syncline, Middle Magdalena Valley, Colombia." *Geological Society, London, Special Publications* 377.1 (2013): 315-342.

Distinctions: Director's Circle of Excellence Award, Institute for Geophysics, UT Austin, 2010, 2012-2013
Faculty Research Assignment, Sabbatical Research Fellowship, UT Austin, 2012-2013 Outstanding Research Award, Jackson School of Geosciences, UT Austin, 2011

WENDY HUNTER

PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D. in Political Science, University of California, Berkeley, 1992

Tenure Status: Tenured

Expertise: social policy issues in Latin America; politics of education and health reform

Field Experience: Brazil

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: 6/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3 Portuguese:4

LAS Courses: Analytical Issues In Lat Amer Politics, Politics Economy Society in Contemp Brazil

Publications:

Sugiyama, Natasha Borges, and Wendy Hunter. "Whither Clientelism? Good Governance And Brazil's Bolsa Familia Program." *Comparative Politics* 46.1 (2013): 43-62.

Hunter, Wendy. "Democracy And The Left: Social Policy And Inequality In Latin America." *International Social Security Review* 66.3/4 (2013): 205-208.

Hunter, Wendy. "The 2010 Elections In Brazil." *Electoral Studies* 31.1 (2012): 225-228.

Distinctions: Raymond Dickson Centennial Endowed Teaching Fellowship, University of Texas at Austin, 2014-2015

I. CELINA NEVÁREZ

LECTURER, COURSE SUPERVISOR SPN 601D, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: M.Ed., Concentration in Cognitive Development, Instituto Tecnológico y de Estudios Superiores de Monterrey, México, 1998

Tenure Status: Non-Tenure

Expertise: Spanish Grammar

Field Experience: Mexico, Spain

Percent Time Dedicated to LAS Language: 100%

Dissertations/Theses in Past 5 years: 4/

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Advanced Grammar and Composition II: Academic Writing

Publications:

Salaberry, Rafael; Barrette, Catherine; Fernández-García Marisol; Nevárez, Irma Celina. Conectándonos. Dubuque, IA: Kendall Hunt, 2013

BENJAMIN IBARRA-SEVILLA

ASSISTANT PROFESSOR, ARCHITECTURE, SCHOOL OF ARCHITECTURE

Education: MS Master Degree in Conservation and Restoration of Built Heritage

University of Alcalá de Henares and Carolina Foundation Excellence Program, Madrid, Spain. 2005

Tenure Status: Tenure-Track

Expertise: Geometric analysis of 16th-century ribbed vaults in Mexico

Field Experience: Mexico

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Topics in Design Theory, Advanced Design, Design VI—Interiors

Publications:

Ibarra-Sevilla, Benjamin. "The Hidden Face of the Vault: Unveiling The Expression of the Avant-Garde Through the Use of the Sphere in Teposcolula's Open Chapel." Nexus Network Journal (2013): 1-19.

Ibarra-Sevilla, Benjamin. "De las grecas a las bóvedas de crucería del siglo XVI, técnicas de construcción y de cantería de los pueblos indígenas de México." Informes de la Construcción 65.Extra-2 (2013): 65-80.

Ibarra-Sevilla, Benjamin. "La capilla abierta de Teposcolula un edificio único en el mundo: Análisis arquitectónico de edificios dominicos en la Mixteca mexicana." Archivo Dominicano: Anuario 33 (2012): 25-94.

Distinctions: Subvention Grants Program, Office of the Vice President of Research, University of Texas at Austin, 2014

ORLANDO KELM

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., University of California, Berkeley 1989

Tenure Status: Tenured

Expertise: Teaching of foreign languages for professional purposes; use of technology in foreign language education; Spanish and Portuguese phonetics; applied linguistics

Field Experience: Brazil

Percent Time Dedicated to LAS: 85%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5, Portuguese:5, German:2, Chinese:2, Italian:2
Catalan:2

LAS Courses: Advanced Composition, Spanish Across Disciplines

Publications:

Kelm, Orlando R. "Breather Pure Chile: Teaching about the Cultural Differences in International Business." *Global Business Languages* 16 (2011).

Kelm, Orlando R. "Review: Working Portuguese for Beginners. Monica Rector, Regina Santos, Marcelo Amorim, with M. Lynne Gerber. Washington DC: Georgetown University Press, 2010." *Global Business Languages* 16.1 (2011): 11.

Kelm, Orlando R. "Using Available Technology to Create Pedagogical Materials for Foreign Language." *Global Business Languages* 2.1 (2010): 17.

Distinctions: MERLOT Classics Award for Exemplary Online Learning Resources, 2014
International Research and Studies Instructional Materials Grant, Department of Education, University of Texas at Austin, 2009-2012, Liberal Arts Instructional Technology Services Grant, University of Texas at Austin, 2009-2010

GREGORY KNAPP

ASSOCIATE PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Geography, University of Wisconsin at Madison, 1984

Tenure Status: Tenured

Expertise: Andean Agricultural Modernization; Ethnic territoriality

Field Experience: Ecuador

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 0/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Geography Of Latin America; Lat Amer Cultures, Environmt, & Developmt

Publications:

Knapp, Gregory. "Mobilizing Ethnic Identity in the Andes: A Study of Ecuador and Peru-by Glidden, Lisa M." *Bulletin of Latin American Research* 32.4 (2013): 517-518.

Knapp, Gregory. "Geography: Western South America." *Handbook of Latin American Studies: No. 67: Social Sciences*. Eds. Tracy North and Katherine D. McCann. Austin: University of Texas Press, 2012. 162-177.

Distinctions: Course Conversion Award, Center for Core Curriculum & Office of Sustainability, University of Texas at Austin, 2014; Services for Students with Disabilities Appreciation Award, Office of the Dean of Students, University of Texas at Austin, 2010; Contributing Editor for *Western South America (Geography)*, *Handbook of Latin American Studies*, Library of Congress, 2010-present

PAUL KOCKELMAN

PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, University of Chicago, 2002

Tenure Status: Tenured

Expertise: Q'eqchi'-Maya language; language and mind issues related to labor and measurement

Field Experience: Guatemala, Mesoamerica

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 3, Q'eqchi: 4, Italian: 3

LAS Courses: Topics in Linguistic Anthropology., Topics in Language, Culture, and Communication.

Publications:

Kockelman, Paul. Agent, person, subject, self: a theory of ontology, interaction, and infrastructure. New York: Oxford University Press, 2013.

Kockelman, Paul. "The anthropology of an equation. Sieves, spam filters, agentive algorithms, and ontologies of transformation." HAU: Journal of Ethnographic Theory 3.3 (2013): 33-61

Kockelman, Paul. "Meaning, motivation, and mind: Some conditions and consequences for the flexibility and intersubjectivity of cognitive processes." New Ideas in Psychology 30.1 (2012): 65-85.

Distinctions: Associate Professor Paid Research Leave, Barnard College, Spring 2013

Visiting Scholar, Language and Cognition, Max Planck Institute for Psycholinguistics, Netherlands, June 2010, June 2011

DALE KOIKE

PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Romance linguistics, University of New Mexico, 1982

Tenure Status: Tenured

Expertise: Pragmatics research of native speakers of Mexico, Brazil, Spain; dialogue of native speakers of Mexico, Brazil, Spain; classroom learner interaction with native speakers of Spanish and Portuguese; effectiveness of teaching intervention in the acquisition of Spanish and Portuguese pragmatics and dialogue skill

Field Experience: Mexico, Mexico-Texas border region, Brazilian Portuguese acquisition, Brazilian and Mexican discourse and politeness manifestations, Spain

Percent Time Dedicated to LAS: 65%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:4

LAS Courses: Applied Linguistics

Publications:

Blyth, Carl, and Dale Koike. "Interactive frames and grammatical constructions." Perspectives on Linguistic Structure and Context: Studies in honor of Knud Lambrecht. Eds. Stacey Kats Bounrs and Lindsay L. Myers. Vol. 244. Philadelphia: John Benjamins Publishing Company, 2014. 87-108.

Koike, Dale A., and Carol A. Klee. *Linguística aplicada: Adquisición del español como segunda lengua*. Wiley Global Education, 2012.

Distinctions: Peter T. Flawn Centennial Professorship in Spanish Language and Literature, 2013

Texas Language Center Grant, 2010, 2011, 2012; Resources in Language Learning Grant, Center for Open Education, Language Resources 2011-2012

FERNANDO LARA

CHAIR, LLILAS BENSON BRAZIL CENTER
ASSOCIATE PROFESSOR, ARCHITECTURE, SCHOOL OF ARCHITECTURE

Education: Ph.D., Architecture, University of Michigan, 2001

Tenure Status: Tenured

Expertise: Latin American architecture; Latin American urbanism; favelas; sustainability

Field Experience: Brazil, Latin America

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 2/7

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:5

LAS Courses: Topics in the History of Architecture, Topics in Design Theory

Publications:

Lara, Fernando Luiz. "Favela Upgrade in Brazil: A Reverse of Participatory Processes." *Journal of Urban Design* 18.4 (2013): 553-564.

Lara, Fernando Luiz. "The Andean Hybrid Baroque: Convergent Cultures in the Churches of Colonial Peru-by Bailey, Gauvin." *Bulletin of Latin American Research* 32.1 (2013): 110-111.

Distinctions: 13th Annual Awards of the Brazilian Institute of Architects, Minas Gerais Chapter, 2011

EDGARDO LATRUBESSE

PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Geological Sciences, National University of San Luis, Argentina, 1992

Tenure Status: Tenured

Expertise: Geomorphology, fluvial geomorphology and sedimentology, river management, quaternary studies of tropical, sub-tropical and temperate/semiarid environments including large aeolian systems and fluvio-aeolian interactions, geo-ecology

Field Experience: Brazil, Argentina, Peru, Colombia, Venezuela

Percent Time Dedicated to LAS: 95%

Dissertations/Theses in Past 5 years: 4/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:4

LAS Courses: Envir Chng/Mgmt Of Large River

Publications:

Park, Edward, and Edgardo M. Latrubesse. "Modeling suspended sediment distribution patterns of the Amazon River using MODIS data." *Remote Sensing of Environment* 147 (2014): 232-242.

Latrubesse, Edgardo M., Jose C. Stevaux, and Kenneth R. Young. "Hydro-geomorphologic processes and Quaternary landforms controlling biotic components in South American wetlands: Introduction." *Journal of South American Earth Sciences* 46 (2013): 110-112.
D'Apolito,

Carlos, Maria Lúcia Absy, and Edgardo M. Latrubesse. "The Hill of Six Lakes revisited: new data and re-evaluation of a key Pleistocene Amazon site." *Quaternary Science Reviews* 76 (2013): 140-155.

Distinctions: Partner, "The Dynamics of Mountains, Landscapes and Climate in the Distribution and Generation of Biodiversity of the Amazon/Andean Forest," National Science Foundation, 2013

Chair of the Argentinean Team (UNLP) in the research network, "Hydro-physic response to Global Change in large rivers of South America: Paraná, Paraguay, Orinoco, and Magdalena Rivers (Brazil, Argentina, Colombia, Venezuela), Pro-Sul Network (2007-2010)

DAVID L. LEAL

PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Political Science, Harvard University, 1998

Tenure Status: Tenured

Expertise: Latino politics and policy

Field Experience: Mexico, US-Mexico Border

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Latino Politics

Publications:

Leal, David L., and Jerod Patterson. "House Divided? Evangelical Catholics, Mainstream Catholics, and Attitudes toward Immigration and Life Policies." *The Forum* 11.4 (2013): 561–587.

Casellas, Jason P., and David L. Leal. "Partisanship or population? House and Senate immigration votes in the 109th and 110th Congresses." *Politics, Groups, and Identities* 1.1 (2013): 48-65.

Leal, David L., and José Eduardo Limón, eds. *Immigration and the Border: Politics and Policy in the New Latino Century*. Notre Dame: University of Notre Dame Press, 2013.

Distinctions: Visiting Fellow, Hoover Institution, Stanford University, January 2011

LORRAINE LEU

LLILAS FACULTY GRADUATE ADVISER

ASSOCIATE PROFESSOR, LLILAS, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Cultural Studies, King's College, University of London, 2002

Tenure Status: Tenured

Expertise: Brazilian culture, urban Brazil, and theories in Latin Americanism

Field Experience: Brazil

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 2/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:5

LAS Courses: Luso-Brazilian Film, Proseminar, Current Issues In Lat America

Publications:

Derbyshire, Philip, and Lorraine Leu. "Editorial." *Journal Of Latin American Cultural Studies* 22.1 (2013): 1-3.

Leu, Lorraine. "Soundtrack to Roguery: Music and Malandragem in the City." *Screening Song in Hispanic and Lusophone Cinema*. Eds. Lisa Shaw and Robert Stone. Manchester: Manchester University Press, 2012.

Leu, Lorraine. "Performing Race and Gender in Brazil: Karim Ainouz's *Madame Satã* (2002)." *Race/Ethnicity: Multidisciplinary Global Contexts* 4.1 (2010): 73-95.

Distinctions: Faculty Led Research Initiative Funding, Teresa Lozano Long Institute of Latin American Studies, The University of Texas at Austin, 2014-201; LLILAS Outstanding Faculty Award, University of Texas at Austin, 2013
Andrew W. Mellon Foundation Research Fellowship Endowment, Harry Ransom Center, The University of Texas at Austin, Fall 2010

LEIGH LINDEN

ASSISTANT PROFESSOR, ECONOMICS, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Economics, Massachusetts Institute of Technology, 2004

Tenure Status: Tenure-Track

Expertise: Education policy; children and poverty; development policy; economics

Field Experience: Colombia

Percent Time Dedicated to LAS: 33%

Dissertations/Theses in Past 5 years: 0/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:1

LAS Courses: Development Economics

Publications:

Karlan, Dean, and Leigh L. Linden. Loose Knots: Strong versus Weak Commitments to Save for Education in Uganda. No. w19863. National Bureau of Economic Research, 2014.

Linden, Leigh L., Carla Herrera, and Jean Baldwin Grossman. "Achieving Academic Success Outside of School? An RCT of High Quality Supplemental Programming1." (2013).

Barrera-Osorio, Felipe, et al. "Improving the design of conditional transfer programs: Evidence from a randomized education experiment in Colombia." *American Economic Journal: Applied Economics* 3.2 (2011): 167-195.

Distinctions: Co-investigator, "Impact Evaluation Design and Implementation Services: Mongolia Property Rights and Vocational Education Projects", Millenium Challenge Corporation, 2012

Co-investigator, "Reputation as a Public Policy for Internet Security", National Science Foundation, 2012

Co-investigator, "Smoothing the Costs of Education: Microsavings in Ugandan Primary Schools", USAID Development Innovations Venture, 2012

NAOMI LINDSTROM

PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Spanish, Arizona State University, 1975

Tenure Status: Tenured

Expertise: Latin American Jewish writers, apocalyptic thought in the writing of Latin American Jewish writers, Space in narrative by Latin American women writers

Field Experience: Spanish American and Brazilian literary narrative

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:4

LAS Courses: Spanish Amer Writing & Gender, Latin American Jewish Writers, Intro To Spn Am Lit Thru Modernity

Publications:

Lindstrom, Naomi. "Pertenencia y alteridad: Judíos en/de América Latina: cuarenta años de cambios (review)." *Journal of Jewish Identities* 5.1 (2012): 137-140.

Lindstrom, Naomi. "La Palabra Según Clarice Lispector: A Palavra Segundo Clarice Lispector." *Chasqui* (01458973) 41.1 (2012): 222-223

Lindstrom, Naomi. "César Tiempo: mímica y profecía." *Revista canadiense de estudios hispánicos* 36.3 (2012): 439-456.

Distinctions: President's Associates Teaching Excellence Award, University of Texas at Austin, 2012

SARAH LOPEZ

ASSISTANT PROFESSOR, ARCHITECTURE, SCHOOL OF ARCHITECTURE

Education: Ph.D., University of California, Berkeley, 2011

Tenure Status: Tenure-Track

Expertise: Impact of remittances on the architecture and landscapes of Mexico

Field Experience: Mexico

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 0/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses: Topics in Design Theory

Publications:

Lopez, Sarah Lynn. "Monica Perales: Smelertown: Making and Remembering a Southwest Border Community." *Building & Landscapes* 19.1 (2012): 128-130.

Lopez, Sarah Lynn. "The Remittance House: Architecture of Migration in Rural Mexico." *Buildings & Landscapes: Journal of the Vernacular Architecture Forum* 17.2 (2010): 33-52.

RAÚL L. MADRID

PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., in Political Science, Stanford University, 1999

Tenure Status: Tenured

Expertise: Determinants of emergence and success of parties based in indigenous population in the region; rise of the left in Latin America

Field Experience: Andean countries, particularly Bolivia, Ecuador, and Peru

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 5/3

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 4, Portuguese: 2, French: 2

LAS Courses: Intro To Lat Amer Gov & Pol

Publications:

Madrid, Raúl L. "The future of indigenous parties in Latin America." *Harvard International Review* 35.3 (2014): 32-36.

Madrid, Raúl L. *The Rise of Ethnic Politics in Latin America*. New York: Cambridge University Press, 2012.

Madrid, Raul L. "The Consolidation and Deconsolidation of Democracy in Latin America." APSA 2012 Annual Meeting Paper. 2012.

Madrid, Raúl. "Ethnic proximity and ethnic voting in Peru." *Journal of Latin American Studies* 43.2 (2011): 267-297.

Madrid, Raúl. "Bolivia: Origins and policies of the movimiento al socialismo." *The resurgence of the Latin American left* (2011): 239-259.

Distinctions: Graduate Student Outstanding Faculty Award, University of Texas at Austin, 2012

Mellon Faculty Research Grant, Lozano Long Institute for Latin American Studies, University of Texas at Austin, Summer 2012

MINKAH MAKALANI

ASSISTANT PROFESSOR, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS

Education: Ph.D., History, University of Illinois at Urbana-Champaign, 2004

Tenure Status: Tenure-Track

Expertise: African Diaspora; intellectual history, theory, and social movements; race and racial formation

Field Experience: Trinidad & Tobago, Dominican Republic

Percent Time Dedicated to LAS: 95%

Dissertations/Theses in Past 5 years: 2/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses: Liberation In African Diaspora, Black Radical Traditions

Publications:

Makalani, Minkah. "An International African Opinion: Amy Ashwood Garvey and C. L. R. James in Black Radical London." Escape from New York: The New Negro Renaissance beyond Harlem. Eds. Davarian L. Baldwin and Minkah Makalani. Minneapolis: University of Minnesota, 2013. 77-102.

Makalani, Minkah. In the Cause of Freedom: Radical Black Internationalism from Harlem to London, 1917-1939. Chapel Hill: University of North Carolina Press, 2011.

Makalani, Minkah. "Internationalizing the Third International: The African Blood Botherhood, Asian Radicals, and Race, 1919-1922." The Journal of African American History 96.2 (2011): 151-178.

Distinctions: Faculty Fellow, Rutgers Center for Historical Analysis, Rutgers University, 2010-2011

LILIAN MARQUEZ

LECTURER, LLILAS, COLLEGE OF LIBERAL ARTS

Education: Ph.D., University of Indiana University Bloomington, 2011

Tenure Status: Non-Tenure

Expertise: Rural livelihoods and development; land tenure; community forestry; ecosystem services valuation; human dimensions of land use and land cover change; environmental services and climate change

Field Experience: Guatemala, Mexico

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: 0/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:1

LAS Courses: Commons Environment in Latin America

Publications:

Marquez Barrientos, Lilian I. The effect of institutions on Guatemalan forests: Conceptual, methodological and practical implications. Diss. Indiana University, 2011.

RANDALL A. MARRETT

PROFESSOR, GEOLOGICAL SCIENCES, JACKSON SCHOOL OF GEOSCIENCES

Education: Ph.D., Geology, Cornell University, 1990

Tenure Status: Tenured

Expertise: Structural geology; tectonics; natural hazards

Field Experience: Argentina, Chile, Colombia, Honduras, Mexico, Venezuela

Percent Time Dedicated to LAS: 10%

Dissertations/Theses in Past 5 years: 2/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Introduction to Field and Stratigraphic Methods

Publications:

Ortega, Orlando J., Julia FW Gale, and Randall Marrett. "Quantifying diagenetic and stratigraphic controls on fracture intensity in platform carbonates: An example from the Sierra Madre Oriental, northeast Mexico." *Journal of Structural Geology* 32.12 (2010): 1943-1959.

Twiss, Robert J., and Randall Marrett. "Determining brittle extension and shear strain using fault length and displacement systematics: part II: data evaluation and test of the theory." *Journal of Structural Geology* 32.12 (2010): 1978-1995.

Lopez, Montero, et al. "Late Miocene–early Pliocene onset of N–S extension along the southern margin of the central Andean Puna Plateau: Evidence from magmatic, geochronological and structural observations." *Tectonophysics* 494.1 (2010): 48-63.

LETICIA MARTELETO

ASSOCIATE PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Sociology, University of Michigan, 2001

Tenure Status: Tenured

Expertise: Social demography; education and social opportunity; transitions to adulthood

Field Experience: Brazil, Latin America

Percent Time Dedicated to LAS: 60%

Dissertations/Theses in Past 5 years: 2/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3 Portuguese:5

LAS Courses: Introduction to Social Demography, First-Year Signature Course

Publications:

Marteletto, Leticia, and Fernando Andrade. "The Educational Achievement of Brazilian Adolescents Cultural Capital and the Interaction between Families and Schools." *Sociology of Education* 87.1 (2014): 16-35.

Marteletto, Leticia J., and Laetícia R. de Souza. "The Implications of Family Size for Adolescents' Education and Work in Brazil: Gender and Birth Order Differences." *Social forces* 92.1 (2013): 275-302.

Marteletto, Leticia J., and Molly Dondero. "Maternal age at first birth and adolescent education in Brazil." *Demographic research* 28 (2013).

Distinctions: Principal Investigator: "Family Size and Children's Education in Brazil", Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2012-2014

Principal Investigator, "The Academic Trajectories of College Students Admitted Through Affirmative Action Policies in Brazil", Mellon Foundation, Teresa Lozano Long Institute of Latin American Studies, University of Texas at Austin, Summer 2013

JAMES MAUETH

PROFESSOR, INTEGRATIVE BIOLOGY (BOTANY), COLLEGE OF NATURAL SCIENCES

Education: P.h.D., University of Washington, Seattle, 1975

Tenure Status: Tenured

Expertise: Evolution of morphogenic mechanisms and structure; cacti; parasitic plants

Field Experience: Argentina, Bolivia, Peru

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 1/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses: Structure, Physiology, and Reproduction of Seed Plants Laboratory; Laboratory in Plant Anatomy and Histological Techniques; Plant Anatomy with Histological Techniques; Structure, Physiology, and Reproduction of Seed Plants Laboratory

Publications:

Mauseth, James D. Botany: an introduction to plant biology. Burlington: Jones & Bartlett Learning, 2014.

Mauseth, James D., and Knema Rezaei. "Morphogenesis in the Parasitic Plant *Viscum minimum* (Viscaceae) Is Highly Altered, Having Apical Meristems but Lacking Roots, Stems, and Leaves." *International Journal of Plant Sciences* 174.5 (2013): 791-801.

Distinctions: Named to Fulbright Specialist Roster by the Council of International Exchange of Scholars, 2011

KELLY McDONOUGH

ASSISTANT PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Hispanic Literature, University of Minnesota–Twin Cities, 2010

Tenure Status: Tenure-Track

Expertise: Latin American indigenous studies; Nahuatl; writing and orality; colonial literatures; representation

Field Experience: Mexico

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Nahuatl: 4

LAS Courses: Intro To Spn Am Lit Thru Mod, Indigen Voices of Lat America

Publications:

McDonough, Kelly S. *The Learned Ones: Nahua Intellectuals in Postconquest Mexico*. Tucson: University of Arizona Press, 2014.

McDonough, Kelly S. "Performances of Indigenous Authority in Post-Conquest Tlaxcalan Annals: Don Juan Buenaventura Zapata y Mendoza's 'Historia cronológica de la noble ciudad de Tlaxcala'." *Coloniality, Religion, and the Law in the Early Iberian World*. Eds. Santa Arias and Raúl Marrero-Fente. Nashville: Vanderbilt University Press, 2013. 70- 90.

McDonough, Kelly S. "Indigenous Intellectuals in Early Colonial Mexico: The Case of Antonio del Rincón, Nahua Grammarian and Priest." *Colonial Latin American Review* 20.2 (2011): 145-165.

Distinctions: Summer Research Assignment, The University of Texas at Austin, 2014

Mellon Research Travel Grant, Teresa Lozano Long Institute of Latin American Studies, The University of Texas at Austin, June-July 2013, June 2014; Faculty Development Fellow, Center for Women's and Gender Studies, The University of Texas at Austin, 2012-2013

DAENE MCKINNEY

PROFESSOR, CIVIL ENGINEERING, COCKRELL SCHOOL OF ENGINEERING

Education: Ph.D., Civil and Environmental Engineering Cornell University, 1990

Tenure Status: Tenured

Expertise: water resources management problems; aquifer and groundwater contamination

Field Experience: Mexico, Panama, Peru

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 4/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:1

LAS Courses: Groundwater Hydraulics, Water Resources Planning and Management

Publications:

Sandoval-Solis, Samuel, et al. "Collaborative Modeling to Evaluate Water Management Scenarios in the Rio Grande Basin." JAWRA Journal of the American Water Resources Association 49.3 (2013): 639-653.

Ambec, Stefan, Ariel Dinar, and Daene McKinney. "Water sharing agreements sustainable to reduced flows." Journal of Environmental Economics and Management 66.3 (2013): 639-655.

Pham Do, Kim Hang, Ariel Dinar, and Daene McKinney. "Transboundary water management: can issue linkage help mitigate externalities?." International Game Theory Review 14.01 (2012).

Distinctions: Best Policy-Oriented Paper Award, "Groundwater Banking in the Rio Grande Basin", American Society of Civil Engineers, 2012

Quentin Martin Best Practice-Oriented Paper Award, "Sustainability Index for Water Resources Planning and Management", American Society of Civil Engineers, 2012

MARTHA MENCHACA

PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology Stanford University, 1987

Tenure Status: Tenured

Expertise: Social anthropology; ethnicity; gender; oral history and oral traditions; legal anthropology; immigration

Field Experience: Mexico

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 2/3

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Race & Ethncty In Amer Socty, Mexican Immigration Cul Hist, Amer Immigrant Cul Experiences, Oral Traditions And History

Publications:

Menchaca, Martha. "The Social Climate of the Birthright Movement in the United States". Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social 12.2 (2013):28-55.

Menchaca, Martha. Naturalizing Mexican Immigrants: A Texas History. Austin: University of Texas Press, 2011.

Menchaca, Martha. "The Anti- Miscegenation History of the American Southwest, 1837 to 1970: Transforming Racial Ideology Into Law." Cultural Dynamics 20.3 (2008): 279-318.

Distinctions: NACCS Book Award, National Association for Chicana and Chicano Studies, 2013;

Outstanding Academic Book Award, CHOICE, 2012; Faculty Research Award, ut Austin, Fall 2012 Mellon Award, Summer Travel Grant, Teresa Lozano Long Institute of Latin American Studies, University of Texas at Austin, 2012

SOFIAN MERABET

ASSISTANT PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, Columbia University, 2009

Tenure Status: Tenure-Track

Expertise: Arab Diaspora in South America; socio-cultural theory; psychoanalysis; urban studies; gender studies ;queer theory; Muslim world, Europe, and South America

Field Experience: Argentina

Percent Time Dedicated to LAS: 25%

Dissertations/Theses in Past 5 years: 0/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Topics in Social Anthropology, Cultural Anthropology, First-Year Signature Course

Publications:

Merabet, Sofian. "Queer habitus: bodily performance and queer ethnography in Lebanon." *Identities: Global Studies in Culture and Power* (2014): 1-16.

Merabet, Sofian. "Se dire «gay»." *Tumultes 2* (2013): 131-140.

Distinctions: Faculty Fellow in the Center for Women's and Gender Studies, UT Austin Austin, 2009-2010

Faculty Fellowship, Hagop Kevorkian Center, New York University, 2007 – 2009

MINA OGANDO LAVIN

LECTURER, COURSE SUPERVISOR SPN 611D, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: M.A., Applied Linguistic Spanish as a Foreign Language, Universidad Antonio de Nebrija, Madrid

Tenure Status: Non-Tenure

Expertise: Spanish Grammar

Field Experience: Spain

Percent Time Dedicated to LAS Language: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5, K'iche': 3

Language Courses: Second-Year Spanish II, Advanced Grammar and Composition I, Intermediate Spanish II, Practical Phonetics

Publications:

Murphy Melissa D; Lavin Mina Ogando and Montesinos Delia Mendez "Acercandome" Kendall Hunt Publishing; 2 edition (January 7, 2013).

Murphy Melissa D; Lavin Mina Ogando and Montesinos Delia Mendez "Por mi mism@" Kendall Hunt Publishing; 2 edition (May 17, 2013).

JUAN MIRÓ

PROFESSOR, ARCHITECTURE, SCHOOL OF ARCHITECTURE

Education: M.Arch., Universidad Politécnica, Escuela Superior de Arquitectura, Madrid, Spain
1987

Tenure Status: Tenured

Expertise: Mexican architecture; Latin American architecture; Pre-Columbian architecture; Teotihuacan; urban design

Field Experience: Mexico, Guatemala

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Design III, Construction V, Topics in the History of Architecture, Advanced Design, Advanced Architectural Design

Publications:

Miro, Juan. "Let's Guide Austin's Growth to Preserve Landscape, Offer Compact Alternative." The Austin-American Statesman [Austin, TX] 15 June 2011. Print.

Miro, Juan. "Building with Nature, Building in Nature." Spanish Architects Abroad. Ed. Luis Feduchi. Berlin: Jovis, 2011. 99-126.

Distinctions: Elevated to College of Fellows, American Institute of Architects, 2011

ROBIN MOORE

PROFESSOR, MUSIC, COLLEGE OF FINE ARTS

Education: Ph.D., Music, The University of Texas at Austin, 1995

Tenure Status: Tenured

Expertise: History of the Cuban danzón; cultural nationalism; socialist art aesthetics; music of the African diaspora; music and race relations

Field Experience: Cuba; Spanish-speaking Caribbean

Percent Time Dedicated to LAS: 90%

Dissertations/Theses in Past 5 years: 3/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:1

LAS Courses: Music Of The African Diaspora

Publications:

Madrid, Alejandro L., and Robin D. Moore. Danzón: Circum-Caribbean Dialogues in Music and Dance. New York: Oxford University Press, 2013.

Moore, Robin. "Buena Vista in the Club: Rap, Reggaetón, and Revolution in Havana by Geoffrey Baker (review)." Latin American Music Review 34.2 (2013): 300-303.

Moore, Robin, and Walter Aaron Clark, eds. Musics of Latin America. New York: W.W. Norton &, 2012.

Distinctions: Hamilton Book Award Prize Winner, University Co-Operative Society, UT Austin, 2013
American Council of Learned Societies Collaborative Research Fellowship, 2011-12;
Mellon Research Travel Grant, Teresa Lozano Long Institute of Latin American Studies, University of Texas at Austin, 2011
Hamilton Book Award Prize Winner, University Co-Operative Society, University of Texas at Austin, 2010

JOHN MORÁN GONZÁLEZ

ASSOCIATE PROFESSOR, ENGLISH, COLLEGE OF LIBERAL ARTS

Education: Ph.D., American Literature, Stanford University, 1988

Tenure Status: Tenured

Expertise: Latina/o literature and literary history

Field Experience: United States

Percent Time Dedicated to LAS: 25%

Dissertations/Theses in Past 5 years: 1/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses: Contemp Latina/Latino Narratives, Borderlands Narratives

Publications:

González, John Morán. "Spiritual Mestizaje: Religion, Gender, Race, And Nation In Contemporary Chicana Narrative/Hispanic Immigrant Literature: El Sueño Del Retorno." *American Literature* 84.2 (2012): 459-461.

González, John Morán. *The Troubled Union: Expansionist Imperatives in Post-Reconstruction American Novels*. Columbus: Ohio State University Press, 2010.

González, John Morán. *Border Renaissance: The Texas Centennial and the Emergence of Mexican American Literature*. Austin: University of Texas Press, 2010.

Distinctions: Faculty Research Fellowship, Center for Mexican American Studies, University of Texas at Austin, 2011-2012

YOLANDA PADILLA

PROFESSOR, SOCIAL WORK, SCHOOL OF SOCIAL WORK

Education: Ph.D., Social Work and Sociology, University of Michigan, May 1993

Tenure Status: Tenured

Expertise: health and inequalities; immigrants; Mexican/Latino social U.S.

Field Experience: US Latinos

Percent Time Dedicated to LAS: %

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses: Introduction to Social Work and Social Welfare, First-Year Signature Course, Social Work Practice in Organizations and Communities

Publications:

Padilla, Yolanda C., Jennifer L. Scott, and Olivia Lopez. "Economic Insecurity And Access To The Social Safety Net Among Latino Farmworker Families." *Social Work* 59.2 (2014): 157-165.

Page, Robin L., Yolanda C. Padilla, and Erin R. Hamilton. "Psychosocial factors associated with patterns of smoking surrounding pregnancy in fragile families." *Maternal and Child Health Journal* 16.1 (2012): 249-257.

Cardoso, Jodi Berger, Yolanda C. Padilla, and McClain Sampson. "Racial and ethnic variation in the predictors of maternal parenting stress." *Journal of Social Service Research* 36.5 (2010): 429-444.

Distinctions: Outstanding Research Award/Excellence in Research Award for Best Scholarly Contribution Published, Society for Social Work and Research, 2002

DEBORAH PALMER

ASSOCIATE PROFESSOR, CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION

Education: Ph.D., Literacy and Culture in Education, University of California, Berkeley, 2004

Tenure Status: Tenured

Expertise: Bilingual/bicultural education in Texas/US Guatemala - Summer Faculty Led SAO study abroad (Antigua)

Field Experience: Mexico, Guatemala, Ecuador

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 4, French: 2

LAS Courses: Sociocul Influences on Learning—Guatemala

Publications:

Palmer, Deborah, and Ramón Antonio Martínez. "Teacher Agency in Bilingual Spaces A Fresh Look at Preparing Teachers to Educate Latina/o Bilingual Children." *Review of Research in Education* 37.1 (2013): 269-297.

Menard-Warwick, Julia, and Deborah Palmer. "Eight Versions of the Visit to "La Barranca": Critical Discourse Analysis of a Study-Abroad Narrative from Mexico." *Teacher Education Quarterly* 39.1 (2012): 121-138.

Menard-Warwick, Julia, and Deborah Palmer. "Bilingual development in study-abroad journal narratives: Three case studies from a short-term program in Mexico." *Multilingua* 31.4 (2012): 381-412.

Palmer, Deborah, and Virginia Snodgrass Rangel. "High stakes accountability and policy implementation: Teacher decision making in bilingual classrooms in Texas." *Educational Policy* 25.4 (2011): 614-647.

Distinctions: Department of Education, National Foreign Language Resource Center, Center for Open Educational Resources and Language Learning, "Spanish in Texas: Representing and assessing the bilingual experience", 2010-2013
Early Career Reviewers Award, *Bilingual Research Journal*, 2011
College of Education Dean's Fellowship, The University of Texas at Austin, 2010

JOSÉ L. PANERO

ASSOCIATE PROFESSOR, INTEGRATIVE BIOLOGY (BOTANY), COLLEGE OF NATURAL SCIENCES

Education: Ph.D., Botany, University of Tennessee, 1990

Tenure Status: Tenured

Expertise: distribution, diversity, and evolution of flowering plants

Field Experience: Mexico

Percent Time Dedicated to LAS: 10%

Dissertations/Theses in Past 5 years: 1/

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:2

LAS Courses: Ecology, Evolution, and Society

Publications:

Elliott, Alysha G., et al. "Evolutionary Origins of a Bioactive Peptide Buried within Preproalbumin." *The Plant Cell Online* (2014): tpc-114.

Panero, Jose L., and Sussana E. Freire. "Paquirea, a New Andean Genus for Chucoa Lanceolata (Asteraceae, Mutisioideae, Onoserideae)." *Phytoneuron* 11 (2013): 1-5.

Distinctions: Australian Research Council, DP130101191. "A new and rapidly evolving class of plant peptides, PI Joshua S. Mylne, University of Western Australia, CO-PI Edward, E Schilling, University of Tennessee, CO-PI Jose L. Panero, University of Texas, 2012-2016

FRANCISCO PÉREZ

PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Plant Ecology and Geomorphology, University of California–Berkeley, 1985

Tenure Status: Tenured

Expertise: Mountain geology; geomorphology; vegetation ecology; soils

Field Experience: Venezuela

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 4, French: 1, Italian: 1

LAS Courses:

Publications:

Pérez, Francisco L. "Biogeomorphological influence of slope processes and sedimentology on vascular talus vegetation in the southern Cascades, California." *Geomorphology* 138.1 (2012): 29-48.

Pérez, Francisco L. "Biogeomorphic Relationships Between Slope Processes And Globular Grimmia Mosses In Haleakala's Crater (Maui, Hawai'i)." *Geomorphology* 116.3/4 (2010): 218-235.

ERIC PIANKA

PROFESSOR, BIOLOGY, COLLEGE OF NATURAL SCIENCES

Education: Ph.D., Zoology, University of Washington, Seattle, Washington, 1965

Tenure Status: Tenured

Expertise: population and community ecology; evolutionary ecology; species diversity; historical accident and biogeography; macrodescriptors

Field Experience: Mexico, Brazil

Percent Time Dedicated to LAS: 10%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses:

Publications:

Pianka, Eric R. "Rarity in Australian desert lizards." *Austral Ecology* 39.2 (2014): 214-224.

Pianka, Eric R. "Lizards in an Evolutionary Tree: Ecology and Adaptive Radiation of Anoles. By JB Losos." *Copeia* 3 (2012): 583.

Distinctions: American Academy of Arts and Science, elected 2014 Fellow, Ecological Society of America, 2013 External Reviewer, Zoology Graduate Program, Kuwait University, 2011 Distinguished Scientist, Texas Academy of Science, 2006

FRANCISCO POLIDORO

ASSOCIATE PROFESSOR, MANAGEMENT, MCCOMBS SCHOOL OF BUSINESS

Education: Ph.D., Business Administration, University of Michigan, 2006

Tenure Status: Tenured

Expertise: Knowledge management; social networks; strategic alliances; strategic management; technology and innovation management

Field Experience: Brazil

Percent Time Dedicated to LAS: 10%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses:

Publications:

Polidoro, Francisco. "The competitive implications of certifications: The effects of scientific and regulatory certifications on entries into new technical fields." *Academy of Management Journal* 56.2 (2013): 597-627.

Toh, Puay Khoon, and Francisco Polidoro. "A competition-based explanation of collaborative invention within the firm." *Strategic Management Journal* 34.10 (2013): 1186-1208.

Polidoro, Francisco, Gautam Ahuja, and Will Mitchell. "When the social structure overshadows competitive incentives: The effects of network embeddedness on joint venture dissolution." *Academy of Management Journal* 54.1 (2011): 203-223.

Distinctions: Best Reviewer Award, Organization Science Editorial Board, 2012

Outstanding Reviewer Award, Academy of Management Review Editorial Board, 2012

Best Paper Award, Academy of Management, Technology and Innovations Management Division, 2011

Outstanding Reviewer Award, Academy of Management Journal Editorial Board, 2011

GABRIELA POLIT

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Spanish and Portuguese, New York University, 2002

Tenure Status: Tenured

Expertise: Representations of the traffic of illegal drugs and its impacts

Field Experience: Colombia, Bolivia and Mexico

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:4

LAS Courses: Fictns/Non-Fictn From Margins, Politics Of New Democracies

Publications:

Dueñas, Gabriela Polit. *Narrating Narcos: Culiacán and Medellín*. Pittsburg: University of Pittsburgh Press, 2013.

Dueñas, Gabriela Polit. "Las otras utopías de la coca. Tradición andina, género y poder en la obra de Allison Spedding." *Utopías urbanas: geopolíticas del deseo en América Latina*. Ed. Gisela Heffes. Madrid: Iberoamericana Veruet, 2013.

Distinctions: Faculty Research Assignment, University of Texas at Austin, Fall 2015

Humanities Research Award, The University of Texas at Austin, 2011-2013

Career Enhancement Woodrow Wilson Fellowship, Honorary Mention, 2011

JOSEPH POTTER

PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Sociology, Princeton University, 1975

Tenure Status: Tenured

Expertise: Demography of the U.S.-Mexico border region; fertility and family planning in Latin America; medical sociology

Field Experience: Mexico; Brazil

Percent Time Dedicated to LAS: 25%

Dissertations/Theses in Past 5 years: 6/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:4

LAS Courses: Eval Of Social Policy In Lat America

Publications:

White, Kari, and Joseph E. Potter. "The impact of outmigration of men on fertility and marriage in the migrant-sending states of Mexico, 1995–2000." *Population studies* 67.1 (2013): 83-95.

White, Kari, et al. "Cutting family planning in Texas." *New England Journal of Medicine* 367.13 (2012): 1179-1181.

Potter, Joseph E., et al. "Frustrated Demand for Sterilization Among Low-Income Latinas in El Paso, Texas." *Perspectives on sexual and reproductive health* 44.4 (2012): 228-235.

Amaral, Ernesto Friedrich De Lima, Eduardo Luiz Gonçalves Rios-Neto, and Joseph E. Potter. "Long Term Influences of Age–Education Transition on the Brazilian Labour Market." *Bulletin of Latin American Research* 31.3 (2012): 302-319.

Distinctions: Principal Investigator, "Demand for post-partum contraception in Texas", Society of Family Planning, 2013-2015; Principal Investigator, "Evaluating the impact of reproductive health legislation enacted by the 82nd Texas Legislature", Anonymous Foundation, 2011-2014

DAVID QUINTO POZOS

ASSISTANT PROFESSOR, LINGUISTICS, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Linguistics, The University of Texas at Austin, 2002

Tenure Status: Tenure-Track

Expertise: Signed language linguistics; Mexican Sign Language (LSM); interaction of language and gesture; developmental signed language disorders

Field Experience: Mexico

Percent Time Dedicated to LAS: 15%

Dissertations/Theses in Past 5 years: 2/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4, Portuguese:3, Mexican Sign Language:2

LAS Courses: Bilingual First Lang Acquisition

Publications:

Quinto-Pozos, David, ed. *Multilingual Aspects of Signed Language Communication and Disorder* 11. Tonawanda: Multilingual Matters, 2014.

Quinto-Pozos, David, et al. "Atypical signed language development: A case study of challenges with visual–spatial processing." *Cognitive neuropsychology* 30.5 (2013): 332-359.

Distinctions: National Science Foundation Science of Learning Center, Visual Language and Visual Learning, "Rate of visual processing and atypical signed language acquisition", October 2013-September 2014

National Science Foundation Science of Learning Center, Visual Language and Visual Learning, "ASL Toolkit Development", January 2013- May 2013

CHARLES RAMÍREZ-BERG

PROFESSOR, RADIO, TELEVISION AND FILM, COLLEGE OF COMMUNICATION

Education: Ph.D., Communications, The University of Texas at Austin, 1987

Tenure Status: Tenured

Expertise: Film history; Latino images in film; Mexican cinema; screenwriting

Field Experience: Mexico

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses: History Of Mexican Cinema, Latino Images In Film

Publications:

Ramírez Berg, Charles. "Immigrants, Aliens and Extraterrestrials: Science Fiction's Alien 'Other' as (Among Other Things) New Hispanic Imagery." Film Genre Reader IV. Ed. Barry Keith Grant. Austin: UTexas Press, 2012. 402-432.

Young, Robert M., and Charles Ramírez Berg. ¡ Alambriasta!: The Illegal. Criterion Collection, 2012.

Distinctions: Named one of the University of Texas' Top Ten Great Professors by The Alcalde, May/June 2011

CARLOS RAMOS

ASSISTANT PROFESSOR, GEOGRAPHY & THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Watershed Sciences, Colorado State University, 2004

Tenure Status: Tenure-Track

Expertise: Land use; soil erosion; water quality; ecosystems; coral reef systems

Field Experience: Puerto Rico, other Caribbean islands, Brazil, Guatemala

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:2

LAS Courses: Environmental Hazards

Publications:

Thomaz, Edivaldo L., Leandro R. Vestena, and Carlos E. Ramos Scharrón. "The effects of unpaved roads on suspended sediment concentration at varying spatial scales—a case study from Southern Brazil." Water and Environment Journal (2013).

Hernández-Delgado E, Ramos-Scharrón CE, Guerrero-Pérez C, Lucking MA, Laureano R, Méndez- Lázaro PA, Meléndez-Díaz JO. "Development in tropical coastal habitats in a changing climate: lessons learned from Puerto Rico." Visions for Global Tourism Industry-Creating and Sustaining Competitive Strategies. Ed. Murat Kasimoglu. Rijeka: InTech Publications, 2012. 357- 398.

Distinctions: LLILAS-Benson Mellon Faculty Research Grant, University of Texas at Austin, 2013

Interdisciplinary Research in Earth Science, "Human impacts to coastal ecosystems in Puerto Rico (HICE-PR): A 70-year remote sensing, hydrologic, ecologic, and socio-economic assessment with management implications", NASA, 2013-2016
"Watershed Marine Linkages and the Impact of Watershed Restoration on Land-Based Sedimentation to USVI Coral Reefs, NOAA-Coral Reef Conservation Program, 2013-2014

CORY A. REED

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Princeton University, 1989

Tenure Status: Tenured

Expertise: Technology and instrumentality in Early Modern literature and culture

Field Experience: Spain, Mexico, Morocco, and the Southwest

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Transatlantic Legacies of Early Modern Spain; Performing Conquest, Empire, and Identity in Early Modern Spanish Drama; Encounters with the Other in Golden Age and Colonial Literature; Don Quijote

Publications:

"Staging the Page: Performing Technologies of the Book in Massenet's Don Quichotte," Comedia Performance 11 (2014); "Science, Instrumentality, and Chaotics in Early Modern Spanish Drama." in A Companion to Early Modern Hispanic Theater, Ed. Hilaire Kallendorf (Brill, 2014, in press): 283-98.

Distinctions: 2013: Information Literacy Enhancement Grant, UT Austin; 2011: Newberry Renaissance Consortium Grant, 2011, Newberry Library Chicago; 2011: College Research Fellowship, UT Austin; 2004: Dean's Fellowship, UT Austin; 2004: Spanish Ministry of Culture, travel grant; 2000: Instructional Technologies Services, UT Austin

JILL ROBBINS

PROFESSOR, DEPARTMENT CHAIR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Spanish Literature, University of Kansas, 1992

Tenure Status: Tenured

Expertise: 20th-century Spanish culture; Spanish poetry; trans-Atlantic studies; ethics; gender

Field Experience: Spain

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:3

LAS Courses: Poetics For The 21st Century

Publications:

Robbins, Jill. Crossing through Chueca: Lesbian Literary Culture in Queer Madrid. Minneapolis: University of Minnesota Press, 2011.

Robbins, Jill. "Lesbian Literary Identities in the Chueca Book Business." Lesbian Realities/Lesbian Fictions in Contemporary Spain. Eds. Nancy Vosburg, Jacky Collins. Lanham: The Rowman & Littlefield Publishing Group, Inc., 2011. 149-172.

Distinctions: Participant, Women and Gender Studies Faculty Development Program, 2009-2010

BRYAN ROBERTS

PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Sociology, University of Chicago, 1964

Tenure Status: Tenured

Expertise: Urbanization and Urban Development; Antipoverty policies and relations between state and citizens in Latin America, International return migration in Mexico and Central America, Development; modernization; macro-comparative and urban sociology; sociology of work

Field Experience: Mexico; Central America, South America

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 10/6

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:1

LAS Courses: Urbanization, Citizenship And Social Policy

Publications:

Roberts, Bryan R., and Yu Chen. "Drugs, violence, and the state." *Annual Review of Sociology* 39 (2013): 105-125.

Masferrer, Claudia, and Bryan R. Roberts. "Going Back Home? Changing Demography and Geography of Mexican Return Migration." *Population Research and Policy Review* 31.4 (2012): 465-496.

Bhatt, Wasudha, and Bryan R. Roberts. "'Forbidden Return': Return Migration in the Age of Restriction." *Journal of Immigrant & Refugee Studies* 10.2 (2012): 162-183.

Roberts, Bryan. "Violence, the consolidation of the city and low-income settlements in Guatemala City." *The Second ISA Forum of Sociology* (August 1-4, 2012). Isaconf, 2012.

Distinctions: LLILAS honored Professor Bryan R. Roberts with the "International Colloquium on Social Citizenship", Jalisco, Mexico, April 2014

NÉSTOR RODRÍGUEZ

PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Sociology, The University of Texas at Austin, 1984

Tenure Status: Tenured

Expertise: International migration and deportation issues; race/ethnic relations and urban sociology

Field Experience: El Salvador, Guatemala, Honduras, Mexico, US-Mexico Border

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 5/10

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: International Migration, Racial And Ethnic Relations

Publications:

Rodriguez, Nestor. "Beyond Methodological Nationalism: Research Methodologies For Cross-Border Studies." *Contemporary Sociology* 43.1 (2014): 63-65.

Nestor Rodriguez. "Immigration Reform." *Contexts* 12.2 (2013).

Nestor Rodriguez. "Urban Redevelopment and Mexican American Barrios in the Socio-Spatial Order." *Latino Urbanism: The Politics of Planning, Policy and Redevelopment*. Eds. David R. Diaz and Rodolfo D. Torres. New York: NYU Press, 2012. 87-110.

Distinctions: Distinguished Career Award, Latino Section, American Sociological Association, 2013

ENRIQUE RODRÍGUEZ-ALEGRÍA

ASSOCIATE PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, University of Chicago, 2002

Tenure Status: Tenured

Expertise: Archaeology; colonial Latin America; ceramic analysis; introduction to Mesoamerican prehistory; introduction to archaeology

Field Experience: Puerto Rico and colonial Latin America: Mesoamerica and Mexico

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:4

LAS Courses: Aztecs And Spaniards

Publications:

Rodríguez-Alegría, Enrique, John K. Millhauser, and Wesley D. Stoner. "Trade, tribute, and neutron activation: The colonial political economy of Xaltocan, Mexico." *Journal of Anthropological Archaeology* 32.4 (2013): 397-414.

Stoner, Wesley D., et al. "Taken with a grain of salt: experimentation and the chemistry of archaeological ceramics from Xaltocan, Mexico." *Journal of Archaeological Method and Theory* (2013): 1-37.

Mata-Míguez, Jaime, et al. "The genetic impact of aztec imperialism: Ancient mitochondrial DNA evidence from Xaltocan, Mexico." *American Journal of Physical Anthropology* 149.4 (2012): 504-516.

Distinctions: Howard Foundation Fellowship, 2012-2013

Fellow, Center for Advanced Studies in the Behavioral Sciences, Stanford University, 2010-2011

SERGIO ROMERO

DIRECTOR, LLILAS INDIGENOUS LANGUAGE INSTRUCTIONAL PROGRAM

ASSISTANT PROFESSOR, LLILAS & SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Linguistics, University of Pennsylvania, 2006

Tenure Status: Tenure-Track

Expertise: Language variation and change, especially in Mayan languages spoken in Guatemala and Nahuatl as spoken in eastern Mexico

Field Experience: Guatemala, Mexico, Latin America

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 4/6

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 5, Kaqchikel: 4, Q'eqchi: 4, Nahuatl: 3

LAS Courses: Language & Christianity In Col Lat Amer, Intro to Variationist Sociolinguistics

Publications:

Matthew, Laura E., and Sergio F. Romero. "Nahuatl and Pipil in Colonial Guatemala: A Central American Counterpoint." *Ethnohistory* 59.4 (2012): 765-783.

Romero, Sergio F. "A Maya Version of Jespersen's Cycle: The Diachronic Evolution of Negative Markers in K'iche'Maya 1." *International Journal of American Linguistics* 78.1 (2012): 77-96.

Romero, Sergio F. "'They Don't Get Speak Our Language Right': Language Standardization, Power And Migration among the Q'eqchi'Maya." *Journal of Linguistic Anthropology* 22.2 (2012): E21-E41.

Distinctions: Provost's Research Scholar Grant, Office of the Provost, Vanderbilt University, May-August 2011

Faculty Fellow, Robert Penn Warren Center for the Humanities, Vanderbilt University, August 2010

SONIA RONCADOR

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Comparative Literature, New York University, 1999

Tenure Status: Tenured

Expertise: Brazilian, Portuguese, and Lusophone literatures; Spanish American literature; Latin American film and visual arts; feminist approaches in literature; cultural studies in Brazil; literary theory

Field Experience: Brazil

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:5

LAS Courses: Brazilian Cul/Lit 20c & Later; White Atlantic: Race In Brazil; Whiteness. Mestiçagem, Immigration; Brazilian Cul Lit Of 19th Century

Publications:

Roncador, Sônia. Domestic Servants in Literature and Testimony in Brazil, 1889-1999. New York: Palgrave Macmillan, 2014.

Roncador, Sônia. "Da solidariedade ao respeito: notas sobre violência sexual na literatura de testemunho de empregadas domésticas." Escritas da violência: O testemunho. Eds. Marcio Seligmann-Silva, Jaime Ginzburg, and Francisco Foor Hardman. Rio de Janeiro: 7 Letras, 2012: 229-238.

AMELIA ROSENBERG-WEINREB

LECTURER, JEWISH STUDIES, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Cultural Anthropology, University of Pennsylvania, 2007

Tenure Status: Non-Tenure

Expertise: Cuba's middle class; Jewish Latin America

Field Experience: LA

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 1/0

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses: Jewish Cuba

Publications:

Weinreb, Amelia Rosenberg, and Yodan Rofe. "Mapping Feeling: An Approach to the Study of Emotional Response to the Built Environment and Landscape." Journal of Architectural and Planning Research 30.2 (2013): 127-145.

Weinreb, Amelia Rosenberg. "Cuba: Religion, Social Capital and Development". American Anthropologist 112.4 (2010): 668-669.

Distinctions: Postdoctoral Fellowship, Jacob Blaustein Institute for Desert Research, Ben-Gurion University, Israel, 2007-2009

ASTRID RUNGALDIER

LECTURER, ART AND ART HISTORY, COLLEGE OF FINE ARTS

Education: Ph.D., Archeology, Boston University, 2009

Tenure Status: Non-Tenure

Expertise: Architecture and landscape in Mesoamerica

Field Experience: Guatemala, Belize

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: 0/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Ancient Maya Writing and History, The Archaeology of Ancient Mesoamerica

Publications:

Runggaldier, Astrid and Harrison-Buck, Eleanor. "Chapter 11: Operation 1 at Ma'xan." The Belize River East Archaeology Project: A Report of the 2011 Field Season. Occasional Papers No. 5. Ed. Eleanor Harrison-Buck. Durham: University of New Hampshire Department of Anthropology, 2011.

Distinctions: Raymond and Beverly Sackler Foundation, May 2011-August 2011

McGraw Hill Higher Education-Tegrity Grant Program, October 2009-June 2010

MICHAEL J. RYAN

PROFESSOR, BIOLOGY, COLLEGE OF NATURAL SCIENCES

Education: Ph.D., Neurobiology and Behavior, Cornell University, 1982

Tenure Status: Tenured

Expertise: Animal behavior; sexual selection and communication in frogs and fish

Field Experience: Mexico, Panama

Percent Time Dedicated to LAS: 10%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses:

Publications:

Guerra, Mónica A., Michael J. Ryan, and David C. Cannatella. "Ontogeny of Sexual Dimorphism in the Larynx of the Túngara Frog, *Physalaemus pustulosus*." *Copeia* 2014.1 (2014): 123-129.

Pasch, Bret, et al. "Sources of acoustic variation in the advertisement vocalizations of Neotropical singing mice." *The Journal of the Acoustical Society of America* 135.4 (2014): 2239-2239.

Ryan, Michael J., and Molly E. Cummings. "Perceptual Biases And Mate Choice." *Annual Review Of Ecology, Evolution & Systematics* 44.(2013): 437-459.

Ryan, Michael J. "The importance of integrative biology to sexual selection and communication." *Animal Communication Theory: Information and Influence*. Ed. Ulrich E. Stegmann. New York: Cambridge University Press, 2013. 233-253.

Distinctions: Eminent Ecologist, Kellogg Biological Station, Michigan State University, 2013

Fellow of the American Association for the Advancement of Science, 2012

Fellow Wissenschaftskolleg (Institute of Advanced Studies), Berlin, 2011

College of Natural Sciences Teaching Excellence Award, University of Texas, 2011

ING Professor of Excellence, University of Texas at Austin, 2011

CHRISTOPHER SALAS-WRIGHT

ASSISTANT PROFESSOR, SOCIAL WORK, SCHOOL OF SOCIAL WORK

Education: Ph.D. Social Work, Boston College, 2012

Tenure Status: Tenure-Track

Expertise: Adolescence; substance use; juvenile delinquency; religiosity; HIV risk behavior

Field Experience: El Salvador

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 1/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:2

LAS Courses: Cross-Cultural Issues in Social & Behavioral Research

Publications:

Vaughn, Michael G., et al. "The immigrant paradox: immigrants are less antisocial than native-born Americans." *Social psychiatry and psychiatric epidemiology* (2013): 1-9.

Salas-Wright, Christopher P., René Olate, and Michael G. Vaughn. "Assessing Empathy in Salvadoran High-Risk and Gang-Involved Adolescents and Young Adults A Spanish Validation of the Basic Empathy Scale." *International Journal of Offender Therapy and Comparative Criminology* 57.11 (2013): 1393-1416.

Distinctions: National Institute on Drug Abuse, Interdisciplinary Research Training Institute on Hispanic Drug Abuse, 2013; Doctoral Fellowship in Social Work, Boston College, 2009-2012 Summer Research Fellow, European Association for Research on Adolescence/Society for Research on Adolescence, 2011

CÉSAR SALGADO

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Comparative Literature, Yale University, 1993

Tenure Status: Tenured

Expertise: Contemporary Latin American and Caribbean literature; modernism from a comparative perspective

Field Experience: Cuba, Puerto Rico, Dominican Republic, U.S. Latino and Afro-Latino Urban Centers (New York City, Miami), Mexico

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5, Portuguese:2, French: 3

LAS Courses: Lit Archiv Fash In Caribbean, Visions Of East In Lat Amer Writ, Boom And Post Boom, Intro To Spn Am Lit Thru Mod, Writing & Memory Caribbean Lit

Publications:

TransLatin Joyce: Global Transmissions in Ibero American Literature. Eds. César A. Salgado, Brian Price, and John Pedro Schwartz. New York: Palgrave MacMillan, 2014.

Salgado, Cesar. "Notas sobre dos poemas que se dedicaron Virgilio Piñera y José Lezama Lima". *Celebrando a Virgilio Piñera*. Tomo II. Eds. Matías Montes Huidobro and Yata González Montes. Miami: Plaza Editorial, 2013. 95-102.

Distinctions: Mellon Summer Grant for Travel and Research, Teresa Lozano Long Institute of Latin American Studies, The University of Texas at Austin, 2014

Luis B. Eyzaguirre Lecture, University of Connecticut at Storrs Institute of Latina/o, Caribbean, and Latin American Studies, 2013

Library Journal Best Reference List for Cuba, 2011

BERYL B. SIMPSON

PROFESSOR, INTEGRATIVE BIOLOGY, COLLEGE OF NATURAL SCIENCES

Education: Ph.D., Biology, Harvard University, 1968

Tenure Status: Tenured

Expertise: Systematics; biogeography; evolution of select legumes and Asteraceae

Field Experience: Andean, Argentina, Chile, Peru

Percent Time Dedicated to LAS: 15%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses:

Publications:

Antonio Guzman-Lucio, Marco, et al. "Floristic list of winter-flowering annuals in northeastern Nuevo Leon, Mexico." *Revista Mexicana de Biodiversidad* 84.3 (2013): 884-893.

Nores, Maria J., et al. "The phylogenetic relationships of four monospecific caesalpinoids (Leguminosae) endemic to southern South America." *Taxon* 61.4 (2012): 790-802.

Ulibarri, Emilio A., and Beryl B. Simpson. "Una Nueva Especie de Adesmia (Leguminosae, Papilionoideae) para la Argentina. (Spanish)." *Darwiniana* 48.2 (2010): 204-207.

Distinctions: American Society of Plant Taxonomists' Asa Gray Award, 2003

Elected Fellow, American Academy of Arts and Sciences, 1994

BJORN SLETTO

ASSOCIATE PROFESSOR, COMMUNITY & REGIONAL PLANNING, SCHOOL OF ARCHITECTURE

Education: Ph.D., City and Regional Planning, Cornell University, 2006

Tenure Status: Tenured

Expertise: Latin American planning and development; participatory planning; environmental and social justice; social theory

Field Experience: Colombia, Dominican Republic, Venezuela

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 0/16

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:2

LAS Courses: Local Devel Planning In Latin America

Publications:

Sletto, Bjørn, and Iokiñe Rodríguez. "Burning, fire prevention and landscape productions among the Pemon, Gran Sabana, Venezuela: Toward an intercultural approach to wildland fire management in Neotropical Savannas." *Journal of environmental management* 115 (2013): 155-166.

Sletto, Bjørn, et al. "Territoriality, Participatory Mapping, and Natural Resources Policy: The Latin American Experience." *Cuadernos de Geografía-Revista Colombiana de Geografía* 22.2 (2013): 193-209.

Distinctions: Summer Research Assignment, University of Texas at Austin, 2010

National Science Foundation International Planning Visit Award, 2009

Innovative Instructional Technology Silver Award, University of Texas at Austin, 2009

César Chávez Si Se Puede Community Service Award, PODER, Austin, 2009

CHRISTEN SMITH

ASSISTANT PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, Stanford University, 2007

Tenure Status: Tenure-Track

Expertise: Performance; racial formation; the black body; violence; black women and transnational struggle; black liberation and resistance in Brazil and the U.S.

Field Experience: Brazil

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: 1/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Portuguese:5

LAS Courses: Politics Of Race & Violence in Brazil, Black Women/Struggle/Transnatl

Publications:

Smith, Christen A. "Putting Prostitutes in Their Place: Black Women, Social Violence, and the Brazilian Case of Sirlei Carvalho." *Latin American Perspectives* 41.1 (2014): 107-123.

Smith, Christen A. "Strange Fruit: Brazil, Necropolitics, and the Transnational Resonance of Torture and Death." *Souls* 15.3 (2013): 177-198.

Distinctions: Career Enhancement Fellowship, Woodrow Wilson National Fellowship Foundation, 2010

PATRICIA SOMERS

ASSOCIATE PROFESSOR, EDUCATIONAL ADMINISTRATION, COLLEGE OF EDUCATION

Education: Ph.D., Educational Administration (Higher Education Specialization), University of New Orleans

Tenure Status: Tenured

Expertise: Access and persistence in Brazilian higher education; affirmative action and admissions in the U.S. and Brazil; college student persistence in the U.S.

Field Experience: Brazil

Percent Time Dedicated to LAS: 70%

Dissertations/Theses in Past 5 years: 20/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3 Portuguese:4

LAS Courses: Comparative Higher Education

Publications:

Somers, Patricia, et al. "Brazil's Radical Approach to Expanding Access for Underrepresented College Students." *Fairness in Access to Higher Education in a Global Perspective: Reconciling Excellence, Efficiency, and Justice*. Eds. Heinz-Dieter Meyer, Edwards P. St. John, Mai Chankseliani, and Lina Uribe. The Netherlands: SensePublishers, 2013. 203-221.

Pan, Miriam, et al. "Inclusive policies in higher education: Challenges to Brazilian psychology." *International Journal of Psychology* 47.27 (2012).

Heilig, Julian Vasquez, Cristobal Rodriguez, and Patricia Somers. "Immigrant Dreams: English Learners, The Texas 10% Admissions Plan, And College Academic Success." *Journal Of Latinos & Education* 10.2 (2011): 106-126.

Distinctions: American College Personnel Association – Commission on Women Research Award. Emerging Scholar Award, American Association of University Women. Faculty Excellence Award in Research, College of Education, University of Arkansas at Little Rock. National Association of Student Personnel Administrators Melvane Hardee Dissertation of the Year award. Fulbright Hayes Grantee, Fulbright New Century Scholar.

SHANNON SPEED

ASSOCIATE PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, University of California, Davis, 1998

Tenure Status: Tenured

Expertise: Gender and indigenous courts; incarcerated women; local indigenous governance practices; gender in Chiapas, Mexico

Field Experience: Mexico, Mesoamerica, indigenous Latin America

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: 4/6

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:1

LAS Courses: Global Indigenous Issues, Indigenous Theory Of The Americas

Publications:

Shannon, Speed." Women's Rights and Sovereignty/ Autonomy: Negotiating Gender in Indigenous Justice Spaces." Journal of Legal Anthropology 1.3 (2013): 360-393.

Torres, Rebecca, et al. "Building Austin, building justice: Immigrant construction workers, precarious labor regimes and social citizenship." Geoforum 45 (2013): 145-155.

Hale, Charles R., et al. "Special issue: ethnographies of activism: part II, edited by Sharad Chari and Henrike Donner." Cultural dynamics 23.1 (2011): 1-81.

Distinctions: State Bar of Texas American Indian Law Section Lifetime Achievement Award, 2014
Dynamic Woman of the Year by Chickasaw Nation, 2013

CHANDLER STOLP

ASSOCIATE PROFESSOR, LBJ SCHOOL, LBJ SCHOOL OF PUBLIC AFFAIRS

Education: Ph.D., Carnegie Mellon University, 1983

Tenure Status: Tenured

Expertise: Social policy evaluation and economic integration in the Americas

Field Experience: Mexico; Central America; Brazil 2008 ("Pastoral da Criança")

Percent Time Dedicated to LAS: 25%

Dissertations/Theses in Past 5 years: 0/3

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:3

LAS Courses:

Publications:

Cumpton, Greg, et al. "The Influence of Activities and Coursework on Postsecondary Enrollment and One-Year Persistence for the Class of 2010." 2013.

Boske, Leigh B., et al. Texas-Mexico Multimodal Transportation, PRP 104. LBJ School of Public Affairs, 2013.

Distinctions: Most Engaging Teaching Style, LBJ School Faculty Appreciation Awards, 2007

JOSEPH D. STRAUBHAAR

PROFESSOR, RADIO, TELEVISION AND FILM, COLLEGE OF COMMUNICATION

Education: Ph.D., Fletcher School of Law and Diplomacy, Tufts University, 1981

Tenure Status: Tenured

Expertise: Global media and cultural theory; media and migration; digital media and the digital divide in the U.S. and other countries; global television production and flow

Field Experience: Brazil, Dominican Republic

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 7/6

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:2 Portuguese:4

LAS Courses: Mapping Latino Cul In East Austin, Migration And Media

Publications:

La Pastina, Antonio C., Joseph D. Straubhaar, and Lirian Sifuentes. "Why Do I Feel I Don't Belong to the Brazil on TV?." Popular Communication 12.2 (2014): 104-116. Wilkins, Karin, Joseph D. Straubhaar, and Shanti Kumar, eds. Global Communication: New Agendas in Communication. New York: Routledge, 2014.

Sinclair, John and Joseph D. Straubhaar. Latin American Television Industries. London: British Film Institute, 2013

Distinctions: European Union CoMundus Fellowship, May-August 2009 and 2010

National Scientific and Technological Foundation Grant, Portugal, 2009-2011

DAVID STUART

PROFESSOR, ART AND ART HISTORY, COLLEGE OF FINE ARTS/ COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, Vanderbilt University, 1995

Tenure Status: Tenured

Expertise: Archaeological research in Mexico (Yucatán, Campeche, Quintana Roo, Chiapas, Tabasco), northern Guatemala (Petén), and Copán, Honduras

Field Experience: Archaeological research in Yucatán, Campeche, Quintana Roo, Chiapas, Tabasco northern Guatemala (Petén), and Copán, Honduras

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Painting Traditions Of Mesoamerica, Ancient Maya Writing And Art,

Publications:

Law, Danny, et al. "Reading in Context: The Interpretation of Personal Reference in Ancient Maya Hieroglyphic Texts." Journal of Linguistic Anthropology 23.2 (2013): E23-E47.

Aveni, Anthony F., William Saturno, and David Stuart. "Astronomical Implications of Maya Hieroglyphic Notations at Xultun." Journal for the History of Astronomy 44 (2013): 1-16.

Saturno, William A., et al. "Ancient Maya Astronomical Tables from Xultun, Guatemala." Science 336.6082 (2012): 714-717.

Distinctions: UNESCO medal for his contributions to Mayan studies, UNESCO's World Heritage Centre, 2012

Fellowship, John Simon Guggenheim Memorial Foundation, 2011

Tatiana Proskouriakoff Award for Contributions to Mesoamerican Studies, Peabody Museum, Harvard University, 2011

MADLINE SUTHERLAND-MEIER

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS

Education: Ph.D., University of California, San Diego, 1983

Tenure Status: Tenured

Expertise: The Romancero; eighteenth-century Spanish literature and culture, the Spanish periodical press

Field Experience: Spain

Percent Time Dedicated to LAS Language: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

Language Courses: Advanced Grammar and Composition; Spanish Civilization; The Spain of the Three Cultures; Alternate First-Year, Spanish II; Second-Year Spanish I; Second-Year Spanish II; Introduction to Spanish Literature before 1700

Publications:

"La Guerra de Independencia en el escenario: Las comedias patrióticas de Antonio Valladares de Sotomayor,"
Forthcoming in Actas del Coloquio Internacional del Cincuentenario de la Asociación Internacional de Hispanistas;

"Censura y prensa periódica a finales del siglo XVIII: El caso del Semanario Erudito (1787-1791)," Revista de
Literatura 75: 150 (2013): 495-514

Distinctions: 2002: Special Research Grant (Office of the Vice President for Research, UT Austin); 2001: Research
Grant (Program for Cultural Cooperation Between Spain's Ministry of Education, Culture and Sports and United States
Universities); 2001: Mellon Fellowship (Harry Ransom Humanities Research Center, UT Austin)

MANUELA TAHAY TZAJ

LECTURER, INDIGENOUS LANGUAGE INSTRUCTION PROGRAM, LLILAS COLLEGE OF LIBERAL ARTS

Education: Ph.D., University of California, San Diego, 1983

Tenure Status: Non-tenure

Expertise: Intensive language instruction in individual and classroom settings, K'iche' language and culture, curriculum
development

Field Experience: Guatemala

Percent Time Dedicated to LAS Language: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5, K'iche': 5

Language Courses: Intensive K'iche' I, Intensive K'iche' II

Distinctions: Collaborator for Vanderbilt and University of Chicago Summer Study Abroad Program (2010), Language
Instructor, Vanderbilt University (2011-2012), Inaugural Indigenous Language Instruction Program Instructor, LLILAS
Benson Latina American Studies and Collections, UT Austin, 2013-2014

GERALD TORRES

PROFESSOR, SCHOOL OF LAW

Education: LLM, University of Michigan, Ann Arbor, 1980

Tenure Status: Tenured

Expertise: Critical race theory; agricultural and environmental law

Field Experience: US-Mexico education social issues

Percent Time Dedicated to LAS: 15%

Dissertations/Theses in Past 5 years: 3/3

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Law and Social Movements

Publications:

Torres, Gerald. "Liquid Assets: Groundwater in Texas." *The Yale Law Journal Online* 122 (2012): 143-837.

Torres, Gerald. "Changing the Way Government Views Environmental Justice (Keynote Address)." *Journal of Civil Rights and Economic Development* 9.2 (2012): 15.

Torres, Gerald. "Synecdoche." *Harvard Latino Law Review* 14(2011): 263-275.

Distinctions: Legal Service Award, Mexican American Legal Defense and Educational Fund (MALDEF), 2004

REBECCA TORRES

ASSOCIATE PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Geography, University of California, Davis, 2000

Tenure Status: Tenured

Expertise: Rural transformation and Latino transnational migration to the U.S. South from new Mexican sending communities

Field Experience: Mexico

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: 2/5

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Gender And Migration; Global Food, Farming, & Hunger

Publications:

Popke, Jeff, and Rebecca Maria Torres. "Neoliberalization, Transnational Migration, and the Varied Landscape of Economic Subjectivity in the Totonacapan Region of Veracruz." *Annals of the Association of American Geographers* 103.1 (2013): 211-229.

Torres, Rebecca, et al. "Building Austin, building justice: Immigrant construction workers, precarious labor regimes and social citizenship." *Geoforum* 45 (2013): 145-155.

Torres, Rebecca Maria, and Janet Henshall Momsen, eds. *Tourism and Agriculture: New Geographies of consumption, production and rural restructuring*. New York: Routledge, 2011.

Torres, Rebecca Maria, Paul Skillicorn, and Velvet Nelson. "Community corporate joint ventures: An alternative model for pro-poor tourism development." *Tourism Planning & Development* 8.3 (2011): 297-316.

Distinctions: Graduate School Diversity Mentoring Fellowship, The University of Texas at Austin, 2010-2011
Dean's Fellowship, College of Liberal Arts, The University of Texas At Austin, Spring 2010

JOHN R. TURCI-ESCOBAR

ASSISTANT PROFESSOR, MUSIC, COLLEGE OF FINE ARTS

Education: Ph.D., Music Theory, Yale University, 2004

Tenure Status: Tenure-Track

Expertise: Music of Astor Piazzolla; Argentine tango

Field Experience: Argentina

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: 0/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses:

Publications:

Turci-Escobar, John. "Keeping Up with the Words: Expressive Phrase Overlapping in the Late Italian Madrigal." *Music Analysis* 30.2-3 (2011): 152-185.

Turci-Escobar, John. "Rescatando el tango para una nueva música: reconsidering the collaboration between Borges and Piazzolla." *Variaciones Borges: revista del Centro de Estudios y Documentación Jorge Luis Borges* 31 (2011): 3-30.

Distinctions: Lilly Teaching Fellow, 2006-2008

ANN TWINAM

PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., History, Yale University, 1976

Tenure Status: Tenured

Expertise: Purchasing whiteness in colonial Spanish America; sexuality, illegitimacy, and family in the Hispanic Atlantic worlds

Field Experience: Colonial Spanish America, Caribbean, Venezuela, Trans-Atlantic

Percent Time Dedicated to LAS: 95%

Dissertations/Theses in Past 5 years: 2/2

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:2

LAS Courses: Colonial Latin America, Film/Hist In Lat Am: Colonial, Film/Hist In Lat Amer: Modern

Publications:

Twinam, Ann. "No Mere Shadows: Faces of Widowhood in Early Colonial Mexico." *Hispanic American Historical Review* 94.1 (2014): 123-124.

Twinam, Ann. "Purchasing Whiteness: Conversation on the Essence of Pardo-ness and Mulatto-ness at the End of Empire." *Imperial Subjects: Race and Identity in Colonial Spanish America*. Eds. Andrew B Fisher and Matthew D. O'Hara. Duke University Press, 2009. 141-166.

Distinctions: Edwin Lieuwen Award for the Promotion of Excellence in the Teaching of Latin American Studies, Rocky Mountain Council for Latin American Studies, 2013; Outstanding Graduate Teaching Award, The University of Texas at Austin, 2013

LUIS URRIETA JR.

CHAIR, LLILAS BENSON MEXICAN CENTER

ASSOCIATE PROFESSOR, CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION

Education: Ph.D., Culture, Curriculum and Change, University of North Carolina at Chapel Hill, 2003

Tenure Status: Tenured

Expertise: Latino studies; cultural and racial identities; agency as social and cultural practices; social movements and education

Field Experience: Mexico, Latino Studies

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5 Portuguese:3

LAS Courses: Sociocultural Influences on Learning

Publications:

Urrieta Jr, Luis. "Familia and Comunidad-Based Saberes: Learning in an Indigenous Heritage Community." *Anthropology & Education Quarterly* 44.3 (2013): 320-335.

Urrieta Jr, Luis, and M. Machado. "Book Banning, Censorship, and Ethnic Studies in Urban Schools: An Introduction to the Special Issue." *The Urban Review* 45.1 (2013): 1-6.

Urrieta Jr, Luis, and Sergio Martínez. "Diasporic Community Knowledge and School Absenteeism: Mexican Immigrant Pueblo Parents' and Grandparents' Postcolonial Ways of Educating." *Interventions* 13.2 (2011): 256-277.

Distinctions: LLILAS Outstanding Faculty Award, University of Texas at Austin, 2014

César E. Chávez "Champion of Change" Honoree, White House, Washington DC, 2014

Alumni Achievement Award, School of Education, University of North Carolina at Chapel Hill, 2012

FRED VALDEZ JR.

PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, Harvard University, 1987

Tenure Status: Tenured

Expertise: Maya tombs in Belize; study of material culture; settlement patterns and small site studies

Field Experience: Belize

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses:

Publications:

Brennan, Michael L., et al. "Preliminary geochemical assessment of limestone resources and stone use at Maya sites in the Three Rivers Region, Belize." *Journal of Archaeological Science* 40.8 (2013): 3178-3192.

Scarborough, Vernon L., et al. "Water And Sustainable Land Use At The Ancient Tropical City Of Tikal, Guatemala." *Proceedings Of The National Academy Of Sciences Of The United States Of America* 109.31 (2012): 12408-12413.

Houk, Brett A., Hubert R. Robichaux, and Fred Valdez. "An Early Royal Maya Tomb From Chan Chich, Belize." *Ancient Mesoamerica* 21.2 (2010): 229-248.

Distinctions: Seminar for IHOPE North America, Future Research Agendas, Arizona State University, January 2010

ANDRÉS VILLARREAL

ASSOCIATE PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Sociology University of Chicago, 2002

Tenure Status: Tenured

Expertise: Economic liberalization and social inequality in Mexico; international migration; crime and violence in Mexico and Latin America

Field Experience: Mexico; Mexican Americans; Latin America

Percent Time Dedicated to LAS: 75%

Dissertations/Theses in Past 5 years: 5/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: Intro to Sociology Of Lat Amer, Poverty In Age Of Financizatr

Publications:

Villarreal, Andrés, and Sarah Blanchard. "How Job Characteristics Affect International Migration: The Role of Informality in Mexico." *Demography* 50.2 (2013): 751-775.

Villarreal, Andrés, and Erin R. Hamilton. "Rush to the Border? Market Liberalization and Urban- and Rural-Origin Internal Migration in Mexico." *Social Science Research* 41 (2012): 1275- 1291.

Villarreal, Andrés, and Arthur Sakamoto. "Bringing the Firms into Globalization Research: The Effects of Foreign Investment and Exports on Wages in Mexican Manufacturing Firms." *Social Science Research* 40 (2011): 885-901.

Distinctions: Faculty Research Assignment, The University of Texas at Austin, 2012-2013

MARIAH D. WADE

ASSOCIATE PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D, Anthropology, The University of Texas at Austin, 1998

Tenure Status: Tenured

Expertise: Ethnohistory; archival research and methodologies; Native Americans in Texas, Mexico, and the greater southwest

Field Experience: Mexico

Percent Time Dedicated to LAS: 30%

Dissertations/Theses in Past 5 years: 1/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:5

LAS Courses: Topics in Anthropology

Publications:

Wade, Mariah. "Colonial Missions in the North American Southwest: Social Memory and Ethnogenesis." *CECS-Publicações/eBooks* (2013): 253-265.

Wade, Mariah. "Constructing Lives at Mission San Francisco: Native Californians and Hispanic Colonists, 1776–1821." *Ethnohistory* 57.4 (2010): 750-751.

PETER WARD

PROFESSOR, PUBLIC AFFAIRS, LBJ SCHOOL OF PUBLIC AFFAIRS

Education: Ph.D., Geography, University of Liverpool, 1988

Tenure Status: Tenured

Expertise: Politics of urban development and housing; quality and field research methods

Field Experience: Mexico; Brazil; Southern Cone

Percent Time Dedicated to LAS: 60%

Dissertations/Theses in Past 5 years: 4/5

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:3

LAS Courses: Housing Pract & Pub Pol Lat Am, Qualitative Meths For Social Sciences

Publications:

Durst, Noah J., and Peter M. Ward. "Measuring self-help home improvements in Texas colonias: A ten year 'snapshot' study." *Urban Studies* (2013): 0042098013506062.

Rodríguez, Victoria E., and Peter M. Ward. *Reaching across the Border: Intergovernmental Relations between Texas and Mexico*, PRP 134. LBJ School of Public Affairs, 2013.

Ward, Peter M. "'A Patrimony for the Children': Low-Income Homeownership and Housing (Im) Mobility in Latin American Cities." *Annals of the Association of American Geographers* 102.6 (2012): 1489-1510.

Grajeda, Erika D., and Peter M. Ward. "Inheritance and Succession in Informal Settlements of Latin American Cities: A Mexican Case Study." *Latin American Research Review* 47.4 (2012): 139-162.

Distinctions: Outstanding Graduate Adviser Award, Graduate School, The University of Texas at Austin, 2011
Ford Foundation Grant, "Housing Sustainability, Self help and Upgrading in Texas Colonias : A Longitudinal Perspective", 2010

DAVID WARNER

PROFESSOR, PUBLIC AFFAIRS, LBJ SCHOOL OF PUBLIC AFFAIRS

Education: Ph.D., Economics, Syracuse University, 1969

Tenure Status: Tenured

Expertise: African Diaspora, intellectual history, theory, social movements, race and racial formation

Field Experience: Mexico, US-Mexico Border

Percent Time Dedicated to LAS: 15%

Dissertations/Theses in Past 5 years: 0/3

Language Proficiency (1=Beg Low – 5=Adv High/Native):

LAS Courses: Immigrant & Migrant Health Services in the U.S. & Abroad

Publications:

Warner, David C. *Medicare in Mexico: Innovating for Fairness and Cost Savings*, PRP 156. LBJ School of Public Affairs, 2013.

Diamond, Pamela M., David C. Warner, and Patrick Wong. *Community Mental Health Centers Under Managed Care: Authority or Provider?*, PRP 128. LBJ School of Public Affairs, 2013.

Warner, David C., and Steven Clyburn. *Developing Programs to Control and Prevent Diabetes: An Analysis of the Problems*, PRP 43. LBJ School of Public Affairs, 2013.

Warner, David C. "Access to health services for immigrants in the USA: from the Great Society to the 2010 Health Reform Act and after." *Ethnic and Racial Studies* 35.1 (2012): 40-55.

KURT WEYLAND

PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Political Science, Stanford University, 1991

Tenure Status: Tenured

Expertise: Democratization; diffusion; social policy; populism; bounded rationality; market reform

Field Experience: Brazil, Chile, Peru, Venezuela, Argentina

Percent Time Dedicated to LAS: 60%

Dissertations/Theses in Past 5 years: 10/1

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:4 German: 5

LAS Courses: International Politics Of Latin America

Publications:

Weyland, Kurt. *Making Waves: Democratic Contention in Europe and Latin America since the Revolutions of 1848*. New York: Cambridge University Press, 2014.

Weyland, Kurt. "The Threat From The Populist Left." *Journal Of Democracy* 24.3 (2013): 18-32.

Weyland, Kurt. "The Diffusion of Authoritarian Rule: An Analysis of Causal Mechanisms." APSA 2013 Annual Meeting Paper. 2013.

Weyland, Kurt. "Diffusion Waves In European Democratization: The Impact Of Organizational Development." *Comparative Politics* 45.1 (2012): 25-45

JENNIFER WILKS

ASSOCIATE PROFESSOR, ENGLISH, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Comparative Literature, Cornell University, 2003

Tenure Status: Tenured

Expertise: African Diaspora, intellectual history, theory, social movements, race and racial formation

Field Experience: Caribbean, French Guyana, Guadeloupe, Haiti, Martinique

Percent Time Dedicated to LAS: 45%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish: 3, Portuguese: 2, French: 4

LAS Courses: Caribbean Literature

Publications:

Wilks, Jennifer M. "Shaping Words to Fit the Soul: The Southern Ritual Grounds of Afro-Modernism (review)." *African American Review* 44.4 (2011): 731-732.

Wilks, Jennifer M. "Life, Liberty, and the Pursuit of Capital In Barbara Chase Riboud's "Central Park." *Callaloo* 32.3 (2009): 1014-1026.

Distinctions: Faculty Research Assignment, The University of Texas at Austin, Spring 2011

PATRICIA A. WILSON

PROFESSOR, COMMUNITY & REGIONAL PLANNING, SCHOOL OF ARCHITECTURE

Education: Ph.D., City and Regional Planning, Cornell University, 1975

Tenure Status: Tenured

Expertise: Civic engagement and dialogue; participatory planning; international development; community development; sustainable social development

Field Experience: Dominican Republic, Cuba, Puerto Rico, Costa Rica, Panama, Mexico

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 0/3

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Cultures In Contact

Publications:

Wilson, Patricia A. "Manavodaya: Facilitating Collective Reflection for Sustainable Development." International Journal of Public Participation 4.1 (2010): 104-116.

Distinctions: Peace Education and Sustainability in Mexico, Mexican Center, University of Texas at Austin, 2011-2012

ROBERT H. WILSON

PROFESSOR, PUBLIC AFFAIRS, LBJ SCHOOL OF PUBLIC AFFAIRS

Education: Ph.D., University of Pennsylvania, 1979

Tenure Status: Tenured

Expertise: Decentralized policymaking; impact of technological change on urban and regional economies; urban policy; public policy.

Field Experience: Brazil

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 2/

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3 Portuguese:4

LAS Courses: Cultures In Contact

Publications:

Fernandes, Antônio Sérgio Araújo, and Robert H. Wilson. "Mudança Institucional E Gestão Metropolitana No Brasil: O Municipalismo Autárquico E As Finanças Municipais Metropolitanas. (Portuguese)." RAP: Revista Brasileira De Administração Pública 47.3 (2013): 777-800.

Spink, Peter, Peter M. Ward, and Robert Hines Wilson, eds. Metropolitan Governance in the Federalist Americas: Strategies for Equitable and Integrated Development. University of Notre Dame Press, 2012.

Wilson, Robert H., Peter K. Spink, and Peter M. Ward. "Governança metropolitana nas Américas." Cadernos Metr pole. ISSN (impresso) 1517-2422;(eletr nico) 2236-9996 13.25 (2011).

Distinctions: Public Policy Scholar, Woodrow Wilson International Center for Scholars, 2011

SAMUEL WILSON

PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Anthropology, University of Chicago, 1986

Tenure Status: Tenured

Expertise: Archaeology; historical anthropology; prehistoric contact

Field Experience: Dominican Republic, Cuba, Puerto Rico, Costa Rica, Panama, and Mexico.

Percent Time Dedicated to LAS: 40%

Dissertations/Theses in Past 5 years: 0/0

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses: Cultures In Contact

Publications:

Ostapkowicz, Joanna, et al. "Chronologies in wood and resin: AMS¹⁴C dating of pre-Hispanic Caribbean wood sculpture." *Journal of Archaeological Science* 39.7 (2012): 2238-2251.

Wilson, Samuel M. "Caciques And Cemí Idols: The Web Spun By Taíno Rulers Between Hispaniola And Puerto Rico." *Antiquity* 85.327 (2011): 305-306.

Distinctions: Co-investigator, "Pre-hispanic Caribbean Sculpture Arts in Wood", Getty Foundation, 2007-2010

ANTHONY WOODBURY

PROFESSOR, LINGUISTICS, COLLEGE OF LIBERAL ARTS

Education: Ph.D., Linguistics, University of California–Berkeley, 1981

Tenure Status: Tenured

Expertise: Chatino linguistics and language preservation; documentation and preservation of endangered languages; grammatical analysis and theory

Field Experience: Latin America, Mexico

Percent Time Dedicated to LAS: 20%

Dissertations/Theses in Past 5 years: 6/5

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:3

LAS Courses:

Publications:

Woodbury, Tony. "Archives and audiences: toward making endangered language documentations people can read, use, understand, and admire." *Proceedings of Endangered Languages Archive Workshop on Language Documentation and Archiving*. 2011.

Woodbury, Anthony C. "Language documentation." *The Cambridge Handbook of Endangered Languages*. Eds. Peter K. Austin and Julia Sallabank. Cambridge: Cambridge University Press, 2011. 159-186.

Distinctions: Kellogg Foundation. Archive of Indigenous Languages of Latin America (AILLA), Indigenous Graduate Fellowship. 2012-2019. National Science Foundation, Documenting Endangered Languages, Archiving the Terrence Kaufman Collection, (Co-PI with Patience Epps & Susan A. Kung), 2012-2014

KENNETH R. YOUNG

PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS

Education: Ph.D., University of Colorado at Boulder, 1990

Tenure Status: Tenured

Expertise: Biogeography; landscape ecology; climate change; sustainability; tropical environments

Field Experience: Andean, Central America, Costa Rica, Ecuador, Guatemala, Latin America, Peru

Percent Time Dedicated to LAS: 60%

Dissertations/Theses in Past 5 years: 5/3

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4

LAS Courses: Climate Change, Landscape Ecology

Publications:

Latrubesse, Edgardo M., Jose C. Stevaux, and Kenneth R. Young. "Hydro-geomorphologic processes and Quaternary landforms controlling biotic components in South American wetlands: Introduction." *Journal of South American Earth Sciences* 46 (2013): 110-112.

Bury, Jeffrey, et al. "New geographies of water and climate change in Peru: Coupled natural and social transformations in the Santa River watershed." *Annals of the Association of American Geographers* 103.2 (2013): 363-374.

León, Blanca, et al. "Revealing a Cryptic Fern Distribution Through DNA Sequencing: *Pityrogramma trifoliata* in the Western Andes of Peru." *American Fern Journal* 103.1 (2013): 40-48.

Distinctions: Principal Investigator, "Doctoral Dissertation Research: Andean Glacier Recession and Implications for High Altitude Peatlands", Geography and Spatial Sciences Program, National Science Foundation, 2013-2015

Co-Principal Investigator, "RCN: Towards a Unified Ecology of Tropical Montane Cloud Forests", Ecosystem Science Cluster, Division of Environmental Biology, National Science Foundation, 2012-2016

Mellon Foundation Travel Grant, Teresa Lozano Long Institute of Latin American Studies, UT Austin, 2012

EMILIO ZAMORA

PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS

Education: Ph.D., History, The University of Texas at Austin, 1983

Tenure Status: Tenured

Expertise: History of Mexicans in the United States; oral history and the archival enterprise in Texas and northern Mexico

Field Experience: Mexico, US-Mexico Border

Percent Time Dedicated to LAS: 50%

Dissertations/Theses in Past 5 years: 4/4

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses: History of Mex Americans in US

Publications:

Zamora, Emilio. "Alonso Perales and the Hemispheric Strategy for Civil Rights." *Defense of My People, Alonso S. Perales and the Development of Mexican American Public Intellectuals*. Ed. Michael Olivas. Houston: Arte Público Press, 2013.

Zamora, Emilio. "Moving the Liberal-Minority Coalition Up the Educational Pipeline." *Politics and the History Curriculum: The Struggle over Standards in Texas and the Nation*. Ed. Keith Erikson. New York: Palgrave Macmillan, 2012. 89-104.

Distinctions: Fellow with Institute for Historical Studies, University of Texas at Austin, 2014

Appointed Fellow of the Barbara White Stuart Centennial Professorship in Texas History, UT Austin, 2014

LUIS ZAYAS

DEAN, SOCIAL WORK, SCHOOL OF SOCIAL WORK

Education: Ph.D., Developmental Psychology Columbia University, 1986

Tenure Status: Tenured

Expertise: Family functioning; child-rearing; child and adolescent mental health in Latino families in the U.S. and Latin America

Field Experience: Puerto Rico

Percent Time Dedicated to LAS: 80%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:5

LAS Courses:

Publications:

Zayas, Luis H., and Mollie H. Bradlee. "Exiling Children, Creating Orphans: When Immigration Policies Hurt Citizens." *Social Work* 59.2 (2014): 167-175.

Zayas, Luis H., and Lauren E. Gulbas. "Are Suicide Attempts By Young Latinas A Cultural Idiom Of Distress?" *Transcultural Psychiatry* 49.5 (2012): 718-734.

Zayas, Luis H. *Latinas Attempting Suicide: When Cultures, Families and Daughters Collide*. New York: Oxford University Press, 2011.

Distinctions: Centennial Professor in Leadership for Community, Professional, and Corporate Excellence, 2012
Fellow, American Academy of Social Work and Social Welfare, 2012

PILAR ZAZUETA

LECTURER, LLILAS, COLLEGE OF LIBERAL ARTS

Education: Ph.D., History, Columbia University, 2011

Tenure Status: Non-tenure

Expertise: Public policy; food consumption and nutrition

Field Experience: Mexico, Argentina, Chile, Brazil

Percent Time Dedicated to LAS: 100%

Dissertations/Theses in Past 5 years: /

Language Proficiency (1=Beg Low – 5=Adv High/Native): Spanish:4 Portuguese:2

LAS Courses: Life Pol Contemp Mexico 1911-2013, Politics of Food in Latin America

Publications:

del Pilar Zazueta, María. "De Coca-Cola a Vampi-Cola: políticas, negocios, y el consumo de refrescos y azúcar en México (1970-1982)." *Apuntes de Investigación del CECYP* 22 (2012): 35-55.

STEVE ALVAREZ

GRADUATE PROGRAM COORDINATOR, FLAS COORDINATOR

Education: M.Ed. in Higher Educational Administration, 2005, UT Austin

Academic experience: More than 15 years' experience at UT Austin as admissions counselor, undergraduate academic adviser, program administrator, study abroad coordinator, graduate program coordinator, teacher of First Years Interest Groups (FIGS) classes

Overseas experience: Europe, Mexico

Language proficiency: Spanish: 5

Expertise: Admissions, retention, working with international students

Distinctions: 2014 Outstanding Faculty/Staff Volunteer Award – DDCE UT Austin
Staff Chair, Hispanic Faculty Staff Association, UT Austin

ZHANDRA ANDRADE

PROGRAM COORDINATOR FOR COURSE SCHEDULING AND VISITOR PROGRAMS

Education: B.A., Washington State University, 2011

Academic experience:

Program coordinator, Course Scheduling & Visitor Programs, LLILAS Benson, UT Austin, 2013–present
Data compiler, Admissions and Records Office, Grays Harbor College, 2009–2012
Administrative Assistant for Title III Grant, 2007–2009

Overseas experience: Native of Venezuela; Colombia

Language proficiency: Spanish: 5

Distinctions: Grays Harbor College President's Scholar, 2009
Grays Harbor College Staff Development and Training Award, 2009

DAVID BLOCK

ASSOCIATE DIRECTOR OF SCHOLARLY PROGRAMS, LATIN AMERICAN BIBLIOGRAPHER

Education: Ph.D., History, UT Austin, 1980; MLIS, School of Library and Information Science, UT Austin, 1981

Academic experience:

Associate Director of Scholarly Resources, LLILAS Benson, UT Austin, 2011– present
Bibliographer for Latin American Studies, Benson Latin American Collection, UT Austin, 2009–present
Curator of Latin American Collections, Cornell University, 2005–2009
Acting Director, Cornell University Latin American Studies Program, 2006–2007
Director, World Area Collections, Cornell University Library, 2002–2005
Ibero-American Bibliographer, Cornell University Library, 1984–2005

Overseas experience: Andean region, Mexico, and other Latin American countries

Language proficiency: Spanish: 4

Expertise: Latin American librarianship; Andean region

Recent publications:

Block, David. "John V. Murra, bibliografía." *Chungurá* 42, 1 (enero–junio 2010): 141–145.
<http://www.scielo.cl/pdf/chungara/v42n1/art25.pdf>

Block, David, and Erick Langer. "Bolivia Since 1825." *Encyclopedia of Latin American History and Culture*, v. 1, 616–629. Detroit: Charles Scribner's Sons, 2008.

Distinctions: Leab Award, Association of College and Research Libraries, 2007
Will'ka de Oro (Golden Sun), Colegio de Historiadores Bolivianos, 2003
Howard F. Cline Memorial Prize, 1995
Fulbright Lecturer to Ecuador, 1991

VIRGINIA BUSTOS

DEVELOPMENT OFFICE COORDINATOR

Education: M.Ed. with a focus on University Advancement, UT at El Paso, 2010

Academic experience:

Development Office Coordinator, LLILAS Benson, UT Austin, 2013–present
Student Affairs Administrator, UT Austin, 2011–2013
Student Life Assistant, Austin Community College, 2011
Institutional Advancement Intern, The University of Texas at El Paso, 2009–2010

Research and training specialization: Certified teacher in the State of Texas (EC–4th grade)

PALOMA DÍAZ

SCHOLARLY PROGRAMS DIRECTOR AND FACULTY LIAISON

Education: M.A., International Educational Administration and Policy Analysis, Stanford University, 1996;
B.A., Social Work, Catholic University of Valparaíso, Chile (PUCV), 1990

Academic Experience:

Scholarly Program Director and Faculty Liaison, LLILAS Benson, UT Austin, 2013–present
Social Media Coordinator, Latin American Studies Association (LASA), 2014–present
Senior Program Coordinator, LLILAS, UT Austin, 2007–2013
Lecturer, Dept. of Spanish & Portuguese, UT Austin, 2004–2005
Program Coordinator, LLILAS, UT Austin 2001–2007
Program Coordinator, Center for Latin American Studies, Stanford University, 1998–1999
Teaching Affiliate, Dept. of Spanish, Stanford University, 1995–1996

Overseas Experience: Native of Chile, Latin America

Language Proficiency: Spanish: 5, Portuguese: 3

Distinctions: Class Valedictorian, College of Economic and Adm. Sciences, PUCV 1990
College of Liberal Arts Staff Excellence Award, 2012

LINDSAY DUDLEY

OUTREACH COORDINATOR

Education: M.A., Latin American Studies, University of Kansas, 2013

Academic experience:

Outreach Assistant, University of Kansas, Center for Latin American & Caribbean Studies, 2011
Program Assistant for "Preparing for International Careers" undergraduate course, University of Kansas,
University Career Center, 2011–2013
Public Engagement Coordinator, LLILAS Benson, UT Austin, 2013–present

Overseas experience: Peace Corps Volunteer (Bolivia 2007–2008 and Ecuador 2008–2010)

Language Proficiency: Spanish: 4 Kichwa: 2

Distinctions: FLAS recipient for academic-year study of Ecuadorian Kichwa, University of Kansas, 2011–
2013

HEATHER GATLIN

CHIEF OF STAFF

Education: M.A., Public Administration (MPA), Texas State University, 2006; B.A., Spanish Language & Literature, Marquette University, 1995

Academic experience:

LLILAS Benson Chief of Staff, UT Austin, 2011–present

Assoc. Director, Inst. on Domestic Violence & Sexual Assault, UT Ctr for Social Work Research, 2004–5

Social Sciences/Humanities Research Associate, UT Ctr for Social Work Research, 2002–2004

Teaching Assistant, Spanish, Marquette University, 2005

Overseas experience: Study broad in Mexico and Spain; travel to Peru, Mexico, Canada, and Europe

Language Proficiency: Spanish: 4, French: 2

Research and training specialization: Public administration, personnel management, organizational development, disaster response, case management, program evaluation

Recent publications:

Ferguson, M., and H. Gatlin. *Caught in the Storm: Navigating Policy and Practice in the Welfare Reform Era*. Chicago: Lyceum Press, 2010.

Gatlin, H. "The Search for a Theoretical Framework for Long-Term Disaster Recovery Efforts: A Normative Application of Jane Addams' Social Democratic Theory and Ethics." 90 pp. August 2006.

Distinctions: Staff Excellence Award, College of Liberal Arts, UT Austin, 2014; James W. McGrew Research Award, American Society of Public Administration, Centex Chapter, 2007

JULIANNE GILLAND

SPECIAL COLLECTIONS CURATOR

Education: Ph.D., History, UC Berkeley, 2002; B.A., Spanish & History, University of Notre Dame, 1992

Academic experience:

Special Collections Curator, LLILAS Benson, UT Austin, 2013– present

Deputy Director and Academic Administrator, Robbins Collection, UC Berkeley, 2000–12

TA and GRA, UC Berkeley, 1994–2000

Overseas experience: Graduate researcher, Spain, 1998; Fulbright Scholar, Spain, 1996–1997; Study abroad, Fundación Ortega y Gasset, Toledo, Spain, 1990–1991; extensive personal travel throughout Mexico

Language Proficiency: Spanish: 4, Catalan: 2, French: 2, Italian: 2

Research and training specialization: History and visual culture of Spain and Latin America

Recent publications:

Gilland, Julianne. "Gertrudis Chale: An Essay on Her Life and Work," *Gertrudis Chale: Painter in the Andean World/Una Pintora en el Mundo Andino*, Mauricio Neuman, ed. Miami and Buenos Aires: Arte al Día Internacional, 2010.

Distinctions: 2013 Billings Staff Honors Award, UT Libraries, UT Austin

CYNTHIA GLADSTONE

UNDERGRADUATE ADVISER

Education: Ph.D., History, UT Austin, 2003

Academic experience:

Academic adviser (staff), College of Liberal Arts, UT Austin, 2004–present, currently advising Latin American Studies, Jewish Studies, and Linguistics undergraduates
GRA, TA, and Undergraduate Adviser for History, during graduate studies
Adjunct Faculty, History, St. Edward's University, Western Civilization, 2008, 2010.

Overseas experience: Study abroad and dissertation research in England, Scotland; personal travel to Europe, Britain, Middle East

Language Proficiency: Spanish: 2, French: 2, Hebrew: 3

Research and training specialization: Primary field of early modern European history; secondary field in modern European history, history of early modern witchcraft, early modern British legal history

Distinctions: College of Liberal Arts Adviser of the Year Award, 2014

College of Liberal Arts Appreciation Award for service on the Training Committee, 2014

University of Texas at Austin President's Outstanding Staff Award, 2013

College of Liberal Arts Advising Excellence Award, 2011

SUSAN KUNG

MANAGER, ARCHIVE OF THE INDIGENOUS LANGUAGES OF LATIN AMERICA (AILLA)

Education: Ph.D., Linguistics, UT Austin, 2007

Academic experience:

Manager, Archive of the Indigenous Languages of Latin America (AILLA), LLILAS Benson, UT Austin, 2012– present

Instructor of record for several courses

Overseas experience: Nineteen months of linguistic fieldwork in Mexico, 1999–2011; undergraduate study abroad, Madrid, Spain, 1987, 1989; personal travel in Mexico, Spain, and Europe

Language Proficiency: Spanish: 4, Huehuetla Tepehua: 3, French: 1, Italian: 1, German: 1

Research and training specialization: Documentary field linguistics and digital archival techniques; descriptive linguistics of Huehuetla Tepehua

Recent publications:

Kung, Susan Smythe, and Joel Sherzer. "The Archive of the Indigenous Languages of Latin America: An Overview." *Oral Tradition*, 28/2 (2013).

Kung, Susan Smythe. "Los compadres: Cuento en Tepehua de Huehuetla [The compadres. A story in Huehuetla Tepehua]." In Paulette Levy and David Beck (eds.), *Las lenguas totonacos y tepehuas. Textos y otros materiales para su estudio* [The Totonac and Tepehua languages. Texts and other materials for their study], 55–77. Mexico City: UNAM, 2012.

Distinctions: Mary R. Haas Book Award, Society for the Study of Indigenous Languages of the Americas, 2008; Award for Excellence in Graduate Research, University Co-operative Society, UT Austin, 2004

MELINA LEÓN

FINANCIAL MANAGER

Education: Bachelor of Business Administration, UT Austin, 2009

Academic experience:

Financial Manager/Senior Administrative Associate, LLILAS Benson, UT Austin, 2012–present;
Accountant I, Central Business Office, UT Austin, 2011–2012;
Administrative Associate, Office of Accounting, UT Austin, 2010–2011

Language Proficiency: Spanish: 5

JENNIFER MAILLOUX

ADMINISTRATIVE ASSOCIATE

Education: M.A., Anthropology, Texas A&M University, 2003

Academic experience:

Administrative Associate, LLILAS Benson, UT Austin, 2009–present
Administrative Assistant, LLILAS, UT Austin, 2003–2008
Research Associate II, Texas Archaeological Research Lab, UT Austin, 2003
Graduate Assistant, Interlibrary Services (ILS), Texas A&M University, 2001–2003
Research Associate II, Texas Archaeological Research Lab, UT Austin, 2002
Graduate Assistant, Department of Anthropology, Texas A&M University, 2000
Administrative Assistant, Extension Instruction & Materials Center, UT Austin, 1997–1998
Sr. Office Assistant, Extension Instruction & Materials Center, UT Austin, 1997

Language Proficiency: French: 2

Research and training specialization: Archaeology, physical anthropology, website development

CELESTE MENDOZA

ASSOCIATE DIRECTOR OF DEVELOPMENT

Education: Ph.D., Higher Education Administration, UT Austin, in progress; MFA, Poetry, Bennington College, 2007

Academic experience:

Associate Director of Development, LLILAS Benson, UT Austin, 2011–present
Assistant Director of Development, UT Press, UT Austin, 2006–2011

Overseas experience: Professional travel to Brazil and Mexico; personal travel to Mexico

Language Proficiency: Spanish: 5, Portuguese: 3

Research and training specialization: Poetry, philanthropy, multicultural philanthropy

Recent publications:

Mendoza, Celeste. *Coming in Waves*. San Antonio, TX: Wings Press, forthcoming.

Essay in *Wise Latinas: Writers on Higher Education*. University of Nebraska Press, 2014

Mendoza, Celeste. *Beneath the Halo*. San Antonio, TX: Wings Press, 2013

Distinctions: Honorable Mention, Alfredo Cisneros del Moral Foundation, 2014
Poesía Tejana Prize, 1998

JOSÉ MONTELONGO

MEXICAN MATERIALS BIBLIOGRAPHER

Education: Ph.D., Washington University in St. Louis, 2010

Academic experience:

Adjunct Assistant Professor, Dillard University, 2013
Adjunct Assistant Professor, Tulane University, 2012–2013
Visiting Assistant Professor, Bard College, 2011–2012
Visiting Assistant Professor, Gettysburg College, 2010–2011

Overseas experience: Studied journalism in Canada; worked as a journalist in Mexico City; native of Mexico

Language Proficiency: Spanish: 5, French: 3

Research and training specialization: Published literary criticism in peer-reviewed journals

Recent publications:

Montelongo, José. *Mi abuelo fue agente secreto*. Mexico City: Nostra 2012.

Distinctions:

Canadian Government Award (Academic Scholarship), 2000

KENT NORSWORTHY
DIGITAL SCHOLARSHIP COORDINATOR

Education: M.A., Latin American Studies, UT Austin, 1991

Academic experience: University of New Mexico and University of Texas at Austin, worked with a variety of Internet database and digital content initiatives, 1991– present

Overseas experience: Kenya: taught at rural school, 1979–1980; Nicaragua: worked as writer and editor at independent social science research institute, 1981–1989

Language Proficiency: Kiswahili: 2, Portuguese: 2, Spanish: 5

Recent publications:

"Digital platforms and culture patrimony: Access and use in the Americas." In *Patrimonio Cultural Documental: de la idea a la acción*, Daniel Jorge Sanabria Barrios (comps.), 22–49. Cáceres, Spain: Biblioteca Básica de Documentación, Fundación Ciencias de la Documentación, 2014.

Distinctions: Presidential Staff Award, UT Austin, 2012

T-KAY SANGWAND

HUMAN RIGHTS ARCHIVIST; BIBLIOGRAPHER FOR BRAZILIAN STUDIES

Education: MLS and Information Science, UCLA, 2008; M.A., Latin American Studies, UCLA 2008

Academic experience:

Human Rights Archivist & Bibliographer for Brazilian Studies, Benson Library and Collection, UT Austin, 2009–present

Graduate Student Researcher, UCLA, 2007–2008

Archive Assistant, UCLA Ethnomusicology Archive, 2006–2007

Overseas experience: Acquisition trips to Brazil, El Salvador, Rwanda, Thailand, 2009–present; Associação Cultural Brasil–Estados Unidos, Salvador, Bahia, Brazil, 2007; Universidad de Guanajuato, Guanajuato, Mexico, 2004

Language Proficiency: Spanish: 4, Portuguese: 4

Research and training specialization: Archives, human rights

Recent publications:

Sangwand, T-Kay. "Revolutionizing the Archival Record Through Rap: Cuban Hip Hop and Its Implications for Reorienting the Archival Paradigm." In *Through the Archival Looking Glass: A Reader on Diversity and Inclusion*, ed. Mary Caldera and Kathryn Neal. Chicago: Society of American Archivists, expected 2014.

Sangwand, T-Kay. "Tejiendo la Memoria: A Post-Custodial Archival Collaboration Between the University of Texas Libraries and the Museo de la Palabra y la Imagen." *Memory: The Latin American and Caribbean Cultural Heritage Archives Roundtable, Society of American Archivists 4* (2010): 10–11.

Kelleher, Christian, T-Kay Sangwand, Kevin Wood, and Yves Kamuronsi. "The Human Rights Documentation Initiative at the University of Texas Libraries." *New Review of Information Networking 15* (2010): 94–109.

Distinctions: Archives Leadership Institute Travel Scholarship, 2013; American Library Association Rare Books and Manuscripts Section Scholarship, 2009; Society of American Archivists Harold T. Pinkett Minority Student Award, 2008; FLAS fellowship for Advanced Portuguese, 2007

MEGAN SCARBOROUGH

GRANTS AND CONTRACTS SPECIALIST

Education: B.A., Latin American Studies, Concentration in Brazilian Studies, Honors, UT Austin, 1998

Academic experience:

Research Grants Coordinator, Center for Social Work Research, UT Austin, 2006–2013

Public Affairs Specialist, LBJ School of Public Affairs, UT Austin, 2000–2006

Outreach Assistant, LLILAS, UT Austin, 1997–1998

Overseas experience: Study abroad, Universidade de São Paulo (USP), 1995; study abroad, Universidade Federal da Bahia (UFBA), 1996; Service work in El Salvador, 1993; personal travel to Brazil, Chile, Central America, and Mexico

Language Proficiency: Spanish: 4, Portuguese: 3

Research and training specialization: Grants management; program evaluation; quantitative and qualitative research in social work, particularly with Latino immigrant populations

Recent publications:

Scarborough, Megan, et al. "Views on Parent-Child Connectedness Among English- and Spanish-Speaking Parents of High-Risk Youth." *Journal of Family Social Work* 14,5 (2011): 407–28. Print.

SUSANNA SHARPE

COMMUNICATIONS COORDINATOR

Education: B.A. with honors, Latin American Studies and Spanish, Wesleyan University, 1984

Academic experience:

Communications Coordinator, LLILAS Benson, UT Austin, 2014–present

Administrator for Know Events, UT Austin, 2009–2014

Copyeditor, proofreader, editorial consultant, M.E. Sharpe, Inc., Publisher, Armonk, NY, 1988–2014

Freelance editor and translator, 1988–present

Overseas experience: Study abroad in Madrid (college), 1981; volunteer at Mexico City public health clinic, 1979; exchange student in Mexico City, 1978; student at Università per Stranieri, Perugia, Italy, summer 1982; personal travel to Brazil, Mexico, Italy, Spain, France, Germany, Belgium, Switzerland, Hungary, UK, and Canada

Language Proficiency: Spanish: 5, Portuguese: 5, Italian: 2, Persian: 1

Research and training specialization: Twenty-five years' experience as a copyeditor of scholarly books in the social sciences and other areas; volunteer mentor and literacy tutor for bilingual and Spanish monolingual elementary school children; interpreter (Spanish)

TERESA WINGFIELD

PUBLICATIONS DESIGNER

Education: B.S., Advertising, UT Austin, 1982

Academic experience:

Publications Designer, LLILAS Benson, UT Austin, 2007–present
Principal, designer, Teresa Wingfield Book Design, 2000–present
Book and Marketing Designer, UT Press, 1998–2007
Marketing Designer, UT Press, 1996–1997
Book Designer, UT Press, 1993–1996

Overseas experience:

Language Proficiency: Spanish: 2

Research and training specialization: Over twenty years' experience in publishing, including marketing, book design, and publications design

Distinctions: Outstanding Staff Award, 2013; Bookbinders Guild of New York, 2010, General Trade Nonfiction, Third Place; Association of American University Presses Book, Jacket, and Journal Show

JESSICA HARTOS

INDEPENDENT EVALUATOR

Education: Ph.D., Developmental Psychology, University of Houston, 1998

Research and training specialization: Consultant/contractor with expertise in program development and evaluation, research design, and statistical analysis for outcomes related to higher education and public health

Experience:

2013–present	Associate Professor, School of Health Professions, UNT Health Science Center, Fort Worth, TX
2011–2013	Research Specialist V, College of Natural Sciences, University of Texas at Austin
2010–2011	Research Specialist V, Center for Teaching and Learning, University of Texas at Austin
2009–2010	Coordinator of Research & Evaluation, Mental Health Transformation Project, Texas Department of State Health Services, Austin, TX
2008	Associate Professor (with tenure) & Coordinator, Undergraduate Programs, Department of Public Health Services, University of North Carolina at Charlotte
2003–2007	Assistant Professor & Coordinator, Undergraduate Programs, Department of Public Health Services, University of North Carolina at Charlotte
2001–2003	Research Fellow, National Institute of Child Health and Human Development (NICHD), Bethesda, MD

Related Professional Activities:

Served as independent evaluator for UT Austin Title VI NRC and FLAS programs: Center for European Studies, Center for Middle Eastern Studies, and South Asia Institute from 2010–present.

As Research Associate V in the UT College of Natural Sciences and the UT Center for Teaching and Learning, was responsible for evaluating policies, procedures, and programs and researching factors related to student academic success.



LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
THE UNIVERSITY OF TEXAS AT AUSTIN

APPENDIX C. COURSE LIST

GUIDE TO FIELD OF STUDY CODES

The following list includes codes for fields of study that appear in this appendix which may be unfamiliar. In order to be approved for cross-listing, courses must be verified to contain at least 30% of the field of study.

AFR=African and African Diaspora

ALD= Applied Learning and Development

ARH = Art History

C L = Comparative Literature

CRP= Community and Regional Planning

EDA= Educational Administration

EER= Energy and Earth Resources

GRG= Geography

I B = International Business

ILA = Iberian and Latin American Studies

J=Journalism

J S= Jewish Studies

MAS=Mexican American Studies

MES= Middle Eastern Studies

MUS= Music

P A= Public Affairs

PRC= Portuguese Civilization

REE= Russian, East European and Eurasian Studies

R S= Religious Studies

RTF = Radio Television Film

S W = Social Work

T D= Theater and Dance

URB= Urban Studies

WGS=Women's and Gender Studies

LLILAS Benson Courses - Fall 2012

Language Courses

Portuguese Language Instruction

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
POR 601D	Introductory Portuguese	Jacob, Eliseo J	Fall	21	0	21	6		
POR 601D	Introductory Portuguese	Bassa Vanrell, Maria Del N	Fall	20	2	22	6		
POR 610S	Portuguese For Spanish Spkr I	Meireles, Daniela	Fall	14	3	17	6		
POR 610S	Portuguese For Spanish Spkr I	Lorenzo Castro, Silvia Rec	Fall	17	4	21	6		
POR 611S	Portuguese For Spanish Spkr II	Flanzer, Vivian	Fall	8	4	12	6		
POR 610D	Intermediate Portuguese II	Kateneva, Krista	Fall	6	0	6	6		
POR 610D	Intermediate Portuguese II	Destafney, John W	Fall	19	0	19	6		

Portuguese Language Content Courses

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
POR 396K	Intro To Romance Linguistics	Russi, Cinzia	Fall	0	1	1	3	100%	
POR 350K	Luso-Brazilian Film	Borge, Jason R	Fall	22	0	22	3	100%	LAS 370P
POR 381	Immig Transnatlsm Brazil Cul	Roncador, Sonia	Fall	21	0	21	3	100%	LAS 370P

Spanish Language Instruction

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SPN 327G	Adv Gram Comp Biling -Cul Spkr	Ramirez, Silvia D	Fall	18	2	20	3		
SPN 327W	Adv Gram Comp II-Biling Bicul	Ramirez, Silvia D	Fall	6	0	6	3		
SPN 327G	Adv Grammar And Composition I	Orozco, Irma Stella	Fall	15	0	15	3		
SPN 327G	Adv Grammar And Composition I	Orozco, Irma Stella	Fall	19	0	19	3		
SPN 327G	Adv Grammar And Composition I	Orozco, Irma Stella	Fall	19	0	19	3		
SPN 327G	Adv Grammar And Composition I	Gomez-Bocanegra, J	Fall	22	1	23	3		
SPN 327G	Adv Grammar And Composition I	Murphy, Melissa D	Fall	16	0	16	3		
SPN 327G	Adv Grammar And Composition I	Ramirez, Silvia D	Fall	16	0	16	3		
SPN 327G	Adv Grammar And Composition I	Johnson, Jane A	Fall	19	0	19	3		
SPN 327G	Adv Grammar And Composition I	Johnson, Jane A	Fall	20	0	20	3		
SPN 327W	Adv Grammar And Composition II	Gomez-Bocanegra, J	Fall	18	0	18	3		
SPN 327W	Adv Grammar And Composition II	Porto, Lito Elio	Fall	18	0	18	3		
SPN 327W	Adv Grammar And Composition II	Porto, Lito Elio	Fall	17	0	17	3		
SPN 327W	Adv Grammar And Composition II	Johnson, Jane A	Fall	22	0	22	3		
SPN 327W	Adv Grammar And Composition II	McDonough, Kelly	Fall	13	0	13	3		

LLILAS Benson Courses - Fall 2012

SPN 327W	Adv Grammar And Composition II	Gomez-Bocanegra, J	Fall	18	0	18	3
SPN 367K	Adv Oral Exp For Teachers	Koike, Dale A	Fall	11	0	11	3
SPN 601D	Introductory Spanish	Camacho, Tania	Fall	18	0	18	6
SPN 601D	Introductory Spanish	Norton, Diana R	Fall	24	0	24	6
SPN 601D	Introductory Spanish	Ramaprasad, Venkat R	Fall	24	0	24	6
SPN 601D	Introductory Spanish	Reyes Garcia, Zazil E	Fall	22	0	22	6
SPN 601D	Introductory Spanish	Gomez, Maria M	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Whitehead, Sarah Jey	Fall	20	0	20	6
SPN 601D	Introductory Spanish	Morales, Cristia	Fall	21	0	21	6
SPN 601D	Introductory Spanish	Iannone, Catalina	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Burt, Erika L	Fall	22	0	22	6
SPN 601D	Introductory Spanish	Nevarez, Irma C	Fall	20	1	21	6
SPN 601D	Introductory Spanish	Malak, Stephanie A	Fall	22	0	22	6
SPN 601D	Introductory Spanish	Regan, Brendan P	Fall	21	0	21	6
SPN 601D	Introductory Spanish	Parrish, Claire Estelle	Fall	19	0	19	6
SPN 601D	Introductory Spanish	Hahn, Cory A	Fall	20	0	20	6
SPN 601D	Introductory Spanish	Bernal Heredia, Sandra V	Fall	20	0	20	6
SPN 601D	Introductory Spanish	Radpay, Daniela	Fall	24	0	24	6
SPN 601D	Introductory Spanish	Trovato, Adriano M	Fall	20	0	20	6
SPN 601D	Introductory Spanish	Cruz, Hilaria	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Lloyd, Ryan S	Fall	21	0	21	6
SPN 601D	Introductory Spanish	Zingg, Nathaniel H	Fall	22	0	22	6
SPN 601D	Introductory Spanish	Jung, Soohyun	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Teague, Heather	Fall	15	0	15	6
SPN 601D	Introductory Spanish	Yoon, Hyunjee	Fall	25	0	25	6
SPN 601D	Introductory Spanish	Sandoval, Luis R	Fall	24	0	24	6
SPN 610D	Introductory Spanish	Ai, Qing	Fall	19	0	19	6
SPN 610D	Introductory Spanish	Hixenbaugh, Dustin K	Fall	21	0	21	6
SPN 610D	Introductory Spanish	Duran Oliva, Pablo A	Fall	21	0	21	6
SPN 610D	Introductory Spanish	Amador, Carlos M	Fall	21	0	21	6
SPN 610D	Intermediate Spanish I	Pyeatt, Anna C	Fall	21	0	21	6
SPN 610D	Intermediate Spanish I	Baird, Brandon O	Fall	24	0	24	6
SPN 610D	Intermediate Spanish I	Olen, Amy T	Fall	18	0	18	6
SPN 610D	Intermediate Spanish I	Dowdy, Mary M	Fall	19	0	19	6
SPN 610D	Intermediate Spanish I	Sotelo-Miller, Sandra	Fall	21	0	21	6
SPN 610D	Intermediate Spanish I	Smartt, Shelly Dale	Fall	24	0	24	6
SPN 610D	Intermediate Spanish I	Douglin, Adele M	Fall	24	0	24	6
SPN 610D	Intermediate Spanish I	Pyeatt, Anna C	Fall	23	0	23	6
SPN 610D	Intermediate Spanish I	Striker, Jillian M	Fall	22	0	22	6
SPN 610D	Intermediate Spanish I	Lang-Rigal, Jennifer	Fall	23	0	23	6
SPN 610D	Intermediate Spanish I	Sauveur, Robert	Fall	22	0	22	6
SPN 610D	Intermediate Spanish I	Chacartegui, Luis	Fall	17	1	18	6
SPN 610D	Intermediate Spanish I	Cannon, Samuel S	Fall	23	0	23	6
SPN 610D	Intermediate Spanish I	McCullers, Brandon J	Fall	19	0	19	6
SPN 610D	Intermediate Spanish I	Staig Limidoro, James	Fall	22	0	22	6
SPN 611D	Intermediate Spanish I	Carrasco, Rene	Fall	22	0	22	6
SPN 611D	Intermediate Spanish I	Watlington, Francis D	Fall	22	0	22	6
SPN 611D	Intermediate Spanish II	Manning, Sean	Fall	23	0	23	6
SPN 611D	Intermediate Spanish II	Zambrano, Maria	Fall	24	0	24	6
SPN 611D	Intermediate Spanish II	Showstack, Rachel E	Fall	22	0	22	6
SPN 611D	Intermediate Spanish II	Ogando Lavin, G.	Fall	22	0	22	6

LLILAS Benson Courses - Fall 2012

SPN 611D	Intermediate Spanish II	Wright, Robyn	Fall	24	0	24	6
SPN 611D	Intermediate Spanish II	Dunlap, Carolyn P	Fall	23	0	23	6
SPN 611D	Intermediate Spanish II	Fees, Joseph C	Fall	23	0	23	6
SPN 611D	Intermediate Spanish II	Hill, Matthew Jk	Fall	23	0	23	6
SPN 611D	Intermediate Spanish II	Garcia Salido, Gabriela	Fall	18	0	18	6
SPN 611D	Intermediate Spanish II	Chavez, Cuitlahuac	Fall	23	0	23	6
SPN 611D	Intermediate Spanish II	Abadia-Rexach, B	Fall	20	0	20	6
SPN 611D	Intermediate Spanish II	Ganeshan, Ashwini	Fall	11	0	11	6
SPN 610D	Intmed Spanish I-Biling Bicul	Park, Paula C	Fall	13	0	13	6
SPN 610D	Intmed Spanish I-Biling Bicul	Meiners,	Fall	19	0	19	6
SPN 611D	Intmed Spanish II-Biling Bicul	Gonzalez-Conty, E J	Fall	19	0	19	6
SPN 611D	Intmed Spanish II-Biling Bicul	Huerta, Lydia	Fall	25	0	25	6

Spanish Language Content Courses

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SPN 352	Contemp Indigenous Literature	Arias, Arturo	Fall	13	1	14	3	100%	LAS 370S
SPN 322K	Civilization Of Spanish Amer	Porto, Lito Elio	Fall	81	0	81	3	75%	LAS 370S
SPN 364L	Applied Linguistics	Murphy, Melissa D	Fall	24	0	24	3		
SPN 365K	Contemp Spanish American Prose	Lindstrom, Naomi E	Fall	23	0	23	3	50%	LAS 370S
SPN 351	Don Quijote	Reed, Cory A	Fall	20	0	20	3		
SPN 351	Golden Age Drama	Reed, Cory A	Fall	13	0	13	3		
SPN 383M	Interactn Sec Lang Acquisitn	Koike, Dale A	Fall	0	9	9	3		
SPN 372	Intro Contemp Spanish Thought	Colomina-Alminana, J	Fall	4	0	4	3		
SPN 345L	Intro To Hispanic Linguistics	Nishida, Chiyo	Fall	23	0	23	3		
SPN 345L	Intro To Hispanic Linguistics	Dunlap, Carolyn P	Fall	28	1	29	3		
SPN 353	Intro To Hispanic Socioling	Romero, Sergio	Fall	17	0	17	3		
SPN 325K	Intro To Spn Am Lit Thru Mod	McDonough, Kelly	Fall	12	0	12	3	100%	LAS 370S
SPN 325L	Intro To Spn Amer Lit Snc Mod	Amador, Carlos M	Fall	10	0	10	3	100%	LAS 370S
SPN 325L	Intro To Spn Amer Lit Snc Mod	Cabello De Martinez,	Fall	25	0	25	3	100%	LAS 370S
SPN 352	Latin American Jewish Writers	Lindstrom, Naomi E	Fall	20	0	20	3	100%	LAS 370S
SPN 375	Writing Memory Caribbean Lit	Salgado, Cesar A	Fall	9	0	9	3	100%	LAS 370S
SPN 380K	Transnationalism Lat Am Cinema	Borge, Jason R	Fall	0	9	9	3	100%	LAS 392S

Non-Language LAS Courses

African and African Diaspora

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
AFR 387D	Performnc Race Violence Body	Smith, Christen	Fall	0	9	9	3	100%	LAS 391, ANT 391

Anthropology

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
ANT 310L	Anthropology Of Latin Amer Cultures In Contact (<i>sig. Lat Am focus</i>)	Weinreb, Amelia	Fall	77	0	77	3	100%	LAS 310
ANT 326L		Wilson, Samuel M	Fall	124	2	126	3	50%	LAS 324L

LLILAS Benson Courses - Fall 2012

ANT 391	Globlizatn, Conflict, Resistance <i>(sig. Lat Am focus, esp Brazil)</i>	Chatterjee, Ipsita	Fall	0	15	15	3	50%	LAS 388, GRG 387, MES 384 324L, AFR
ANT 324L	Polit Of Race Violnc Brazil	Smith, Christen	Fall	26	2	28	3	100%	

Art History

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
ARH 361	19th-Century Latin Amer Art	Giunta, Andrea	Fall	4	0	4	3	100%	LAS 327
ARH 370	Aztec Art And Civilization	Stuart, David S	Fall	50	1	51	3	100%	LAS 327
ARH 381	Radical Women Latin Amer Art	Giunta, Andrea	Fall	0	5	5	3	100%	LAS 381
ARH 390	Maya Iconography	Stuart, David S	Fall	0	6	6	3	100%	LAS 381

Geography

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
GRG 319	Geography Of Latin America	Knapp, Gregory W	Fall	43	0	43	3	100%	LAS 319
GRG 320K	Land And Life Amer Southwest	Doolittle, William	Fall	31	0	31	3	100%	LAS 329
GRG 356T	Mapping Latin America	Del Castillo, Lina Maria	Fall	15	0	15	3	100%	LAS 330

Government

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
GOV 328L	Intro To Lat Amer Gov Polit	Dietz, Henry A	Fall	70	0	70	3	100%	LAS 337M, URB 350 384L, AFR 386
GOV 382M	Us Afr-Am Lat Am Polit Thought	Hooker, Juliet A	Fall	0	4	4	3	100%	

History

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
HIS 363K	Cul Citiznshp In Us Latin Am	Del Castillo, Lina Maria	Fall	20	0	20	3	100%	LAS 366
HIS 350L	History Of The Caribbean	Twinam, Ann	Fall	19	0	19	3	100%	LAS 366
HIS 306N	Key Ideas And Iss In Lat Amer	Garfield, Seth W	Fall	79	0	79	3	100%	LAS 301
HIS 352L	Mexican Revolution, 1910-20	Butler, Matthew J	Fall	34	0	34	3	100%	LAS 366
HIS 346L	Modern Latin America	Del Castillo, Lina Maria	Fall	60	0	60	3	100%	LAS 366
HIS 386K	The Cuban Revlutn Latin Amer	Brown, Jonathan C	Fall	0	5	5	3	100%	LAS 386
HIS 346T	The Cuban Revolution The Us	Brown, Jonathan C	Fall	72	0	72	3	100%	LAS 366 LAS 386, AFR 386
HIS 386K	Transnational America	Guridy, Frank A	Fall	0	11	11	3	100%	

Journalism

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
J 347F	Reporting Latin America	Alves, Rosental C	Fall	14	5	19	3	100%	LAS 322, LAS 381, J 395

Latin American Studies

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
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LLILAS Benson Courses - Fall 2012

LAS 391	Climate Change And Migration (In Lat Am)	Altamirano, Teofilo	Fall	0	5	5	3	100%
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Law

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
LAW 381	International Human Rights Law (<i>Sig Lat Am focus</i>)	Engle, Karen L	Fall	0	24	24	3	30%	LAS 381
LAW 397S	Smnr Intl Trade Invest Lat Am	Hansen, Patricia I	Fall	0	8	8	3	100%	LAS 381

Music

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
MUS 334	Music Of The African Diaspora	Moore, Robin D	Fall	19	0	19	3	75%	LAS 326, AFR 374F

Public Affairs

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
P A 397C	Qualitative Meths For Soci Sci (<i>Lat Am case studies</i>)	Ward, Peter	Fall	0	16	16	3	30%	LAS 381, GRG 396T, SOC 387L

Radio, Television, Film

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
RTF 380G	Ethnog Qualitat Interviews (<i>Lat Am case studies, esp Brazil</i>)	Straubhaar, Joseph	Fall	0	3	3	3	30%	LAS 381 LAS 322,
RTF 359	Latina/os Us Media	Beltran, Mary C	Fall	19	0	19	3	30%	MAS 374 LAS 381, GRG 396T, SOC 387L,
RTF 359	Race, Natl Ident, The Media (<i>Lat Am focus</i>)	Ward, Peter	Fall	0	16	16	3	30%	P A 397C

Religious Studies

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
R S 391L	Approach Study Of Relig Lat Am	Burnett, Virginia Garrard	Fall	0	15	15	3	100%	LAS 386, HIS 386K LAS 386,
R S392T	Atlantic History	Canizares, Jorge	Fall	0	10	10	3	100%	HIS 383M

Sociology

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SOC 321K	Polit Society In Latin Amer	Auyero, Javier	Fall	92	0	92	3	100%	LAS 325
SOC 395D	Intro To Sociol Of Lat Amer	Villarreal, Andres	Fall	0	6	6	3	100%	LAS 381

LLILAS Benson Courses - Spring 2013

Language Courses

Portuguese Language Instruction

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
POR 610S	Portuguese For Spanish Spkr I	Meireles, Daniela	Spring	15	2	17	6		
POR 610S	Portuguese For Spanish Spkr I	Jackson, Dorian L	Spring	8	1	9	6		
POR 611S	Portuguese For Spanish Spkr II	Flanzer, Vivian	Spring	10	1	11	6		
POR 610D	Intermediate Portuguese I	Bassa Vanrell, Maria Del Mar	Spring	10	1	11	6		
POR 610D	Intermediate Portuguese I	Norton, Diana R	Spring	18	0	18	6		
POR 611D	Intermediate Portuguese II	Park, Paula C	Spring	8	0	8	6		
POR 611D	Intermediate Portuguese II	Destafney, John W	Spring	16	0	16	6		
POR 362	Advanced Composition	Kelm, Orlando R	Spring	13	1	14	3		

Portuguese Language Content Courses

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
POR 327M	Brazilian Cul Lit 20c Later	Roncador, Sonia	Spring	15	0	15	3		
POR 327L	Brazilian Cul Lit Of 19th Cen	Roncador, Sonia	Spring	10	1	11	3		
POR 380	Brazilian Cultural Theory	Leu, Lorraine	Spring	0	10	10	3		LAS 392P
POR 381	Ritual Theater Race In Brazil	Afolabi, Omoniyi	Spring	1	6	7	3		

Spanish Language Instruction

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SPN 327G	Adv Gram Comp I-Biling Bicul	Ramirez, Silvia D	Spring	10	1	11	3		
SPN 327W	Adv Gram Comp II-Biling Bicul	Gomez-Bocanegra, J	Spring	9	2	11	3		
SPN 327G	Adv Grammar And Composition I	Gomez-Bocanegra, Jorge M	Spring	20	0	20	3		
SPN 327G	Adv Grammar And Composition I	Gomez-Bocanegra, Jorge M	Spring	23	0	23	3		
SPN 327G	Adv Grammar And Composition I	Ramirez, Silvia D	Spring	17	0	17	3		
SPN 327G	Adv Grammar And Composition I	Amador, Carlos M	Spring	18	0	18	3		
SPN 327G	Adv Grammar And Composition I	Gomez-Bocanegra, J	Spring	21	0	21	3		
SPN 327G	Adv Grammar And Composition I	Amador, Carlos M	Spring	17	1	18	3		
SPN 327G	Adv Grammar And Composition I	Porto, Lito Elio	Spring	15	0	15	3		
SPN 327W	Adv Grammar And Composition II	Orozco, Irma Stella	Spring	18	0	18	3		
SPN 327W	Adv Grammar And Composition II	Johnson, Jane A	Spring	21	0	21	3		
SPN 327W	Adv Grammar And Composition II	Gomez-Bocanegra, J	Spring	13	0	13	3		
SPN 327W	Adv Grammar And Composition II	Huerta, Lydia	Spring	10	0	10	3		
SPN 327W	Adv Grammar And Composition II	Orozco, Irma Stella	Spring	7	0	7	3		
SPN 367K	Adv Oral Exp For Teachers	Cabello De Martinez, Cris	Spring	12	1	13	3		
SPN 601D	Introduct Spanish-Biling Bicul	Frank, Joshua	Spring	21	0	21	6		
SPN 601D	Introductory Spanish	Camacho, Tania	Spring	21	0	21	6		
SPN 601D	Introductory Spanish	Hahn, Cory A	Spring	22	0	22	6		
SPN 601D	Introductory Spanish	Reyes Garcia, Zazil E	Spring	21	0	21	6		
SPN 601D	Introductory Spanish	Morales, Cristia	Spring	23	0	23	6		
SPN 601D	Introductory Spanish	Radpay, Daniela	Spring	21	0	21	6		
SPN 601D	Introductory Spanish	Regan, Brendan P	Spring	21	0	21	6		
SPN 601D	Introductory Spanish	Morales, Cristian Enrique	Spring	24	0	24	6		
SPN 601D	Introductory Spanish	Nevarez, Irma C	Spring	23	0	23	6		
SPN 601D	Introductory Spanish	Gomez, Maria M	Spring	20	0	20	6		
SPN 601D	Introductory Spanish	Zingg, Nathaniel H	Spring	21	0	21	6		
SPN 601D	Introductory Spanish	Hixenbaugh, Dustin K	Spring	21	0	21	6		
SPN 601D	Introductory Spanish	Iannone, Catalina	Spring	20	0	20	6		
SPN 601D	Introductory Spanish	Yoon, Hyunjee	Spring	23	0	23	6		
SPN 601D	Introductory Spanish	Sandoval, Luis R	Spring	23	0	23	6		

LLILAS Benson Courses - Spring 2013

SPN 601D	Introductory Spanish	Ramaprasad, Venkat R	Spring	25	0	25	6
SPN 601D	Introductory Spanish	Leeman, Paul E	Spring	25	0	25	6
SPN 601D	Introductory Spanish	Bobbitt, Brian J	Spring	17	0	17	6
SPN 601D	Introductory Spanish	Cruz, Hilaria	Spring	18	0	18	6
SPN 601D	Introductory Spanish	Whitehead, Sarah Jey	Spring	24	0	24	6
SPN 601D	Introductory Spanish	Sevilla, Daniela Macgregor	Spring	22	0	22	6
SPN 601D	Introductory Spanish	Malak, Stephanie A	Spring	24	0	24	6
SPN 601D	Introductory Spanish	Gonzalez-Conty, E J	Spring	21	0	21	6
SPN 601D	Introductory Spanish	Dunlap, Carolyn P	Spring	23	0	23	6
SPN 601D	Introductory Spanish	Trovato, Adriano M	Spring	23	0	23	6
SPN 610D	Intermediate Spanish I	Douglin, Adele M	Spring	25	0	25	6
SPN 610D	Intermediate Spanish I	Parrish, ClaireEstelle	Spring	22	0	22	6
SPN 610D	Intermediate Spanish I	Dowdy, Mary M	Spring	20	0	20	6
SPN 610D	Intermediate Spanish I	McCullers, Brandon J	Spring	20	0	20	6
SPN 610D	Intermediate Spanish I	Cannon, SamuelS	Spring	26	0	26	6
SPN 610D	Intermediate Spanish I	Sotelo-Miller, Sandra	Spring	24	0	24	6
SPN 610D	Intermediate Spanish I	Sauveur, Robert	Spring	25	0	25	6
SPN 610D	Intermediate Spanish I	Bernal Heredia, Sandra V	Spring	20	0	20	6
SPN 610D	Intermediate Spanish I	Staig Limidoro, James	Spring	24	0	24	6
SPN 610D	Intermediate Spanish I	Greaser, Christian J	Spring	24	0	24	6
SPN 610D	Intermediate Spanish I	Lang-Rigal, Jennifer	Spring	25	0	25	6
SPN 610D	Intermediate Spanish I	Lang-Rigal, Jennifer Ruth	Spring	23	0	23	6
SPN 610D	Intermediate Spanish I	Chacartegui, Luis	Spring	23	0	23	6
SPN 610D	Intermediate Spanish I	Pyeatt, Anna C	Spring	24	0	24	6
SPN 610D	Intermediate Spanish I	Watlington, Francis D	Spring	24	0	24	6
SPN 610D	Intermediate Spanish I	Tocaimaza Hatch, Carmen C	Spring	25	0	25	6
SPN 610D	Intermediate Spanish I	Pierce, Joseph M	Spring	24	0	24	6
SPN 611D	Intermediate Spanish II	Showstack, Rachel E	Spring	24	0	24	6
SPN 611D	Intermediate Spanish II	Hill, Matthew JK	Spring	22	0	22	6
SPN 611D	Intermediate Spanish II	Zambrano, Maria	Spring	23	1	24	6
SPN 611D	Intermediate Spanish II	Ogando Lavin, Guillermina	Spring	25	0	25	6
SPN 611D	Intermediate Spanish II	Ogando Lavin, G.	Spring	26	0	26	6
SPN 611D	Intermediate Spanish II	Baird, Brandon O	Spring	25	0	25	6
SPN 611D	Intermediate Spanish II	Lopez, Juan C	Spring	25	0	25	6
SPN 611D	Intermediate Spanish II	Abadia-Rexach, Barbara I	Spring	22	0	22	6
SPN 611D	Intermediate Spanish II	Quixal Martinez, Martin	Spring	14	0	14	6
SPN 611D	Intermediate Spanish II	Zambrano, Maria Giulianna	Spring	24	0	24	6
SPN 611D	Intermediate Spanish II	Chavez, Cuitlahuac	Spring	24	0	24	6
SPN 611D	Intermediate Spanish II	Abadia-Rexach, B	Spring	12	0	12	6
SPN 610D	Intmed Spanish I-Biling Bicul	Carrasco, Rene	Spring	17	0	17	6
SPN 610D	Intmed Spanish I-Biling Bicul	Torrado, Lorna J	Spring	20	0	20	6
SPN 611D	Intmed Spanish II-Biling Bicul	Meiners,	Spring	21	0	21	6
SPN 611D	Intmed Spanish II-Biling Bicul	Sotelo-Miller, Sandra E	Spring	19	0	19	6

Spanish Language Content Courses

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SPN 322K	Civilization Of Spanish Amer	Gomez-Bocanegra, Jorge M	Spring	61	0	61	3	50%	LAS 370S
SPN 325K	Intro To Spn Am Lit Thru Mod	Amador, Carlos M	Spring	18	0	18	3	50%	LAS 370S
SPN 325L	Intro Spn Amer Lit Snc Mod	Porto, Lito Elio	Spring	38	0	38	3	50%	LAS 370S
SPN 326K	Intro To Spn Lit Before 1700	Sutherland-Meier, Madelin	Spring	21	0	21	3		
SPN 326K	Intro To Spn Lit Before 1700	Montesinos, Delia L	Spring	12	1	13	3		
SPN 326L	Intro To Spn Lit Since 1700	Johnson, Jane A	Spring	23	0	23	3		

LLILAS Benson Courses - Spring 2013

SPN 326L	Intro To Spn Lit Since 1700	Erwin, Zachary T	Spring	17	0	17	3	
SPN 345L	Intro To Hispanic Linguistics	Nishida, Chiyo	Spring	23	0	23	3	
SPN 346	Practical Phonetics	Colomina-Alminana, J	Spring	61	0	61	3	
SPN 350	Hispanic Chivalry	Harney, Michael P	Spring	21	0	21	3	100% LAS 370S
SPN 350	Violence In Contemp Mex Cul	Dominguez-Ruvalcaba, Hect	Spring	25	0	25	3	100% LAS 370S, LAS 370S, WGS 340
SPN 351	Don Quijote	Harney, Michael P	Spring	23	0	23	3	
SPN 352	Visns Of East In Lat Amer Writ	Salgado, Cesar A	Spring	12	0	12	3	100% LAS 370S
SPN 353	Intro To Hispanic Socioling	Colomina-Alminana, Juan J	Spring	3	0	3	3	
SPN 364L	Applied Linguistics	Cabello De Martinez,	Spring	17	0	17	3	
SPN 365K	Contemp Spanish Amer Prose	Borge, Jason R	Spring	19	0	19	3	50% LAS 370S
SPN 383M	Lang Christnty In Col Lat Amer	Romero, Sergio	Spring	0	5	5	3	100% LAS 392S, LAS 392S,
SPN 380K	Lit Media In Spn Caribbean	Arroyo Martinez, Jossianna	Spring	0	7	7	3	100% AFR 387D
SPN 380K	Fictns Non-Fictn From Margins	Polit, Gabriela	Spring	0	6	6	3	50% LAS 392S
SPN 383N	Meas Second Lang Competence	Salaberry, Maximo R	Spring	0	8	8	3	
SPN 130D	Spanish Across Disciplines	Kelm, Orlando R	Spring	6	1	7	3	
SPN 380K	Spanish Amer Writing Gender	Lindstrom, Naomi E	Spring	1	3	4	3	
SPN 328	Spanish Civilization	Reed, Cory A	Spring	31	0	31	3	
SPN 383M	Spanish In Texas	Toribio, Almeida J	Spring	0	12	12	3	
SPN 368L	Spanish Language Structure	Nishida, Chiyo	Spring	18	0	18	3	
SPN 367K	Spn For Health Care Profsnls	Cabello De Martinez Cris	Spring	13	1	14	3	
SPN 391	Transnat Legac Early Mod Spn	Reed, Cory A	Spring	0	6	6	3	
SPN 380K	Writ Repr In Colonial Lat Amer	Weinreb, Amelia	Spring	1	5	6	3	100%

Non-Language LAS Courses

African and African Diaspora

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
AFR 372E	Afro-Luso-Brazilian Worlds	Afolabi, Omoniyi	Spring	17	0	17	3	100%	LAS 370P, PRC 320E
AFR 374E	Afro-Caribbean Diasporas	Arroyo Martinez, Jossianna	Spring	13	0	13	3	100%	LAS 370S

Anthropology

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
ANT 310L	Mexican Immigration Cul Hist	Menchaca, Martha	Spring	24	0	24	3	100%	LAS 310, MAS 319
ANT 322M	Indians Of Mex And Guatemala	Stross, Brian M	Spring	18	0	18	3	100%	LAS 324L, LAS 324L,
ANT 324L	Race And Criminal Justice Sys Cultures In Contact (<i>sig. Lat Am focus</i>)	Vargas, Joao H	Spring	55	0	55	3	50%	AFR 320
ANT 326L		Wilson, Samuel M	Spring	67	1	68	3	50%	LAS 324L, LAS 391,
ANT 389K	Amer Immigrant Cul Experiences	Menchaca, Martha	Spring	0	16	16	3	75%	MAS 392, LAS 391,
ANT 391	Thry Meths Polit Of Fieldwork	Hale, Charles R	Spring	0	11	11	3	50%	AFR 381

Art History

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
ARH 374	Ideology Arts Of Northrn Peru	Jones, Kimberly L	Spring	12	0	12	3	100%	LAS 327
ARH 374	Mexican Art Since 1968	Flaherty, George F	Spring	44	1	45	3	100%	LAS 327
ARH 390	Mapping Mesoamer After Conq	Guernsey, Julia E	Spring	0	6	6	3	100%	LAS 381
ARH 390	Painting Trads Of Mesoamerica	Stuart, David S	Spring	0	5	5	3	100%	LAS 381

Economics

LLILAS Benson Courses - Spring 2013

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
ECO 333K	Development Economics	Linden, Leigh L	Spring	60	1	61	3	50%	LAS 355

Educational Administration

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
EDA 391C	Comparative Higher Education (selected country of focus Brazil)	Somers, Patricia A	Spring	0	11	11	3	30%	LAS 381, WGS 393

Geography

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
GRG 319	Geography Of Latin America	Knapp, Gregory W	Spring	43	0	43	3	100%	LAS 319 LAS 322, LAS 381,
GRG 320K	Land And Life Amer Southwest	Doolittle, William	Spring	31	0	31	3	45%	J 395
GRG 356T	Mapping Latin America	Del Castillo, Lina Maria	Spring	15	0	15	3	100%	LAS 330

Government

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
GOV 328L	Intro To Lat Amer Gov Polit	Madrid, Raul L	Spring	74	0	74	3	100%	LAS 337M, URB 350
GOV 337M	Democ Democratiz In Lat Amer	Dietz, Henry A	Spring	21	0	21	3	100%	LAS 337M
GOV 337M	Intrnatl Politics Of Latin Amer	Weyland, Kurt G	Spring	10	0	10	3	100%	LAS 337M
GOV 337M	Polit Eco Socty Contemp Brazil	Hunter, Wendy A	Spring	34	0	34	3	100%	LAS 337M
GOV 384L	Latin Amer Urban Politics	Dietz, Henry A	Spring	0	3	3	3	100%	LAS 384L LAS 337M,
GOV 370K	Latino Politics	Casellas, Jason P	Spring	52	0	52	3	30%	MAS 374
GOV 390L	Analytcl Iss In Lat Amer Polit	Hunter, Wendy A	Spring	0	4	4	3	100%	LAS 384L

History

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
HIS 346K	Colonial Latin America	Twinam, Ann	Spring	41	1	42	3	100%	LAS 366
HIS 346L	Modern Latin America	Guridy, Frank A	Spring	63	0	63	3	100%	HIS 346L, AFR 374E

Public Affairs

HIS 350L	Rethinking Conquest Of Mexico	Deans-Smith, Susan	Spring	18	0	18	3	100%	LAS 366
HIS 352L	Mexican Revolution, 1910-20	Butler, Matthew J	Spring	6	0	6	3	100%	LAS 366 LAS 366, R S, 366, CTI
HIS 363K	Bible In Colonial Americas	Canizares, Jorge	Spring	15	0	15	3	75%	375
HIS 363K	City In Latin Amer Hist Cul	Bates, Juandra M	Spring	15	0	15	3	100%	LAS 366 LAS 381, GRG 396, SOC 387,
HIS 363K	Rel Conq Conv Col Mexico Peru	Deans-Smith, Susan	Spring	11	0	11	3	100%	P A 397C
HIS 386L	Gua His Thru Natnl Pol Archive	Burnett, Virginia Garrard	Spring	0	8	8	3	100%	LAS 386
HIS 386K	Postcolonial Brazil	Garfield, Seth W	Spring	0	8	8	3	100%	LAS 386
HIS 386K	Terr Natn-State Formatn Lat Am	Del Castillo, Lina Maria	Spring	0	8	8	3	100%	LAS 386

LLILAS Benson Courses - Spring 2013

International Business

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
I B 395	Emerging Markets (<i>comp. focus Lat Am</i>)	Gillespie, Kate	Spring	0	28	28	3	50%	LAS 381, MES 384

Journalism

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
J 340J	Documentary Tradit Of Lat Amer	De Cesare, Donna	Spring	11	4	15	3	100%	LAS 322, LAS 381
J 367E	Journalism In Latin America	Alves, Rosental C	Spring	12	0	12	3	100%	LAS 322

Latin American Studies

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
LAS 391K	Latin Amer Econs Development	Sanchez Egozcue, Jorge M	Spring	0	5	5	3	100%	

Marketing

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
MKT 382	Invisible Global Marketing (<i>sig focus Lat Am case studies</i>)	Mahajan, Vijay	Spring	0	43	43	3	50%	LAS 381, MES 384, LAW 379M, P A 388K

Music

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
MUS 334	Music Of The African Diaspora	Moore, Robin D	Spring	21	0	21	3	75%	LAS 326, AFR 374F

Public Affairs

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
P A 388K	Nongov Orgs In Devel Worlds (exclusively Lat Am)	Angel, Ronald J	Spring	0	12	12	3	100%	LAS 381, SOC 396L, S W 395K

Radio, Television, Film

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
RTF 365	Migration And Media (<i>sig. focus LA, esp Brazil</i>)	Straubhaar, Joseph	Spring	28	0	28	3	50%	LAS 322
RTF 342	Global Media (<i>sig. focus LA</i>)	Jumar, Shanti	Spring	22	1	23	3	35%	LAS 322

Sociology

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SOC 395D	Citizenship And Social Policy	Roberts, Bryan R	Spring	0	8	8	3	100%	LAS 381

LLILAS Benson Courses - Summer 2013

Language Courses

Portuguese Language Instruction

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
POR F604	Accel First-Year Portuguese Accl Sec-Yr Por Oral Ex Rd	Jacob, Eliseo J	Summer	5	2	7	6		
POR S612	Cm	Jackson, Dorian L	Summer	4	1	5	6		

Portuguese Language Content Courses

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
POR F341	Afro-Bra Lit Cul Pol Ag-Bra	Afolabim Omoniyi	Summer	5	0	5	3	100%	

Spanish Language Instruction

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SPN S327G	Adv Grammar Compositn I-	Nevarez, Irma C	Summer	3	0	3	3		
SPN F327G	Adv Grammar Composition I	Ramirez, Silvia D	Summer	14	1	15	3		
SPN S327G	Adv Grammar Composition I	Lang-Rigal, Jennifer Ruth	Summer	12	0	12	3		
SPN F327W	Adv Grammar Composition II	Gomez-Bocanegra, Jorge	Summer	15	0	15	3		
SPN F601D	Introductory Spanish	Douglin, Adele M	Summer	5	0	5	6		
SPN F601D	Introductory Spanish	Abadia-Rexach, Barbara I	Summer	19	0	19	6		
SPN F601D	Introductory Spanish	Radpay, Daniela	Summer	21	0	21	6		
SPN F601D	Introductory Spanish	Garcia Salido, Gabriela	Summer	19	0	19	6		
SPN F601D	Introductory Spanish	Malak, Stephanie A	Summer	23	0	23	6		
SPN F601D	Introductory Spanish	Gomez-Bocanegra, J	Summer	21	0	21	6		
SPN F601D	Introductory Spanish	Camacho, Tania	Summer	16	0	16	6		
SPN F601D	Introductory Spanish	Greaser, Christian J	Summer	19	1	20	6		
SPN F610D	Intermediate Spanish I	Cannon, Samuel S	Summer	20	0	20	6		
SPN F610D	Intermediate Spanish I	Bernal Heredia, Sandra V	Summer	13	0	13	6		
SPN F610D	Intermediate Spanish I	Gomez-Bocanegra, J	Summer	20	0	20	6		
SPN F610D	Intermediate Spanish I	McCullers, Brandon J	Summer	13	0	13	6		
SPN S610D	Intermediate Spanish I	Tocaimaza Hatch, Carmen	Summer	21	0	21	6		
SPN S610D	Intermediate Spanish I	Staig Limidoro, James	Summer	14	0	14	6		
SPN S610D	Intermediate Spanish I	Dowdy, Mary M	Summer	18	0	18	6		
SPN F611D	Intermediate Spanish II	Gomez-Bocanegra, J	Summer	24	0	24	6		
SPN F611D	Intermediate Spanish II	Ganeshan, Ashwini	Summer	14	0	14	6		
SPN S611D	Intermediate Spanish II	Wright, Robyn	Summer	13	0	13	6		
SPN S611D	Intermediate Spanish II	Hill, Matthew Jk	Summer	24	0	24	6		
SPN S611D	Intermediate Spanish II	Trovato, Adriano M	Summer	19	0	19	6		

Spanish Language Content Courses

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SPN S322K	Civilization Of Spanish Amer	Morales, Cristia	Summer	11	0	11	3	100%	

Non-Language LAS Courses

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
GOV S365N	Afro-Caribbean Pol Cul- Nicaragua (<i>Faculty-led study abroad</i>)	Hooker, Juliet A	Summer	16	0	16	3	100%	LAS S337M, AFR S374E, WGS S340

LLILAS Benson Courses - Summer 2013

HIS F346W	Church State In Lat Amer	Butler, Matthew J	Summer	19	0	19	3	100% LAS F366
ECO S355	Dev Probs Pols In Latin Amer	Ibarra, Alejandro	Summer	17	0	17	3	100% LAS S355
ANT S324L	Global Indigenous Issues	Speed, Shannon	Summer	16	0	16	3	50% LAS S324L
SPN 325L	Intro Spn Amer Lit Snc Mod	Montesinos, Delia L	Summer	10	0	10	3	100% LAS S370S
ANT F324L	Polit Of Race Violnc Brazil	Smith, Cristen	Summer	14	0	14	3	100% AFR F374E
GOV F365N	Politics Of New Democracies	Moser, Robert G	Summer	41	1	42	3	50% REE F335
ALD F327	Sociocul Influences Learn- Guatemala (<i>Faculty-led Study Abroad</i>)	Palmer, Deborah K	Summer	1	1	2	3	50% LAS F322

LLILAS Benson Courses - Fall 2013

Language Courses

Indigenous Language

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
LAS 303	Introduction To K'iche'	Tahay Tzaj, Manuel	Fall	9	2	11	3	100%	

Portuguese Language Instruction

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
POR 601D	Introductory Portuguese	Lisboa De Sousa, Andreia F	Fall	17	1	18	6		
POR 601D	Introductory Portuguese	Hahn, Cory A	Fall	19	0	19	6		
POR 610S	Portuguese For Spanish Spkr I	Cordeiro, Celia C	Fall	11	5	16	6		
POR 610S	Portuguese For Spanish Spkr I	Fleck, Jonathan S	Fall	12	4	16	6		
POR 611S	Portuguese For Spanish Spkr II	Flanzer, Vivian	Fall	10	5	15	6		
POR 611D	Intermediate Portuguese II	Destafney, John W	Fall	12	1	13	6		

Portuguese Content Courses

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
POR 375	Gritty Cont Urban Lit Brazil	Jacob, Eliseo J	Fall	24	1	25	3	100%	LAS 370P
POR 350K	Luso-Brazilian Film	Leu, Lorraine	Fall	20	1	21	3	100%	LAS 370P
PRC 320E	Cul Aspects Busn In Brazil	Kelm, Orlando R	Fall	15	0	15	3	100%	LAS 370P

Spanish Language Instruction

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SPN 604	Accelerated Beginners' Spanish	Gomez-Bocanegra, J	Fall	17	0	17	6		
SPN 130D	Spanish Across Disciplines	Kelm, Orlando R	Fall	3	0	3	3		
SPN 612	Accl Sec-Yr Spn Oral Ex Rd Cm	Montesinos, Delia L	Fall	13	0	13	6		
SPN 327G	Adv Gram Comp Biling -Cul Spkr	Ramirez, Silvia D	Fall	11	0	11	3		
SPN 327W	Adv Gram Comp II-Biling Bicul	Ramirez, Silvia D	Fall	8	0	8	3		
SPN 327G	Composition I	Gomez-Bocanegra, J	Fall	20	0	20	3		
SPN 327G	Composition I	Dunlap, Carolyn P	Fall	20	0	20	3		
SPN 327G	Composition I	Gomez-Bocanegra, Jorge M	Fall	19	0	19	3		
SPN 327G	Composition I	Ramirez, Silvia D	Fall	16	0	16	3		
SPN 327G	Composition I	Postigo Olsson, Pablo	Fall	18	0	18	3		
SPN 327G	Composition I	Gomez-Bocanegra, J	Fall	16	1	17	3		
SPN 327W	Composition II	Porto, Lito Elio	Fall	9	0	9	3		
SPN 327W	Composition II	Johnson, Jane A	Fall	15	0	15	3		
SPN 327W	Composition II	Amador, Carlos M	Fall	21	0	21	3		
SPN 327W	Composition II	Porto, Lito Elio	Fall	12	0	12	3		
SPN 327W	Composition II	Johnson, Jane A	Fall	7	0	7	3		

LLILAS Benson Courses - Fall 2013

SPN 327W	Composition II	Amador, Carlos M	Fall	18	1	19	3
SPN 367K	Adv Oral Exp For Teachers	Koike, Dale A	Fall	15	0	15	3
SPN 601D	Introductory Spanish	Morales, Cristia	Fall	24	0	24	6
SPN 601D	Introductory Spanish	Fleury, Justin J	Fall	21	0	21	6
SPN 601D	Introductory Spanish	Camacho, Tania	Fall	20	0	20	6
SPN 601D	Introductory Spanish	Lloyd, Ryan S	Fall	22	0	22	6
SPN 601D	Introductory Spanish	Whitehead, Sarah Jay	Fall	20	0	20	6
SPN 601D	Introductory Spanish	Riccelli, Adrian R	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Frank, Joshua	Fall	22	1	23	6
SPN 601D	Introductory Spanish	Nevarez, Irma C	Fall	24	0	24	6
SPN 601D	Introductory Spanish	Zamora, Omaris Z	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Coxe, Megan Elizabeth	Fall	22	0	22	6
SPN 601D	Introductory Spanish	Quinones, Dyana	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Pacheco Roldan, Adriana M	Fall	22	0	22	6
SPN 601D	Introductory Spanish	Diaz Martin, Esther	Fall	21	0	21	6
SPN 601D	Introductory Spanish	Emilfork Diaz, Nicolas M	Fall	22	0	22	6
SPN 601D	Introductory Spanish	Bernal Heredia, Sandra V	Fall	19	0	19	6
SPN 601D	Introductory Spanish	Torres Narvaez, Beliza	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Valenzuela Mocho, Estefania	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Yoon, Hyunjee	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Serigos, Jacqueline Rae Larsen	Fall	24	0	24	6
SPN 601D	Introductory Spanish	Jackson, Dorian L	Fall	23	0	23	6
SPN 601D	Introductory Spanish	Zingg, Nathaniel H	Fall	20	0	20	6
SPN 601D	Introductory Spanish	Norton, Diana R	Fall	19	0	19	6
SPN 601D	Introductory Spanish	Gomez, Maria M	Fall	22	0	22	6
SPN 601D	Introductory Spanish	Cruz, Hilaria	Fall	19	1	20	6
SPN 601D	Introductory Spanish	Teague, Heather	Fall	20	0	20	6
SPN 601D	Introductory Spanish	Carvajal Regidor, Jose I	Fall	21	1	22	6
SPN 610D	Intermediate Spanish I	Sotelo-Miller, Sandra	Fall	22	0	22	6
SPN 610D	Intermediate Spanish I	McCullers, Brandon J	Fall	23	0	23	6
SPN 610D	Intermediate Spanish I	Strong, Franklin W	Fall	23	0	23	6
SPN 610D	Intermediate Spanish I	Dowdy, Mary M	Fall	19	0	19	6
SPN 610D	Intermediate Spanish I	Regan, Brendan P	Fall	23	0	23	6
SPN 610D	Intermediate Spanish I	Lang-Rigal, Jennifer	Fall	24	0	24	6
SPN 610D	Intermediate Spanish I	Quixal Martinez, Martin	Fall	24	0	24	6
SPN 610D	Intermediate Spanish I	Ramaprasad, Venkat R	Fall	24	0	24	6
SPN 610D	Intermediate Spanish I	Carrasco, Rene	Fall	23	0	23	6
SPN 610D	Intermediate Spanish I	Douglin, Adele M	Fall	21	0	21	6
SPN 610D	Intermediate Spanish I	Postigo Olsson, Pablo	Fall	19	0	19	6
SPN 610D	Intermediate Spanish I	Echelle, Tyson S	Fall	22	0	22	6
SPN 610D	Intermediate Spanish I	Duran Oliva, Pablo A	Fall	20	0	20	6
SPN 610D	Intermediate Spanish I	Leeman, Paul E	Fall	17	0	17	6
SPN 610D	Intermediate Spanish I	Zambrano, Maria	Fall	17	0	17	6
SPN 610D	Intermediate Spanish I	Abing, Jesse L	Fall	24	0	24	6
SPN 610D	Intermediate Spanish I	Ogando Lavin, G.	Fall	23	0	23	6
SPN 610D	Intermediate Spanish I	Malak, Stephanie A	Fall	13	0	13	6
SPN 611D	Intermediate Spanish II	Greaser, Christian J	Fall	25	0	25	6
SPN 611D	Intermediate Spanish II	Trovato, Adriano M	Fall	24	0	24	6
SPN 611D	Intermediate Spanish II	Abadia-Rexach, Barbara I	Fall	22	0	22	6
SPN 611D	Intermediate Spanish II	Ogando Lavin, Guillermina	Fall	24	0	24	6
SPN 611D	Intermediate Spanish II	Smartt, Shelly Dale	Fall	23	0	23	6
SPN 611D	Intermediate Spanish II	Abadia-Rexach, B	Fall	23	0	23	6

LLILAS Benson Courses - Fall 2013

SPN 611D	Intermediate Spanish II	Wendorf, Arthur Herman II	Fall	23	0	23	6
SPN 611D	Intermediate Spanish II	Burt, Erika L	Fall	23	0	23	6
SPN 611D	Intermediate Spanish II	Meiners,	Fall	20	0	20	6
SPN 611D	Intermediate Spanish II	Cousins, William C	Fall	22	0	22	6
SPN 611D	Intermediate Spanish II	Garcia Salido, Gabriela	Fall	18	0	18	6
SPN 611D	Intermediate Spanish II	Bobbitt, Brian J	Fall	10	0	10	6
SPN 367K	Rhet Comp For Natv Speaker	Cabello De Martinez, Cris	Fall	12	0	12	3
SPN 367K	Spanish Grammar	Nishida, Chiyo	Fall	20	0	20	3
SPN 345L	Intro To Hispanic Linguistics	Nishida, Chiyo	Fall	24	0	24	3
SPN 345L	Intro To Hispanic Linguistics	Toribio, Almeida J	Fall	45	1	46	3
SPN 346	Practical Phonetics	Kelm, Orlando R	Fall	35	0	35	3

Iberian and Latin American Language and Culture -Spanish Language Content

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
ILA 350	Indigen Voices Lat Amer Lit	McDonough, Kelly	Fall	14	0	14	3	100%	LAS 370S
ILA 322K	Civilization Of Spanish Amer	Polit, Gabriela	Fall	40	1	41	3	100%	LAS 370S
ILA 325K	Intro To Spn Am Lit Thru Mod	McDonough, Kelly	Fall	17	0	17	3	100%	LAS 370S
ILA 325L	Intro Spn Amer Lit Snc Mod	Villarreal, Andres	Fall	0	7	7	3	100%	LAS 370S
ILA 325L	Intro Spn Amer Lit Snc Mod	Cabello De Martinez, Cris	Fall	26	0	26	3	100%	LAS 370S
ILA 326K	Intro To Spn Lit Before 1700	Reed, Cory A	Fall	15	0	15	3		
ILA 326K	Intro To Spn Lit Before 1700	Colomina-Alminana, J	Fall	21	0	21	3		
ILA 326L	Intro To Spn Lit Since 1700	Johnson, Jane A	Fall	24	0	24	3		
ILA 328	Spanish Civilization	Sutherland-Meier, Madelin	Fall	46	0	46	3		
ILA 346	Prose Drama Gold Age Spain	Cabello De Martinez,	Fall	6	0	6	3		
ILA 350	Indigen Voices Lat Amer Lit	McDonough, Kelly	Fall	14	0	14	3	100%	LAS 370S
ILA 351	Don Quijote	Harney, Michael P	Fall	24	0	24	3		
ILA 352	Latin American Jewish Writers	Lindstrom, Naomi E	Fall	13	0	13	3	100%	LAS 370S
SPN 353	Intro To Hispanic Socioling	Dunlap, Carolyn P	Fall	15	0	15	3		
SPN 364L	Applied Linguistics	Gomez-Bocanegra, Jorge M	Fall	19	0	19	3		
ILA 365K	Contemp Spanish Amer Prose	Polit, Gabriela	Fall	14	0	14	3	100%	LAS 370S
SPN 375	Animals Eco Disast S Cone Lit	Amador, Carlos M	Fall	23	0	23	3	100%	LAS 370S
ILA 380	Intro To Lit And Cult Theory	Weinreb, Amelia	Fall	0	9	9	3		
ILA 386	Intro Variatnist To Socioling	Romero, Sergio	Fall	0	11	11	3		
ILA 387	Afro-Caribbean Diasporas	Arroyo Martinez, Jossianna	Fall	0	4	4	3	100%	
ILA 387	Indigeneity In Iberian World	Harney, Michael P	Fall	0	4	4	3	100%	LAS 392S LAS 392S,
ILA 387	Boom And Post Boom	Salgado, Cesar A	Fall	1	8	9	3	100%	C L 381

Non Language LAS Courses

African and African Diaspora

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
AFR 372G	Afro-Latin America	Guridy, Frank A	Fall	23	4	27	3	100%	LAS 366, HIS 350L

LLILAS Benson Courses - Fall 2013

Anthropology

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
ANT 322M	Mexican Amer Indig Heritage	Menchaca, Martha	Fall	40	0	40	3	50%	LAS 324L, MAS 374
ANT 324L	Black Women Struggle Transnatl	Smith, Cristen	Fall	28	0	28	3	50%	LAS 324L, AFR 372F, WGS 340
ANT 324L	Polit Of Race Violnc Brazil Cultures In Contact (<i>sig. Lat</i>	Smith, Cristen	Fall	20	0	20	3	100%	LAS 324L, AFR 374E
ANT 326L	<i>Am focus</i>) Aztecs And Spaniards	Wilson, Samuel M	Fall	25	0	25	3	50%	LAS 324L
ANT 391	Indigenous Theory Of The Amers	Rodriguez, Enrique R	Fall	0	1	1	3	100%	LAS 391
ANT 391	Oral Traditions And History	Speed, Shannon	Fall	0	13	13	3	75%	LAS 391 LAS 391,
ANT 391		Menchaca, Martha	Fall	0	18	18	3	50%	WGS 393

Art History

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
ARH 347L	Mesoamerican Art	Guernsey, Julia E	Fall	47	0	47	3	100%	LAS 327

Geography

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
GRG 341K	Landscps Of Mex Carib Amer	Doolittle, William	Fall	52	0	52	3	100%	LAS 330
GRG 344K	Global Food, Farming, Hunger (<i>uses Lat Am case studies</i>)	Torres, Rebecca M	Fall	36	0	36	3	50%	LAS 330
GRG 356T	Envir Chng Mgmt Of Large River (<i>South America</i>)	Latrubesse, Edgardo M	Fall	13	1	14	3	100%	LAS 330
GRG 395D	Lat Amer Culs, Envir, Dev Gender and Migration (<i>uses</i>	Knapp, Gregory W	Fall	1	9	10	3	100%	LAS 388 LAS 388,
GRG 396T	<i>Lat Am case studies</i>)	Torres, Rebecca M	Fall	0	9	9	3	50%	WGS 393

Government

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
GOV 328L	Intro To Lat Amer Gov Pol	Dietz, Henry	Fall	82	0	82	3	100%	LAS 337M, URB 350
GOV 370K	Latino Politics	Leal, David L	Fall	61	0	61	3	30%	LAS 337M
GOV 337M	Politics of Mexico	Greene, Kenneth F	Fall	81	0	81	3	100%	LAS 337M

History

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
HIS 306N	Film Hist In Lat Am Colonial	Twinam, Ann	Fall	45	0	45	3	100%	LAS 310
HIS 306N	Key Ideas Iss In Lat Amer	Garfield, Seth W	Fall	74	0	74	3	100%	LAS 301
HIS 310L	Lat Am Civ Natl Experience	Ogden, Julia Grace	Fall	34	0	34	3	100%	LAS 310
HIS 346K	Colonial Latin America	Twinam, Ann	Fall	11	0	11	3	100%	LAS 366
HIS 363K	Cul Citiznshp In Us Latin Am	Del Castillo, Lina Maria	Fall	19	1	20	3	100%	LAS 366
HIS 363K	Argentina Populism Insurrectn	Brown, Jonathan C	Fall	21	0	21	3	100%	LAS 366

LLILAS Benson Courses - Fall 2013

HIS 386K	Imperial Formations (<i>Lat Am focus</i>)	Deans-Smith, Susan	Fall	0	9	9	3	100%	LAS 386
HIS 352L	Mexican Revolution, 1910-20	Butler, Matthew J	Fall	35	0	35	3	100%	LAS 366

Public Affairs

Jewish Studies

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
J S 311	Intro to Jewish Latin America	Weinreb, Amelia Gabrielle	Fall	25	0	25	3	100%	LAS 310, ANT 310L, HIS 306N

Journalism

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
J 347F	Reporting Latin America	Alves, Rosental C	Fall	10	0	10	3	100%	LAS 322, J 395
J 341J	Minorities And The Media	Burd, Gene A	Fall	19	1	20	3	30%	LAS 322, J 341J

Latin American Studies

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
LAS 330	Mapping Latin America	Del Castillo, Lina	Fall	17	1	18	3	100%	GRG 356T
LAS 330	Commons Environment Latin Amer	Marquez Barrientos,	Fall	10	0	10	3	100%	GRG 356
LAS 366	Life Politics Contemp Mexico 1911-2013	Zazueta, Maria Del Pilar	Fall	16	0	16	3	100%	HIS 363K, HIS 363K,
LAS 366	Sexuality Gender In Latin Amer	Zazueta, Maria Del Pilar	Fall	12	1	13	3	100%	WGS 340
LAS 325	Consumption In Latin America	Fridman, Daniel G	Fall	27	1	28	3	100%	SOC 321K
LAS 384	Opin Pol Cul Intl Rel Lat Amer	Gonzalez Gonzalez, Guadalupe	Fall	0	4	4	3	100%	
LAS 391	Poverty In Age Of Financlizatn (<i>focus on Mexico</i>)	Villarreal, Maria M	Fall	0	2	2	3	100%	

Law

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
LAW 379M	Mexican Public Law	De Larranaga Monjaraz,	Fall	0	18	18	3	100%	LAS 381
LAW 397S	Smnr Latin Amer Market Sys	De Larranaga Monjaraz,	Fall	0	11	11	3	100%	LAS 381

Music

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
MUS 334	Music Of The African Diaspora	Moore, Robin D	Fall	23	0	23	3	75%	LAS 326, AFR 374F

Public Affairs

LLILAS Benson Courses - Fall 2013

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
P A 397C	Qualitative Meths For Socl Sci (<i>Lat Am case studies</i>)	Ward, Peter	Fall	0	20	20	3	30%	LAS 381, GRG 396T

Radio, Television, Film

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
RTF 345	History Of Mexican Cinema	Berg, Charles E	Fall	34	0	34	3	100%	LAS 322

Religious Studies

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
R S 368	Church State In Lat Amer	Butler, Matthew J	Fall	35	0	35	3	100%	LAS 366, HIS 345W
R S 392T	Religion In The Atlantic World	Canizares, Jorge	Fall	0	10	10	3	50%	LAS 386, HIS 383M
R S 368	Religious Traditn In Lat Amer	Burnett, Virginia Garrard	Fall	16	0	16	3	100%	LAS 366, HIS 350L

Sociology

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SOC 395D	Intro Sociology Of Lat Amer	Villarreal, Andres	Fall	0	7	7	3	100%	LAS 381

LLILAS Benson Courses - Spring 2014

Language Courses

Indigenous Language

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
LAS 303	Introduction To K'iche'	Tahay Tzaj, Manuela Petronila	Spring	10	0	10	3	100%	
LAS 303	Introduction To K'iche' II	Tahay Tzaj, Manuela Petronila	Spring	0	2	2	3	100%	

Portuguese Language Instruction

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
POR 610S	Portuguese For Spanish Spkr I	Cordeiro, Celia C	Spring	14	3	17	6		
POR 610S	Portuguese For Spanish Spkr I	Destafney, John W	Spring	17	4	21	6		
POR 611S	Portuguese For Spanish Spkr II	Flanzer, Vivian	Spring	8	4	12	6		
POR 610D	Intermediate Portuguese I	Kateneva, Krista	Spring	6	0	6	6		
POR 610D	Intermediate Portuguese I	Destafney, John W	Spring	19	0	19	6		
POR 601D	Introductory Portuguese	Jacob, Eliseo J	Spring	21	0	21	6		
POR 601D	Introductory Portuguese	Bassa Vanrell, Maria Del Mar	Spring	20	2	22	6		
POR 362	Advanced Composition	Kelm, Orlando R	Spring	19	4	23	3	100%	

Portuguese Language Content Courses

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
POR 375	Brazilian Crime Fiction	Jackson, Dorian L	Spring	19	0	19	3	100%	LAS 370P
POR 375	Whiteness Mesticagem Immigrat	Roncador, Sonia	Spring	18	0	18	3	100%	LAS 370P
ILA 388	Brazl Urban Stds Survey Field	Leu, Lorraine	Spring	0	10	10	3	100%	LAS 381

Spanish Language Instruction

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SPN 604	Accelerated Beginners' Spanish	Frank, Joshua	Spring	22	0	22	6		
SPN 612	Accl Sec-Yr Spn Oral Ex Rd Cm	Montesinos, Delia L	Spring	21	0	21	6		
SPN 327G	Adv Gram Comp I-Biling Bicul	Ramirez, Silvia D	Spring	12	0	12	3		
SPN 327\A	Adv Gram Comp II-Biling Bicul	Gomez-Bocanegra, J	Spring	9	0	9	3		
SPN 327G	Adv Grammar And Composition I	Gomez-Bocanegra, Jorge M	Spring	19	0	19	3		
SPN 327G	Adv Grammar And Composition I	Dunlap, Carolyn P	Spring	20	0	20	3		
SPN 327G	Adv Grammar And Composition I	Cabello De Martinez, Cris	Spring	17	1	18	3		
SPN 327G	Adv Grammar And Composition I	Porto, Lito Elio	Spring	21	0	21	3		
SPN 327G	Adv Grammar And Composition I	Gomez-Bocanegra, J	Spring	19	0	19	3		
SPN 327G	Adv Grammar And Composition I	Dunlap, Carolyn P	Spring	18	0	18	3		
SPN 327G	Adv Grammar And Composition I	Gomez-Bocanegra, Jorge M	Spring	19	0	19	3		
SPN 327\A	Adv Grammar And Composition II	Amador, Carlos M	Spring	15	1	16	3		
SPN 327\A	Adv Grammar And Composition II	Johnson, Jane A	Spring	10	0	10	3		
SPN 327\A	Adv Grammar And Composition II	Amador, Carlos M	Spring	21	0	21	3		
SPN 327\A	Adv Grammar And Composition II	Porto, Lito Elio	Spring	14	0	14	3		
SPN 601D	Introductory Spanish	Fleury, Justin J	Spring	22	0	22	3		
SPN 601D	Introductory Spanish	Morales, Cristia	Spring	22	0	22	3		
SPN 601D	Introductory Spanish	Emilfork Diaz, Nicolas M	Spring	24	0	24	3		
SPN 601D	Introductory Spanish	Valenzuela Mocho, Estefania	Spring	22	0	22	3		
SPN 601D	Introductory Spanish	Carvajal Regidor, Jose I	Spring	21	0	21	3		
SPN 601D	Introductory Spanish	Strong, Franklin W	Spring	25	0	25	3		
SPN 601D	Introductory Spanish	Tille Victorica, Nancy J	Spring	19	0	19	3		
SPN 601D	Introductory Spanish	Suarez Paez, Whitman	Spring	22	0	22	3		
SPN 601D	Introductory Spanish	Rangel, Natalie	Spring	17	0	17	3		
SPN 601D	Introductory Spanish	Nevarez, IrmaC	Spring	22	0	22	3		
SPN 601D	Introductory Spanish	Diaz Martin, Esther	Spring	21	1	22	3		

LLILAS Benson Courses - Spring 2014

SPN 601D	Introductory Spanish	Bernal Heredia, SandraV	Spring	20	0	20	3
SPN 601D	Introductory Spanish	Burt, ErikaL	Spring	24	0	24	3
SPN 601D	Introductory Spanish	Zamora, OmarisZ	Spring	23	0	23	3
SPN 601D	Introductory Spanish	Ramirez, SilviaD	Spring	19	0	19	3
SPN 601D	Introductory Spanish	Lloyd, RyanS	Spring	24	0	24	3
SPN 601D	Introductory Spanish	Yoon, Hyunjee	Spring	20	0	20	3
SPN 601D	Introductory Spanish	Pacheco Roldan,AdrianaM	Spring	20	0	20	3
SPN 601D	Introductory Spanish	Teague, Heather	Spring	15	0	15	3
SPN 601D	Introductory Spanish	Cruz, Hilaria	Spring	16	0	16	3
SPN 601D	Introductory Spanish	Torres Narvaez, Beliza	Spring	21	1	22	3
SPN 601D	Introductory Spanish	Zingg, Nath anielH	Spring	20	0	20	3
SPN 601D	Introductory Spanish	Quinones, Dyana	Spring	20	0	20	3
SPN 610D	Intermediate Spanish I	Leeman, Paul E	Spring	19	0	19	6
SPN 610D	Intermediate Spanish I	Bobbitt, Brian J	Spring	24	0	24	6
SPN 610D	Intermediate Spanish I	Riccelli, Adrian R	Spring	26	0	26	6
SPN 610D	Intermediate Spanish I	Parrish, Claire Estelle	Spring	22	0	22	6
SPN 610D	Intermediate Spanish I	Sotelo-Miller, Sandra	Spring	25	1	26	6
SPN 610D	Intermediate Spanish I	Quixal Martinez, Martin	Spring	25	0	25	6
SPN 610D	Intermediate Spanish I	Michno, Jeffrey A	Spring	22	0	22	6
SPN 610D	Intermediate Spanish I	Abing, Jesse L	Spring	21	0	21	6
SPN 610D	Intermediate Spanish I	Norton, Diana R	Spring	22	0	22	6
SPN 610D	Intermediate Spanish I	Lang-Rigal, Jennifer	Spring	17	0	17	6
SPN 610D	Intermediate Spanish I	Sevilla, Daniela Macgregor	Spring	23	0	23	6
SPN 610D	Intermediate Spanish I	Dowdy, Mary M	Spring	18	0	18	6
SPN 610D	Intermediate Spanish I	Duran Oliva, Pablo A	Spring	14	0	14	6
SPN 610D	Intermediate Spanish I	McCullers, Brandon J	Spring	18	0	18	6
SPN 610D	Intermediate Spanish I	Staig Limidoro, James	Spring	21	0	21	6
SPN 610D	Intermediate Spanish I	Serigos, Jacqueline Rae Larse	Spring	24	0	24	6
SPN 610D	Intermediate Spanish I	Malak, Stephanie A	Spring	15	0	15	6
SPN 610D	Intermediate Spanish I	Zambrano, Maria Giulianianna	Spring	16	0	16	6
SPN 610D	Intermediate Spanish I	Zambrano, Maria	Spring	12	0	12	6
SPN 611D	Intermediate Spanish II	Camacho, Tania	Spring	24	0	24	6
SPN 611D	Intermediate Spanish II	Ogando Lavin, G.	Spring	22	0	22	6
SPN 611D	Intermediate Spanish II	Abadia-Rexach, Barbara I	Spring	23	0	23	6
SPN 611D	Intermediate Spanish II	Regan, Brendan P	Spring	24	0	24	6
SPN 611D	Intermediate Spanish II	Trovato, Adriano M	Spring	21	0	21	6
SPN 611D	Intermediate Spanish II	Greaser, Christian J	Spring	19	0	19	6
SPN 611D	Intermediate Spanish II	Watlington, Francis D	Spring	23	0	23	6
SPN 611D	Intermediate Spanish II	Jacob, Eliseo J	Spring	16	0	16	6
SPN 611D	Intermediate Spanish II	Abadia-Rexach, B	Spring	18	0	18	6
SPN 611D	Intermediate Spanish II	Garcia Salido, Gabriela	Spring	13	0	13	6
SPN 611D	Intermediate Spanish II	Carrasco, Rene	Spring	20	0	20	6
SPN 611D	Intermediate Spanish II	Meiners,	Spring	23	0	23	6
SPN 611D	Intermediate Spanish II	Ganeshan, Ashwini	Spring	18	0	18	6
SPN 367K	Spn For Health Care Profsnl	Postigo Olsson, Pablo	Spring	18	0	18	3
SPN 368L	Spanish Language Structure	Cabello De Martinez, Cris	Spring	20	1	21	3

Spanish Language Content Courses

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SPN 322K	Civilization Of Spanish Amer	Gomez-Bocanegra, Jorge M	Spring	65	0	65	3	100%	LAS 370S
SPN 325L	Intro Spn Amer Lit Snc Mod	Borge, Jason R	Spring	20	0	20	3	100%	LAS 370S

LLILAS Benson Courses - Spring 2014

SPN 325L	Intro Spn Amer Lit Snc Mod	Amador, Carlos M	Spring	21	1	22	3	100%	LAS 370S
SPN 325K	Intro To Spn Am Lit Thru Mod	Salgado, Cesar A	Spring	18	0	18	3	100%	LAS 370S
SPN 325K	Intro To Spn Am Lit Thru Mod	Lindstrom, Naomi E	Spring	16	0	16	3	100%	
SPN 326K	Intro To Spn Lit Before 1700	Sutherland-Meier, Madelin	Spring	20	0	20	3		
SPN 326L	Intro To Spn Lit Since 1700	Sutherland-Meier, Madelin	Spring	22	0	22	3		
SPN 326L	Intro To Spn Lit Since 1700	Colomina-Alminana, J	Spring	21	0	21	3		
SPN 328	Spanish Civilization	Harney, Michael P	Spring	24	0	24	3		
SPN 328	Spanish Civilization	Harney, Michael P	Spring	10	0	10	3		
SPN 345L	Intro To Hispanic Linguistics	Postigo Olsson, Pablo	Spring	22	0	22	3		
SPN 345L	Intro To Hispanic Linguistics	Toribio, Almeida J	Spring	36	0	36	3		
SPN 346	Practical Phonetics	Toribio, Almeida J	Spring	45	0	45	3		
SPN 349	Afro-Latinos Memory Lit Cul	Cabello De Martinez,	Spring	11	1	12	3	100%	LAS 370S, AFR 374F
SPN 350K	Gender Contemp Lat Amer Cinem.	Dominguez-Ruvalcaba, Hector	Spring	28	0	28	3	100%	WGS 340
SPN 350K	Mdvl Iberia Origs Of Hisp Cul	Harney, Michael P	Spring	10	0	10	3	75%	LAS 370s
SPN 353	Intro To Hispanic Socioling	Dunlap, Carolyn P	Spring	9	0	9			
SPN 365K	Contemp Spanish Amer Prose	Polit, Gabriela	Spring	15	0	15	3	100%	LAS 370S
SPN 364L	Applied Linguistics	Koike, Dale A	Spring	20	0	20	3		
SPN 367K	History Of Spanish Language	Murphy, Melissa D	Spring	11	0	11	3		
SPN 375	Writing Memory Caribbean Lit	Salgado, Cesar A	Spring	9	0	9	3	100%	LAS 370S
SPN 376	Violnc Ident Early Mod Spain	Reed, Cory A	Spring	3	3	6	3		
ILA 387	Configs Central Americanness	Arias, Arturo	Spring	0	11	11	3	100%	LAS 370S

Non Language LAS Courses

African and African Diaspora

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
AFR 381	Black Radical Traditions (<i>Sig. Afro Latin focus</i>)	Makalani, Minkah	Spring	0	5	5	3	30%	LAS 381
AFR 381	Neoliberalism and Its Discontents (<i>Lat. Am. Focus</i>)	Hale, Charles R	Spring	0	13	13	3	100%	LAS 391, ANT 391

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
ANT 322M	Indians Of Mex And Guatemala	O'Connor, Amber M	Spring	51	0	51	3	100%	LAS 324L
ANT 324L	<i>Global Indigenous Issues</i> (<i>Comparative focus, Americas</i>)	Speed, Shannon	Spring	22	0	22	3	100%	LAS 324L
ANT 326L	Cultures In Contact (<i>sig. Lat Am focus</i>)	Wilson, Samuel M	Spring	105	0	105	3	50%	LAS 324L LAS 391,
ANT 391	Race Ethncty In Amer Socty	Menchaca, Martha	Spring	0	11	11	3	100%	MAS 392

Art History

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
ARH 341K	Modern Art Of Mexico	Flaherty, George F	Spring	41	1	42	3	100%	LAS 327
ARH 390	Ancient Maya Writing And Art	Stuart, David S	Spring	0	9	9	3	100%	LAS 381

Educational Administration

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
EDA 391C	Comparative Higher Education (<i>case comparison using Brazil</i>)	Somers, Patricia A	Spring	0	6	6	3	30%	LAS 381

Energy and Earth Resources

LLILAS Benson Courses - Spring 2014

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
EER 396	Brazil Biofuel: Intl Prd/Consm	Bermann, Celio	Spring	0	8	8	3	100%	LAS 381

Geography

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
GRG 319	Geography Of Latin America	Knapp, Gregory W	Spring	94	0	94	3	100%	LAS 319

Government

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
GOV 328L	Intro To Lat Amer Gov Pol	Madrid, Raul L	Spring	72	1	73	3	100%	LAS 337M
GOV 337M	Intrnatl Politics Latin Amer	Weyland, Kurt G	Spring	9	0	9	3	100%	LAS 337M
GOV 337M	Law Democracy Latin Amer	Brinks, Daniel M	Spring	24	0	24	3	100%	LAS 337M
GOV 337M	Pol Eco Socty Cont Brazil	Hunter, Wendy A	Spring	27	2	29	3	100%	LAS 337M

History

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
HIS 306N	Film Hist In Lat Amer Modern	Twinam, Ann	Spring	56	0	56	3	100%	LAS 310
HIS 310L	Lat Am Civ Natl Experience	Salinas, Salvado III	Spring	35	0	35	3	100%	LAS 310
HIS 346L	Modern Latin America	Del Castillo, Lina Maria	Spring	41	0	41	3	100%	LAS 366
HIS 346V	20th-Cen Rural Latin Amer	Butler, Matthew J	Spring	16	0	16	3	100%	LAS 366
HIS 346T	Cuban Revolution The Us	Brown, Jonathan C	Spring	36	1	37	3	100%	LAS 366
HIS 350L	Dict Drty War Dem Lat Amer	Garfield, Seth W	Spring	18	0	18	3	100%	LAS 366
HIS 350L	Latin America In The 19th-Cen	Del Castillo, Lina Maria	Spring	16	0	16	3	100%	LAS 366
HIS 350L	Visual Mat Cul In Col Latin Am	Deans-Smith, Susan	Spring	15	0	15	3	100%	LAS 366, LAS 366,
HIS 363K	Rel Conq Conv Col Mexico Peru	Deans-Smith, Susan	Spring	15	0	15	3	100%	R S 368
HIS 386L	Hist Of Socty In Mod Cent Amer	Burnett, Virginia Garrard	Spring	0	8	8	3	100%	LAS 386
HIS 386L	Latin American Colonial Hist	Twinam, Ann	Spring	0	12	12	3	100%	LAS 366

Public Affairs

Jewish Studies

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
J S 365	Jewish Cuba	Weinreb, Amelia Gabrielle	Spring	15	0	15	3	100%	LAS 324L, ANT 325L LAS 366, HIS 366N,
J S 364	Jewish Diaspora to Americas	Pale-Klor, Sebastian	Spring	12	0	12	3	50%	MES 343

Journalism

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
J 367E	Reporting Latin America	Alves, Rosental C	Spring	13	0	13	3	100%	LAS 322

Latin American Studies

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
LAS 330	Environmental Hazards Lat Am/Carrib	Ramos, Carlos E	Spring	18	0	18	3	100%	GRG 334C
LAS 366	Life Politics Contemp Mexico	Zazueta, Maria Del Pilar	Spring	16	0	16	3	100%	HIS 363K

LLILAS Benson Courses - Spring 2014

LAS 366	Politics Of Food In Latin Amer	Zazueta, Maria Del Pilar	Spring	14	0	14	3	100%	HIS 363K HIS 363K,
LAS 366	Sexuality Gender In Latin Amer	Zazueta, Maria Del Pilar	Spring	16	1	17	3	100%	WGS 340
LAS 381	Consumption in Latin America	Fridman, Daniel G	Spring	0	5	5	3	100%	SOC 395D
LAS 381	Yaqui History and Culture	Padilla, Raquel	Spring	0	2	2	3	100%	HIS 381

Law

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
LAW 348E	International Human Rights Law	Engle, Karen L	Spring	0	23	23	3	70%	LAS 381

Music

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
MUS 334	Music Of The African Diaspora	Moore, Robin D	Spring	14	1	15	3	75%	LAS 326, AFR 374F

Public Affairs

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
P A 388K	Housing Pract Pub Pol Lat Am	Ward, Peter	Spring	0	8	8	3	100%	LAS 381, SOC 395D, CRP 388

Radio, Television, Film

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
RTF 342	Global Tv Issues And Problems (<i>Lat Am focus</i>)	Kumar, Shanti	Spring	12	1	13	3	50%	LAS 322
RTF 359	Latino Images In Film	Berg, Charles E	Spring	36	0	36	3	40%	MAS 374
RTF 365	Map Latino Cul In East Austin	Straubhaar, Joseph	Spring	3	0	3	3	30%	LAS 322, MAS 374

Sociology

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
SOC 396L	Nongov Orgs In Devel Worlds Urbanization (<i>Sig. focus on Lat.</i>)	Angel, Ronald J	Spring	1	9	10	3	100%	LAS 381, P A 388K, S W 395K
SOC 395D	Am.)	Roberts, Bryan R	Spring	0	5	5	3	35%	LAS 381

Theatre and Dance

Course	Course Name	Instructor	Term	Under	Grad	Total	Credits	Content (%)	LAS X-listed
T D 357T	Latino/a Popular Culture	Gutierrez, Laura G	Spring	14	0	14	3	100%	LAS 322, MAS 374

LLILAS Benson Courses - Summer 2014

Language Courses

Summer 2014

Portuguese Language Instruction

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
POR N604	Accel First-Year Portuguese	Supervised AI	Summer	6		

Portuguese Language Content Courses

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
POR F341	Cul Diff: Btwn USA/Brazil-BRA	Kelm, O	Summer	3	100%	

Spanish Language Instruction

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
SPN S327G	Adv Grammar Compositi I-Spn	Nevarez, I	Summer	3		
SPN S327G	ADV GRAMMAR & COMPOSITN I-SPN	KOIKE, D	Summer	3		
SPN S327W	ADV GRAMMAR AND COMPOSITION II	MONTESINOS, D	Summer	3		
SPN F327G	Adv Grammar And Composition I	Supervised AI	Summer	3		
SPN S327G	Adv Grammar And Composition I	Supervised AI	Summer	3		
SPN F327W	Adv Grammar And Composition II	Supervised AI	Summer	3		
SPN N601D	INTRODUCTORY SPANISH	Supervised AI	Summer	6		
SPN N601D	INTRODUCTORY SPANISH	Supervised AI	Summer	6		
SPN N601D	INTRODUCTORY SPANISH	Supervised AI	Summer	6		
SPN N601D	INTRODUCTORY SPANISH	Supervised AI	Summer	6		
SPN N601D	INTRODUCTORY SPANISH	Gomez-Bocanegra, J	Summer	6		
SPN N601D	INTRODUCTORY SPANISH	Supervised AI	Summer	6		
SPN F610D	INTERMEDIATE SPANISH	Supervised AI	Summer	6		
SPN F610D	INTERMEDIATE SPANISH	Supervised AI	Summer	6		
SPN F610D	INTERMEDIATE SPANISH	Supervised AI	Summer	6		
SPN F610D	INTERMEDIATE SPANISH	Gomez-Bocanegra, J	Summer	6		
SPN F611D	INTERMEDIATE SPANISH	Supervised AI	Summer	6		
SPN F611D	INTERMEDIATE SPANISH	Supervised AI	Summer	6		
SPN S610D	INTERMEDIATE SPANISH I	Supervised AI	Summer	6		
SPN S610D	INTERMEDIATE SPANISH I	Supervised AI	Summer	6		
SPN S610D	INTERMEDIATE SPANISH I	Gomez-Bocanegra, J	Summer	6		
SPN S611D	INTERMEDIATE SPANISH I	Supervised AI	Summer	6		
SPN S611D	INTERMEDIATE SPANISH II	Supervised AI	Summer	6		
SPN S611D	INTERMEDIATE SPANISH II	Supervised AI	Summer	6		

Spanish Language Content Courses

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
SPN F326L	INTRO TO SPN LIT SINCE 1700	JOHNSON, J	Summer	3		
SPN F345L	INTRO TO HISPANIC LINGUISTICS	Morales, Cristia	Summer	3		
SPN F346	PRACTICAL PHONETICS-SPN	DUNLAP, C	Summer	3		
SPN F385L	CONF CRS IN HISPAN LIT & LING		Summer	3		
SPN S322K	CIVILIZATION OF SPANISH AMER	SALGADO, C	Summer	3	100%	LAS S370S
SPN S375	NEW CURRENTS IN STHRN CONE LIT	AMADOR, C	Summer	3	100%	LAS S370S
SPN S322K	CIVILIZATION OF SPANISH AMER	SALGADO, C	Summer	3	100%	LAS S370S

LLILAS Benson Courses - Summer 2014

Non-Language LAS Content Courses

Course	Course Name	Instructor	Term	Content %	LAS X-listed
ANT S324L	GLOBAL INDIGENOUS ISSUES (<i>Americas</i>)	SPEED, S	Summer	3 50%	LAS S324L
GOV S365N	(<i>Faculty-led study abroad</i>)	HOOKER, J	Summer	3 100%	LAS S337M
GOV S365N	POLITICS OF NEW DEMOCRACIES	GOODNOW, R	Summer	3 30%	REE S335
ECO S355	DEV PROBS/POLS IN LATIN AMER	IBARRA, A	Summer	3 100%	URB S351
ALD F374E	GUATEMALA (<i>Faculty-led Study Abroad</i>)	DE LISSOVOY, N	Summer	3 50%	LAS F322
AFR F374E	POLIT OF RACE/VIOLENCE BRAZIL A	SMITH, C	Summer	3 100%	AFR F374E
GRG F323K	(<i>Faculty-led Study Abroad</i>)	KNAPP, G	Summer	3 100%	LAS F330

LLILAS Benson Courses - Fall 2014

Language

Indigenous Language*

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
LAL 601C	Intensive K'iche' I* (<i>Title VI funds</i>)	Tahay Tzaj, Manuela	FALL	6	100%	

Portuguese Language Instruction

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
POR 601D	INTRODUCTORY PORTUGUESE	Supervised AI	FALL	6		
POR 610S	PORTUGUESE FOR SPANISH SPKR I	Supervised AI	FALL	6		
POR 610S	PORTUGUESE FOR SPANISH SPKR I	Supervised AI	FALL	6		
POR 611D	INTERMEDIATE PORTUGUESE II	Supervised AI	FALL	6		
POR 611S	PORTUGUESE FOR SPANISH SPKR II	FLANZER, V	FALL	6		

Iberian and Latin American Language and Culture - Portuguese Language Content Courses

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
ILA 328C	INTRO TO LIT & CUL	AFOLABI, O	FALL	3	100%	LAS 370P; POR 328C
ILA 344	LUSO-MIGRATIONS:PORTUGAL/BRAZ	RONCADOR, S	FALL	3	100%	
ILA 350F	2-BRAZILIAN FILM AND CULTURE	BORGE, J	FALL	3	100%	LAS 370P; POR 350F
ILA 375	POPULAR MUSIC IN BRAZIL	MOORE, L	FALL	3	100%	LAS 370P; POR 375
ILA 396K	2-INTRO TO ROMANCE LINGUISTICS	RUSSI, C	FALL	3	30%	SPN 396K; 37045 FR; ITL 396K

Spanish Language Instruction

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
SPN 130D	SPANISH ACROSS DISCIPLINES	KELM, O	FALL	1		
SPN 301	SPN FOR GRAD STU IN OTHER DEPT	Gomez-Bocanegra, J	FALL	3		
SPN 604	ACC INTRO SPN HERITAGE LEARNER	MONTESINOS, D	FALL	6		
SPN 604	ACC INTRO SPN HERITAGE LEARNER	MONTESINOS, D	FALL	6		
SPN 604	ACC INTRO SPN HERITAGE LEARNER	RAMIREZ, S	FALL	6		
SPN 367P	SPANISH FOR THE PROFESSIONS		FALL	3		
SPN 367P	SPANISH FOR THE PROFESSIONS	Gomez-Bocanegra, J	FALL	3		
SPN 367P	1-SPANISH HLTH CARE PROFESSNS		FALL	3		
SPN 368S	RHET & COMP FOR NATV SPEAKERS	CABELLO DE MARTINE	FALL	3		
SPN 610D	INTERMEDIATE SPANISH I	QUIXAL MARTINEZ, M	FALL	6		
SPN 611D	INTERMEDIATE SPANISH I	OGANDO LAVIN, G	FALL	6		
SPN 612	ACC INTER SPN HERITAGE LEARNER	Gomez-Bocanegra, J	FALL	6		
SPN 327W	ADV GRAM & WRITING IN CONTEXT	POSTIGO OLSSON, P	FALL	3		
SPN 327W	ADV GRAM & WRITING IN CONTEXT	POSTIGO OLSSON, P	FALL	3		
SPN 327W	ADV GRAM & WRITING IN CONTEXT	PORTO, L	FALL	3		
SPN 327W	ADV GRAM & WRITING IN CONTEXT	DUNLAP, C	FALL	3		
SPN 327W	ADV GRAM & WRITING IN CONTEXT	DUNLAP, C	FALL	3		
SPN 327W	ADV GRAM & WRITING IN CONTEXT	RAMIREZ, S	FALL	3		
SPN 327W	ADV GRAM & WRITING IN CONTEXT	Supervised AI	FALL	3		
SPN 327W	ADV GRAMMAR AND COMPOSITION I	Morales, Cristia	FALL	3		
SPN 327W	ADV GRAMMAR AND COMPOSITION I	CABELLO DE MARTINE	FALL	3		
SPN 327W	ADV GRAMMAR AND COMPOSITION I	Supervised AI	FALL	3		
SPN 327W	ADV GRAMMAR AND COMPOSITION I	PORTO, L	FALL	3		

LLILAS Benson Courses - Fall 2014

SPN 327W	ADV GRAMMAR AND COMPOSITION I PORTO, L	FALL	3
SPN 327W	ADV GRAMMAR AND COMPOSITION I JOHNSON, J	FALL	3
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
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SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Sotelo-Miller, Sandra	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Supervised AI	FALL	6
SPN 601D	INTRODUCTORY SPANISH Lang-Rigal, Jennifer	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Zambrano, Maria	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Ogando Lavin, G.	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 610D	INTERMEDIATE SPANISH I Supervised AI	FALL	6
SPN 611D	INTERMEDIATE SPANISH II Abadia-Rexach, B	FALL	6
SPN 611D	INTERMEDIATE SPANISH II Supervised AI	FALL	6
SPN 611D	INTERMEDIATE SPANISH II Supervised AI	FALL	6
SPN 611D	INTERMEDIATE SPANISH II Meiners,	FALL	6
SPN 611D	INTERMEDIATE SPANISH II Supervised AI	FALL	6
SPN 611D	INTERMEDIATE SPANISH II Supervised AI	FALL	6
SPN 611D	INTERMEDIATE SPANISH II Supervised AI	FALL	6

LLILAS Benson Courses - Fall 2014

SPN 611D	INTERMEDIATE SPANISH II	Supervised AI	FALL	6
SPN 611D	INTERMEDIATE SPANISH II	Supervised AI	FALL	6
SPN 611D	INTERMEDIATE SPANISH II	Supervised AI	FALL	6
SPN 611D	INTERMEDIATE SPANISH II	Supervised AI	FALL	6

Iberian and Latin American Language and Culture - Spanish Language Content Course

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
ILA 328C	INTRO TO LITERATURES/CULS	Colomina-Alminana, J	FALL	3	100%	LAS 370S
ILA 328C	INTRO TO LITERATURES/CULS	SUTHERLAND-MEIER	FALL	3	100%	LAS 370S
ILA 330L	INTRO LANG AND LING IN SOCIETY	NISHIDA, C	FALL	3		
ILA 330L	INTRO LANG AND LING IN SOCIETY	POSTIGO OLSSON, P	FALL	3		
ILA 346	SOUNDS AND INTONATION	KELM, O	FALL	3		
ILA 351	DON QUIJOTE & EARLY MOD WORLD	CABELLO DE MARTINEZ	FALL	3		
ILA 352	CHILDREN'S LIT: SPAIN/LAT AMER	CABELLO DE MARTINEZ	FALL	3	50%	
ILA 353	SOCIOLINGUISTICS	SESSAREGO, S	FALL	3	85%	
ILA 355	CULT CONTACT COLONIAL SPN AMER	MCDONOUGH, K	FALL	3	100%	LAS 370S
ILA 355	PUERTO RICO AND PUERTO RICANS	ARROYO MARTINEZ, J	FALL	3	100%	LAS 370S
ILA 355	WAR/SURVIVAL: NATURE IN LAT AM	POLIT, G	FALL	3	100%	
ILA 355	6-VIOLENCE IN CONTEMP MEX CUL	DOMINGUEZ-RUVALCAB	FALL	3	100%	
ILA 355	7-EAST/WEST/NEW WRLD ENCNTS	SALGADO, C	FALL	3	100%	
ILA 356	3-CONTEMP MESOAMER INDIG LIT	ARIAS, A	FALL	3	100%	LAS 370S
ILA 357	HEROES & ROGUES IN HISP TRAD	HARNEY, M	FALL	3	75%	
ILA 357	SPAIN IN 18TH CENTURY	SUTHERLAND-MEIER	FALL	3		
ILA 359	US LATINO LIT & CULS IN CTX	ARIAS, A	FALL	3	45%	LAS 370S
ILA 364L	LINGUISTICS & SPANISH LEARNER	KOIKE, D	FALL	3		
ILA 367P	2-BUSINESS IN HISPAN LIFE/CUL	Weinreb, Amelia	FALL	3		
ILA 367T	ADV ORAL/WRITN EXPRSSN TEACHE	KOIKE, D	FALL	3		
ILA 368C	AFRO-HISPAN CONTACT VARIETIES	SESSAREGO, S	FALL	3		
ILA 68C	CONTACT SPANISH IN THE U.S.	TORIBIO, A	FALL	3		
ILA 368S	SPN/ENG CONTRASTIVE ANALYSIS	NISHIDA, C	FALL	3		
ILA 396K	2-INTRO TO ROMANCE LINGUISTICS	RUSSI, C	FALL	3		
ILA 392S	CULTURAL POLITICS OF IMITATION	BORGE, J	FALL	3	100%	LAS 392S
ILA 392S	INDIGENOUS CULT COLONIAL MEX	MCDONOUGH, K	FALL	3	100%	LAS 392S
ILA 392S	QUEER LATIN AMER LIT & CULT	DOMINGUEZ-RUVALCABA	FALL	3	100%	LAS 392S

Non Language LAS Courses

African and African Diaspora

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
AFR 310	7-LIBERATION IN AFR DIASPORA	MAKALANI, M	FALL	3	50%	LAS 310
AFR 324L	14-POLIT OF RACE/VIOLENCE BRAZIL	SMITH, C	FALL	3	100%	LAS 324L; ANT 324L;
AFR 328	SPANISH LITERATURE, FILM, ART	SUTHERLAND-MEIER	FALL	3	50%	SPC 322
AFR 328	5-LIT AND MEDIA IN CARIBBEAN	ARROYO MARTINEZ, J	FALL	3	100%	

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
ANT 315	2-INTRO MESOAMERICAN ARCHAEOI	RODRIGUEZ, E	FALL	3	100%	LAS 315 ANT 314C;
ANT 324L	CULTURES IN CONTACT (<i>sig. Lat Am f.</i>)	WILSON, S	FALL	3	50%	LAS 324 ANT 326L;
ANT 324L	MEXICAN AMER INDIG HERITAGE	MENCHACA, M	FALL	3	70%	LAS 324 MAS 374;

LLILAS Benson Courses - Fall 2014

Art History

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
ARH 327	6-ART & ARCHAEOLOG OF ANC PERU	RUNGGALDIER, A	FALL	3	100%	LAS 328; SPC 320C LAS 322, LAS 381,
ARH 381	VIS ART: MEM/HUM RIGHT LAT AM	GIUNTA, A	FALL	3	100%	J 395 ARH 390;
ARH 381	POWER & RESISTANCE IN MESOAMERICA	GUERNSEY, J	FALL	3	100%	LAS 381

Geography

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
	GLOBAL FOOD, FARMING, & HUNGER (uses Lat Am case studies)	TORRES, R	FALL	3	100%	LAS 330
GRG 330	WTR RES: LATIN AMER/CARIBBEAN	RAMOS, C	FALL	3	100%	LAS 330
GRG 330	2-LANDSCAPES OF MEX & CARIB AMER	DOOLITTLE, W	FALL	3	100%	LAS 330
GRG 388	3-LAT AMER CULS, ENVIR, & DEV	KNAPP, G	FALL	3	100%	LAS 388

Government

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
GOV 337M	5-INTRO TO LAT AMER GOV & POL	DIETZ, H	FALL	3	100%	LAS 337M MAS 374 ;
GOV 337M	8-LATINO POLITICS	LEAL, D	FALL	3	30%	LAS 337M
GOV 337M	11-POLITICS OF MEXICO	GREENE, K	FALL	3	100%	LAS 337M

History

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
HIS 310	1-LATIN AMER CIV: COLONIAL EXP	A ZAKAIB, S	FALL	3	100%	LAS 310 AFR 374E;
HIS 366	3-MODERN LATIN AMERICA	BURNETT, V	FALL	3	100%	LAS 366
HIS 366	8-MEXICAN REVOLUTION, 1910-20	BUTLER, M	FALL	3	100%	LAS 366 AFR 374E;
HIS 366	22-REIMAGINING CUBA, 1868-PRES	F GURIDY, F	FALL	3	100%	LAS 386
HIS 386	WRITING COLD WAR IN LATIN AMER	BROWN, J	FALL	3	100%	LAS 386 HIS 350L;
HIS 366	24-RETHINKING CONQUEST MEXICO	DEANS-SMITH, S	FALL	3	100%	LAS 366

Public Affairs

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
J 322	REPORTING LATIN AMERICA	ALVES, R	FALL	3	100%	LAS 322; LAS 381 LAS 322;
J 310	INTRO TO JEWISH LATIN AMERICA	WEINREB, A	FALL	3	100%	WGS 340 J 347F; J 395; LAS 322
J 322	10-MINORITIES AND THE MEDIA	POINDEXTER, P	FALL	3	30%	322

LLILAS Benson Courses - Fall 2014

J 381	REPORTING LATIN AMERICA	ALVES, R	FALL	3	100%	J 347F; J 395; LAS 322
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Latin American Studies

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
LAS 301	KEY IDEAS & ISS IN LAT AMER	GARFIELD, S	FALL	3	100%	HIS 306N ; ANT 326L;
LAS 322	18-BUSINESS IN HISPAN LIFE/CUL LA	KELM, O	FALL	3	100%	SPN 367P
LAS 322	TRANSNTNL MEX & EMBODIED PRAC	GUTIERREZ, L	FALL	3	100%	
LAS 366	LATIN AMERICA IN THE SIXTIES	ZAZUETA, M	FALL	3	100%	
LAS 366	POLITICS OF FOOD IN LATIN AMER	ZAZUETA, M	FALL	3	100%	
LAS 378	CAPSTONE LATIN AMER STUDIES	GARFIELD, S	FALL	3	100%	
LAS 384	PROSMNR: CURR ISS IN LAT AMER	FRIDMAN, D	FALL	3	100%	
LAS 388	GENDER AND MIGRATION	TORRES, R	FALL	3	100%	GRG 396T ; LAS 388; WGS 393 HIS 363K ; LAS 366;
LAS 366 LA382	SEXUALITY/GENDER IN LATIN AMER CONF CRS IN LATIN AMER STUDIES	ZAZUETA, M	FALL	3	100%	WGS 340

Music

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
MUS 326	2-MUSIC OF LATIN AMERICA	MOORE, R	FALL	3	100%	LAS 326
MUS 326	2-MUSIC OF LATIN AMERICA	MOORE, R	FALL	3	100%	LAS 326
MUS 326	2-MUSIC OF LATIN AMERICA	MOORE, R	FALL	3	100%	LAS 326

Sociology

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
SOC 325	1-SOCIETY OF MODERN MEXICO	WARD, P	FALL	3	100%	LAS 325; URB 354
SOC 381	QUALITATIVE METHS FOR SOCL SCI (employs Lat Am case studies)	WARD, P	FALL	3	100%	GRG 396T; LAS 381; P A 345
SOC 381	14-INTRO SOCIOLOGY OF LAT AMER	VILLARREAL, A	FALL	3	100%	LAS 381

LLILAS Benson Courses - Spring 2015*

* Approval of Spring 2015 semester courses, including instructors and cross listings, are not finalized until October 2014. Therefore, this list represents a partial, preliminary list of courses that have been approved to date, and may be subject to change. Spring 2015 course offerings are expected to be comparable to those of Spring 2014.

Language Courses

Indigenous Language*

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
LAL 601C	Intensive K'iche' I* (Title VI funds)	Tahay Tzaj, M	Spring	6	100%	
LAL 601C	Intensive K'iche' II * (Title VI funds)	Tahay Tzaj, M	Spring	6	100%	
LAL 310	K'iche' Literature and Culture	Romero, Sergio	Spring	3	100%	

Portuguese Language Instruction

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
POR 601D	INTRODUCTORY PORTUGUESE	Supervised AI	Spring	6		
POR 610D	INTERMEDIATE PORTUGUESE I	Supervised AI	Spring	6		
POR 610S	PORTUGUESE FOR SPANISH SPKR I	Supervised AI	Spring	6		
POR 611S	PORTUGUESE FOR SPANISH SPKR II	Supervised AI	Spring	6		
POR 611S	PORTUGUESE FOR SPANISH SPKR II	FLANZER, V	Spring	6		
POR 327C	ADV GRAMMAR/WRITING IN CONTEXT	FLANZER, V	Spring	3		

Portuguese Language Content Courses

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
POR 330L	INTRO LANG & LINGSTCS IN SOCTY	KELM, O orkelm	Spring	3	100%	
POR 367P	1-BUSINESS BRAZILIAN LIFE/CUL	KELM, O orkelm	Spring	4	100%	
POR 375	6-GEND/SEXLTLY/LABR BRAZIL CUL	RONCADOR, S	Spring	5	100%	
PRC 320E	RIO DE JANEIRO: SOCIETY & CULT	MOORE, L	Spring	6	100%	

Spanish Language Instruction

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
SPN 367P	SRV-LEARNING & RESEARCH IN SPN	JOHNSON, J	Spring	3		
SPN 367P	SPANISH HLTH CARE PROFESSNS	CABELLO DE MARTI	Spring	6		
SPN 612	ACC INTER SPN HERITAGE LEARNER	Supervised AI	Spring	6		
SPN 612	ACC INTER SPN HERITAGE LEARNER	MONTESINOS, D	Spring	6		
SPN 604	ACC INTRO SPN HERITAGE LEARNER	Supervised AI	Spring	6		
SPN 604	ACC INTRO SPN HERITAGE LEARNER	RAMIREZ, S	Spring	6		
SPN 327C	ADV GRAM & WRITING IN CONTEXT	RAMIREZ, S	Spring	3		
SPN 327C	ADV GRAM & WRITING IN CONTEXT	Gomez-Bocanegra, J	Spring	3		
SPN 327C	ADV GRAM & WRITING IN CONTEXT	OGANDO LAVIN, G	Spring	3		
SPN 327C	ADV GRAM & WRITING IN CONTEXT	Supervised AI	Spring	3		
SPN 327C	ADV GRAM & WRITING IN CONTEXT	PORTO, L	Spring	3		
SPN 327C	ADV GRAM & WRITING IN CONTEXT	NISHIDA, C	Spring	3		
SPN 327C	ADV GRAM & WRITING IN CONTEXT	Gomez-Bocanegra, J	Spring	3		

LLILAS Benson Courses - Spring 2015*

SPN 611D	INTERMEDIATE SPANISH II	Zambrano, Maria	Spring	6
SPN 611D	INTERMEDIATE SPANISH II	Supervised AI	Spring	6
SPN 611D	INTERMEDIATE SPANISH II	Ogando Lavin, G.	Spring	6
SPN 611D	INTERMEDIATE SPANISH II	Supervised AI	Spring	6
SPN 611D	INTERMEDIATE SPANISH II	Supervised AI	Spring	6
SPN 611D	INTERMEDIATE SPANISH II	Supervised AI	Spring	6
SPN 611D	INTERMEDIATE SPANISH II	Supervised AI	Spring	6
SPN 611D	INTERMEDIATE SPANISH II	Supervised AI	Spring	6
SPN 612	ACC INTER SPN HERITAGE LEARNER	Supervised AI	Spring	6
SPN 612	ACC INTER SPN HERITAGE LEARNER	MONTESINOS, D	Spring	6
SPN 604	ACC INTRO SPN HERITAGE LEARNER	Supervised AI	Spring	6
SPN 604	ACC INTRO SPN HERITAGE LEARNER	RAMIREZ, S	Spring	6
SPN 368S	RHET & COMP FOR NATV SPEAKERS	CABELLO DE MARTI	Spring	3

Spanish Language Content Courses

Abadia-Rexach, B

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
SPN 355	FANTASTIC FICTION LAT AMER	LINDSTROM, N	Spring	6	100%	
SPN 350K	GEND ISS CONTEMP LAT AM CINEMA	Meiners,	Spring	6	100%	
SPN 356	INDIGEN VOICES LAT AMER LIT	MCDONOUGH, K	Spring	6	100%	
SPN 350K	LATIN AMER FILM AND CULTURE	BORGE, J	Spring	6	100%	
SPN 355	MEMORY/WRITING CARIBBN CUL	ARROYO MARTINEZ,	Spring	6	100%	
SPN 330L	INTRO LANG AND LING IN SOCIETY	KOIKE, D	Spring	3		
SPN 330L	INTRO LANG AND LING IN SOCIETY	SESSAREGO, S	Spring	3		
SPN 328C	INTRO TO LITERATURES/CULS	DOMINGUEZ-RUVALC	Spring	3		
SPN 328C	INTRO TO LITERATURES/CULS	SUTHERLAND-MEIER	Spring	3		
SPN 364L	LING AND THE SPANISH LEARNER	Colomina-Alminana, J	Spring	3		
SPN 368S	PEDAGOGICAL GRAMMAR	MURPHY, M	Spring	3		
SPN 355	POETRY FOR THE 21ST CENTURY	CARCAMO-HUECHANT	Spring	3		
SPN 353	SOCIOLINGUISTICS	ROMERO, S	Spring	3		
SPN 346	SOUNDS AND INTONATION	TORIBIO, A	Spring	3		
SPN 346	SOUNDS AND INTONATION	Cabello De Martinez,	Spring	3		
SPN 368S	SPANISH GRAMMAR IN CONTEXT	NISHIDA, C	Spring	3		
SPN 357	TRANSLATION IN HISP TRADITION	HARNEY, M	Spring	3		
SPN 357	WRITING THE OTHER SPAIN/LAT AM	REED, C	Spring	3	100%	LAS 370S
SPN 355	GUAMAN POMA'S COLONIAL WORLD	MCDONOUGH, K	Spring	3	100%	LAS 370S
SPN 355	POETRY FOR THE 21ST CENTURY	CARCAMO-HUECHANT	Spring	3	100%	LAS 370S
SPN 357	WRITING THE OTHER SPAIN/LAT AM	REED, C creed	Spring	3	100%	LAS 370S

LLILAS Benson Courses - Spring 2015*

Course	Course Name	Instructor	Term	Credits	Content (%)	LAS X-listed
LAS 370S	24-GEND ISS CONTEMP LAT AM CIN	DOMINGUEZ-RUVALC	Spring	3	100%	SPN 350K, WGS 340
LAS 310	AZTECS AND SPANIARDS	RODRIGUEZ, E	Spring	3	100%	ANT 310L
LAS 310	1-LATIN AMER CIV: COLONIAL EXP	HEANEY, C	Spring	3	100%	HIS 310K
LAS 319	GEOGRAPHY OF LATIN AMERICA	KNAPP, G	Spring	3	100%	GRG 319
LAS 322	GLOBAL TV: ISSUES AND PROBLEMS (<i>comparative focus Lat Am</i>)	FRICK, C	Spring	3	30%	RTF 342
LAS 322	LATINO IMAGES IN FILM	FULLER, K	Spring	3		RTF 359, MAS 374 J 367E,
LAS 322	14-JOURNALISM IN LATIN AMERICA CULTURES IN CONTACT (<i>sig. Lat Am focus</i>)	Weinreb, Amelia	Spring	3	100%	J 395
LAS 324L	JEWISH CUBA	WILSON, S	Spring	3	50%	ANT 326L
LAS 324L	MEXICAN IMMIGRATN CUL HIST	WEINREB, A	Spring	3	100%	J S 365,
LAS 325	5-CONSUMPTION IN LATIN AMER	MENCHACA, M	Spring	3	100%	ANT 322M
LAS 327	2-MODERN ART OF MEXICO	FRIDMAN, D	Spring	3	100%	SOC 321C
LAS 328	CUBA IN QUESTION-CUB GRINGOMANIA: U. S. IN LAT AM	FLAHERTY, G	Spring	3	100%	SPC 320C, C L 323
LAS 328	RIO DE JANEIRO: SOCIETY & CULT	SALGADO, C	Spring	3	100%	SPC 320C
LAS 328		BORGE, J	Spring	3	100%	PRC 320E
LAS 330	ENVIRON HAZARDS LAT AMER/CARIB 3-S AMER: NAT/SOCTY/SUST-ECUADOR (<i>Study abroad</i>)	MOORE, L	Spring	3	100%	GRG 334C
LAS 330		RAMOS, C	Spring	3	100%	GRG 323K
LAS 337M	5-INTRO TO LAT AMER GOV & POL	KNAPP, G	Spring	3	100%	GOV 328L
LAS 337M	12-LAW & DEMOCRACY LATIN AMER	MADRID, R	Spring	3	100%	GOV 337M
LAS 337M	13-INTNATL POLITICS LATIN AMER	BRINKS, D	Spring	3	100%	GOV 337M
LAS 337M	14-POL/ECO/SOCTY CONT BRAZIL	WEYLAND, K	Spring	3	100%	GOV 337M
LAS 366	HIST PENTECOSTALISM AMERICAS	HUNTER, W	Spring	3	100%	GOV 337M R S 366,
LAS 366	JEWISH DIASPORA AMERS/PALESTIN (<i>Arg focus</i>)	DORAN, J	Spring	3	100%	AMS 327 HIS 366N, J S 364, MES 343
LAS 366	LATIN AMERICA IN THE SIXTIES	KLOR, S	Spring	3	100%	HIS 363K
LAS 366	LIFE/POLITICS CONTEMP MEXICO	ZAZUETA, M	Spring	3	100%	HIS 363K
LAS 366	POLITICS OF FOOD IN LATIN AMER	ZAZUETA, M	Spring	3	100%	HIS 363K
LAS 366	17-CUBAN REVOLUTION & THE US	BROWN, J	Spring	3	100%	HIS 346T

LLILAS Benson Courses - Spring 2015*

LAS 366	19-20TH-CEN RURAL LATIN AMER	BUTLER, M	Spring	3	100% HIS 346V HIS 346W, R
LAS 366	21-CHURCH & STATE IN LAT AMER	BUTLER, M	Spring	3	100% S 368
LAS 381	ANCIENT MAYA WRITING AND ART	STUART, D	Spring	3	100% ARH 390 P A 388K, SOC 395D,
LAS 381	6-HOUSING PRAC/PUBL POL LAT AM	WARD, P	Spring	3	100% CRP 388
LAS 382	CONF CRS IN LATIN AMER STUDIES		Spring	3	100%
LAS 386	POSTCOLONIAL BRAZIL	GARFIELD, S	Spring	3	100% HIS 386K
LAS 391	ACTIVIST RESEARCH METHODS (<i>Lat Am case studies</i>)	SPEED, S	Spring	3	70% ANT 391, WGS 393



LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
THE UNIVERSITY OF TEXAS AT AUSTIN

APPENDIX D. PERFORMANCE MEASURES FORMS

1. GOAL A: Increase by 10% opportunities for teacher training in K-16 foreign language and area studies

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A1. Increase by 10% the number of professionals participating in training workshops and distance learning opportunities for language and area studies	<ul style="list-style-type: none"> Develop and coordinate K-16 Teacher Workshop: Portuguese for Spanish Speakers Develop and coordinate K-12 Teacher Training: Latin American Literature Develop and coordinate Hemispheres Summer Institute for K-12 Teachers Develop and coordinate Hemispheres Regional Training Sessions for K-12 Teachers Coordinate Hemispheres Promotional Program Track activities, partners, and participants, including pre-service and service professionals Obtain feedback from partners and participants on usefulness of activities, intention to use, and suggestions for future 								

1. GOAL A: Increase by 10% opportunities for teacher training in K-16 foreign language and area studies									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A2. Increase by 10% the number of professionals from MSIs and community colleges participating in training workshops and distance learning opportunities for area studies	<ul style="list-style-type: none"> Develop and coordinate Hemispheres Summer Institute for Post-secondary Educators serving community colleges and MSIs Track activities, partners, and participants, including pre-service and service professionals Obtain feedback from partners and participants on usefulness of information, intention to use, and suggestions for future activities 								

1. GOAL A: Increase by 10% opportunities for teacher training in K-16 foreign language and area studies

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A3. Increase by 15% the number of activities related to curriculum development in collaboration with underserved school districts</p>	<ul style="list-style-type: none"> • Work with Hemispheres on K-12 Curriculum Development to provide stipends to educators who work in minority-serving or otherwise underserved school districts to create and pilot new curriculum units • Track the number of activities, partners, and participants • Obtain feedback from partners and participants on usefulness of information, intention to use, and suggestions for future activities 								

1. GOAL B: Increase by 15% the opportunities for training in foreign language, area, and international studies at partner MSI universities and two-year colleges

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>B1. Increase by 15% the number of collaborative activities, events, and courses related to global studies at Huston-Tillotson (HT; MSI)</p>	<ul style="list-style-type: none"> Work with the Huston-Tillotson (HT) library to identify and purchase Latin American library materials most beneficial to the developing global studies curriculum Work with HT faculty to develop Latin American studies content courses to be taught on the HT campus Support HT faculty travel to Latin American for teaching and research Track the number of activities, partners, and participants Obtain feedback for activities from partners and participants on usefulness of information, intention to use, and suggestions for future activities 								

1. GOAL B: Increase by 15% the opportunities for training in foreign language, area, and international studies at partner MSI universities and two-year colleges

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source					7. Baseline and Targets			
				BL	T1	T2	T3	T4				
<p>B2. Increase by 20% the number of collaborative activities, events, and courses for other MSIs and two-year colleges</p>	<ul style="list-style-type: none"> • Provide travel stipends for MSIs faculty to conduct research at the Benson Collection • With Hemispheres and the UT College of Education, establish a community college advisory committee to develop strategies to engage community college faculty in area studies and language instruction • Coordinate Latin American film screenings with Austin Community College Peace and Conflict Studies program • Track activities, partners, and participants • Obtain feedback from partners and participants on usefulness of information, intention to use, and suggestions for future activities 											

1. GOAL C: Increase by 10% the opportunities for student training in foreign language, area, and international studies

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>C1. Increase by 15% the number of students participating in language and area study activities, courses, programs, and degree plans related to priority languages and LCTLs at UT Austin</p>	<ul style="list-style-type: none"> • Launch the instruction of Nahuatl and Quechua at UT • Establish the curriculum for Nahuatl and Quechua • Recruit/hire native-speaking instructors • Work with the national Nahuatl consortium to offer advanced Nahuatl over the summer term • With COERLL, develop and test online instruction for K'iche' Maya; expand model to other indigenous languages • Promote study abroad, research abroad, job placement programs, courses, FLAS programs, and degree programs with UT student organizations and services with an emphasis on under-represented students • Track student participation and grades in courses and programs 								

1. GOAL C: Increase by 10% the opportunities for student training in foreign language, area, and international studies

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C2. Increase by 10% the number of students who graduate with degrees related to language and area studies at UT Austin	<ul style="list-style-type: none"> Track the number of FLAS fellows who improve in LCTLs at the end of their fellowship Track the number of graduates in related programs and degree plans (undergraduates and graduates) that utilize language and area studies training in their jobs (federal, academic, or business) or advanced degree programs 								

1. GOAL D: Increase by 10% the opportunities for training in foreign language, area, and international studies within collaborations across colleges and NRCs at UT Austin

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
D1. Increase by 10% the number of collaborative activities that integrate foreign language and area studies within training for pre-service and professional K-16 teachers	<ul style="list-style-type: none"> Partner with the UT College of Education to incorporate Latin American studies and language content into ALD 327 course Partner with the UT College of Education to provide training to Bilingual Education students Partner with Texas State University (TSU) to provide area studies and language training to pre-service teachers at TSU and throughout partner network Partner with the UT College of Education to develop a 6-hour course on Brazil to enhance superintendents' knowledge Present and exhibit for the annual NISOD community college conference Track activities, partners, and participants Obtain feedback from partners and participants on usefulness of information, intention to use, and suggestions for future activities 								

1. GOAL D: Increase by 10% the opportunities for training in foreign language, area, and international studies within collaborations across colleges and NRCs at UT Austin

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
D2. Increase by 10% the number of collaborative activities that combine foreign language and area studies within other disciplines and international studies	<ul style="list-style-type: none"> Work with the Center for International Business Education and Research at the UT McCombs School of Business to provide global expertise and resources to student teams to developing Export Plans for local entrepreneurs; Develop and disseminate export program materials Partner with regional MSIs and community colleges to sponsor speakers, performers, exhibits, and other Latin American events on their campuses With Hemispheres, develop and conduct an inter-regional panel series on current, global issues Track activities, partners, and participants Obtain feedback from partners and participants on usefulness of information, intention to use, and suggestions for future 								



LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
THE UNIVERSITY OF TEXAS AT AUSTIN

APPENDIX E. LETTERS OF SUPPORT



June 16, 2014

Lenore Yaffee Garcia
Acting Senior Director
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Yaffee Garcia,

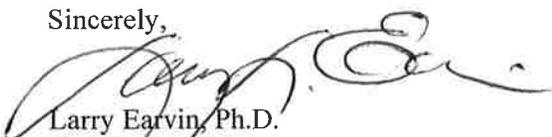
As President of Huston-Tillotson University (HT), I am writing to express my support for LLILAS Benson Latin American Studies and Collection's grant proposal to the US Department of Education for the Title VI NRC and FLAS Fellowship programs. Our University, a Historically Black College and University, is committed to expanding international content for courses and programs on campus that will lead to the development of a new global studies major for HT students.

HT has been in partnership with LLILAS Benson for a number of years, working to expand HT's Latin American library holdings through regular donation of duplicate materials from the Benson Collection, the premier Latin American research library in the hemisphere. We recently have agreed to work with LLILAS Benson to provide our faculty with visiting scholar status so that they can also directly utilize the materials located on site at the Benson Collection.

We also have identified a series of new areas of collaboration, which will be facilitated by the Title VI grant. We will work collaboratively with LLILAS Benson to design Latin American content courses taught on the HT campus and significantly expand our library holdings. LLILAS Benson will provide training workshops for HT faculty as a means to increase and sustain HT's Latin American programming. We also have agreed to work in partnership with LLILAS Benson to develop and identify appropriate international internships, study abroad, and other global training opportunities related to Latin America for HT students, which will enhance their global education and professionalization.

This ongoing and deepened partnership with LLILAS Benson will be highly advantageous to the educational interests of our unique institution. We embrace this partnership as it empowers both HT and LLILAS Benson to connect students of all backgrounds with the global education and skills essential to success in their chosen professions.

Sincerely,



Larry Earvin, Ph.D.
President and CEO

cc: Dr. Archibald Vanderpuye, Interim Provost and Vice President for Academic and Student Affairs, Huston-Tillotson University

OFFICE OF THE PRESIDENT

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The rising STAR of Texas

To Whom it May Concern:

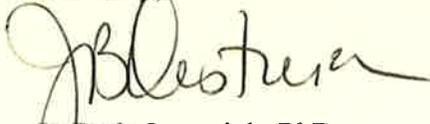
I am writing to support the Title VI National Resource Center grant proposals put forth by the University of Texas at Austin.

Texas State University's Department of Curriculum and Instruction will collaborate with the Center for European Studies, Teresa Lozano Long Institute of Latin American Studies, Center for Middle Eastern Studies, Center for Russian, East European & Eurasian Studies, and South Asia Institute at the University of Texas at Austin to workshop with students on global studies content and appropriate exploratory activities.

Beginning in 2014-2015, UT area studies experts will regularly visit TSU to work with pre-service education students and, through TSU's network, to workshop with education students from other institutions in south central Texas. This collaboration will involve the introduction of area studies content into the curriculum for pre-service social studies educators, the purchase of resources and appropriate training for classroom usage by these educators, and working with pre-service educators doing their student teaching along with their classroom mentors.

We are excited about expanding and formalizing our current collaboration and look forward to entering this next phase of our partnership.

Sincerely,



Jo Beth Oestreich, PhD
Senior Lecturer



COLLEGE OF EDUCATION

THE UNIVERSITY OF TEXAS AT AUSTIN

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June 17, 2014

Dr. Charles Hale, Director
Lozano Long Institute of Latin American Studies
CAMPUS

Dear Dr. Hale:

I am delighted to endorse LLILAS' application for a Title 6 National Resource Center grant. As you know, I am a faculty member in Educational Administration with an affiliate appointment in LLILAS. My area of focus is Higher Education, but I also teach students in the Community College Leadership, School Superintendency, and School Principalship Programs. The focus of my scholarly research is higher education in Brazil, which I have pursued through a Fulbright New Century Scholar grant and travel funds from LLILAS. I work with universities in Brasilia, Porto Alegre, and Curitiba and co-chair a collaborative of U.S. and Brazilian higher education scholars. My M.A. in Portuguese is a tremendous asset in carrying out this research.

I fully support this grant application. I see myself as integrally involved in two elements: a 6-hour course for educators, and a community college advisory committee.

My students are very excited about the possibility of a 6-hour course; indeed, we have been discussing this for several years. It would be during the summer to accommodate educators' schedules. The course would begin here in Austin with a comparative focus on Brazilian education and basic training in Portuguese. The course would then sojourn to Brazil (likely to one of the campuses where we have collaborative agreements), where students would learn about Brazilian history, culture, and education, and continue to study Portuguese. The students would complete service-learning projects with Brazilian K-12 and post-secondary students (including indigenous and Black students), such as helping to prepare college students for the Science Without Borders Program of the Brazilian government.

The second activity I will coordinate is the Community College-NRC Advisory Board. For this, I can draw on the many students I have taught over the years who are community college teachers, administrators and presidents. They will advise us on how to best reach out to community colleges around the country to magnify the impact of the grant.

Several colleagues have already agreed to serve, including

- Nan McRaven, Consultant, expert on globalization at community colleges, and Member of the Board of Austin Community College (chair),
- Gigi Do, Director of International Programs at Houston Community College,
- Alice Blayne-Allard, Associate Vice President for International Programs and Services at the American Association of Community Colleges;
- Wajma Nasser, Instructor of Political Science, Austin Community College;
- Jim Cofer, Missouri State University, Fulbright Fellow in Brazil.

I have also invited community college presidents from Illinois and Washington state in the hope that we will have a national impact. If the grant is funded, we will add more advisory committee members from Texas and around the country.

I am eager to become involved. Please let me know what else I may do to be of service.

Best,

A handwritten signature in cursive script that reads "Pat Somers". The signature is written in dark ink and is positioned above the printed name and title.

Patricia Somers, Ph.D.
Associate Professor of Higher Education and
(By courtesy) LLILAS



**LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS
THE UNIVERSITY OF TEXAS AT AUSTIN**

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