



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
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November 27, 2006

Office of the Chancellor
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Dr. Harold L. Martin
Senior Vice President for Academic Affairs
Office of the President
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Dr. Martin:

Enclosed is UNC Charlotte's request for authorization to establish a Master of Arts program in Latin American Studies. The proposed program emerged from the campus strategic planning process and responds to the growing importance of Latin America and Latin Americans to North Carolina's growth and development.

Thank you for your consideration of this request. Provost Joan Lorden or I would be pleased to respond to any questions that you may have regarding this request.

Cordially,

Philip L. Dubois
Chancellor

Enclosure (5 copies of the proposal)

cc: Provost Joan F. Lorden
Dr. Nancy Gutierrez

THE UNIVERSITY OF NORTH CAROLINA
Request for Authorization to Establish a New Degree Program

***INSTRUCTIONS:** Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.*

Date November 9, 2006

Constituent Institution: The University of North Carolina at Charlotte

CIP Discipline Specialty Title: Latin American Studies

CIP Discipline Specialty Number: 05.0107 Level: B M 1st Prof D

Exact Title of Proposed Program: Master of Arts in Latin American Studies

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): M.A.

Does the proposed program constitute a substantive change as defined by SACS? Yes No

a) Is it at a more advanced level than those previously authorized? Yes No

b) Is the proposed program in a new discipline division? Yes No

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month August year 2007

Do you plan to offer the proposed program away from campus *during the first year of operation*?

Yes No

If so, complete the form to be used to request establishment of a distance learning program and submit it along with this request.

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- Budget projections for the first three years of program operation
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Executive Summary

The program in Latin American Studies leading to the Master of Arts degree is an interdisciplinary program that includes the disciplines of anthropology, architecture, literature and culture, history, and political science. It also intersects with the new diaspora focus of the Department of Africana Studies. It is expected that entering students will have “low advanced” or superior levels of Spanish and/or Portuguese. The degree includes additional training and demonstrated competence in these languages. The program is structured to provide students with the skills and knowledge to understand and analyze the societies of Latin America and the Caribbean—a region of key importance in the age of globalization and mass migration. The program will provide an excellent foundation for advanced graduate study in the humanities, social sciences, and law. It is also designed to prepare the growing number of students who seek careers in the foreign service and other government agencies as well as those who will seek employment in non-governmental organizations with an international or cross-cultural orientation or in international business. Finally, it will also serve as an important qualification for individuals in the social services who work with the burgeoning Hispanic population of North Carolina, a population that has reached 150,000 in the greater Charlotte area alone.

The proposed program in Latin American Studies (LAS) has the following educational objectives:

- to study the culture, geography, history, politics, and society of Latin America and the Spanish-speaking Caribbean;
- to provide an understanding of the socio-cultural background of the Latino population in the United States;
- to understand economic development and underdevelopment from a comparative perspective;
- to undertake interdisciplinary research in the humanities and social sciences using a variety of methodologies;
- to instill writing and critical thinking skills by teaching rigorous scholarly inquiry and research methods at a level appropriate for graduate education; and
- to develop language competencies in Spanish and/or Portuguese.

The program further promotes:

- * An awareness of the diversity of world views found in the Western Hemisphere and an understanding of historical and environmental origins of these views.
- * An awareness of the diversity of cultures, ideas, and practices found outside the United States; and some recognition of how the ideas and practices of the student’s culture might be viewed by individuals in other societies.
- * An awareness that the Americas are interdependent, and that local processes have international and global impact and vice versa.
- * An awareness of ethical questions and issues that originate in cultural differences.

Finally, the proposed program leading to the Master of Arts in Latin American Studies will provide students with competencies, concepts, skills, and values by which they can understand the significance and impact of events across the Americas.

As an interdisciplinary program, the M.A. in Latin American Studies will draw upon existing courses in the established M.A. programs in History and Spanish, as well as new courses in Latin American culture, politics, and society, and the senior seminar in Latin American Studies, which will be cross-listed with an introductory interdisciplinary graduate course. The future implementation of planned graduate curricula in Anthropology and Africana Studies might create additional expertise in the social science departments. By integrating Latin American Studies courses from a variety of departments with a new interdisciplinary focus, the M.A. in Latin American Studies will promote the study of Latin America across traditional disciplinary boundaries and sharing resources, including faculty, library resources, classroom space and other facilities, with disciplinary-based graduate programs.

The M.A. in Latin American Studies combines cross-listed sections of existing courses in History and Spanish with the addition of several new graduate courses and individual tutorials leading either to the elaboration of an M.A. thesis or comprehensive examination

This program would be the only one of its kind in the state, including both private and public institutions. UNC Chapel Hill—the only other university in North Carolina with a B.A. in LAS—is not interested in developing such a program because that university puts primary emphasis on graduate education in discipline-based programs (see attached letter of support by Robert Anderson). By contrast, UNC Charlotte particularly values interdisciplinary graduate programs and is hence the natural home for the state’s only LAS program at the graduate level.

The planning of the new degree program has revealed the great common interest of UNC Charlotte faculty in the humanities and social sciences in seeing this new area studies program come into existence. The cooperation among UNC Charlotte departments in planning for the new degree program has shown the common thinking among our faculty. Work on the proposal for the M.A. in Latin American Studies included members of the following curricula and departments: Africana Studies; Architecture; Art; Geography; History, International Studies; Languages and Culture Studies; Philosophy; Political Science; and Sociology and Anthropology. We fully expect this kind of interdisciplinary outlook and cooperation to continue as the new program takes hold. In particular, the administrative structure created for Latin American Studies could support future graduate certificate programs for students in Business, Education, and Social Work, as well as a possible joint M.A./MBA.

Based on our market research and the advice of directors of existing M.A. programs, the M.A. in Latin American Studies is particularly attractive for students viewing their degree as a portal to these professional opportunities, although it also provides a thesis option that may serve as a stepping stone to a Ph.D. Not surprisingly, many students choosing to pursue an M.A. in Latin American Studies display a strong interest in applying their knowledge outside academe.

I. DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The program in Latin American Studies leading to the Master of Arts degree is an interdisciplinary program that includes the disciplines of anthropology, architecture, literature and culture, history, and political science. It also intersects with the new diaspora focus of the Department of Africana Studies. It is expected that entering students will have “low advanced” or superior levels of Spanish and/or Portuguese. The degree includes additional training and demonstrated competence in these languages. The program is structured to provide students with the skills and knowledge to understand and analyze the societies of Latin America and the Caribbean—a region of key importance in the age of globalization and mass migration. The program will provide an excellent foundation for advanced graduate study in the humanities, social sciences, and law. It is also designed to prepare the growing number of students who seek careers in the foreign service and other governmental agencies as well as those who will seek employment in non-governmental organizations with an international or cross-cultural orientation or in international business. Finally, it will also serve as an important qualification for individuals in the social services who work with the burgeoning Hispanic population of the Carolinas, a population that has reached 150,000 in the greater Charlotte area alone.

The M.A. in Latin American Studies requires a minimum of 30 semester hours in graduate courses at the 5000- and 6000-level approved for Latin American Studies credit, culminating in either a thesis or a comprehensive examination.

B. List the educational objectives of the program.

The proposed program in Latin American Studies has the following educational objectives:

- to study the culture, geography, history, politics, and society of Latin America and the Spanish-speaking Caribbean;
- to provide an understanding of the socio-cultural background of the Latino population in the United States;
- to understand economic development and underdevelopment from a comparative perspective;
- to undertake interdisciplinary research in the humanities and social sciences using a variety of methodologies;
- to instill writing and critical thinking skills by teaching rigorous scholarly inquiry and research methods at a level appropriate for graduate education; and
- to develop language competencies in Spanish and/or Portuguese.

The program further promotes:

- * An awareness of the diversity of world views found in the Western Hemisphere and an understanding of historical and environmental origins of these views.
- * An awareness of the diversity of cultures, ideas, and practices found outside the United States; and some recognition of how the ideas and practices of the student's culture might be viewed by individuals in other societies.
- * An awareness that the Americas are interdependent, and that local processes have international and global impact and vice versa.
- * An awareness of ethical questions and issues that originate in cultural differences.

Finally, the proposed program leading to the Master of Arts in Latin American Studies will provide students with competencies, concepts, skills, and values by which they can understand the significance and impact of events across the Americas.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

As an interdisciplinary program, the M.A. in Latin American Studies will draw upon existing courses in the established M.A. programs in History and Spanish, one existing course in the College of Architecture, as well as new courses in Latin American politics, literature, and society and the senior seminar in Latin American Studies, which will be cross-listed with an introductory interdisciplinary graduate course. The future implementation of planned graduate degrees in Anthropology and Africana Studies might create additional expertise in the social science departments. By integrating Latin American Studies courses from a variety of departments with a new interdisciplinary focus, the M.A. in Latin American Studies will promote the study of Latin America across traditional disciplinary boundaries and sharing resources, including faculty, library resources, classroom space and other facilities, with disciplinary-based graduate programs.

The projected M.A. in Latin American Studies will strengthen the following existing programs in the College of Arts and Sciences by furnishing additional courses and resources:

M.A. in History
M.A. in Spanish

It would also facilitate the following graduate programs that are currently in the planning stages:

M.A. in Anthropology
Graduate Certificate in Africana Studies.

Finally, the M.A. program could spin off certificate programs that would strengthen graduate education outside the College of Arts and Sciences, and especially in the Colleges of Education, Business, and Health and Human Services.

II. JUSTIFICATION FOR THE PROGRAM

A. Describe the proposed program as it relates to:

1. The institutional mission and strategic plan

Since its inception, the University has made a commitment to strengthening international studies and global awareness on the campus and in the Charlotte metropolitan area. The University hired faculty members with international research and teaching interests; the Department of Political Science created a concentration in International Relations; the Department of History added faculty with expertise in Africa, Asia, and Latin America; and in 1975 the University established an Office of International Programs. With assistance from the U.S. Department of Education, humanities and social science departments added courses in foreign languages and international and area studies to their curricula. Faculty traveled to Africa, India, and Latin America, and they began the first efforts at internationalizing the professional colleges, especially Business and Engineering. All of these actions were accomplished under a strong institutional mission to enhance international education. Five years ago, the faculty added to the curriculum a major in International Studies.

The building of a Latin American area studies program dates to 1998, when a faculty team secured an Undergraduate International Studies and Foreign Languages (UISFL) grant from the U.S. Department of Education for strengthening Latin American studies at the University. Funds from this first grant were used to add a specialist in Latin American history, as well as to fund the development of twelve new Latin American Studies courses. The Departments of Sociology and Anthropology, Political Science, and Languages and Culture Studies also hired Latin American specialists, and the University implemented bilateral exchange agreements with Instituto Tecnológico de Monterrey in Mexico (ITESM) and the Pontificia Universidad Católica in Santiago, Chile. Beginning in 2001, a second UISFL grant allowed the University to further strengthen Latin American Studies by adding expertise in Brazilian studies, creating new courses with Brazilian content and increasing library and teaching materials devoted to Brazil. UNC Charlotte now serves as one of the two principal U.S. partners within the new exchange relationship between the sixteen-campus University of North Carolina system and its counterpart in the state of Paraná, Brazil, and it heads up a FIPSE-funded international exchange initiative among three U.S. and three Brazilian universities. Finally, in July 2004, UNC Charlotte received yet another UISFL grant in Caribbean Studies, which allowed the Department of Africana Studies to add a specialist in that area in August 2005. Presently, there are twenty-one faculty teaching courses with Latin American Studies content in the College of Arts and Sciences alone, not counting language courses. In addition, retraining of existing faculty under the auspices of the UISFL grant is currently preparing five other faculty members to offer Latin American Studies courses for the first time.

To highlight this rapid growth, in August 2004, the University added a B.A. in Latin American Studies. This program has been very successful so far. As of Spring 2006, the program already has 23 majors and 3 minors, and our first three students graduated in December 2005, including one with curricular honors. It is expected that this program will grow to at least 40 majors and 20 minors by 2010.

Thus, UNC Charlotte has made Latin American Studies an important priority on campus. Further evidence of the recent progress includes the following:

- the University has received \$620,000 in outside funding and private gifts for Latin American Studies since 1998, not including grants for individual and/or collaborative research;
- the establishment of a Latin American Studies Advisory Committee in the College of Arts and Science;
- the creation of a Community Advisory Committee composed of University faculty as well as leaders from the Charlotte area's Latin American community;
- the establishment of an annual, region-wide Latin American Film Festival in cooperation with the Duke-UNC Chapel Hill Program in Latin American Studies; and
- the implementation of an M.A. in Spanish.

UNC Charlotte also plays a crucial role in two system-wide international exchange agreements: one with the Instituto Tecnológico de Monterrey in Mexico (ITESM), and one with the Universidade Federal do Paraná in Brazil. The chair of the UNC system committee on the ITESM exchange, Professor Lyman Johnson, is a faculty member at UNC Charlotte. As UNC Charlotte is one of only four schools in the UNC system offering language instruction in Portuguese on a regular basis, the University plays a key role in the Paraná exchange as well. This past July, three faculty members in the Latin American Studies program at UNC Charlotte spearheaded a successful application for a FIPSE grant in conjunction with Winston-Salem State University, the University of South Carolina and three Brazilian universities. This grant will finance student exchanges among these six universities over the next three years. A degree program in Latin American Studies will not only increase the number of UNC Charlotte students taking part in these exchanges, but it will also create a center of expertise on Latin America that will be attractive to Mexican and Brazilian students considering our University for their study-abroad experience.

The creation of a master's degree will be the culmination of this impressive growth in Latin American Studies. Beyond the benefits to students, the new degree program in Latin American Studies will increase the ability of UNC Charlotte to attract external funding. Universities such as Tulane University have parlayed the existence of a graduate program in Latin American Studies into millions of dollars in outside funding. The track record of Latin American Studies at UNC Charlotte indicates that the potential for similar success exists at our University.

Finally, the 2004-09 Campus Academic Plan recognizes the importance of interdisciplinary programs and calls for the creation of an M.A. in Latin American Studies subsequent to the successful implementation of the B.A. The M.A. in Latin American Studies also constitutes the most important goal of the 2005-2010 Strategic Plan formulated by the Latin American Studies program in January 2005.

2. Student demand

Student interest in Latin American Studies at UNC Charlotte has grown substantially over the past decade. This demand first appeared at the undergraduate level and is beginning to manifest itself at the graduate level. There has been a steady increase in undergraduate student interest in courses on Latin American subjects at UNC Charlotte. In Fall 2004, for instance, more than 300 students were enrolled in Latin American history courses, including one LBST section focused on a Latin American topic, and 125 Spanish majors studied in the Department of Languages and Culture Studies. In addition, twenty students have declared Latin American Studies as their major after only one year of operation of the program.

Many of these students—Latin American Studies and International Studies majors as well as History and Spanish majors interested in Latin America—have expressed interest in pursuing an interdisciplinary graduate program in Latin American Studies. In December 2004, the Latin American Studies program conducted a survey of all students in upper-level courses with significant Latin American content. Of the 175 students surveyed, 69 expressed interest in pursuing an M.A. in Latin American Studies. Moreover, both Professor Ann González, the coordinator of the M.A. in Spanish, and the Director of Latin American Studies have reported numerous inquiries from students wishing to obtain an M.A. in Latin American Studies.

In addition to this demand for the proposed program in the Charlotte region, the University is strategically placed to take advantage of a large geographical void in Latin American Studies programs. There are no other M.A. programs in Latin American Studies in a region stretching from east of New Orleans and Nashville (Tulane University and Vanderbilt University) to south of Washington, D.C. (Georgetown University, American University, and George Washington University) to north of Gainesville (University of Florida). In this vast region home to 12 percent of the U.S. population, students desiring exposure to Latin American topics have only had the chance to pursue disciplinary degree programs with a Latin American focus. While other parts of the United States such as the Northeast, the Great Lakes area, and the Southwest feature multiple graduate programs in Latin American Studies, the Southeast—traditionally an area with few Latino immigrants—has remained underserved. As the Southeast emerges as the area with the fastest Latino population growth, UNC Charlotte stands poised to emerge as a center of interdisciplinary graduate education in Latin American Studies, while other, more established research universities in this region, including UNC Chapel Hill, remain focused on disciplinary graduate programs (please see letter of support by Robert Anderson in Appendix).

The recent creation of other undergraduate Latin American Studies programs in our region lends urgency to the proposed graduate program at UNC Charlotte. Within the past two years, UNC Charlotte, the University of Georgia, and the College of Charleston have all implemented B.A. degrees in Latin American Studies, adding to the established B.A. programs at Emory University, UNC Chapel Hill, and the University of South Carolina. All six B.A. programs in LAS in the Virginia-Carolinas-Georgia region stand to benefit from the establishment of an M.A. program to meet student interest in ongoing interdisciplinary work. UNC Chapel Hill has no plans to develop an M.A. in Latin American Studies, leaving UNC Charlotte as the only likely university in North Carolina to establish such a degree. Added to the existing student interest from UNC Charlotte, the influx of students from throughout the South Atlantic region will

guarantee significant enrollments. Based on the experience of similar M.A.-granting institutions, such as the University of South Florida, we are projecting that the proposed program will generate 10 graduates per year within five years of establishment of the program.

3. Societal need (For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)

In 2004-05, the Director of Latin American Studies consulted with three universities with M.A.s in Latin American Studies—Tulane University, the University of South Florida, and the University of Arizona—for the purpose of documenting the need for graduates in the proposed degree program. Based on this consultation process, four career patterns emerged for M.A.s in Latin American Studies (see attached letter of support by Professor William Beezley).

- a) Further graduate work (about 30 percent of all graduates) in professional education such as law, business, and public health, or a discipline-based Ph.D. program such as History, Spanish, Political Science, or Anthropology.
- b) Employment in the public sector (local, state, and federal government) in agencies dealing with Latino populations, development assistance, and international peace keeping, or in NGO's dealing with such issues. Some LAS graduates also enter university employment, for example in libraries, Latin American Studies programs, and study-abroad offices. Approximately 30 percent of LAS graduates pursue this route.
- c) Employment in the private sector in companies dealing with Latino populations and/or holding investments in Latin American countries. Examples include companies such as Bank of America, Bell South, and Duke Energy. Approximately 30 percent of graduates pursue this route.
- d) A graduate degree as advancement of an existing career. Some professions, such as teaching or the foreign service, afford pay raises to employees who obtain an appropriate graduate degree and demonstrate added value in their job qualifications. This dynamic applies to approximately 10 percent of graduates, but the figure might initially well be higher in Charlotte as a new market for the degree.

Latin American Studies students are in high demand in both graduate education and the job market. For the excellent job prospects of Latin American Studies majors, see also Shirley Kregar and Jorge Nallim, After Latin American Studies: A Guide to Graduate Study and Employment for Latin Americanists, 3rd rev. ed. (University of Pittsburgh: Latin American Monograph Series, 2000); and Michael McClintock, "Area Studies and the Human Rights Career," LASA Forum 31.2 (2000): 10-13.

Due to the increasing interconnectedness of the U.S. and Latin American economies as well as the rapid growth of the Latino population of the Charlotte metropolitan area, the new degree program in Latin American Studies fills an important need of the University and region. The North American Free Trade Agreement (NAFTA) has highlighted the increasing economic integration of the Western hemisphere. As a result, during the last decade, the Charlotte region has developed strong ties with Latin America. In turn, these closer contacts have led to increasing investments of local Charlotte business in Latin America: for instance, Bank of America and Wachovia Bank have provided loans in Latin America; and Duke Energy, a major

international energy corporation, has invested in Argentina, Brazil, Chile, and Uruguay. Local banks, manufacturers, the regional power company, and the region's agricultural sector are thus all rapidly expanding their business linkages with Latin America. Increasingly, corporations such as these need the services of university graduates who not only speak and write Spanish, but also possess an in-depth knowledge of Latin America, the original home of more than 70,000 Charlotteans. Mecklenburg County is home to one of the nation's fastest-growing Latino populations. Both economic integration and immigration have led to an increasing awareness of the need to understand Latin American culture, economics, politics, and society. The program in Latin American Studies will prepare students for the growing number of careers that require knowledge of Latin America and Latin Americans.

Based on our market research and the advice of directors of existing M.A. programs, the M.A. in Latin American Studies is particularly attractive for students viewing their degree as a portal to these professional opportunities rather than a stepping stone to a Ph.D. Not surprisingly, many students choosing to pursue an M.A. in Latin American Studies display a strong interest in applying their knowledge outside academe.

4. Impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors' productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)

The proposed M.A. in Latin American Studies will not duplicate any other degree program either at the University or in the UNC system.

The proposed degree will complement the existing M.A. degrees in History and Spanish at UNC Charlotte. Both curricula offer a limited exposure to Latin American topics, and students in both programs can currently work on a Latin American topic for their thesis projects. Nonetheless, course work in LAS accounts for a minority of all hours taken in both degree programs, and the appeal of both programs lies in intense training in one discipline. Students in the M.A. program in History take courses on a variety of regions—and especially U.S. history—and there is only one 6000-level offering in Latin American History per year. Likewise, students in the M.A. program in Spanish are required to balance an interest in Latin American literature with studies in Iberian culture and literature as well as linguistics and translation. Neither program has an area studies emphasis.

In addition, the proposed program brings new disciplinary expertise to graduate students at UNC Charlotte. UNC Charlotte does not offer either an M.A. in Political Science or an M.A. in Anthropology, making the proposed M.A. in Latin American Studies the only way that interested students can pursue an area-studies degree involving the social sciences.

This program would be the only one of its kind in the state, including both private and public institutions. UNC Chapel Hill—the only other university in North Carolina with a B.A. in LAS—is not interested in developing such a program because that university emphasizes graduate education in discipline-based programs (see attached letter of support by Robert

Anderson). By contrast, UNC Charlotte particularly values interdisciplinary graduate programs and is hence the natural home for the state's only LAS program at the graduate level.

The planning of the new degree program has revealed the great common interest of UNC Charlotte faculty in the humanities and social sciences in seeing this new area studies program come into existence. The cooperation among UNC Charlotte departments in planning for the new degree program has shown the common thinking among our faculty. Early work on the proposal for the M.A. in Latin American Studies included members of the following curricula and departments: Africana Studies; History, International Studies; Languages and Culture Studies; Political Science; and Sociology and Anthropology. We fully expect this kind of interdisciplinary outlook and cooperation to continue as the new program takes hold. In particular, the administrative structure created for Latin American Studies could support future graduate certificate programs for students in Business, Education, and Social Work, as well as a possible joint M.A./MBA.

B. Discuss potential program duplication and program competitiveness

1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.

a) public institutions

none

b) private institutions

none

2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education). If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.

Not applicable

C. Enrollment (baccalaureate programs should include only upper division majors, juniors, and seniors).

Headcount enrollment

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

Program Title: N/A

University	Data	Year				
	Fall Enrollment					
	Degrees awarded					

Enrollment projections are based on consultation with non-UNC institutions such as Tulane University and the University of South Florida.

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

	Year 1 (2007-08)	Year 2 (2008-09)	Year 3 (2009-10)	Year 4 (2010-11)
Full-time	4	8	13	18
Part-time	1	2	3	3
TOTALS	5	10	16	21

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time 18 Part-time 3 Total 21

SCH production (upper division program majors, juniors and seniors *only*, for baccalaureate programs). Use the format in the chart below to project the SCH production for four years. Explain how projections were derived from enrollment projections (see UNC website for a list of disciplines comprising each of the four categories).

Assumption: Each full-time graduate student enrolls in fifteen credit hours per academic year for two years for a total of thirty SCH. Each part-time student enrolls in six hours per academic year for five years for a total of thirty SCH.

Year 1: 2002-03	Student Credit Hours (SCH)		
Program Category	UG	Master's	Doctoral
Category I			
Category II		66	
Category III			
Category IV			

Year 2	Student Credit Hours (SCH)		
Program Category	UG	Master's	Doctoral
Category I			
Category II		132	
Category III			
Category IV			

Year 3	Student Credit Hours (SCH)		
Program Category	UG	Master's	Doctoral
Category I			
Category II		213	
Category III			
Category IV			

Year 4	Student Credit Hours (SCH)		
Program Category	UG	Master's	Doctoral
Category I			
Category II		288	
Category III			
Category IV			

III. Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

Tulane University
University of Arizona
University of South Florida
George Washington University
University of California-Los Angeles

2. List other institutions visited or consulted in developing this proposal. Also list any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

Tulane University
University of Arizona
Arizona State University
University of South Florida
Universität Hamburg, Germany
Universität Bonn, Germany

Please see attached evaluations by Professors William H. Beezley (University of Arizona) and Lynn Stoner (Arizona State University)

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

- a) An undergraduate degree, preferably in Latin American Studies or in a related field such as Anthropology, Architecture, Art, Geography, History, International Studies, Political Science, Portuguese, Sociology, or Spanish, with a GPA of at least 3.0. However, the admissions committee will consider applicants with an average lower than this minimum if the other elements of the application are strong.
- b) Spanish proficiency at the advanced level as demonstrated by undergraduate course work, an oral interview, a standardized test, and/or life experience. Knowledge of Portuguese is desirable but not required.
- c) A combined score of at least 1000 on the verbal and math portions of the GRE. Again, the admissions committee will consider applicants with a lower score than this minimum if the other elements of the application are strong.

2. Documents to be submitted for admission (listing or sample).

- a) UNC Charlotte Graduate School online application form.
- b) Official academic transcripts.
- c) Official GRE score.
- d) Statement of purpose.
- e) Evidence of proficiency in Spanish.
- f) Three letters of recommendation on the UNC Charlotte recommendation form.
- g) International students only: evidence of proficiency in English as well as the following UNC Charlotte forms: immigration status, statement of financial responsibility, and estimated expenses.

C. Degree requirements. List the following:

1. Total hours required.

30 hours of graduate credit.

2. Proportion of courses open only to graduate students to be required in program (graduate programs only).

At least 18 hours.

3. Grades required.

Students must maintain a 3.0 average in all LTAM graduate courses to remain in the program. As per the academic regulations of the UNC Charlotte Graduate School, one *U* or more than two grades of *C* in graduate coursework will lead to suspension in enrollment.

4. Amount of transfer credit accepted.

A maximum of 6 hours of graduate transfer credit will be accepted.

5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, second major, etc.)

An Admission to Candidacy form must be submitted during the semester preceding the one in which the student plans to complete the degree requirements, either by defending a thesis or taking a comprehensive examination.

The final portion of the program of study entails either completion of a thesis based on original student research approved by a committee of three faculty members from at least two different disciplines, or a written and oral comprehensive examination administered by three faculty members from at least two different disciplines. On the thesis option, a satisfactory grade (*A* or *B*) on the thesis is required for graduation. On the examination option, a satisfactory grade (*A* or *B*) on the written examination is required to proceed to the oral examination; in case of an unsatisfactory grade, the written examination may be retaken once. Similarly, a satisfactory grade of *A* or *B* on the oral examination is required for graduation, and the student may retake the oral examination once in case of an unsatisfactory grade.

6. Language and/or research requirements.

At the end of the program, students will display Spanish proficiency at the advanced level in speaking, reading, and writing.

7. Any time limits for completion.

Most students will complete the program in two to three years. University policy requires that no course listed on a master's student's candidacy form be older than six years at the time of graduation. Courses that exceed this time limit must be revalidated or retaken, whichever the graduate program decides necessary, if they are to count in a degree program.

CURRICULUM:

Students will choose one of two tracks within the degree program: a thesis track and an examination track. The thesis track prepares students for graduate work at the doctoral level in Latin American Studies or one of its constituent disciplines, while the examination track prepares students for employment in the private and public sectors.

I. Thesis track (30 hours):

- A. Interdisciplinary core (12 hours)
 - a) Two sections of LTAM 5600 Seminar in Latin American Studies (6 hours)
 - b) LTAM 6910 Thesis Tutorial (3 hours)
 - c) LTAM 6920 Master's Thesis (3 hours). As part of this course, students will prepare and defend a thesis before a committee composed of three faculty members from at least two different disciplines. A satisfactory grade (*A* or *B*) on the thesis is required for graduation.

- B. Multidisciplinary work (18 hours)
 - a) Social Sciences: LTAM 6100 and one other course in the social sciences (6 hours)
 - b) History: Two courses in Latin American history (6 hours)
 - c) Humanities: LTAM 6300 and one other humanities course (6 hours)Up to two of these courses may be independent studies (LTAM 6800 and/or 6801)

II. Examination track (30 hours):

- A. Interdisciplinary core (9 hours)
 - a) Two sections of LTAM 5600 Seminar in Latin American Studies (6 hours) **Or** one section of LTAM 5600 and 3 hours of LTAM 6400 Internship.
 - b) LTAM 6950 Comprehensive Examination (3 hours). Based on an interdisciplinary reading list of at least 40 titles, students will take a written and oral comprehensive examination before a committee composed of three faculty members from at least two different disciplines. A satisfactory grade (*A* or *B*) on the written examination is required to proceed to the oral examination; in case of an unsatisfactory grade, the written examination may be retaken once. Similarly, a satisfactory grade of *A* or *B* on the oral examination is required for graduation, and the student may retake the oral examination once in case of an unsatisfactory grade.

B. Multidisciplinary work (21 hours)

- a) Social Sciences: LTAM 6100 and one other course in the social sciences (6 hours)
 - b) History: Two courses in Latin American history (6 hours)
 - c) Humanities: LTAM 6300 and one other humanities course (6 hours)
 - d) One other course taken in any of the categories above.
- Up to two of these courses may be independent studies (LTAM 6800 and/or 6801)

For both tracks, no more than twelve semester hours may be taken for credit in the degree program at the 5000 level.

C. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.

All courses are “new” as LTAM courses; however, many of the following are cross-listed with existing courses.

Course Numbering System. Courses are identified by four-digit numbers. The first digit indicates the level of the course: **1000-2999**: lower division undergraduate; **3000-3999**: upper division undergraduate; **4000-4999**: upper division undergraduate and graduate; **5000-5999**: graduate and advanced undergraduate; **6000-7999**: graduate only; **8000-8999**: doctoral only. The following second digits designate special types of courses: **0** for topics; **4** for internships and practicum, **5** for cooperative education, **6** for seminars, **7** for Honors courses, **8** for independent study, and **9** for research.

New LTAM courses

***LTAM 5000. Graduate Topics in Latin American Studies. (3)** Intensive treatment of a topic in Latin American Studies, depending on student needs and staff resources. May be repeated for credit as topics vary. (*On demand*)

LTAM 5116 (cross-listed with ANTH 4616). Culture and Conflict in the Amazon. (3) This course examines Brazilian development strategies in the Amazon and explores how these policies have affected both the environment and the various populations living in the Amazon. Topics covered include environmental degradation, human rights abuses, culture change, migration, and globalization. (*On demand*)

LTAM 5120 (cross-listed with SPAN 5120). Advanced Business Spanish I. (3)
Prerequisites: post-baccalaureate status, B.A. in Spanish, or permission of the Department. Advanced studies in Business Spanish, intensive practice in speaking, listening comprehension, reading, writing, and translation in functional business areas such as economics, management, and marketing. (*Fall*)

LTAM 5121 (cross-listed with SPAN 5121). Advanced Business Spanish II. (3)
Prerequisites: post-baccalaureate status, B.A. in Spanish, courses or permission of the Department. Advanced studies in Business Spanish, intensive practice in speaking, listening

comprehension, reading, writing, and translation in functional business areas such as marketing, finance, and import-export. (*Spring*)

LTAM 5310 (cross-listed with SPAN 5210). Studies in Spanish American Poetry. (3)

Prerequisites: post-baccalaureate status, B.A. in Spanish, or permission of the Department. Studies of 19th and 20th century Spanish American poetry. (*On demand*)

LTAM 5311 (cross-listed with SPAN 5211). Studies in Spanish American Prose Fiction. (3)

Prerequisites: post-baccalaureate status, B.A. in Spanish, or permission of the Department. Studies of 19th and 20th century Spanish American prose fiction. (*On demand*)

LTAM 5312 (cross-listed with SPAN 5212). Studies in Spanish American Theater. (3)

Prerequisites: permission of the Department. Studies of 20th century Spanish American theater. (*On demand*)

LTAM 5600 (cross-listed with LTAM 4600). Seminar in Latin American Studies. (3)

A seminar involving in-depth research and analysis of a topic suitable for interdisciplinary study and exploration of a variety of methodological approaches. May be repeated for credit as topics vary. (*Fall and Spring*)

Note: This seminar is taught in rotation by faculty from Africana Studies, History, Political Science, and Spanish. Topics vary each semester.

***LTAM 6000. Advanced Graduate Topics in Latin American Studies. (3)** Intensive treatment of a topic in Latin American Studies, depending on student needs and staff resources. May be repeated for credit as topics vary.

***LTAM 6100. Seminar in Latin American Politics. (3)** An analysis of contemporary Latin American politics. (*Alternate Years*)

LTAM 6250 (cross-listed with HIST 6250). Comparative Slavery and Race Relations. (3)

Prerequisite: permission of the Department. Slavery in the New World through its abolition including Indian and African slaves, the slave trade, the economics of slavery, and the impact of slavery on modern race relations in the Americas. (*Alternate years*)

LTAM 6251 (cross-listed with HIST 6151). Seminar in Colonial Latin American History. (3)

Prerequisite: permission of the Department. A seminar devoted to selected themes in colonial Latin American history. This course provides an introduction to research methods, documentary sources, and the critical analysis of historical literature. Topics will change. Course may be repeated for credit. (*Alternate years*)

LTAM 6252 (cross-listed with HIST 6152). Seminar in Modern Latin American History. (3)

Prerequisite: permission of the Department. A seminar devoted to selected themes in modern Latin American history. This course provides an introduction to research methods, documentary sources, and the critical analysis of historical literature. Topics will change. Course may be repeated for credit. (*Alternate years*)

***LTAM 6300. Seminar in Latin American Thought. (3)** An examination of Latin American thought from the Spanish Conquest to the present day. Emphasis on colonialism and postcolonialism as well as ethnic, racial, class, national, and gender identity. (*Alternate years*)

LTAM 6307 (cross-listed with SPAN 6007). Advanced Studies in Spanish American Literature. (3) Prerequisite: permission of the Department. Study of selected works, writers, literary genres, periods, and schools from Spanish America. May be repeated for credit as topics vary. (*On demand*)

LTAM 6350 (cross-listed with ARCH 6050). Histories of Latin American Architecture. (3) This course will survey the ways by which Latin American architectures (both north and south of the US/Mexico border) have come to be seen within the western canon. In this sense, this course is not purely historical; rather, the class will explore Latin American architectures chronologically but from a post-colonial perspective rooted in the present. (*Alternate years*)

LTAM 6400. Internship. (1-3) Prerequisite: permission of the Department. Supervised work experience in Latin America or related to Latino/a and Latin American Studies issues in the Charlotte area, accompanied by a written project.

LTAM 6800. Directed Readings. (3) Prerequisite: prior written consent of instructor and Director of Latin American Studies. Coverage of topics through individually designed reading programs and scheduled conferences with a faculty member. May be repeated for credit.

LTAM 6801. Directed Research. (3) Prerequisite: prior written consent of instructor and Director of Latin American Studies. Investigation of a topic in Latin American Studies culminating in a research paper.

***LTAM 6910. Thesis Tutorial. (3)** Independent study with a faculty advisor chosen by the student to conduct research for the M.A. thesis.

***LTAM 6920. Master's Thesis. (3)** Preparation of the master's thesis under the supervision of the thesis committee.

***LTAM 6950. Comprehensive Examination (3)** Preparation for and completion of the comprehensive exam option of the M.A. in Latin American Studies based on a reading list compiled in consultation with three examiners from at least two different departments.

NB: Students will either need to complete 6910 and 6920 OR 6950 plus one additional elective course.

IV. FACULTY

A. Program Faculty (see Appendix for all vitae)

1. UNC Charlotte faculty who will be teaching graduate courses on a regular basis

College of Architecture

José Gámez

Department of Africana Studies

Thomas Rogers

Department of Languages and Culture Studies

Rebecca Atencio

José Manuel Batista

Carlos Coria

Michael S. Doyle

Ann Brashear Gonzalez

Jasleen Kohli

Martha Lafollette Miller

Samuel Monder

Department of History

Jurgen Buchenau

Jerry Dávila

Lyman L. Johnson

Department of Political Science

Gregory Weeks

Department of Sociology and Anthropology

Coral Wayland

2. Other UNC Charlotte faculty with research focus on Latin American Studies who will not teach graduate courses on a regular basis but who will participate in teaching and/or advisement of students:

Department of Art

Angela Herren

Department of Geography and Earth Sciences

Heather Smith

B. Estimate the need for new faculty for the proposed program for the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

All but two of the courses that compose the M.A. in Latin American Studies will be taught by faculty from existing programs in cross-listed courses that are currently being offered to serve the needs of other degree programs. Existing courses are taught in the Departments of Africana Studies; History; Languages and Culture Studies; Political Science; and Sociology and

Anthropology. Departments that make these courses available for the Latin American Studies program will be affected by increased student demand for these courses; however, the strength of their degree programs will not be affected in any way. The supporting letters written by the chairs of the departments from which these courses are drawn demonstrate that the increased student demand of this new major can be absorbed with minimal impact on existing resources. No new faculty lines will be necessary to implement the program, but we hope to increase the number of course offerings as the growth of the University makes new faculty lines available, particularly in the Departments of Geography and Earth Sciences, Languages and Culture Studies, and Sociology and Anthropology. Recommended by the University's task force on interdisciplinary programs, the practice of "cluster hiring" is an example of how the growth of the UNC Charlotte faculty can be used to benefit interdisciplinary degree programs.

C. If acquisition of new faculty requires additional funds, please explain where and how these funds will be obtained.

N/A

D. Explain how the program will affect faculty activity including course load, public service and scholarly research.

Course loads. The proposed program will not increase the course loads of the faculty from existing departments. Most of the courses in the M.A. of Latin American Studies will be cross-listed with existing courses. Although the number of students per section will increase, the size of the sections will be controlled to ensure an effective learning environment.

Public service activity. It is expected that the level of contact between the University and the community will increase. The Charlotte/Mecklenburg Metropolitan Region has a very active Latin American community as well as hundreds of firms invested in Latin America. This community will be able to draw upon this Program for instruction and labor in the form of student experiential education opportunities. The Program will be able to build on the well established base provided by the Office of International Programs to provide individual faculty and students a structured foundation to expand their relationships with individuals, groups and organizations within the community.

Scholarly research. The proposed program will enable tenure-track faculty involved in Latin American Studies to teach more courses in their specialty areas and work with students in more advanced independent research activities focused on international topics. It will also involve some faculty in graduate teaching and research who are currently only teaching undergraduate students. The result will be further integration of faculty research and teaching. In addition, the proposed program provides an excellent foundation for increasing the number of advanced courses which will integrate faculty research activity with the program's mission and objectives.

V. LIBRARY

A. Provide a general statement as to the adequacy of present library holdings for the proposed program.

The J. Murrey Atkins Library meets the informational needs of the UNC Charlotte community, providing resources and services to faculty, students, and staff. The mission of the library is to enhance the educational, service, and research effectiveness of the University by facilitating access to the world of information within and beyond the campus, to meet the needs of students, faculty and staff, citizens of North Carolina, and the larger scholarly community. Located near the center of the campus, Atkins Library is a state of the art facility that houses a collection that includes nearly 1 million bound volumes and extensive education, audiovisual, document and microform collections. The library houses over 250 networked multitasking computer stations with high speed printing and download capabilities that provide electronic access to over 24,000 high quality research databases, full text electronic journals and full-text articles. Access to all electronic materials is available both on and off-campus. Library Staff provide assistance to users in locating information, providing research assistance, teaching library skills, and using materials and equipment in the library. The staff offers an active library instruction program, which includes customized presentations, resource guides and instruction sheets on locating and using library resources available through numerous course web pages. The Atkins Library is also a member of ASERL, the Association of SouthEastern Research Libraries. A number of special collections are available which include U.S., North Carolina, Local and United Nations documents. The Atkins Library is also a United States Patent and Trademark Depository library, one of only two such depositories in the state.

Atkins Library has a strong monograph collection in Latin American Studies. The library also subscribes to the most important English-language journals in Latin American Studies as well as some Spanish-language ones such as Historia Mexicana. Thanks to recent U.S. Department of Education grants and gifts of books from private donors, library holdings have greatly improved and are sufficient to operate the program. See also statement from librarian in Appendix.

B. State how the library will be improved to meet program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference materials, primary source materials, etc. What additional library support must be added to areas supporting the proposed program?

Journal subscriptions and monograph purchases should be continued in order to continuously update the library collections. An ongoing commitment to improve library holdings in Latin American Studies will be necessary in order to keep the collection up to date and to add materials in Portuguese and Spanish. If possible, the library should subscribe to various important journals not now available in Atkins Library such as Mexican Studies, Bulletin of Latin American Research, and Journal of Latin American Cultural Studies.

C. Discuss the use of other institutional libraries

Program faculty and graduate students will be encouraged to use the vast holdings on Latin American Studies available at UNC Chapel Hill and Duke University. All UNC Charlotte

faculty and graduate students have the right to obtain borrowing privileges at the former institution free of charge.

VI. FACILITIES AND EQUIPMENT

A. Describe facilities available for the proposed program.

Given the limited number of new courses created in conjunction with the proposed program, existing classroom space is adequate. Contributing faculty will continue to reside in their home departments. Secretarial support is provided for the B.A. in Latin American Studies, which currently shares an administrative assistant with two other interdisciplinary programs. The College of Arts and Sciences plans to hire another administrative assistant for its interdisciplinary programs, allowing the Latin American Studies program to claim a greater share of the time of its administrative assistant.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

The greatest impact on existing facilities will be the office space needed. Initially, the program will be operated in the existing faculty office of its director. In the long term, the Latin American Studies program will need an office of its own as well as office space for any graduate assistants assigned to the program. The Latin American Studies program will work with the College of Arts and Sciences to accommodate its space needs.

C. Discuss any information technology services needed and/or available.

All program faculty have use of a personal computer. Students have access to computer resources necessitated by the proposed program through a variety of existing computing laboratories. The computing needs of contributing faculty are handled through their home departments. Computer equipment will be required for any graduate assistants assigned to the program.

D. Discuss sources of financial support for any new facilities and equipment.

The College of Arts and Sciences has a budget for one-time technology expenses that will be used to purchase any necessary equipment for faculty and graduate students.

VII. ADMINISTRATION

Describe how the proposed program will be administered giving the responsibilities of each department, division, school, or college. Explain any inter-disciplinary or inter-unit administrative plans. Include an organizational chart showing the “location” of the proposed program.

The proposed program will be administered by the Director of Latin American Studies, working with the graduate faculty of Latin American Studies. It will be housed in the College of Arts and Sciences and report to the Dean of that College. A current director is in place to supervise the

undergraduate program for the 2004-2007 term. The appointment of the director for the next three-year cycle (2007-2010) will include responsibility for both the proposed graduate program and the existing undergraduate program. As the program grows, the program will appoint a separate undergraduate coordinator who reports to the Director of Latin American Studies.



A. The Role of the Director of Latin American Studies in the Proposed Degree Program

The Director is responsible for:

- a) Overall direction of the program;
- b) Assembling the faculty periodically for program updates and reviews;
- c) Coordination of class scheduling with chairs;
- d) Handling of student special requests;
- e) Managing the advising of Latin American Studies students, including job placement issues;
- f) Outcomes assessment; and
- g) Recruitment of students into the program

The Director also administers a budget that includes funds for:

- a) course buyouts for faculty teaching stand-alone Latin American Studies courses;
- b) replacement cost to the department for the Director's course reduction;
- c) travel to other campuses, conferences and professional meetings to remain current with respect to program developments;
- d) clerical assistance; and

e) Latin American Studies programming, including speakers and other special events.

The Director provides input concerning class evaluations and other feedback from students to department chairs annually.

Finally, the Director ensures that program committees are functioning properly.

B. The Latin American Studies Graduate Faculty

The Latin American Studies interdisciplinary graduate faculty (hereafter referred to as "The Graduate Faculty") will be composed of those members of the graduate faculty at UNC Charlotte who apply for inclusion and are appointed by the Latin American Studies Graduate Committee. Preliminary faculty appointments will be made from the list presented in section IV above. Subsequent appointment will require a written application from the candidate to the Steering Committee including a curriculum vitae and outlining the contribution the individual can make to the program, along with a letter from the individual's department chair supporting the requested appointment. Appointments will be made for five years.

The Faculty will be responsible for the development of the curriculum.

C. The Graduate Committee

The Graduate Committee will advise the Director on a regular basis, and will have the authority to conduct the affairs of the Faculty, subject to the approval of the Faculty. It will consider:

- applications received from prospective students for admission to the M.A. program, and/or the awarding of any graduate assistantships
- curriculum proposals concerning the Latin American Studies program (subject to approval of the graduate faculty)
- applications from faculty for inclusion among the graduate faculty of Latin American Studies.

The Graduate Committee will also assist the Director in conducting outcomes assessment as required by the University.

The Graduate Committee will have three members, plus the Director, who will serve as Chair. Prior to the first semester of the operation of the program, the Coordinator will appoint the committee for a two-year term from among the faculty so as to provide broad representation across the range of departments contributing to the Program. In subsequent years, the Committee will be elected by the Latin American Studies faculty, with one member elected during odd years and two members elected during even years.

Members of the Graduate Committee will also serve on the Steering Committee that helps the Director oversee the overall Latin American Studies program.

VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential “substantive change” during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

There is no recognized organization that specifically accredits degree programs in Latin American Studies.

IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

Certain courses in other fields of study have been identified as integral to the Latin American Studies curriculum. Current offerings of these courses are ideally suited to the needs of the proposed curriculum, and the departments responsible for the courses have confirmed their support for the proposed program. The improvement and/or expansion of these and other fields such as Art History, Geography, and Sociology will further strengthen the new program. Future expansion into new thematic areas would involve more faculty from other colleges, such as the Belk College of Business, the College of Education, and the College of Health and Human Services.

X. ADDITIONAL INFORMATION

See attachments

XI. BUDGET

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. *Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds.* Prepare a budget schedule for each of the first three years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. *Include the continuation of previous year(s) costs in second and third year estimates.*

Additional state-appropriated funds for new programs may be limited. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the “New Allocations” columns of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time.

Additional resources required will include the following:

- a) additional stipend and course release for the Director of Latin American Studies to handle his/her additional duties;
- b) one to two course buyouts per year to compensate departments for the teaching of the two stand-alone courses, LTAM 6100 and 6300. A special focus of this endeavor will be to offer graduate courses in social science disciplines currently not offered as a graduate program, such as Political Science or Anthropology;
- c) separate library allocation to increase journal subscriptions, especially in Latin American journals that are not available online, and targeted book purchases;
- d) graduate assistant (GA) lines that can be used to lessen the dependence on part-time funds for offering lower-level courses, particularly in Africana Studies, Anthropology, History, Spanish, and Political Science.

XII. EVALUATION PLANS

All new degree program proposals and degree program track descriptions must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program/track for the first four years of the program (numbers of graduates), (d) the names, addresses, and telephone numbers of at least three persons...qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

A. Criteria to be used to evaluate the proposed program (not in an order of priority).

1. Relevance of content to the students' career needs
2. Quality of instruction
3. Quality of graduates
4. Quality of faculty
5. Satisfaction of graduates
6. Satisfaction of employers

B. Measures to be used to evaluate the program:

1. Match between assessed needs and program content, measured using surveys of current students, graduates, and employers.
2. Teaching evaluations.
3. Placement of students.
4. GPA of entering students.
5. Average GREs of entering students compared to institution at large.
7. Retention and graduation rates.
8. Research activity of program faculty.
9. Satisfaction of students measured at exit interviews and focus groups.
10. Satisfaction of employers measured using surveys.

C. Projected productivity levels (numbers of graduates):

	Year 1 (2007-2008)	Year 2 (2008-2009)	Year 3 (2009-2010)	Year 4 (2010-2011)	TOTALS
B					
M	0	2	8	10	20
I/P					
D					

D. Recommended consultants/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

Professor Michael Scardaville
Director, Latin American Studies
408 Gambrell Hall
University of South Carolina
Columbia, SC 29208
Phone: 803-777-0437
mcardaville@sc.edu

Professor K. Lynn Stoner
Associate Professor of History
Arizona State University
Tempe, AZ 85287-2501
Phone: 480-965-5778
lynn.stoner@asu.edu

Professor Gilbert M. Joseph
Director, Council on Latin American and
Iberian Studies
Center of International and Area Studies
34 Hillhouse Avenue, Suite 342
Yale University, P.O. Box 208206
New Haven, CT 06520
Phone: 203-432-1380
gilbert.joseph@yale.edu

E. Plan for evaluation prior to sixth operational year.

At the end of the fourth year of the proposed degree program, the Latin American Studies program will initiate a comprehensive review. The Director of Latin American Studies and the Graduate Committee will write a report based on the above-mentioned review criteria and forward the report to the College of Arts and Sciences, the Graduate School, and other appropriate campus authorities for review and comment. During the fall of the fifth year of operation, the above-mentioned consultants will visit the UNC Charlotte campus to evaluate the proposed degree program based on this report, assessment data, and interviews with faculty, students, graduates, and university administrators. The consultants will write a response to the program's report that contains their evaluation of the degree program. After their visit, the Director of Latin American Studies and the Graduate Committee will forward this response as well as a revised report to the Dean of the College of Arts and Sciences as well as other appropriate campus authorities.

XIII. REPORTING REQUIREMENTS

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

Proposed date of initiation of proposed degree program: August 2007

This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor Philip A. Anderson

Date 11/27/06

Appendices

Budget Projections for the first three years of program operation

**Projected Funding for New Degree Program
 Master of Arts in Latin American Studies
 Regular Term 2007-2008
 (Based on 2006-2007 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				708.64	169.52	115.56	0.000	0.000	0.000
Category II				535.74	303.93	110.16	0.000	0.000	0.000
Category III				406.24	186.23	109.86	0.000	0.000	0.000
Category IV				232.25	90.17	80.91	0.000	0.000	0.000

Fringe rates for staff
 FICA @ 7.65%
 Retirement @ 06.82%
 Medical @ \$3,748

Fringes for faculty salaries
 FICA @ 7.65%
 Retirement @ 11.16%
 Medical @ \$3,748

\$0
 \$0
 \$0

 \$0

Total Positions Required	0.000
Instructional - Position Salary Rate (FY 02)	\$72,431
101-1310 Instructional Salary Amount	\$0
Other Academic Costs 44.89300%	0
Purpose 101 Total Academic Requirements	\$0
Purpose 151 Library 11.48462%	0
Purposes 152, 160, 170 180 General Instit Support 54.04980%	0
Neg Adj Factor 50.00000%	n/a
In-state SCHs 0	
Financial Aid (in-state) 67.99800%	0
Total Requirements	\$0

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution UNC Charlotte Date November 9, 2006
 Program (API#, Name, Level) 05.0701 Latin American Studies
 Degree(s) to be Granted Master of Arts Program Year 2006-07

ADDITIONAL FUNDING REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total
101 Regular Term Instruction					
1210 SPA Regular Salaries					\$0
1110 EPA Non-teaching Salaries					0
1310 EPA Academic Salaries	26,000	0	0		26,000
Stipend for Director of L.A. Studies	10,000				
Graduate Assistant (1 @ 10,000)	10,000				
Adjunct Faculty	6,000				
1810 Social Security	1,989		0		1,989
1820 State Retirement	0				0
1830 Medical Insurance (3432*X)	0				0
2000 Supplies and Materials	0				0
2300 Educational Supplies					0
2600 Office Supplies					0
3000 Current Services	3,000				3,000
3100 Travel	2,000				
3200 Communications	500				
3400 Printing & Binding	500				
5000 Capital Outlay (Equipment)	1,500				1,500
5100 Office Equipment	0				
5200 EDP Equipment	1,500				
TOTAL Regular Term Instruction	\$32,489	\$0	\$0	\$0	\$32,489
151 Libraries					
5000 Capital Outlay (Equipment)		0			0
5600 Library Book/Journal					
TOTAL Libraries	\$0	\$0	\$0	\$0	\$0
189 General Institutional Support					
2000 Supplies and Materials					0
2600 Office Supplies					
3000 Current Services					0
3200 Communications					
3400 Printing & Binding					
5000 Capital Outlay (Equipment)					0
5100 Office Equipment					
5200 EDP Equipment					
TOTAL General Inst. Support	\$0	\$0	\$0	\$0	\$0
TOTAL ADDITIONAL COSTS	\$32,489	\$0	\$0	\$0	\$32,489

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
 Master of Arts in Latin American Studies
 Regular Term 2008-2009
 (Based on 2007-2008 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				708.64	169.52	115.56	0.000	0.000	0.000
Category II		66		535.74	303.93	110.16	0.000	0.217	0.000
Category III				406.24	186.23	109.86	0.000	0.000	0.000
Category IV				232.25	90.17	80.91	0.000	0.000	0.000

Fringe rates for staff
 FICA @ 7.65%
 Retirement @ 07.14%
 Medical @ \$3,854

Fringes for faculty salaries
 FICA @ 7.65%
 Retirement @ 11.16%
 Medical @ \$3,854

\$1,203
\$1,755
\$837
<hr/>
\$3,795

Total Positions Required	0.217
Instructional - Position Salary Rate (FY 02)	\$72,431
101-1310 Instructional Salary Amount	\$15,729
Other Academic Costs 44.89300%	7,061
Purpose 101 Total Academic Requirements	\$22,790
Purpose 151 Library 11.48462%	2,617
Purposes 152, 160, 170 180 General Instit Support 54.04980%	12,318
Neg Adj Factor 50.00000%	n/a
In-state SCHs 0	
Financial Aid (in-state) 67.99800%	0
Total Requirements	\$37,725

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution	UNC Charlotte			Date	November 9, 2006	
Program (API#, Name, Level)	05.0701 Latin American Studies					
Degree(s) to be Granted	Master of Arts			Program Year	2007-08	
ADDITIONAL FUNDING REQUIRED - BY SOURCE						
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total	
101 Regular Term Instruction						
1210 SPA Regular Salaries						\$0
1110 EPA Non-teaching Salaries						0
1310 EPA Academic Salaries	0	15,729	0			15,729
Graduate Assistant (1 @ 10,000)		10,000				
Adjunct Faculty		5,729				
1810 Social Security	0	1,203	0			1,203
1820 State Retirement		1,755				1,755
1830 Medical Insurance		837				837
2000 Supplies and Materials		200				200
2300 Educational Supplies		100				
2600 Office Supplies		100				
3000 Current Services		1,550				1,550
3100 Travel		1,200				
3200 Communications		250				
3400 Printing & Binding		100				
5000 Capital Outlay (Equipment)		1,516				1,516
5100 Office Equipment						
5200 EDP Equipment		1,516				
TOTAL Regular Term Instruction	\$0	\$22,790	\$0	\$0		\$22,790
151 Libraries						
5000 Capital Outlay (Equipment)		2,617				2,617
5600 Library Book/Journal		2,617				
TOTAL Libraries	\$0	\$2,617	\$0	\$0		\$2,617
189 General Institutional Support						
2000 Supplies and Materials		4,100				4,100
2600 Office Supplies		4,100				
3000 Current Services		4,100				4,100
3200 Communications		2,050				
3400 Printing & Binding		2,050				
5000 Capital Outlay (Equipment)		4,118				4,118
5100 Office Equipment		2,100				
5200 EDP Equipment		2,018				
TOTAL General Inst. Support	\$0	\$12,318	\$0	\$0		\$12,318
TOTAL ADDITIONAL COSTS	\$0	\$37,725	\$0	\$0		\$37,725

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
 Master of Arts in Latin American Studies
 Regular Term 2009-2010
 (Based on 2008-2009 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I				708.64	169.52	115.56	0.000	0.000	0.000
Category II		66		535.74	303.93	110.16	0.000	0.217	0.000
Category III				406.24	186.23	109.86	0.000	0.000	0.000
Category IV				232.25	90.17	80.91	0.000	0.000	0.000

Fringe rates for staff
 FICA @ 7.65%
 Retirement @ 06.82%
 Medical @ \$3,748

Fringes for faculty salaries
 FICA @ 7.65%
 Retirement @ 11.16%
 Medical @ \$3,748

\$1,203
 \$1,755
 \$814

 \$3,772

Total Positions Required		0.217
Instructional - Position Salary Rate	(FY 02)	\$72,431
101-1310 Instructional Salary Amount		\$15,729
Other Academic Costs	44.89300%	7,061
Purpose 101 Total Academic Requirements		\$22,790
Purpose 151 Library	11.48462%	2,617
Purposes 152, 160, 170 180 General Instit Support	54.04980%	12,318
Neg Adj Factor	50.00000%	n/a
In-state SCHs	0	
Financial Aid (in-state)	67.99800%	0
Total Requirements		\$37,725

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution UNC Charlotte Date November 9, 2006
 Program (API#, Name, Level) 05.0701 Latin American Studies
 Degree(s) to be Granted Master of Arts Program Year 2008-09

ADDITIONAL FUNDING REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total
101 Regular Term Instruction					
1210 SPA Regular Salaries					\$0
1110 EPA Non-teaching Salaries					0
1310 EPA Academic Salaries	0	15,729	0		15,729
Graduate Assistant (1 @ 10,000)		10,000			
Adjunct Faculty		5,729			
1810 Social Security	0	1,203	0		1,203
1820 State Retirement	0	1,755			1,755
1830 Medical Insurance		814			814
2000 Supplies and Materials		0			0
2300 Educational Supplies					
2600 Office Supplies					
3000 Current Services		1,700			1,700
3100 Travel		1,500			
3200 Communications		100			
3400 Printing & Binding		100			
5000 Capital Outlay (Equipment)		1,589			1,589
5100 Office Equipment					
5200 EDP Equipment		1,589			
TOTAL Regular Term Instruction	\$0	\$22,790	\$0	\$0	\$22,790
151 Libraries					
5000 Capital Outlay (Equipment)		2,617			2,617
5600 Library Book/Journal		2,617			
TOTAL Libraries	\$0	\$2,617	\$0	\$0	\$2,617
189 General Institutional Support					
2000 Supplies and Materials		4,100			4,100
2600 Office Supplies		4,100			
3000 Current Services		4,100			4,100
3200 Communications		2,050			
3400 Printing & Binding		2,050			
5000 Capital Outlay (Equipment)		4,118			4,118
5100 Office Equipment					
5200 EDP Equipment		4,118			
TOTAL General Inst. Support	\$0	\$12,318	\$0	\$0	\$12,318
TOTAL ADDITIONAL COSTS	\$0	\$37,725	\$0	\$0	\$37,725

NOTE: Accounts may be added or deleted as required.

Statement from Library and Letters of Support



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

Department of Languages and Culture Studies
Phone 704/687-8754
Fax 704/687-3496

February 27, 2006

Dr. Jürgen Buchenau
Director of Latin American Studies
UNC Charlotte

Dear Jurgen:

I would hereby like to express my strong and unqualified support for the proposal to establish a Master of Arts in Latin American Studies at UNC Charlotte. I believe such a degree will provide an important new opportunity for students at our university. The faculty members in my department who will be involved in teaching courses in the program are enthusiastically looking forward to collaborating with you. We are committed to making the new program a success.

We will be happy to make some seats available for your students in the Latin American-focused courses on that my department offers its students in the Spanish M.A. program. We also agree to have members of our department teach the stand-alone course presently labeled "Latin American Thought" when needed. I strongly believe that the two programs are complementary and that each will enrich the other.

I look forward to working with you on this new program.

Sincerely,

Martha LaFollette Miller, Chair,
Department of Languages and
Culture Studies



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

John Smail

Department of History
(704) 687-4633
FAX: (704) 687-3218
jsmail@email.uncc.edu

3 March 2006

Jurgen Buchenau
Director, Latin American Studies
University of North Carolina at Charlotte
Charlotte, NC 28223

Dear Jurgen

Thank you very much for giving the Department of History a chance to review the proposal for the MA in Latin American Studies, for although I am familiar with the outline of your plans it was useful to be able to study them in detail.

Based on our review of your proposal I am happy to report that the Department enthusiastically supports the development of the MA in Latin American Studies. We share your opinion that the proposed degree program will be a valuable addition to the graduate level programming on campus and you are clearly addressing an emerging area of interest for this region. We also share your belief that the proposed program will be able to benefit from and contribute to existing graduate program, most obviously the MA in History.

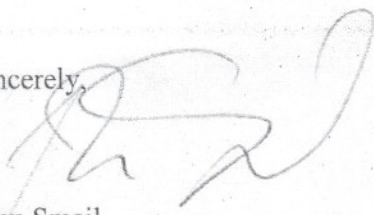
The Department can commit itself to the following specific responsibilities in support of the new program:

- We will schedule, at the mutual convenience of the department and program director, at least one graduate level class in Latin American history per year under the expectation that this class will be cross listed in HIST and LTAM.
- We will make provision to use the graduate assistants assigned to the new Masters' program in history courses as per the assignments made by the director of Latin American studies. We would expect these graduate assistants to serve as teaching assistants in large section offerings of Latin American history classes.

The only caveat to make is that the department's ability to offer the graduate level course work mentioned above may vary from year to year depending on the numbers of faculty (in Latin American history) who are on leave and the presence of three faculty with Latin American expertise.

Please let me know if you need further information.

Sincerely,



John Smail
Chair, Department of History

Cc: Nancy Gutierrez, Dean, College of Arts and Sciences



UNCC HARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

John Smail

Department of History
(704) 687-4633
FAX: (704) 687-3218
jsmail@email.uncc.edu

3 March 2006

Jurgen Buchenau
Director, Latin American Studies
University of North Carolina at Charlotte
Charlotte, NC 28223

Dear Jurgen

Thank you very much for giving the Department of Africana Studies a chance to review the proposal for the MA in Latin American Studies, for although I am familiar with the outline of your plans it was useful to be able to study them in detail.

Based on our review of your proposal I am happy to report that the Department enthusiastically supports the development of the MA in Latin American Studies. We share your opinion that the proposed degree program will be a valuable addition to the graduate level programming on campus and you are clearly addressing an emerging area of interest for this region.

The Department can commit itself to allowing Tom Rogers, who holds a faculty line in Africana Studies, to teach graduate level courses (either 5000 or 6000) in Latin American Studies as part of the teaching obligations he has for your program. These courses will be scheduled by mutual agreement between the chair, program director, and Dr. Rogers.

Please let me know if you need further information.

Sincerely,

A handwritten signature in black ink, appearing to read "JS", written over a large, faint circular stamp or watermark.

John Smail
Interim Chair, Department of African Studies

Cc: Nancy Gutierrez, Dean, College of Arts and Sciences
Mario Azevedo, Chair, Department of Africana Studies



UNC CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

Sociology & Anthropology
(704) 687-2252
FAX (704) 687-3091

February 24, 2006

Jurgen Buchenau, Director
Latin American Studies
c/o Department of History
UNC Charlotte
Campus

Dear Jurgen:

The Anthropology Program is pleased to support the proposal for a M.A. degree in Latin American Studies. We are willing to cross-list appropriate anthropology courses with LTAM courses. In addition, we welcome the opportunity to have an appropriate LTAM teaching assistant placed with anthropology. Within the constraints of resource needs for our own programs, we look forward to working with Latin American Studies.

Yours truly,

Janet E. Levy
Associate Professor of Anthropology and Associate Chair



UNCC[®]CHARLOTTE

The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001

Department of Political Science
(Chairman) 704/687-2573
(Faculty) 704/687-2571

2 March 2006

Dr. Jurgen Buchenau
Associate Professor of History
And Latin American Studies
Department of History
University of North Carolina at Charlotte

Dear Dr. Buchenau,

The Department of Political Science is fully supportive of the proposed M.A. in Latin American Studies (LTAM).

Dr. Greg Weeks, a member of our faculty, is excited about teaching graduate courses on Latin America as part of this new program, and we will be able to arrange to have him teach LTAM courses regularly, work with graduate students, serve on thesis committees and so forth.

Our support will include proposals to establish up to two new graduate courses in Latin American Politics or related subjects.

Dr. Weeks is also excited about the possibility of having a teaching or research assistant as part of this program and working with them on research in the region.

Sincerely,

A handwritten signature in cursive script that reads "Theodore S. Arrington".

Theodore S. Arrington
Professor and Chair

Center for Latin American Studies
Marshall Building, Suite 280
P.O. Box 210158B
Tucson, AZ 85721-0158



(520) 626-7242
FAX: (520) 626-7248
laac@u.arizona.edu
<http://las.arizona.edu>

Professor Jurgan Buchenau
Director, Latin American Studies
University of North Carolina, Charlotte
Charlotte, NC

Dear Professor Buchenau:

Review of UNC-Charlotte Proposal for an M.A. in Latin American Studies

My review of the proposed master's degree in Latin American Studies at UNCC finds that you make a strong case for the need for such a M.A. and then develop a thorough program for such a degree.

As your proposal states Charlotte is ideally located to establish an M.A. for the South Atlantic region that currently lacks a master's program in Latin American Studies. No university in the area from Washington, D.C. to Tampa, and from the Atlanta Coast to a line drawn from New Orleans to Nashville currently offers such a program, nor has one in development. This is also the region undergoing the most rapid growth in Latino population from throughout Latin America in the United States, guaranteeing a growing interest in Latin American Studies.

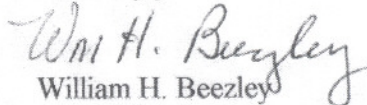
Moreover, as the proposal makes clear, UNCC has the faculty, library, and student interest for this M.A. program. It needs some redefinition of faculty assignments (especially planning for a separate Graduate Coordinator, with released time and a stipend to oversee the graduate program and, course buy-outs from departments to offer graduate seminars in political science and anthropology), some reassignment of space, so that the Center in fact has a genuine Center location, and an increase in operating budget Latin American Studies that will support travel for faculty and graduate students. Of particular significance, the proposal includes careful planning of course work so that the M.A. offers excellent career placement in Ph.D. and professional programs, government and corporate positions, or NGOs or other agencies active in Latin America. Here I can cite the experience of the University of Arizona Latin American History Ph.D. program that regularly recruits students who hold M.A. degrees in Latin American Studies because they have the breath of training that we want our students to have. This proposal recognizes the opportunities that exist for properly trained individuals who hold the master's degree.

My suggestions can be summarized as encouragement to expand the proposal, once the program is underway: The M.A. program has the potential for collaboration with

the college of education, and develop dual degrees that should have great interest for teachers in the making and for teachers returning for continuing education credit. Of course, these latter teachers provide an important market for the Center for Latin American Studies outreach program and it is here that monies may be used to fund graduate students active in outreach activities. Moreover, given the expertise of the current faculty, a dual degree in Business (either a dual MA-MBA or dual Masters) draws on the skills of the Spanish faculty such as Michal S. Doyle in business Spanish. Finally, a dual program in criminal justice seems offer great potential in terms of student interest. The expansion of programs should in no way overshadow the plans to provide interdisciplinary training including history, anthropology, geography, and political science with such internationally known scholars as Lyman Johnson.

I wish you success with this excellent proposal and look forward to seeing the program begin to graduate students with M.A. degrees in Latin American Studies.

Sincerely yours,



William H. Beezley
Interim Director, Center for
Latin American Studies
University of Arizona

INSTITUTE OF LATIN AMERICAN STUDIES

THE UNIVERSITY OF NORTH CAROLINA
223 EAST FRANKLIN STREET, CB 3205
CHAPEL HILL, NORTH CAROLINA 27599-3205
(919) 966-1484 FAX (919) 962-0398



Jürgen Buchenau, Director
Latin American Studies
130 Garinger Hall
University of North Carolina at Charlotte
9201 University City Blvd
Charlotte, NC 28223
January 28, 2005

Dear Dr. Buchenau:

I am writing at your request regarding your proposed Master of Arts in Latin American Studies. The Institute of Latin American Studies has responsibility at the University of North Carolina at Chapel Hill for graduate and undergraduate curricula in Latin American Studies. We currently offer a BA degree program and a Graduate Certificate. Because of the breadth and depth of scholarly activity on Latin America housed in the separate units of the University, the Institute's philosophy for some time has been that it is better for us to support Latin Americanist graduate students in other departments and to certify graduate and professional school students' area expertise by means of our Graduate Certificate, rather than design and offer an interdisciplinary Master of Arts degree in Latin American Studies. This is because in many units across campus graduate and professional students can follow a de facto concentration in Latin American Studies. Many of our units have several Latin Americanists on their faculty and there is a depth of course offerings on the region. I can report to you that there should be no change in this philosophy in the foreseeable future, and, therefore, we do not have plans to create a degree of this sort.

Given our stance, why should UNC-Charlotte develop a masters degree program? Precisely because of the complementarity with UNC-Chapel Hill. Charlotte would satisfy a niche amid the relative absence of interdisciplinary MA programs available on Latin America. By the same token, although Charlotte has taken remarkable steps forward in developing Latin American and other area and international studies, there is not the "deep bench" of Latin Americanist faculty, the depth of course offerings, or the range of graduate programs available, such that individual units on their cannot provide a home for graduate students interested in Latin America.

In terms of faculty, courses, cocurricular activity, and administrative support, Charlotte is poised to organize and execute a MA program, thanks to the expansion efforts of the past several years. The structure of the curriculum will afford either preparation for continued graduate study or for the job market. I endorse the multi- *and* interdisciplinary structure of the curriculum. The integrative study is critical for a degree like this, since it guarantees the coherence of content and thematic approaches and it stimulates cross-boundary thinking about the object of study. Yet, coursework grounded in disciplines assure a kind of epistemological depth that can come within disciplinary study.

Please do not hesitate to contact me or our director, Arturo Escobar, if you have further questions in this matter.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Robert Anderson, Ph.D.", written in a cursive style.

Robert Anderson, Associate Director

Cc: Arturo Escobar, Director,
Institute of Latin American Studies



ARIZONA STATE UNIVERSITY

April 27, 2005

Dr. Jurgen Buchenau, Director
Latin American Studies Program
130 Garinger Hall
University of North Carolina, Charlotte
Charlotte, North Carolina

Dear Dr. Buchenau,

What follows is the review of the Latin American Studies Program plan for the undergraduate program, its progress during its first year of the undergraduate program, the pedagogical activities during the first year, the potential for collaboration with other centers and departments, an assessment of the library holdings, an appraisal of the master's degree program, and suggestions for future endeavors for the program's advance toward its stated goals. The review follows a very positive visit to the University of North Carolina, Charlotte, conducted on April 22-23, 2005, during which time I spoke with the Dean of the College of Arts and Sciences, Dr. Schley Lyons, the Director of Latin American Studies, Dr. Jurgen Buchenau, the Director of Women's Studies, Dr. Coral Wayland, the Chair of the Department of History, Dr. John Smail, as well as program faculty including Dr. Lyman Johnson, Dr. Jerry Dávila, Dr. Ann González, Dr. Michael Doyle, Dr. Gregory Weeks, in addition to a librarian, Mr. Chuck Hamaker. I appreciate everyone's frank and friendly conversation. My overall impression is that UNC Charlotte is favored with a gifted faculty and administration that is eager to see the university advance. The faculty's energy and willingness to devote itself to this endeavor are refreshing, and the university would be well advised to invest in the wisdom, vision, and enthusiasm directed toward the program's undergraduate and projected graduate programs.

THE CURRENT UNDERGRADUATE PROGRAM

In March 2003, a planning committee submitted a request for authorization to establish a new degree program at the University of North Carolina, Charlotte, campus. The plan was based upon careful study of local demand for an undergraduate degree program, the transferability of the degree to job prospects, the ability of UNC Charlotte faculty to staff an interdisciplinary degree, the fit within the North Carolina higher education institutions, and the comparative offerings of Latin American interdisciplinary programs across the country. The finding was that UNC Charlotte was favorably suited to originating its own program, because the student body demanded an international training in their professional fields and a significant portion of the population came from Hispanic roots. Due to wise hiring practices over the past 20 years, the faculty were already in place in traditional departments to service its student body, and the interdisciplinary education would aid students in securing jobs in advanced professional fields. Pedagogically speaking, the two new courses added to the curriculum, the introductory course

COLLEGE OF LIBERAL ARTS AND SCIENCES

Department of History

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(480) 965-5778 FAX: (480) 965-0310

history@asu.edu

and senior seminar, would also fulfill general requirements in writing and literacy required for graduation. A bachelor's degree in Latin American Studies brought a global perspective to traditional preparations, increased student enrollment in department courses, helped students meet university requirements, and prepared students to accept employment in the international domain.

Latin American Studies is a degree-granting unit, but it is not a faculty home, and it only offers two courses that originate with the program: LTAM 1100: Introduction to Latin America (3 credits) and LTAM 4600 Senior Seminar (3 credits). All other courses are cross listed with other departments, and the departments receive credit for the FTEs. In the Latin American introduction course and the senior seminar, the professors' home departments receive the FTEs. Thus, Latin American Studies is viewed as a magnet for students by the contributing departments, not a competitor, even in the instance of the introductory and capstone courses.

The curriculum offerings are ample and the potential for the faculty to offer more course topics is available. The distribution of credits over the disciplines is clearly explained on the Website and the registration materials. The Program's purpose is to broadly prepare students in three disciplinary areas: Economy and Society, Historical Context, and Literature and the Arts. In all three areas from 9 to 10 courses are available. Majors will graduate with 30 hours in Latin American courses. Students must demonstrate proficiency in Spanish or Portuguese, participate in experiential learning such as study abroad or internships in the US, or intensive language study. Students may also pursue an honors thesis in Latin American studies.

The minor will accumulate 18 hours, take the introductory course, and accumulate only 6 hours (2 courses) in two designated areas and 3 hours in the other, which means they will educate themselves in all three areas. They are not required to take the senior seminar, although they may. They must show language proficiency.

In August 2004, the undergraduate program began operation. The projected student enrollment had been 5 students for the academic year 2004-2005. As of April 2005, the program has 15 students, 13 majors and four minors, two of whom graduated as of 05/14/05. These numbers reach the target set for the academic year 2006-2007, which means that the program is well ahead of the projected goal.

CURRICULUM STRENGTHENING

In the Language Department, emphasis is on translation and business languages in addition to literature. This links well with economics and business programs and prepares students to enter careers with a global reach: business, public programs, and communications. This kind of language preparation is, however, a skill that does not lead to cultural understanding of a people. Therefore, future curriculum development might enhance offerings in cultural studies at the 3000 and 4000 levels and emphasize aesthetics, cultural formation, literature, architecture, humor, the past make up the thought processes, the manners, and the approaches to human relations that form language. A richer offering in literature and cultural studies would enrich the sensitivity and

understanding of students seeking professional careers.

Offering an introductory course in the Literature Department in literary skills and cultural studies aids both literary and Latin American Studies students. Broadening a program in literature and culture fits well with interdisciplinary research. History, sociology, anthropology, women's studies, and film interface well with literature and often use it as a foundation for inquiry and research. Literary criticism as a methodology and cultural expression as a way of communication are basic to studying primary documents such as newspapers and journals, street humor, television soap operas, folk tales, cartoons and caricatures, etc. A course in literary criticism and culture would be fundamentally important to students in a variety of disciplines interested in understanding Latin American culture. This course could be taught at the undergraduate and graduate levels.

It is important that the Language Department communicate closely with Latin American Studies about their curriculum directions and faculty hires, because both units share interests and can share resources.

Women's Studies and Afro-American Studies Programs are natural associates for the Center for Latin American Studies. All share interdisciplinary approaches to their regional or topical interests, and all offer courses of mutual interest. Dr. Coral Wayland supports building complementary classes between the two units, and her own interest in medical anthropology, green medicine and the merging of older medical practices with modern medicine in Latin America enhance the units' common interests. At the moment, Women's Studies is designed for Anglo American interests, but North Carolina increasingly serves a Hispanic population. Therefore, it is wise to develop courses on Hispanic and Latin American women that would attract and support members of the student body with Latin and feminine roots. North Carolina also enjoys a rich Afro-American tradition. Caribbean and Luso Brazilian America with their African population fit nicely with UNC Charlotte's emphasis on Africana, so that a nice place to start with a women's studies and the African-American studies teaching emphasis might be with a Caribbean and women's studies course addition. The College of Arts and Sciences might consider hiring a visiting scholar to teach an interdisciplinary course on the Caribbean and a course in Latin American women's history.

An area of particular interest for strengthening the degree programs is instruction in Hispanic America. This area should be contained within the Latin American Studies program, but hires in supporting departments would draw students to an investigation of their immediate heritage and current circumstances. History, literature, anthropology, political science, and sociology have leading contributors to Hispanic traditions, and such a focus is now standard in most universities serving a diverse population.

RESOURCES

Building a program creates strains on budgets and resources within existing departments, and it places tremendous burdens on the director and staff while the program establishes itself and

draws from firm funding sources. One of the advantages of the program is its ability to leverage faculty hires in traditional departments. As departments advertise for new positions and replacement hires, the director has been communicating with chairs and faculty members the mutual interests shared by the program in the particular position. The program has some funds for travel, conferences, resource collection, and shared intellectual interests that attract prospective faculty to UNCC. Likewise, department furnish faculty for an expanding and dynamic curriculum.

Wise leadership from the dean's office has built a programmatic structure in which departments and interdisciplinary programs buttress one another. Funds efficiently spent allow departments to feed into programs such as Latin American Studies, Women's Studies, African American and African Studies, Film Studies, and others. These programs too share common interests and can share funds. While the intellectual and faculty commitments are working within the means of the university, the operations budget has lagged behind. As centers grow in complexity and tasks become increasingly demanding, the directors need staff and supplies support. It is incumbent upon the director to ask for what he needs, but I could imagine adding secretarial support, office and office equipment, and an advisor for the majors, minors, and graduate students. This kind of help will relieve the director to focus his time on winning grants, running conferences, holding meetings with the supporting faculty to get them excited and involved in center activities, starting a journal, and really putting UNC Charlotte on the map as an important Center for Latin American Studies. Secretarial and advising activities can be done by other people.

The program has established good collaboration with Languages and Culture Studies, History, Sociology and Anthropology, Political Science, African-American and African Studies, Women's Studies, Art, and Geography and Earth Sciences. Other professional schools whose graduates may find themselves working in overseas positions might make good tributaries into the program. The schools of business and education might find some interest in the program as well. Biology with its area in ecology might hire a person whose research is in Latin America. The Schools of Public Administration and Social Work have many reasons to connect with the Center. These linkages are worthwhile pursuits in building a center with broad appeal. Developing such a network of colleagues follows on a pattern developed over the past 20 years in the sharing of interests and resources to build a more dynamic university.

LIBRARY DEVELOPMENT

The J. Murrey Atkins Library holding reflects the active interests of Lyman Johnson and Jurgen Buchenau. The library contains a good collection of secondary sources on Mexico and Argentina. With funds from three Department of Education grants, they have collected all monographs in English from the US and Latin America recently published. The library also has some interesting archival sources, but this could be enhanced significantly, especially if UNC Charlotte is going to develop a masters degree program in Latin American Studies.

UNC Charlotte has invested in a gifted bibliographer and archivist, Chuck Hamaker, who could develop the library into a significant repository for graduate researchers and undergraduate

majors. Since the Latin American Studies Program is focusing on an interdisciplinary graduate degree, and since the degree may generate new associations with professional schools such as communications, public administration, and agriculture the library will broaden the collection to reflect the growth of the program. The first steps must be to service the undergraduate majors and minors, which means purchasing the major journals in literature, history, anthropology, political science, and economics. The monograph collection should include all or most of the university presses and presses that publish academic works in the US, Latin America, and major European presses. Naturally, with UNC-Chapel Hill and Duke as part of the lending system, some of the weight of this collection is alleviated by inter-library loan. Film and music collections that aid in teaching must be available. UNCC does not have a recognized research collection. Masters students will have to access documents at other libraries in the United States and Latin America. The Steering Committee of the Program for Latin American Studies and Mr. Hamaker should establish a feasibility plan for establishing a research archive.

THE MA PROGRAM

Dr. William Beezley has carefully reviewed the feasibility plan for the MA program elsewhere. I would like to endorse such a program for its timeliness, functionality, and the geographical placement. Today business, politics, services, and information depend upon international cooperation. Cooperation depends upon knowledge, knowledge that is based on more than just language proficiency. Graduates from UNC Charlotte will be prepared to take their professions anywhere they want in the world. The MA in Latin American Studies can stand alone as a degree, or it can be added to another professional degree, such as law, communications, public administration, nursing, anything really. The degree will enable people to take their profession anywhere in Latin America and apply themselves effectively, because they understand where they are and with whom they are living and working. I am a product of an MA in Latin American Studies from the University of Indiana. While I was writing my PhD dissertation, I worked at the World Bank in the Division of Women and Development. My appeal was that I had sufficient background in international studies, economics, and women's studies. All this came through the MA in Latin American Studies.

The fact that no school along the East Coast Corridor between Washington D.C. and Florida has a graduate degree in Latin American Studies presents a niche for UNC Charlotte to fill. The University can build its own resources and should be encouraged to do so, but it can also draw upon the very fine faculty and libraries at Duke and the University of North Carolina, Chapel Hill for lectures and libraries. Collaboration should enrich UNCC's offerings and enhance North Carolina's fine reputation as a state that supports education.

As mentioned above, adding a graduate program will require additional allocations of monies for faculty, operations costs, staff, and library holdings.

GRANTS

The program has attracted the following grants and gifts within its first year of existence:

- \$760 income from the William Wilson Brown Endowment at UNC Chapel Hill for funding the film festival.
- \$3,000 income from the William Wilson Brown Endowment at UNC Chapel Hill for funding the interdisciplinary conference.
- \$1,000 from the Charlotte Area Educational Consortium for funding for the annual conference.
- Program faculty collaborated as PIs in a successful FIPSE application from the U.S. Department of Education (up to \$220,000 over four years for student exchanges among three Brazilian universities, UNC Charlotte, USC Columbia, and Winston-Salem State University).
- \$1,000 gift from Rodgers Builders.

In the program's Strategic Plan, the director clarified his understanding of the interrelation between attracting grant money, impressing sources of funding in the community and from established foundations, building a modern facility, attracting dynamic researchers, and attracting grant money.

FACULTY

The departments and the administration have attracted internationally recognized and award winning faculty to Charlotte. Among the participating departments, thirteen faculty offer courses and lend their services to the Latin American Studies Center. The mix of specializations present students with opportunities to perfect their language proficiency, absorb Latin American culture and cultural expression, receive rich training in history, and study political institutions and processes.

The faculty is noticeable for both its ability to win outside individual research grants and for its versatility in teaching a range of topics. Some of the faculty have distinguished themselves by winning prestigious grants that fund their research in foreign countries and that bring prestige to UNCC. This is commendable, of course, but outside grants should not be the only major sources of research time and money. Universities are now awarding research faculty with semesters off for research in addition to their sabbaticals, and they provide travel money for summer research expeditions. This kind of support is important for scholars who must travel abroad to conduct their research, as their work is more difficult and more costly to complete than those who can access documents via the internet or who can travel within the United States. Graduated levels of support are often difficult to defend, but faculty needs are unequal and the researcher who travels abroad feels the constraints when s/he pays for the research out of their salaries. If research support could be more forthcoming and graduated to reflect the true costs of each mission, it would enable the Latin American Studies faculty to finish their projects rapidly and allow them to be competitive with other major universities.

The faculty covers numerous teaching areas beyond their own research interests. Their courses range from film to revolution, medicine, gender, indigenous studies, immigration and migration,

military and dictatorships, slavery and racial admixture, and global studies. These are topics that draw students. As the MA program develops, the Center may look for adjunct faculty to teach standard courses to allow faculty to develop some of their specialty courses and offer students a broader selection.

The Latin American Program depends upon voluntary contributions from faculty already burdened with heavy teaching and research loads. Most research universities require a 2-2 teaching load when they demand a book and several articles in recognized journals for each promotional rank. UNC Charlotte Latin American Studies faculty teach at least a 2-3 teaching loads (and most of them teach three courses per semester) even though the research requirements are virtually commensurate with Chapel Hill. Contributions to the Latin American Studies Program for all but the director are voluntary. It would be helpful to all faculty affiliates if a means of weighing merit in home departments were established, else enthusiasm for the program wane or be cast aside as higher priority demands receive the faculty's attention.

UNC Charlotte has a number of distinguished faculty such as Dr. Lyman Johnson and Dr. Jurgen Buchenau, who are internationally acclaimed leaders in the field of Latin American history. Their publications and research proposals have won prestigious awards, and Dr. Johnson edits a series for the University of New Mexico Press. Dr. Ann González's forthcoming publications in children's literature promises to break new ground in the area of literature and education. Dr. Coral Wayland's interest in gender and alternative medicine brings an entirely new dimension to the study of community. In recent years, departments have hired very promising young scholars who are proving to be award winners already. Moreover, their scholarship and teaching interests fit perfectly with the Latin American Studies profile. Dr. Jerry Davila has completed his first book and is now in Brazil conducting research funded by several prestigious research grants. Dr. Gregory Weeks can train students in the classical problem of the presence of the Latin American military. UNCC has a core of dynamic faculty that merit all the privileges awarded the flagship university in Chapel Hill. Other members of the faculty in the language department contribute to professional training skills such as translation and business language fundamental to jobs in a globalizing world. These skills combined with the cultural and intellectual knowledge required for the Latin American Studies degree produce capable students, inspired by top professors in the area. UNCC is also a university staffed by some of the best professors in the United States at the assistant, associate, and full levels of the professoriate.

SPECIAL PROGRAMS

The Latin American Studies Program launched a film series that welds together the various disciplines through visual depictions of culture and language. Well chosen films complement classes taught during the semester and demonstrate issues covered in the curriculum. Moreover, film is a form of literature and an artifact of culture. It is a piece to be studied as its own genre. A film series reaches out to the community and stimulates thought and directed dialogue with the curious. The series performs a service to the growing Latino community in western North Carolina.

K. Lynn Stoner

K. Lynn Stoner
Associate Professor of History
Arizona State University

PL INDUSTRIES, LLC

3735 Glen Lake Drive
Suite 100
Charlotte, North Carolina 28208
(704) 357-1966 FAX (704) 357-1375

February 22, 2005

Dr. Jurgen Buchenau
Director
Latin American Studies Program
Department of History
9201 University City Boulevard
Charlotte, North Carolina 28223

Dear Dr. Buchenau:

As an officer in a company with a long history of doing business in Mexico I am happy to support the proposed establishment of a Master of Arts in Latin American Studies at UNC Charlotte. Our company has well established manufacturing capacity in Mexico and previously maintained manufacturing plants in Puerto Rico. The importance of NAFTA and the proposed regional trade agreement with Central American nations to our business and to our region is undeniable. Our ongoing business interests in Latin America and our need for employees with language and cultural skills in addition to business training and experience will only grow in the future. I believe the proposed graduate program in Latin American Studies will be an important resource as our region adapts to these new economic and business realities and that graduates of this program will find numerous employment opportunities.

Our local and regional business communities recognize the importance of Latin America to the economy. We also recognize the importance of immigrants from Latin America to our local workforce. The proposed graduate program along with the addition of new Latin American specialist faculty at UNC Charlotte is important to meeting the challenges of these transitions in our local economy. The development of an M.A. in Latin American Studies is of genuine importance to our business as well as to other businesses in this region.

Sincerely,



Eric F. Plott
Vice President Finance

EFP:edt

Cc: Dr. Lyman Johnson



February 22, 2005

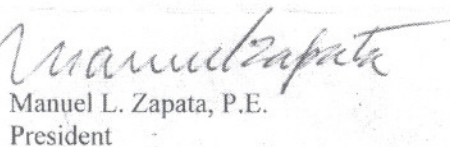
To Whom It May Concern:

As a business leader and member of the Charlotte area Hispanic community I strongly support the proposal to initiate a Master of Arts in Latin American Studies at UNC Charlotte. It is crucial to create this graduate program in Latin American Studies to strengthen the undergraduate program's identity and to facilitate connections between the Latin American Studies faculty and the city and regional communities. This graduate program will also serve the growing need of Charlotte region businesses for expertise in Latin America. Graduates of this program will have strong employment prospects in this region.

The Charlotte region has experienced an extremely rapid growth in the number of Hispanic residents in the area. These newcomers have become an integral part of our economy and the long-term success of the entire region is now dependent on the assimilation and success of these new members of our community. A Masters of Arts in Latin American Studies can play a significant role in helping both cultures understand and help each other and thus guarantee their long-term mutual success.

This programmatic addition to UNC Charlotte along with recent faculty hires and earlier additions to the Latin American curriculum, are all essential to the realization of a strong Latin American Studies program. It is very important that UNC Charlotte, the most important state university in the region, better serve the Hispanic population and the needs of the business community. The development of an M.A. in Latin American Studies is a valuable resource to the University's business partners in the region. These businesses have deepening ties with Latin America and need to recruit well-trained employees with an understanding of the culture and the language to prosper in the global economy.

Wit kindest regards,



Manuel L. Zapata, P.E.
President



February 22, 2005

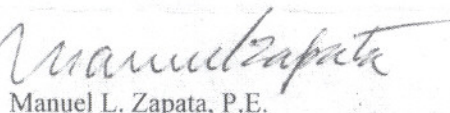
To Whom It May Concern:

As a business leader and member of the Charlotte area Hispanic community I strongly support the proposal to initiate a Master of Arts in Latin American Studies at UNC Charlotte. It is crucial to create this graduate program in Latin American Studies to strengthen the undergraduate program's identity and to facilitate connections between the Latin American Studies faculty and the city and regional communities. This graduate program will also serve the growing need of Charlotte region businesses for expertise in Latin America. Graduates of this program will have strong employment prospects in this region.

The Charlotte region has experienced an extremely rapid growth in the number of Hispanic residents in the area. These newcomers have become an integral part of our economy and the long-term success of the entire region is now dependent on the assimilation and success of these new members of our community. A Masters of Arts in Latin American Studies can play a significant role in helping both cultures understand and help each other and thus guarantee their long-term mutual success.

This programmatic addition to UNC Charlotte along with recent faculty hires and earlier additions to the Latin American curriculum, are all essential to the realization of a strong Latin American Studies program. It is very important that UNC Charlotte, the most important state university in the region, better serve the Hispanic population and the needs of the business community. The development of an M.A. in Latin American Studies is a valuable resource to the University's business partners in the region. These businesses have deepening ties with Latin America and need to recruit well-trained employees with an understanding of the culture and the language to prosper in the global economy.

Wit kindest regards,


Manuel L. Zapata, P.E.
President



INVISTA S.á r.l.
P.O. Box 37388
Charlotte, NC 28237-7388
704-586-7300
www.invista.com

February 24, 2005

Dr. Jurgen Buchenau
Director, Latin American Studies Program
Department of History
UNC Charlotte
9201 University City Blvd.
Charlotte NC 28223

Dear Dr. Buchenau:

I am pleased to express support for the proposed Masters program in Latin American Studies at UNC Charlotte. The company for which I work has manufacturing locations in fifty one countries including Mexico, Brazil, Argentina and Colombia. I am responsible for the Latin American credit group. It has been of incalculable value in customer, employee and elations that I studied Latin America. When I was with a smaller company, I was the international resource mostly because I was the only one with the training. I also belong to a regional International Credit Association and the few of us with expertise in Latin America are helpful to others with little understanding of their Latin American risk. When I hired an analyst recently, one of the key requirements was Spanish language and experience with Latin America. These are real examples of the utility of the proposed degree.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott J. Thomas", written over a horizontal line.

Scott J. Thomas
Global Credit Risk Manager
INVISTA
704 586-7306

Library Statement and Letters of Support

Course/Program: __ M.A. in Latin American Studies

Summary of Librarian's Evaluation of Holdings:

Evaluator: __ Chuck Hamaker _ Date: ____ Feb 27, 2005 ____

Please Check One:

Holdings are superior _____

Holdings are adequate _____ X _____

Holdings are adequate only if Dept. purchases additional items. _____

Holdings are inadequate _____

Comments:

Through the normal course of acquisitions we need to enhance holdings in art and architecture of Latin America. The Federal Grants that have been used the last few years have helped us keep relatively current in several of the major areas of study.

Chuck Hamaker

Associate University Librarian Collections and Technical Services

Atkins Library

University of North Carolina Charlotte

Charlotte, NC 28223

phone 704 687-2825

cross listing ARCH 4050/6050 Histories of Latin American Architecture

Professor Buchenau,

I am writing in support of the cross-listing of ARCH 4050/6050, Histories of Latin American Architecture which taught by Jose Gamez in the College of Architecture. Our College would benefit from having Latin American Studies students engage in this class, and I believe your students would benefit from Professor Gamez's course as well.

Please let me know if you need any further information from me in support of this cross-listing.

Thank you.

Betsy

Betsy West, Chair of Instruction
UNCCharlotte College of Architecture
9201 University City Boulevard
Charlotte, NC 28223-0001
p 704.687.4030
f 704.687.3353
bcwest@email.uncc.edu

Curriculum Vitae of Program Faculty

Rebecca J. Atencio

5006 La Crosse Lane
Madison, WI 53705
(608) 233-2989
rjatencio@wisc.edu

Education

University of Wisconsin-Madison

Ph.D. candidate in Portuguese

Expected graduation date: May 2006

Dissertation: “*Um país sem memória: Political Testimonialism and Healing in Postdictatorship Brazil*”

Ph.D. minor in Spanish (Hispanic literatures and cultures)

M.A. in Portuguese (May 2003)

The Johns Hopkins University

B.A., *magna cum laude*, Latin American Studies (May 2000)

Phi Beta Kappa

Research interests:

Luso-Brazilian literatures and cultures, autobiography, Hispanic literatures and cultures, gender studies, contemporary literary theory, civic engagement

Teaching Experience

University of North Carolina at Charlotte

Assistant Professor of Portuguese and Latin American Studies (beginning Fall 2006)

University of Wisconsin-Madison

Teaching Assistant (2003-2005)

Portuguese 101-102, Elementary Portuguese

Portuguese 201-202, Intermediate Portuguese

Portuguese 225, Third Year Composition and Conversation (substitute)

Portuguese 301, Intensive Portuguese for Spanish Speakers (substitute)

Other Professional Experience

Co-Assistant to the Editors, *Luso-Brazilian Review*, (February 2005 to February 2006)

Responsible for all aspects of publishing the journal, including manuscript submissions, book reviews, correspondence, proofreading, and bringing issues to press.

Academic Honors

Fellowships

- Prize University Fellow, UW-Madison (current)
- Nave Fellow, Latin American, Caribbean, and Iberian Studies Program (declined)
- Jacob K. Javits Fellow, U.S. Department of Education (2001-2003)
- David L. Boren Scholar, Institute of International Education (1998-1999)

Awards

- Early Excellence in Teaching Award, UW-Madison (university-wide, 2004)
- Evjue Foundation Research Award (2004-2005, renewed for 2005-2006)
- Honorary Volleyball Coach in recognition of teaching excellence, UW-Madison (2004, by student nomination)

Grants

- Tinker-Nave Short Term Field Research Grant (2003)
- Luso-American Development Fund Student Travel Grant (2002 and 2004)
- Department of Spanish and Portuguese Graduate Student Travel Grant (2002)

Publications

Articles:

“Dangerous Minds: Brazil’s *Escritura da exclusão* and *Testimonio*.” *Hispania* 89.2 (2006): 276-286.

“Camilo’s (M)Other Women: Two Matricidal Narratives.” Accepted for publication in the Spring 2006 issue of *Portuguese Literary & Cultural Studies*.

“Para uma leitura pós-colonial de António Aurélio Gonçalves: O potencial subversivo da imitação em ‘Pródiga’ e ‘Virgens loucas.’” Currently in submission to *África*, an academic journal published by the Universidade de São Paulo.

“Fiction as Testimony: Subversive Strategies in Renato Tapajós’s *Em câmara lenta*.” *TROPOS* 29 (2003): 71-88.

“A ficção como testemunho: Estratégias subversivas no romance *Em câmara lenta* de Renato Tapajós.” *Power in Latin American and Iberian Literature and Film*. Selected Proceedings of the Eleventh Annual Columbia-NYU Graduate Student Conference in Spanish and Portuguese Literatures.

Book Reviews:

Review of *Brazilian Narrative Traditions in a Comparative Context* by Earl E. Fitz. *Luso-Brazilian Review* 42.2 (2005): 186-87.

Translations:

Kraus, Gustavo. “The Skeptical Paradox in Machado de Assis.” Co-translated with Rebecca L. Jones-Kellogg. *Portuguese Literary & Cultural Studies*. Forthcoming.

Miranda, Ana. “The *Crônica* in Fifteen Themes.” *Portuguese Literary & Cultural Studies*. Forthcoming.

Soares, Marcos Nogueira. “*Quincas Borba* in *A estação*.” *Portuguese Literary & Cultural Studies*. Forthcoming.

Professional Presentations

“Writing the Legacy of Authoritarianism in Brazil: Flávio Tavares’s *Memórias do esquecimento*.” Presented at the Midwest Modern Language Association (M/MLA) Annual Conference, Milwaukee, WI. November 2005.

“Camilo’s (M)Other Women: Two Matricidal Narratives.” Presented at the International Colloquium on the Other Nineteenth Century, Madison, WI. April 2005.

“Flávio Tavares’s *Memórias do esquecimento*: Testimonial or Literary Memoir?” Presented at the Fourth International American Portuguese Studies (APSA) Conference, College Park, MD. October 2004.

“Remembering the Traumatic Past in Post-Dictatorship Argentina: The Photo Album as Metaphor in Ana María Shua’s *The Book of Memories*.” Presented at the American Association of Teachers of Spanish and Portuguese (AATSP) Annual Meeting, Chicago, IL. August 2003.

“Tupi or not Tupi: A representação do indígena na obra do padre Fernão Cardim.” Presented at the Third International APSA Conference, Amherst, MA. November 2002.

“The Economics of the Wandering Womb: Female Hysteria in Balzac and Camilo Castelo Branco.” Presented at the Modern Language Association (MLA) Annual Convention, New York City, NY. December 2002.

“Buscando a chave do jogo de armar: O trauma e a estrutura narrativa no romance *Em câmara lenta* de Renato Tapajós.” Presented at the Annual Columbia-NYU Graduate Conference on Spanish and Portuguese Literature, New York City, NY. April 2002.

Service

Graduate Student Assistant, International Conference on “Performing Brazil,” Madison, Wisconsin (April 20-21, 2007)

Founder, The Humanities Exposed Memoir Project (2004 to the present)

Co-Presenter, World Languages Day, “The Brazilian Rainforest: Lost/Last Paradise?” (2004)

Member, Grupo Lusofilme (current)

Teaching Assistant Co-Host, Bate-Papo, weekly language table (2003-2005)

José Manuel Batista

Assistant Professor of Spanish
Department of Languages and Culture Studies
The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001
jbatista@email.uncc.edu
704/687-4113

1510 Ivy Meadow Drive #1124
Charlotte, NC 28218
704/503-1617

Education

August 2003 Ph.D. in Romance Languages, University of Georgia
May 1998 M.A. in Spanish Literature, University of Georgia
1994 B.A., Manhattan College, Magna Cum Laude
Major: English Literature

Specializations

Latin American Poetry
Spanish Caribbean Literatures and Cultures
Post-colonial theory

Teaching Experience

2003-2006 Assistant Professor of Spanish at UNC-Charlotte
1998-2002 Teaching Assistant at UGA
Spanish Language levels taught:
Beginners SPAN1001 and 1002
Intermediate SPAN2001 and 2002
Introduction to Spanish Literature 3030

Fellowships, Awards, Honors

2002-3 Graduate School Dissertation Completion Assistantship
2002-3 Dolores E. Artau Scholarship for Academic Excellence in Romance Languages
2000 Outstanding Graduate Teaching Award, University of Georgia
1998-2000 M.A. Scholarship
1994 Phi Beta Kappa

1994 The Paul Cortisoz Award for English Literature, Manhattan College
1993 The Edward V. Branigan Research Endowment, Manhattan College

Conference Papers

- “Two Alternative Histories in Dominican Literary Discourse: Aida Cartagena Portalatín’s *Yania Tierra* and Pedro Mir’s *Tres leyendas de colores*.” Panel: Caribbean and Mexican Representation of Society. Room: Cone Center 112. April 23, (2005) 4:15-6:00. 1st William Wilson Brown Conference. Charlotte, North Carolina.
- “Enter Ariel: Manuel del Cabral in the Dominican Literary and Social Imaginary” Panel: Dissident Poetry in Latin America. Room: Serrat 363. Friday, April 8th, (2005) 2:15-3:45. 52nd Southeastern Council of Latin American Studies (SECOLAS) Conference. Vanderbilt University. Nashville, Tennessee.
- “Tomás Hernández Franco’s *Yelidá* as Propaganda” Latin American Literature: García Márquez, Posse, and Hernández Franco. Room III. Friday, March 11, (2005) 9:00-19:15. 29th Philological Association of the Carolinas (PACS) Annual Meeting. Ocean Creek Resort. Myrtle Beach, South Carolina.
- “José Martí’s Disembodied Head: Transcendence or Bust.” Latin American Panel 6: Cuban Literature. Room 413C. Friday 9:00-11:00. October 15, 2004. 54th Mountain Interstate Foreign Language Conference. The University of Tennessee Knoxville.
- “‘El cíclope’ o el Calibán tuerto: La estética azul, la política roja y el legado ‘amarillo-negro’ de Regino Pedroso” Panel: Literatura colonialista / post colonialista. Kitty Hawk Room. Thursday 9:00-10:15 a.m. March 18, 2004. 28th PAC Conference. The University of North Carolina at Charlotte.
- “Reading *Tuntún de pasa y grifería* as a Palimpsest of The Judgment of Paris” Panel 1: Approaches to Puerto Rican Literature. Salón Caonabo. Saturday 8:00 -9:30 a.m. March 6, 2004. 51st SECOLAS Conference. Santo Domingo, República Dominicana.
- “Plácido, the Incorrect: A Postcolonial Take on Late 19th Century Criticism.” Romance Languages Colloquia. Room 350 Gilbert Hall at 5:00p.m. 18 Oct 2002 Athens, Georgia.

Publications

- Articles

“Matters of Difference: Plácido, Heredia, and Avellaneda in Menéndez y Pelayo.” *The Latin Americanist*. 48.2 (Spring 2005) 57-79.

- Review articles

“El caribe afro-hispánico” *Chasqui*.34.1 (May 2005) 142-144.

“La poesía Latinoamericana desde la vanguardia” *Chasqui*. 34.2 (Noviembre 2005) 145-149.

Grants secured

“Juan Sánchez Lamouth: A Case of Mistaken Hybridity.” UNC-Charlotte Junior Faculty Grant for the Fall of 2005.

Service to the Department /University

Member of the Master’s List committee Spring 2005
Chair of the Master’s List Committee Fall and Spring 2006
Chair of Mabel Flasterstein’s MA Examination Fall 2006
Faculty Council Representative 2005-2006
Explore Charlotte Representative 2004-2006

Linguistic Skills

English (native fluency)
Spanish (native fluency)
French (reading and listening proficiency; speaking competence)
Portuguese (reading proficiency)

References

Professor Noel Fallows, Head and Professor of Romance Languages, University of Georgia. ph: (706) 542-3174; e-mail: nfallows@arches.uga.edu

Professor Lesley Feracho, Associate Professor of Romance Languages, University of Georgia. ph: (706) 316-2006; e-mail: lferacho@arches.uga.edu

Professor Martha Miller, Chair and Professor of Spanish, Department of Languages and Culture Studies, UNC at Charlotte. ph: (104) 687-4113; e-mail: mlmiller@email.uncc.edu

JÜRGEN BUCHENAU
Department of History
UNC Charlotte
Charlotte, NC 28223

EDUCATION

Ph.D. in History, University of North Carolina at Chapel Hill, May 1993.

Dissertation: "In the Shadow of the Giant: The Making of Mexico's Central America Policy, 1876-1930."

M.A. in History and **Certificate** in Latin American Studies, University of North Carolina at Chapel Hill, May 1988.

Zwischenprüfung (B.A. equivalent), Universität zu Köln, Germany, July 1986.

ACADEMIC EMPLOYMENT

Associate Professor, University of North Carolina at Charlotte, July 2002-present

Assistant Professor, University of North Carolina at Charlotte, 1999-2002.

Assistant Professor, University of Southern Mississippi, 1997-99.

Assistant Professor, Wingate University, 1993-97.

Visiting Professor, FB Geschichtswissenschaft, Universität Hamburg, Germany, 1994-96.

PUBLICATIONS (selected)

BOOKS

Plutarco Elías Calles and the Mexican Revolution (Lanham, MD: Scholarly Resources, in press). Also submitted for publication consideration in Spanish to Fondo de Cultura Económica, Mexico City.

Mexico OtherWise: Modern Mexico in the Eyes of Foreign Observers (Albuquerque: University of New Mexico Press, 2005).

Tools of Progress: A German Merchant Clan in Mexico City, 1865-present (Albuquerque: University of New Mexico Press, 2004). Also published in German as **Werkzeuge des Fortschritts: Eine deutsche Händlerfamilie in Mexiko von 1865 bis zur Gegenwart** (Stuttgart: Heinz, 2002).

In the Shadow of the Giant: The Making of Mexico's Central America Policy, 1876-1930 (Tuscaloosa: The University of Alabama Press, 1996).

ARTICLES

"**Hotel California: The Exile of Jefe Máximo Plutarco Elías Calles, 1936-1941**," *SECOLAS Annals* 35 (2003): 153-63.

"**The Life Cycle of a Trade Diaspora: The German 'Colony' in Mexico City, 1821-present**," *Jahrbuch für Geschichte Lateinamerikas* 39 (2002): 275-97.

"**Small Number, Great Impact: Mexico and Its Immigrants, 1821-1973**," *Journal of American Ethnic History* 20 (Spring 2001): 23-49. Won SCOLAS Harvey L. Johnson Prize for Best Article (2002).

"**México y las cruzadas anticomunistas estadounidenses, 1924-1964**," *Secuencia* 48 (Sep. 2000): 225-53.

"**México como potencia mediana: una perspectiva histórica**," *Secuencia* 41 (May 1998): 75-94.

“Inversión extranjera y nacionalismo: lo paradójico de la política internacional de Porfirio Díaz,” *Dimensión Antropológica* 3 (1996): 7-24. Won SECOLAS Sturgis-Leavitt Prize for Best Article (1998).

“Counter-Intervention Against Uncle Sam: Mexico's Support For Nicaraguan Nationalism, 1903-1910,” *The Americas* 50 (Oct. 1993): 207-32.

BOOK CHAPTERS

“The German Trade Diaspora in Mexico City,” in *The Heimat Abroad: The Boundaries of Germanness*, eds. Krista O’Donnell, Renate Bridenthal, and Nancy Reagin (Ann Arbor: University of Michigan Press, forthcoming).

“The Arm and Body of a Revolution: Remembering Mexico’s Last Caudillo, Alvaro Obregón,” in *Death, Dismemberment, and Memory: The Politics of the Body in Latin America*, ed. Lyman Johnson (Albuquerque: University of New Mexico Press, 2004), 179-206.

“Por una guerra fría más templada: México entre el cambio revolucionario y la reacción estadounidense en Guatemala y Cuba,” in *Espejos de la guerra fría en la América Latina*, ed. Daniela Spenser (Mexico City: CIESAS, 2004), 119-49.

“Marketing Necessities in Mexico: The Casa Boker and the Emergence of the Department Store in Fin-de-Siècle Mexico City,” in *Norteamericanización of Latin America: Culture, Gender, and Nation in the Americas*, eds. Hans Joachim König and Stefan Rinke (Stuttgart: Heinz, 2004), 89-108.

“En defensa de una Cuba libre? México entre el nacionalismo cubano y la expansión de Estados Unidos,” in *México y el Caribe: vínculos, intereses, región*, ed. Laura Muñoz (Mexico City: Instituto Mora, 2002), 2:221-50.

GRANTS AND HONORS (selected)

Fund for the Improvement of Post-Secondary Education, U.S.-Brazil, U.S. Department of Education (2004). \$200,000, no leave. Project Team member.

Undergraduate International Studies and Foreign Language Program (Title VIa), U.S. Department of Education (2004). \$167,000, no leave. Project Director.

Harvey L. Johnson Prize for Best Article, Southwest Council of Latin American Studies (1999), for “Small Number, Great Impact: Mexico and Its Immigrants, 1821-1973.”

Fellowship, National Endowment for the Humanities (2001). \$35,000, leave for 2001-2 academic year.

Undergraduate International Studies and Foreign Language Program (Title VIa), U.S. Department of Education (2001). \$160,000, no leave. Co-Project Director.

Sturgis-Leavitt Prize for Best Article, Southeastern Council of Latin American Studies (1998), for “Inversión extranjera y nacionalismo: lo paradójico de la política internacional de Porfirio Díaz.”

Fulbright-Hays Group Projects Abroad, U.S. Department of Education (1995). \$80,000, no leave. Project Director.

EDITORIAL BOARDS

Journal of Urban History

Editorial Board and Latin American Urban History Book Review Editor, 2001-present.

Handbook of Latin American Studies

Contributing Editor, 2004-present.

COURSES TAUGHT (UNC Charlotte only)

HIST 1140	Latin American Civilization
HIST 2100	The Mexican Revolution
HIST 2206	Colonial Latin America
HIST 2207	Modern Latin America
HIST 3010	Latin American History on the Big Screen
HIST 3176	History of Mexico
HIST 4002	The Cuban Revolution
HIST 6000	Mexico in the Era of Globalization
HIST 6000	The United States and Latin America
HIST 6000	Revolutionary Change in Latin America
LBST 2102	Global Connections
LTAM 4600	Latin America in the Cold War

GRADUATE THESES ADVISED: 4 M.A., 1 Ph.D. (CIESAS, Guadalajara, Mexico)

UNIVERSITY SERVICE (selected)

Latin American Studies

Director of Latin American Studies, 2004-present.
Chair, Latin American Studies Planning Committee, 2002-present.
Chair, Brazilian Studies Search Committee, 2001-2.
Member, Brazilian Studies Search Committee, 2005-6.

Department

Chair, Departmental Review Committee, 2003-4.
Member, Graduate Committee, 2002-3, 2004-5
Member, Self-Study Committee, 2003.
Chair, Curriculum Committee, Department of History, 2000-1, 2002-3.

College

Member, Administrative Council, 2004-present.
Member, Political Science Self Study Internal Committee, 2004-5.

University

Chair, Faculty Research Grants Committee, 2005-present.

LANGUAGES

German, native speaker.
English, near-native fluency in speaking, reading, and writing.
Spanish, near-native fluency in speaking, reading, and writing.
French, proficiency in reading; basic skills in speaking and writing.
Portuguese, proficiency in reading, basic skills in speaking.
Italian, proficiency in reading.

Carlos M. Coria-Sánchez
6734 Linda Lake Dr.
Charlotte, NC 28215
cmcoria@email.uncc.edu

EDUCATION:

- 1996-1999 University of Georgia, Athens, GA. USA
Doctor of Philosophy Degree—Romance Languages
Major fields of concentration: Mexican and Latin American Literature
- 1994-1996 University of Georgia, Athens, GA. USA
Master of Arts in Spanish.
Major fields of concentration: Mexican and Latin American Literature.
- 1992-1994 Georgia State University, Atlanta, GA. USA
Bachelor of Arts in Spanish.
- 1985-1987 Universidad Autónoma Metropolitana, Mexico City.
Business Administration.

**TEACHING &
RESEARCH
INTERESTS:**

Mexican and Latin American Literature.
Spanish for Business and International Trade.
Women's Studies.

ACADEMIC EMPLOYMENT AND TEACHING EXPERIENCE:

- 08/2001-Present **-Assistant Professor of Spanish
University of North Carolina at Charlotte**
Teach all levels of Spanish language, Spanish for Business, Latin American and Mexican Literature. Faculty member of the Graduate Spanish Program, the Latin American Studies Program, and Co-director of the Certificate in Business Spanish. Director of the summer Spanish program at the Universidad de Guadalajara, Mexico. The program offers internships with Mexican companies and non-profit organizations to participating students.
- 08/99-08/2001 **-Assistant Professor of Spanish,
Clemson University.**
Taught Spanish for Business and Cross Cultural Relations to students majoring in International Business, International Studies, Latin American Studies, Marketing, and Human Resources. Coordinator of the Spanish Section of the Languages and International Trade program. In charge of exchange programs with universities in Mexico, Ecuador and Costa Rica for Language and International Trade students.

Director of the summer Spanish program at the Universidad de Guadalajara, Mexico.

PUBLICATIONS:

BOOKS:

Visiones: Perspectivas literarias de la realidad social hispana. Yale University Press, 2002. (Co-authored with Germán Torres)

SCHOLARLY

ARTICLES:

“El discurso feminista de Ángeles Mastretta en Mal de amores.” South Carolina Modern Language Review. Francis Marion University, 3.1 (2004). 1-24

“Wanted: Literature in the Languages for International Business Programs.” Global Business Languages, Purdue University. 9 (2004). 78-86.

“The Appropriateness and Pedagogical Value of Trade Books for Cultural Awareness in Spanish for Business and International Business Courses.” Journal of Languages and International Business (JOLIB). 15.2 (2004). 49-65

FEM: 25 años de periodismo feminista en México”. FEM. Nov. (2001): 18-21.

"Angeles Mastretta y FEM, diálogo feminista". Proceedings of the PCCLAS Los Angeles, California, 1999 and Tijuana, BC., Mexico, 2001, v. 18-9. 133-140. Editores: López-Calvo, Ignacio, Enrique Ochoa and Pete Sigal.

“Entrevista con Angeles Mastretta”. Revista de Literatura Mexicana Contemporánea. The University of Texas at El Paso. (1999): 101-104.

"Angeles Mastretta: vida, obra y pensamiento" (refereed website) January 2000.
<http://ensayo.rom.uga.edu/filosofos/mexico/mastretta/introd.htm>

<http://ensayo.rom.uga.edu/antologia/XXA/mastretta/> "La mujer es un misterio" (1993)

<http://ensayo.rom.uga.edu/antologia/XXA/mastretta/mastretta2.htm>"Guiso feminista" (1993).

"El gesticulador: contextualización del 'yo' mexicano". Cuadernos Americanos. UNAM. (June 1999): 208-214.

Cuadernos Americanos is one of the most respected refereed literary journals in Latin American literature. One of the most prestigious Latin American philosophers, Leopoldo Zea, is a member of the Editorial Board.

"*Don Segundo Sombra* : El espacio de la mujer". FEM. 186 (1998): 33-34.
See description above.

"Los tratados en defensa de las mujeres en la España medieval ¿Tratados feministas?" FEM. 184 (1998): 21-26.

See description above.

"Breve historia de la mujer en Cuba". FEM. 177 (1997): 21-25. See description above.

OTHER ARTICLES:

“La nación oculta”. Mundo Hispánico. Atlanta, Georgia, November 22, 2001.

“Elecciones presidenciales”. El Reportero. Huntsville, Alabama. November 1, 2000.

“Activista presencial”. Las huellas del '68. Reforma. Online. México, October 2, 2000.

“La industria del turismo en Cuba”. La voz del pueblo. Atlanta, Georgia, Marzo 15, 2000.

"Escritoras Chicanas". FEM. 187 (1998): 32-33.

SCHOLARLY PAPERS (most recent)

“*Un día en la vida: Contextualización del pensamiento de la liberación.*” Vernacular Colloquium, Puebla, Mexico, October 25-29, 2005.

“*Percepción del México globalizado: las guías culturales como libros de texto y su uso en las clases de español para negocios.*” Race and Latin American Cultural Production in the Age of Globalization Symposium. The University of North Texas, November 18, 2005.

“*Las guías culturales en las clases de español para negocios.*” Business Language and Culture: Putting the Pieces Together. CIBER Conference. April 5-9, 2005, Salt Lake City, Utah. CIBER is the U.S. Department of Education federally-funded Centers for International Business Education and Research.

“*Rosario Castellanos: De la frontera al centro.*” First Charlotte-Area William Wilson Brown, Jr. Conference on Latin America." April 23, 2005, Charlotte, NC.

“*Mujeres subversivas en dos obras de Angeles Mastretta.*” The International Colloquium for Vernacular, Hispanic, Historical, American and Folklore Studies. October 8-11, 2003. Puebla. Mexico.

“*El español para negocios y las prácticas profesionales como mecanismo de globalización.*” International Business, Language and Technology: New Synergies, New Times (CIBER 2003), April 2-5, 2003. Miami, FL.

“*La literatura: un camino diferente en los cursos de español comercial.*” South Atlantic Modern Language Association (SAMLA) November 15-17, 2002, Baltimore, MD.

“*Compro, luego existo*” y su aplicación en la clase de español para negocios. Global Interdependence and Language, Culture, and Business (CIBER 2002) March 13-16, 2002 Chapel Hill, NC.

“*Las prácticas internacionales en los programas de Language and International Trade.*” Blue Ridge International Conference on the Humanities and the Arts, April 26-28, 2001. Appalachian State University, NC.

JERRY DÁVILA
jdavila@uncc.edu

EDUCATION

Brown University, Department of History	1998	Ph.D.
Brown University, Department of History	1993	M.A.
Dartmouth College	1991	B.A.

PROFESSIONAL EXPERIENCE

University of North Carolina at Charlotte, 2002-present
Associate Professor, 2005-present
Assistant Professor, 2002-2005
Fulbright Distinguished Chair, Pontifícia Universidade Católica, 2005
Fulbright Professor, University of São Paulo, 2000
Gustavus Adolphus College, 1998-2002
Assistant Professor, 1998-2002
Connecticut College, 1997-1998
Visiting Instructor, 1997-1998
Centro de Pesquisa e Documentação de História Contemporânea do Brasil, 1995-1996
Visiting Scholar, 1995-1996

PUBLICATIONS

(1) Book

'Diploma of Whiteness: Race and Social Policy in Brazil, 1917-1945.
Durham: Duke University Press, 2003. Translated as *'A Diploma Da Brancura: Raça e Política Social no Brasil, 1917-1945.* São Paulo: Editora UNESP, Spring, 2006.

(2) Chapters in Books

Introduction to *Brazil: A Century of Transformations*, eds. Antonio Sergio Pinheiro, Jorge Wilhelm and Ignacy Sachs. Chapel Hill: University of North Carolina Press, forthcoming 2006.
"Getúlio Vargas: Historical Memory," in *Vargas and Brazil: New Perspectives*, ed. Jens Hentschke, London: Palgrave, forthcoming, 2006.
"Construindo o Homem Brasileiro: Educação e Eugenia na Era Vargas," in *A Educação Escolar em Perspectiva Histórica*, ed. Diana Vidal. São Paulo: Editora Autores Associados, 2005.
"Influências do pensamento eugênico na Educação Brasileira: desafios para a atualidade," in *Ensino de Biologia: conhecimentos e valores em disputa*, Marandino, Selles, Ferreira and Amorim, eds. Rio de Janeiro: Editora da Universidade Federal Fluminense, 2005, 15-36.
"Norma Fraga: Race, Class, Education and the Estado Novo." In *The Human Tradition in Modern Brazil*, edited by Peter M. Beattie. Wilmington: Scholarly Resources, 2003, 165-182.
"Os Usos e Abusos de Getúlio Vargas no Brasil." In *Leituras em História*, edited by Claudio DeNipoti and André Joanilho. Curitiba: Editora Aos Quatro Ventos, 2003, 85-118.
"A Era da Dependência: Entrevista Com Thomas Skidmore," with Fernando Conceição. In *Memórias do Presente: Artes do Conhecimento*. São Paulo, Publifolha, 2003, 467-477.

(3) Articles in refereed journals

“Visões Americanas, Realidades Autoritárias: Encontros entre a ‘Sociedade Democrática’ de John Dewey e a Era Vargas no Brasil,” *Educação em Questão*, forthcoming, 2005.

“O Comparativo e o Transnacional nos Estudos Brasileiros e Americanos,” *Transit Circle: Revista Brasileira de Estudos Americanos*, Vol. 4 (2005), 66-77.

“O Valor Social da Brancura no Pensamento Educacional da Era Vargas,” *Educar*, Vol. 25 (2005). 111-126.

“Ethnicity, Identity and Nationhood in Latin America.” *Jewish History*, 18:1 (2004), 95-113.

“Under the Long Shadow of Getúlio Vargas: A Research Chronicle,” *Estudios Interdisciplinarios de América Latina y El Caribe*. 12:1 (2001): 25-38.

“Expanding Perspectives on Race in Brazil.” *Latin American Research Review*. 35:3 (2000): 188-198.

“O Coordenador de Cooperação e Dependência: Nelson Rockefeller e a Segunda Guerra Mundial,” *O Olho da História*. (1997).

(4) Other articles published

“Race and Education in Latin America,” in *Encyclopedia of African American Culture and History*, org. Colin Palmer. New York: Longman, 2006.

“Using a Group Project to Teach the History of Brazil,” *BRASA News*, Spring, 2006.

GRANTS AND FELLOWSHIPS

National Endowment for the Humanities Fellowship, 2006

Fulbright-Hays Fellowship, 2006

Fulbright Distinguished Chair, PUC-Rio, Brazil, 2005

UNCC Junior Faculty Research Grant, 2002-2004

Title VIa Brazilian Studies Grant, 2003

Fulbright Fellowship, University of São Paulo, Brazil, 2000

Gustavus Adolphus College Research Grant, 1999-2000.

Dorothy Danforth Compton Dissertation Fellowship, 1996-1998

FLAS Grant, 1995-1996

Dorothy Danforth Compton Doctoral Fellowship, 1992-1995

PROFESSIONAL SERVICE

Secretary, Brazil Section of Committee on Latin American History, American Historical Association, 2006-2007

Co-Organizer, International Symposium on Brazilian History and Society, 2006

Co-Organizer, Brazilian Studies Association/Getúlio Vargas Foundation Symposium on Brazilian History and Social Sciences, 2006

Brazilian Studies Association – History Workgroup Chair, 2004-2006

CAPES/Fulbright Faculty Fellowship Committee, 2005.

Brazilian Studies Association - Executive Committee, 2004-2006

Brazilian Studies Association - Conference Organizing Committee, 2003-2004.

Charlotte World Affairs Council, Lecture on Teaching South American History, 2003

Manuscript (book) evaluations for Duke University Press, 2004, 2005

Manuscript (book) evaluations for University of North Carolina Press, 2003, 2005

Manuscript (book) evaluation for University of Wisconsin Press, 2002

Manuscript (article) evaluation for Canadian Bulletin of Medical History, 2006

Manuscript (article) evaluation for Latino Studies, 2005
 Manuscript (article) evaluations for Luso Brazilian Review, 2002, 2003, 2005
 Manuscript (article) evaluation for The Latinamericanist, 2003
 Manuscript (chapter) evaluation for Tel Aviv University Center for Latin American Studies, 2005
 Manuscript (chapter) evaluation for Michigan State University, 2002
 Mentor for Mexican History Curriculum, Lake Forest University, 1998
 Brown University, lecture, "Race and Education in Diasporic Perspective," 2005
 Penn State University, lecture, "Race Mixture in the Land of the Future," 2005
 Rice University, lecture, "Race Mixture in the Land of the Future," 2005
 Emory University, lecture, "Talking About Race in Oral History," 2004
 Fulbright Scholars Program, lecture, "Race and Ethnicity in Brazil," 2003
 Georgetown University, lecture, "Race and Social Policy in Brazil," 2003
 Pontifícia Universidade Católica, Rio de Janeiro, lecture, "Abordagens Comparativas no Estudo de Relações Raciais," 2003
 Emory University, lecture, "The Myth of Cordiality: Police Repression and Social Violence in Brazil, 1968-1998," 2002
 Pontifícia Universidade Católica, Rio de Janeiro, lecture, "O Negro na Escola no Brasil," 2001
 Universidade Estadual de Londrina, Paraná, Brazil, lecture, "Problema de Integração: O Negro no Magistério Carioca," 2001
 Congresso Internacional Para Desenvolvimento do Afrodescendente, São Paulo, Brazil, lecture, "Ação Afirmativa nos Estados Unidos e no Brasil," 2000.
 Fluminense Federal University, Niteroi, Brazil, lecture, "Abordagens Históricas para a Ação Afirmativa," 2000
 Federal University of Rio de Janeiro, Brazil, lecture, "Raça e Magistério no Rio de Janeiro, 1900-1945," 1999
 Casa Oswaldo Cruz, , Rio de Janeiro, Brazil, lecture, "Construindo o Homem Brasileiro: Educação e Eugenia na Era Vargas," 1998
 Federal University of Rio de Janeiro, Brazil, lecture, "A Gênese das Ciências Sociais e a Questão Racial: O Caso do Colégio Pedro II," 1998
 CPDOC, Fundação Getúlio Vargas, Rio de Janeiro, Brazil, lecture, "Colaborando no Aperfeiçoamento da Raça," 1996

MICHAEL SCOTT DOYLE, Ph.D.

Department of Languages and Culture Studies

University of North Carolina at Charlotte

Charlotte, North Carolina 28223

Phone: 704-547-8771. FAX: 704-687-3496. Email: msdoyle@email.uncc.edu.

SPECIALTIES

- Spanish for Business and International Trade (Language, Discourse, and Culture Studies)
- Translating and Translation Studies (TTS: History, Theory, and Practice of Translation [Literary and Non Literary])
- Twentieth-Century Spanish Literature.

POSITIONS HELD

- 1993- UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
Professor of Spanish (1993-) and Graduate Coordinator (2000-)
Adjunct Professor of International Business (2003-).
Interim Chair, Department of Psychology (2001-02)
Chair of Department of Languages and Culture Studies (1993-99)
- 1990-93 SAN DIEGO STATE UNIVERSITY
Professor of Spanish
Chair of Department of Spanish and Portuguese (1991-93)
- 1988-90 Associate Professor of Spanish
Department of Spanish and Portuguese, San Diego State University
- 1987-88 UNIVERSITY OF NEW ORLEANS
Associate Professor of Spanish
Department of Foreign Languages
- 1984-87 Assistant Professor of Spanish
Undergraduate Coordinator
Department of Foreign Languages, University of New Orleans
- 1981-84 UNIVERSITY OF NOTRE DAME
Assistant Professor of Spanish
Department of Modern and Classical Languages

EDUCATION

- Ph.D. 1981 - University of Virginia (Dissertation and Director: "*Los mercaderes: A Literary World by Ana María Matute*" - Dr. Javier Saura Herrero). Major field: Modern Peninular Literature. Minor Field: Modern Latin American Literature.
- Certificat 1977 - Sorbonne (French)
- M.A. 1976 - Universidad de Salamanca (Spanish)
- B.A. 1975 - University of Virginia (Spanish)
- Diploma 1974 - Universidad de Barcelona (Spanish)

COURSES TAUGHT: All levels of Spanish language; intermediate and advanced levels of business Spanish (undergraduate and graduate); Spanish for the professions (medical, criminology); history, theory, and practice of translation (undergraduate and graduate); numerous literature and culture courses (undergraduate and graduate).

SELECTED PUBLICATIONS (from among 9 books; 3 book chapters; 17 articles and essays; 1 edited proceedings; 9 translations in journals; 45 conference presentations; 48 invited keynote addresses, invited lectures and panels; and 50 workshops conducted at conferences and institutions of higher learning):

Exito comercial: Prácticas administrativas y contextos culturales, lead author, co-authored with Drs. T. Bruce Fryer and Ronald Cere. **4th ed.** Boston, 2006 (514 pp.). ISBN #1-4130-0691-4. Advanced-level text/resource of Spanish for business and international trade with focus on cross-culturally contextualized managerial functions. *First three editions adopted at more than 310 U.S. colleges and universities and used by numerous institutions of higher learning, companies, banks, agencies, and language/culture training institutes in seven countries. This project—text, workbook, Web page—is now more than 310,000 words in length.*

Exito comercial: Cuaderno de correspondencia y documentos comerciales, lead author, co-authored with Drs. T. Bruce Fryer and Ronald Cere. **4th ed.** Boston, 2006 (240 pp.). ISBN #1-4130-0693-0.

The Heliotrope Wall and Other Stories trans. of Ana María Matute's collection of stories, *Algunos muchachos*. New York: Columbia University Press, 1989. Favorably reviewed by Richard Burgin in *The New York Times Book Review*, 14 May 1989, 22 ("A lyric energy propels these adroit translations").

Teaching Foreign Languages for Business Purposes: Explorations in Content, Delivery, and Assessment ed. with Preface by Michael Scott Doyle. San Diego: San Diego State University, National Foreign Language Acquisition Resource Center, 1993.

"Translation Pedagogy and Assessment: Adopting ATA's Framework for Standard Error Marking." *The ATA Chronicle: A Publication of the American Translators Association* XXXII.11 (Nov.-Dec. 2003): 21-28, 45.

"Evaluating Learner Outcomes in Business Spanish: An Inventory of Testing Exercise Typologies." *Spanish and Portuguese for Business and the Professions* eds. T. Bruce Fryer and Gail Guntermann. Lincolnwood, Illinois: National Textbook Company, 1998, 167-187. Substantially revised and expanded version of *CIBER Working Paper* by San Diego State University.

"Translation and Translation Studies in the United States: The Struggle for Credibility and Legitimacy." *In Other Words: Journal of the Translators Association*. London: Society of Authors, No. 4 (November 1994): 23-27.

"Business and Spanish in the New American Educational Epistemology: Context, Development, Forecast." *CIBER Working Paper Series*. San Diego: Center for International Business Education and Research, San Diego State University, 1992, 1-20. Rpt. by invitation of the Center for Applied Linguistics (CAL - Washington, D.C.) in ERIC (ED 354 737), 1992, 1-24 (makes article available "in over 800 locations around the world").

"Translation and the Space Between: Operative Parameters of an Enterprise." *Translation: Theory and Practice, Tension and Interdependence* ed. Mildred L. Larson. Binghamton: State University of New York Press, 1991, 13-26.

"The Place of Literary Translation in American Higher Education." *Translation Review* 36-37 (1991): 16-21.

“Translating Matute’s *Algunos muchachos*: Applied Critical Reading and Forms of Fidelity in *The Heliotrope Wall and Other Stories*.” *Translation Review* 41 (1993): 20-30.

“Contemporary Spanish and Spanish American Fiction in English: Tropes of Fidelity in the Translation of Titles.” *Translation Review* 30-31 (1989): 41-46.

“Trace-Reading the Story of Matia/Matute in *Los mercaderes*.” *Revista de estudios hispánicos* XIX.2 (May 1985): 57-70.

GRADUATE RESEARCH AND THESES: In recent years I have been a thesis committee member for two graduate students in the M.A. in Spanish at UNC Charlotte.

JOSE L.S. GAMEZ

EDUCATION

Doctor of Philosophy in Architecture	1999	University of California, Los Angeles
Master of Architecture	1992	University of California, Berkeley
Bachelor of Environmental Design	1989	Texas A&M University, College Station <i>CUM LAUDE</i>

ACADEMIC EXPERIENCE

Assistant Professor of Architecture	2002 to the Present
Graduate Coordinator	2004-2006
College of Architecture, the University of North Carolina at Charlotte	
Assistant Professor of Architecture	1999-2002
School of Architecture and Interim Chair, Latin American Studies	
University of Nevada, Las Vegas	2002- <i>spring</i>
Assistant Professor of Architecture	1998-1999
Department of Architecture, Portland State University	

PUBLICATION HISTORY

a) Articles and Essays in Books:

“*Building Border Practices: In/Visibility in the New (Latin) American South.*” Forthcoming in *Site Out of Mind*, edited by Pheobe Chrisman (2006).

“*A Pair of Queens: Latina/o Landscapes in LA and the QC.*” Forthcoming in *Latino Urbanism*, edited by David R. Diaz (2006).

“*Harry Gamboa, Jr., “Gronk,” and “Los Lobos”* forthcoming in *Grolier/Scholastic Library of Hispanic American Biographies* (London: Brown Reference Group, 2006).

“Afterword” in *Dreaming of Italy: Las Vegas and the Grand Tour* (Reno: University of Nevada Press, 2004).

“CARA Exhibit,” “Latino Architecture and Urbanism,” and “Olvera Street,” in *Encyclopedia of Latina and Latino Popular Culture in the United States, Volume I* (Westport, Connecticut/London: Greenwood Publishing Group, 2004) 106, 34, 600.

Commentary/Review: Ramón Ramírez--Notes on Migrancy and Exile (1997) in *Contemporary Chicana and Chicano Art: Artists, Works, Culture, and Education, Volume II*. Gary D. Keller, Mary Erickson, Kaytie Johnson, and Joaquín Alvarado, Principal Editors (Tempe: Bilingual Press, 2002) 219.

b) Articles and Reviews in Peer Reviewed Journals:

José Gámez. Book Review: Valparaiso School: The Open City Group by Perez de Arce and Perez Oyarzun, in the *Journal of Architectural Education*, Volume 58, Number 3: 55-56 (spring 2005).

“Building Faith? Moneo’s Design for the Cathedral of Our Lady of the Angels Struggles to Bring the Gospel to Downtown L.A.,” in *Aztlán: A Journal of Chicano Studies*, Volume 29, Number 1: 261-270 (spring 2004).

“Representing the City: the Imagination and Critical Practice in East Los Angeles,” in *Aztlán: A Journal of Chicano Studies*, Volume 27, Number 1: 95-120 (spring 2002).

Book review: *Buildings of Nevada* by Julie Nicoletta, in the *Nevada Historical Society Quarterly*, Volume 45, Number 1: 66-67 (spring of 2002).

c) Essays in Professional Journals:

“Learning From Las Vegas: Review” in *Architecture Las Vegas: the Official Publication of the Las Vegas Chapter of the American Institute of Architects*, Issue 5: 77 (2005).

“On Immigrant Street: Newcomers are Making a Big Impact on the Built Environment;” essay by James B. Goodno examining the impacts of immigrant-based transformation upon urban environments for which I was interviewed and that features imagery from my fall 2003 community design studio. The essay appeared in *Planning: The Magazine of the American Planning Association*, Volume 71, Number 10: 4-9 (November 2005).

d) Web-based Publications:

Mesquite Heritage Museum and Art Center, Mesquite, NV (assemblageSTUDIO). Design project published by Architectural Record (on-line) under the Projects: Building Types Study featuring small museums. Site address: http://archrecord.construction.com/projects/bts/archives/museums/0401_mesquite/overview.asp.

“Building/Border/Culture: Charlotte as the Gateway to the New (Latin) American South.” Studio related materials published by Universal Design Education Online and sponsored by Adaptive Environments, MA, and the National Endowment for the Arts. Site address: <http://www.education.org/teach/asj/gamez.asp>.

e) Reviews and Citations

Cited in Barrio Urbanism: Chicanos, Planning, and American Cities. David R. Díaz. London: Routledge, 2005 (cited in chapters 3, 11, and extensively in chapter 7).

Cited in The Branding of Cities: Exploring City Branding and the Importance of Brand Image. Julia Winfield-Pfefferkorn. Syracuse: Master of Arts in Advertising Design Thesis at the Graduate School of Syracuse University, August 2005. 142. (published paper available at brandchannel.com)

Cited in The Provisional City: Los Angeles Stories of Architecture and Urbanism. Dana Cuff. Cambridge: MIT Press, 2000. 108 (fnt. 24).

Cited in Urban Exile: Collected Writings of Harry Gamboa, Jr.. Chon A. Noriega, Editor. Minneapolis; University of Minnesota Press, 1998. 19 (fnt. 28).

AWARDS

Merit Award 2004

Awarded in the Built Category for the Lynn Bennett Early Childhood Development Center, UNLV, 2004 Nevada AIA Design Awards (Assemblage Studio, Las Vegas).

Honor Award 2003

Awarded in the Built Category for the Mesquite Heritage Museum and Art Center, 2003 Nevada AIA Design Awards (Assemblage Studio, Las Vegas).

Merit Award 2003

Awarded in the Built Category for the Mesquite Heritage Museum and Art Center, 2003 Western Mountain Region AIA Design Awards (Assemblage Studio, Las Vegas).

Architecture for Social Justice Award:

Partnerships in Teaching 2003

Awarded by Adaptive Environments, Boston, MA, and the National Endowment for the Arts.

Fellow, Institute for Small Town Studies 2003-2005

Invited research and design fellow with the Institute for Small Town Studies, Fairfield, IA.

College of Architecture Teaching Award 2003

Distinguished Alumnus 2002

Named a Distinguished Alumnus of the Department of Architecture and Urban Design at the University of California at Los Angeles.

Citation Award 2001

Awarded in the Academic Category for the BRT Transit Shelter Proposal, 2001 Nevada AIA Design Awards (with Dan Chenin and Joseph Campenille).

Citation Award 2001

Awarded in the Unbuilt Category for the Mesquite Heritage Museum and Art Center, 2001 Western Mountain Region AIA Design Awards (Assemblage Studio, Las Vegas)

GRANTS

Academic Program Improvement Grant 2004 \$20,295.00

Awarded by the Office of the Vice Chancellor for Research and Federal Relations at the University of North Carolina at Charlotte in support of an initiative to expand the College of Architecture's computational design and fabrication curricular options (with Eric Sauda, UNCC).

Graham Foundation Grant 2004 \$4,000.00

Funding awarded by the Graham Foundation for Advanced Studies in the Fine Arts in support of the College of Architecture at UNC Charlotte publication *CriticalMASS Volume II* (forthcoming).

Faculty Research Grant 2003 \$5,580.00

Research grant awarded by the Graduate School of the University of North Carolina at Charlotte in support of research focusing upon the role of place-consumption in urban spaces.

Design Arts Grant May 2001 \$7,500.00

Grant awarded by the Nevada Arts Council in support of the AIA/ASLA summer design lecture series (with Eric Strain, co-author).

New Investigator Grant April 2000-March 2001 \$10,000.00

Grant award granted by the Office of the Provost for Research at UNLV in support of a research project aimed at documenting the urban fabric of the Las Vegas metropolitan region and up-dating the book, *Learning from Las Vegas*.

Ann Brashear González

Associate Professor of Spanish
Department of Languages and Culture Studies
9201 University City Blvd.
University of North Carolina Charlotte
Charlotte, NC 28223
704-687-8781(office); 704-687-3496 (fax); abgonzal@email.uncc.edu

EDUCATION:

Ph.D. Comparative Literature (English/Spanish) 1983
University of South Carolina (Columbia)
M.A. Comparative Literature (English/Spanish) 1975
University of South Carolina (Columbia)
B.A. English 1971
University of North Carolina (Chapel Hill)
Dissertation: La Novela Totalizadora: Pynchon's *Gravity's Rainbow* and Fuentes' *Terra Nostra*

TEACHING EXPERIENCE:

2005-2006 Director Study Abroad Program—UNC Charlotte at the University of Cantabria
2004-2005 Graduate Program Coordinator, Spanish M.A.
1990-present University of North Carolina at Charlotte—Associate Professor of Spanish
2000-Spring University of Costa Rica (visiting—graduate class in American literature)
1999-Fall Director of UNC Charlotte Study Abroad Program to Spain
1998-Spring University of Cantabria, Spain (faculty exchange)
1988-89 University of South Carolina
1980-87 University of Costa Rica

AREAS OF EXPERTISE:

Central American Literature, Spanish American Narrative, Hispanic Children's Literature, Literary Translation

PUBLICATIONS—BOOK :

Sí pero no: Fabián Dobles and the Post-Colonial Challenge, (Fairleigh Dickinson University Press, 2005).

Dictionary of Literary Biography: Modern Latin-American Fiction Writers, Second Series, edited by William Luis and Ann González, Vol. 145 (Detroit: Gale Publishing Co., 1994).

CHAPTERS IN BOOKS (since 1997):

"*Los perros mágicos de los volcanes: Cruzando fronteras.*" Under consideration for a special volume on the work of Manlio Argueta, eds. Astvaldur Astvaldsson, Linda J. Craft, Ana Patricia Rodríguez.

"Octavio Paz" in *Dictionary of Literary Biography: Nobel Laureates* (Detroit: Gale Publishing Co., in press).

"(Re)Visiones de la conquista: *La niña blanca y los pájaros sin pies* de Rosario Aguilar" in *Otros testimonios: Voces de mujeres centroamericanas*. Edited by Amanda Castro. Guatemala: Letra Negra, 2001, pp. 167-173.

"La inautenticidad de los modelos feministas eurocéntricos en el context latinoamericano: La narrativa de Gioconda Belli" in *Visiones y reviones de la Literatura Centroamericana*. Compiled by Jorge Román-Lagunas. Guatemala: Oscar de León Palacios, 2000, pp. 167-175.

"Introduction: Spanish Caribbean and Latin-American Writers" in *Concise Dictionary of African, Caribbean, and Latin-American Writers*, selected by Bernth Lindfors and Ann González. The Gale Group, 2000, xv-xvi.

ARTICLES IN REFEREED JOURNALS (since 1997):

- "The Origin and Appropriation of 'Mambrú' in Hispanic Children's Literature," no.22 *Postscript* (Spring 2005), 60-68.
- "Dobles's *Una burbuja en el limbo*: Colonialism, Identity and the Role of the Artist," *The Latin Americanist* (2004), 7-22.
- "El Legado de Tata Mundo" *Istmo: Revista virtual de estudios literarios y culturales centroamericanos*. No. 3 (enero-junio 2002), <http://www.denison.edu/istmo/articulos/tata.html>
- "Fabián Dobles and the Maze of Memory," *World Literature Today* (Summer 1999), 485-488.
- "Historical (Re)visions of the Conquest: Rosario Aguilar's *La niña blanca y los pájaros sin pies*," *South Eastern Latin Americanist*, Vol. 42, nos. 2,3 (Fall 1998-Winter 1999), 29-34.
- "Fabián Dobles y la novela de recuerdos." *Káñina*, 12, no.3(December 1998), 23-28.

REVIEWS:

- Alegría, Claribel. *Sorrow*. Translated by Carolyn Forché. Curbstone Press, 1999. *World Literature Today*, 74:4 (Autumn 2000), 897.
- Castillo, Roberto. *The Bugler/El Corneta*. Translated by Edward Waters Hood. University Press of America, 2000. *World Literature Today*. 75:1 (Winter 2001), 182.

PAPERS PRESENTED (since 1997):

- 2004 "Who is Mambrú and What Is He Doing in Kindergarten?" Philological Association of the Carolinas. March. Charlotte.
- 2003 Fabián Dobles's *Una burbuja en el limbo*: Colonialism and the Dissident Artist." Congreso Internacional de Literatura Centroamérica. March. Costa Rica.
- 2002 "Language and Tata Mundo." Décimo Congreso Internacional de Literatura Centroamericana (CILCA). April. Berlin.
- c) "The Legacy of Tata Mundo." Segunda Conferencia Internacional de Literatura Centroamericana. October. California State University, Northridge.
- 2001 "Costa Rica's Foundational Fiction: Dobles's *El sitio de las abras*." Noveno Congreso Internacional de Literatura Centroamericana. March. Belice.
1999. "La caña dulce y las primeras novelas de Fabián Dobles." Séptimo Congreso Internacional de Literatura Centroamericana, March. Nicaragua.
- 1997 "Fabián Dobles y la novela de recuerdos." Quinto Congreso Internacional de Literatura Centroamericana, March. Costa Rica.

ACADEMIC AWARDS AND GRANTS (since 1997)

- 2003 Awarded an Academic Improvement Grant for curriculum revision (\$25,000)
- 2002 Awarded a More Project Mini-Grant (\$2000) for course design
- 2001 Awarded a Faculty Research Grant (\$4000) for completion of book project on Fabián Dobles.
- 1999 Awarded a Reassignment of Duties for Spring 2000 for research in Costa Rica on Fabián Dobles.
Awarded a Faculty Research Support Grant (\$4000) for research in Costa Rica on Fabián Dobles Spring 2000.

- 1998 Awarded \$3000 from the Latin American Studies Initiative (US Department of Education Title VI grant) for the creation of a new course in Latin American film and the revision of an existing course on Latin American Children's Literature.
- 1997 Awarded a UNC Charlotte Curriculum and Instructional Development Grant for work on a course in Hispanic Children's Literature (\$2700).

UNIVERSITY AND DEPARTMENTAL SERVICE (since 1997)

- Member Faculty Council (2003-2004)
- Alternate, Arts and Science Council (2003-2004)
- Member ESRC (2003-2004)
- Member, Faculty Committee on General Education (elected 2002-to present)
- Member, Latin American Studies Advisory Committee (2002)
- Member, Comprehensive Chair Review Committee (appointed by Dean 2002)
- Member, MA in Spanish Committee (2001 to the present)
- Member, University Grievance Committee (2001-to the present)
- Member International Studies Scholarship Committee (2002, 2003, 2004)
- Coordinator, Spanish Staff (2001-2003)
- Chair, Curriculum Subcommittee (2003-2004)
- Chair, Employment Status Review Committee , UNCC (2000-2002)
- Chair, Assessment Committee (2001-2002)
- Member, Spanish Search Committee, UNCC (2000-2001, 2002-2003, 2003-2004)
- Chair, Spanish Search Committee, UNCC 1999
- Study Abroad Representative for Spanish Staff (1998-1999).
- Member, SACS Focus Group (1998-1999)
- Member, Search Committee for Director of Latin American Studies Program (2003-2004)
- Member, Provost's Award for Excellence in Teaching Committee, UNCC (1997-99, 2004)
- Member, Interdisciplinary Committee to Propose Minor in Film Studies, UNCC (1997-98)
- Member, University Course and Curriculum Committee, UNCC (1997,1998-99)

SERVICE TO THE COMMUNITY & THE PROFESSION (since 1997)

- 2003 AP College Comparability Study Participant for ETS. Remunerated.
- 2003 Reviewed Proposal and sample chapters for *Así es la vida* for Heinle & Heinle. Remunerated.
- 2003 Panel Moderator. CILCA conference. Costa Rica.
- 2002 Reviewed Proposal for text *Estrellas* for Heinle & Heinle. Remunerated.
- 2002 Assessment project for Eckerd College. Remunerated.
- 2001 Reviewed 3 chapters of forthcoming Spanish text for John Wiley & Sons, Inc. Remunerated.
Also reviewed 2 chapters of Spanish text for Houghton Mifflin Company. Remunerated.
- 2001 Presentation to Mecklenburg County Human Resource Managers on testing for bilingual proficiency.
- 1999-present
Evaluator of Spanish oral and written proficiency for bonus premium pay: Mecklenburg County, Charlotte Fire Department, Kannapolis Police Department (approximately 20-25 evaluations per year)
- 1998 Consultant for Hispanic Literature Criticism Supplement, Gale Research Group.
- 1997 Workshop for Area High School Spanish Teachers (Southwest Education Alliance).

Angela Marie Herren

UNC Charlotte, Department of Art, Rowe 215, 9201 University City Blvd., Charlotte, NC 28223-0001
Tel: (704) 687-6628; e-mail: aherren@email.uncc.edu

EDUCATION

Graduate Center, City University New York

Major: Pre-Columbian and Oceanic Art and Architecture

Dissertation: Portraying the Aztec Past: 16th-c. Pictorial Accounts of Origin

Ph.D. (10/05)

M.Phil. (02/01)

Alliance Française, Versailles, France

French Language and Writing Studies

Certificate (01/96)

University of California, Berkeley

Double Major: Art History and English Literature

B.A., Honors (12/93)

Languages: Spanish, French, German

AWARDS AND FELLOWSHIPS

Sylvan C. Coleman and Pamela Coleman Memorial Fund Art History Fellowship	The Metropolitan Museum of Art	2003-2004
Mellon Fellowship for Dissertation Research in Original Sources	Council on Library & Information Resources	2002-2003
Program Dissertation Fellowship	CUNY, Graduate Center, Art History Dept.	2001-02
Summer Dissertation Travel Fellowship	CUNY, Graduate Center, Art History Dept.	2001
Graduate Teaching Fellowship	Lehman College, Art History Dept.	2001-02 (declined)
Graduate Teaching Fellowship	Lehman College, Art History Dept.	2000-01
University Tuition Scholarship	CUNY, Graduate Center	1999, 2001-03
Collegiate Merit Award	CUNY, University Student Senate	1998-1999
Program Fellowship	CUNY, Graduate Center, Art History Dept.	1996-2003

RECENT PUBLICATIONS

“Portraying the Aztec Past in the Codex Azcatitlan: Colonial Strategies,” *Athanos*, Vol. 22 (2004), 7-13.

“Representing and Reinventing Doña Marina: Images from the Florentine Codex and the Lienzo de Tlaxcala,” *Latin American Indian Literatures Journal*, Vol. 16, No. 2 (Fall 2000), 158-180.

TEACHING EXPERIENCE

<i>World Art Survey</i> , (taught in New York museums), Adjunct Lecturer, Pratt Institute, New York, NY	07/04-08/04
<i>Arts of Africa, the Pacific and the Americas</i> , Lecturer, Brooklyn Museum of Art, Brooklyn, NY	09/00-05/01
<i>History of Modern Art</i> , (two sections per semester), Adjunct Lecturer, Lehman College, Bronx, NY	08/00-05/01
<i>World Art Survey</i> , (taught in New York museums), Adjunct Lecturer, Pratt Institute, New York, NY	07/99-08/99
<i>History of Western Art</i> , (Ancient to Gothic), Adjunct Lecturer, Baruch College, New York, NY	06/99-07/99
<i>History of Western Art</i> , (two sections), Teaching Assistant, Hunter College, New York, NY	01/99-06/99

MUSEUM EXPERIENCE

The Americas Society, New York, NY, Curatorial Assistant

01/05-present

- Assisting with the planning and execution of three to four art exhibits per year in the Americas Society Gallery; exhibits pertain to the Arts of the Americas from Pre-Columbian times to the present.
- Curatorial and exhibit-related tasks, include executing loan agreements, donation processing, research, copy-editing, movement and storage of objects, producing signage and graphics, and assisting with exhibit installation.
- Coordinating gallery attendants, responding to public inquiries, developing plans and writing materials for public events

and activities.

- The Metropolitan Museum of Art, New York, NY, Fellow** 09/03-09/04
- Researched and wrote entries for The Metropolitan Museum of Art's online "Timeline of Art History." www.metmuseum.org/toah/splash.htm
 - Used the resources of the Goldwater Library, Watson Library, and the Department of the Arts of Africa, Oceania, and the Americas, to research, write, and provide public lecture on 16th-century Aztec pictorial manuscripts.
- Brooklyn Museum of Art, Brooklyn, NY, Research Associate** 09/99-08/00
- Wrote wall text, gave gallery talks, and assisted with exhibition and catalogue of "The Guennol Collection: Cabinet of Wonders." Catalogued, edited, and standardized records for approximately 850 Andean textiles as the final stage of a Mellon-funded project to create a working database for scholars and museum personnel. Responded to scholarly inquiries regarding the museum's Pre-Columbian and Oceanic art collections.
- Hispanic Society of America, New York, NY, Curatorial Assistant** 07/99-09/99
- Catalogued textiles and related objects in the permanent collection using The Museum System.
- The Bishop Museum, Honolulu, HI, Intern** 06/97-08/97
- Catalogued the Wallace and Ruth Ruff collection of art objects from Papua New Guinea. Produced research paper on Sepik River ceremonial houses.
- PROFESSIONAL EXPERIENCE**
- Victoria Newhouse, New York, NY, Assistant** 08/01-08/02
- Researcher for architectural historian Victoria Newhouse. Assisted with book manuscript edits, correspondence, meetings, research travel, and administrative duties.
- Graduate Center, CUNY, New York, NY, Research Assistant** 01/98-08/02
- Researcher for Professors Judy Sund (08/98-12/98) and Eloise Quiñones-Keber (01/98-08/98, 01/99-08/02) concerning Pre-Columbian and colonial Mesoamerica and South America. Copy-edited two book manuscripts of Mesoamerican essays.
- College Art Association of America, New York, NY, Assistant to the Conference Coordinators** 12/97-02/99
- Organized career development workshops for the 1998 conference in Toronto, Canada and the 1999 conference in Los Angeles. Drafted correspondence to program speakers and participants, maintained databases and copy-edited.

CONFERENCE PAPERS

- "Constructing Mexica Identity in Three 16th-c. Pictorial Histories." College Art Association Conference, Seattle, 02/04.
- "Mexica History Painting in Transition." Renaissance Society of America Conference, New York, 03/04.
- "Portraying the Aztec Past: Viceregal Strategies." Annual Meeting and Conference of the Society for Latin American Studies, University of Manchester (England), 04/03.
- "Portraying the Aztec Past: Colonial Strategies." 21st Annual Symposium for Graduate Students in the History of Art, Florida State University Department of Art History, Tallahassee, 02/03.
- "Portraying the Aztec Past: 16th-c. Accounts of Origin in the Codex Azcatitlan, Codex Boturini, and Codex Aubin." Fifth Congress of the Americas, Universidad de las Américas, Puebla (Mexico), 10/01.
- "Aztec Migration History in the Codex Azcatitlan and the Codex Boturini: Departing from Aztlan." Renaissance Studies Program Dissertation Colloquium, CUNY, Graduate Center, New York, 11/00.
- "Transformation and Transculturation in the Codex Azcatitlan." Symposium on "Art From the Borderlands", University of Washington, Seattle, 04/00.
- "Reinventing Doña Marina/La Malinche in the Twentieth Century." College Art Association Conference, Los Angeles, 02/99.
- "Representing and Reinventing Doña Marina." Southeast College Art Conference, Miami, 10/98.

“Representations of Doña Marina in the Florentine Codex and Lienzo de Tlaxcala.” Art History Symposium at Indiana University, Bloomington, 02/98.

PUBLIC LECTURES

“Material Aspects of the Codices Azcatitlan, Boturini, and Aubin.” Metropolitan Museum of Art, New York, 04/04.

“Aztec and Maya Art History.” Baruch College, New York, 10/99, 03/01.

“Transcending Time, Rewriting History: Object and Text in the Guennol Collection.” Brooklyn Museum of Art, Brooklyn, 03/00.

“Exploring the Guennol Collection.” Brooklyn Museum of Art, Brooklyn, 04/00.

SYMPOSIUM ORGANIZED

“Institutionalizing Cultures.” Co-Chaired Seventh Annual Graduate Student Symposium, CUNY, Graduate Center, New York, NY, 03/00.

PROFESSIONAL MEMBERSHIPS AND SKILLS

- American Association of Museums, American Association of University Women, College Art Association, Pre-Columbian Art Research Institute, Association of Latin American Art
- Proficient in Microsoft Office Suite (Excel, Word, Internet Explorer, Outlook, PowerPoint), The Museum System, Oracle
- Spanish, French, German

Lyman L. Johnson
Department of History, UNC Charlotte, Charlotte, North Carolina 28223
Telephone (704) 643-3118 (h)
(704) 687-4633 (o)
E-mail ljohanson@email.uncc.edu

Department of History, University of North Carolina at Charlotte,
Charlotte, North Carolina 28223 (704) 6847-4633

Education:

B.A. Tufts University, 1967 (cum laude)
M.A. University of Rhode Island, 1968
Ph.D. University of Connecticut, 1974
Dissertation: "The Artisans of Buenos Aires during the Viceroyalty, 1776-1810"

Employment History:

Instructor, UNCC, 1972-74
Assistant Professor, UNCC, 1974-1979
Associate Professor, UNCC, 1979-1987
Professor, UNCC, 1987
Visiting Professor, Instituto Torcuato di Tella, Buenos Aires, 1976
Visiting Professor, University College, Cardiff, Wales, 1979-80
Visiting Professor, graduate courses in colonial Latin American
History, University of North Carolina, Chapel Hill, 1983-85
Covington Distinguished Visiting Professor of History,
Davidson College, 1989-90, Spring semester 1991, Spring semester 1992

Publications and Research:

Articles and Essays in Edited Books (most recent).

"Race Mixing, Miscegenation and the Invention of New People," in *Le Nouveau Monde-Mondes Nouveaux*, Serge Gruzinski and Nathan Wachtel, eds., (Éditions Recherche sur les Civilisations. Éditions de l'École des Hautes Études en Sciences Sociales: Paris, 1996), 73-79.

"The Competition of Slave and Labor in Artisanal Production: Buenos Aires, 1770-1815," *Review International of Social History*, 40 (1996), 409-424.

This is also published in Tom Brass and Marcel van der Linden, eds., *Free and Unfree Labour. The Debate Continues* (Peter Lang, 1997), 265- 280.

"The Frontier as an Arena of Social and Economic Change," in Donna J. Guy and Thomas E. Sheridan, eds., *Contested Ground: Comparative Frontiers in the Greater Southwest and the Río de la Plata*, (University of Arizona Press, 1998), 167-181.

"Ehre und Männlichkeit im kolonialen Spanisch-Amerika," *Aus.Journal for Hist.Sciences* 11 no. 3 (2000), 7-28.

“Colonial Centers, Colonial Peripheries and the Economic Agency of the Spanish State,” in *Negotiated Empires: Centers and Peripheries in the New World, 1500-1820*, edited by Christine Daniels and Michael V. Kennedy with an introduction by Jack P. Greene and Amy Turner Bushnell (Routledge, 2002), 59-78.

“The Subversive Nature of Private Acts: Juan Barbarín: The 1795 French Conspiracy in Buenos Aires,” edited by in Kenneth Andrien, *The Human Condition in Colonial Latin America* (Scholarly Resources, 2002), 259-277.

“Cities and Wealth in the South Atlantic: Buenos Aires and Rio de Janeiro before 1860,” *Comparative Studies in Society and History*, July 2006 (with Zephyr Frank).

Books.

Ed., *The Problem of Order in Changing Societies*, (The University of New Mexico Press, 1990).

Ed., *Essays on the Price History of Eighteenth-Century Latin America*, (The University of New Mexico Press, 1990), with Enrique Tandeter.

Published in Spanish as

Economías coloniales, Fondo de Cultura Económica: Buenos Aires, 1992

Colonial Latin America, (Oxford University Press: New York, 5th Edition, 2004) with Mark Burkholder.

Winner of the Edwin Lieuwen Award, The Rocky Mountain Conference of Latin American Studies, 1994.

Ed., *The Political Economy of Spanish America in the Age of Revolution 1750-1850*, (The University of New Mexico Press, 1994), with Kenneth Andrien.

The Earth and Its Peoples, (Houghton Mifflin Company, 3rd Edition, 2004), with Richard Bulliet, Pamela Crosley, Daniel Headrick, Steven Hirsch, and David Northrup.

Ed., *The Faces of Honor*, (University of New Mexico Press, 1998), with Sonya Lipsett-Rivera.

Ed., *Death, Dismemberment, and Memory: Politics of the Body in Latin America*, (University of New Mexico Press, 2004).

Plebeian City: Buenos Aires and the Crisis of the Old Order, (under contract with The University of New Mexico Press).

Awards and Fellowships:

Woodrow Wilson Dissertation Fellowship, 1971-72

Henry L. and Grace Doherty Fellowship for Advanced Study in Latin America, 1971-72
American Philosophical Society, 1974
Fulbright-Hayes senior research award, 1976 (Buenos Aires, Argentina)
American Philosophical Society, 1978
Fulbright-Hayes Lectureship (Cardiff, Wales), 1980-81
Social Science Research Council, Postdoctoral Fellowship, 1981
Tinker Foundation, Postdoctoral Fellowship, 1981
Tinker Foundation, Postdoctoral Fellowship, renewed 1982
Southern Regional Education Board, Travel Grant, 1982, 1984, 1989, 1994, 1999
Albert J. Beveridge Fellowship, American Historical Association, 1986
Academic Specialist Programs, United States Information Agency, Buenos Aires, 1990.
NEH Fellowship for College Teachers, 1993-94
American Philosophical Society, 1994
UNCC, Summer Research Grant s, 1991, 1993, 1995, 1996, 1997, 1998, 2001, 2003

Grants to support teaching:

Department of Education, Title VI A, 1998-2000
Department of Education, Title VI A, 2001-2002
Department of Education, Title VI A, 2004-2006

Awards: Teaching

Nations Bank Award for Teaching Excellence, 1980
UNCC International Teaching Award, 2004

Offices held in Professional Organizations:

Executive Secretary, Chile-Río de la Plata Committee
Conference on Latin American History, 1982-83
Chairperson, Chile-Río de la Plata Committee, CLAH, 1983-84
Member Standing Committee on Historical Statistics,
Conference on Latin American History
Member Distinguished Service Award Committee, Conference
on Latin American History
Member Robertson Award Committee, Conference on Latin America History
Chairperson, Colonial Studies Committee, Conference on
Latin American History, 1986-87
Member Scholarly Relations Committee, Conference on Latin
American History, 1990-92
Program Committee, Conference on Latin American History, 1992
Robertson Prize Committee, Conference on Latin American
History, 1992
Executive Committee, Rocky Mountain Conference of Latin
American Studies, 1991-
Scholarly Resource Committee, Latin American Studies
Association, 1992-94

Executive Secretary, Chile-Río de la Plata CLAH, 1991-92
President, Conference on Latin American History, 1997-98
President, Rocky Mountain Conference of Latin American Studies, 2006-07

Service on Editorial Boards:

The Americas, 1992-94
Latin American Research Review, 1992-94
Hispanic American Historical Review, 1994-2000
Senior Advisory Editor, University of New Mexico Press,
Latin American History and Social Science series, Diálogos

Courses taught:

Colonial Latin America , Modern Latin America
History of Mexico
History of Argentina
Cuba in the Twentieth Century
Slavery and Race Relations in the Colonial Americas
Revolutions in Twentieth-Century Latin America
Social History of Colonial Latin America
Graduate Research Methods (Chapel Hill)
Pro Seminar: Colonial Latin America (Chapel Hill)
The Indians Under Spanish Rule
Economy and Society in Colonial Spanish America
Riots, Rebellions, and Revolutions in Colonial Latin American History

Supervision of Graduate students:

I have supervised or served on committees for 13 MA students at UNCC (exams and thesis work)
I have served on 2 MA committees at UNC Chapel Hill
I have served on 2 Ph.D. committees at UNC Chapel Hill
I have served on 1 Ph.D. committee at Emory University
I have served on 1 Ph.D. committee at University of Calgary

Curriculum Vitae

Personal: Jasleen Kohli
Address: Department of Languages and Culture Studies
University of North Carolina, Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001
Contact: Tel: 704-687-8759
jkohli@email.uncc.edu

Academic appointment

2004-Present: Assistant Professor of Spanish, University of North Carolina, Charlotte

Education

Ph.D., University of California, Riverside, 2004

Dissertation: "Una memoria transatlántica: La narrativa femenina de Rosa Chacel, Rosario Castellanos, Brianda Domecq y Soledad Puértolas," Directed by Raymond L. Williams.

M.A., Translation Studies, Complutense University, Madrid, 1999.

M.A., Spanish, Jawaharlal Nehru University, New Delhi, India, 1997.

Areas of Specialization

20th Century Latin American Literature; Contemporary Mexican

Narrative

20th Century Spanish Peninsular Literature; Contemporary Spanish Narrative

Autobiography Studies

Translation Studies

Awards and Grants

Junior Faculty Research Grant, UNC Charlotte, 2005-2006

Awarded grant to participate in UNC Charlotte's Summer Institute on "Workshop for Faculty to Develop Diversity Curricular Modules. June 6-10, 2005

Dean's Fellowship, University of California, Riverside, 2003-2004

Mini-Grant, Graduate Division, University of California, Riverside, Winter, 2002

Chancellor's Distinguished Fellowship Award, University of California, Riverside, 2000-2003

Granted Fellowship by the Spanish Agency of International Cooperation (Agencia Española de Cooperación Internacional), Ministry of External Affairs, Spain for M.A at Complutense University, Spain, 1997-1999

Publications

“La memoria “maravillosa” de una niña en Barrio de Maravillas (1976) de Rosa Chacel”
Letras femeninas. Forthcoming

“Las tendencias posmodernas en *Karenina Express*, de Margarita Mansilla.” *Hispanic Journal*. Under review

Group Translator with Miguel D. Yoldi for translation of Richard Twiss' *Viaje por España en 1773*. Madrid: Cátedra, 1999

Conferences

“La subversión de los sujetos subalternos en dos contextos: *La Milagrosa* (Carmen Boullosa, México) y *Gods, Graves and Grandmother* (Namita Gokhale, India)” XXVI International Congress of the Latin American Studies Association, San Juan, March 18, 2006.

“Las tendencias posmodernas en *Karenina Express*, de Margarita Mansilla.” William Wilson Brown, Jr. Conference on Latin America, Charlotte, April 23, 2005.

“Hacia una redefinición del futuro a través de la memoria en *Rito de iniciación* (1964) de Rosario Castellanos” Rocky Mountain Council for Latin American Studies Conference, Tucson, Arizona, March 30-April 2, 2005.

“La heterogeneidad de géneros en *Once días...y algo más* (1979) de Brianda Domecq” [Décimo Congreso de Literatura Mexicana Contemporánea 2005](#), El Paso, Texas, 4-6, March 2005.

“El trauma maternal en la autobiografía: *Con mi madre* (2001) de Soledad Puértolas.” Symposium on Hispanic Literature, Riverside, April, 2004.

“La memoria y el mundo femenino en *Barrio de Maravillas* (1976) de Rosa Chacel.” New England Conference on Foreign Languages and Literatures, Hartford, October 2-4, 2003.

Teaching Experience

University of North Carolina, Charlotte

TRAN 6476. Advanced Literary and Cultural Translation, Spring 2006
SPAN 3208. Introduction to Literary Analysis, Spring 2006
TRAN 4403. Practicum in Literary Translation, Spring 2006
TRAN 6472. Advanced Non-Literary Translation, Fall 2005
SPAN 2201. Intermediate Spanish I, Fall 2005
SPAN 1101. Elementary Spanish I, Spring 2005
TRAN 4403. Practicum in Literary Translation, Spring 2005
SPAN 2202. Intermediate Spanish II, Fall 2004
TRAN 4403. Practicum in Non-Literary Translation, Fall 2004

University of California, Riverside

Graduate Instructor of Spanish, 2000-2004. Courses taught:
Elementary Spanish I to III, Intermediate Spanish IV, Upper Division Conversation.
Course Leader, Elementary Spanish One and Three, Spring 2001,
Winter 2003

Service

Spanish Staff Library Representative, UNC Charlotte, 2005-2006

Alternate Departmental Representative, College of Arts and Sciences Faculty Council, UNC
Charlotte, 2005-2006

Served on Portuguese Search Committee, UNC Charlotte, Fall 2005-Spring 2006

M.A Reading List Revision Committee, UNC Charlotte, Spring-Fall 2005

Department Representative, UNC Charlotte's Arts and Science Council
Campaign, UNC Charlotte, February, 2005

Coordinator, Spanish Placement Exam, University of California, Riverside, 2000-
2004

Advisor, Graduate Preview Day, University of California,
Riverside, November, 2002

Languages

English, Spanish (near-native fluency), Portuguese
(speaking knowledge), Hindi

Professional Affiliations

American Association of Teachers of Spanish and Portuguese
American Translators Association
Latin American Studies Association
Modern Language Association.

Martha LaFollette Miller

EDUCATION:

Smith College	1961-1965	B.A., <i>magna cum laude</i>
University of Wisconsin, Madison	1965-1967	M.A.
Washington University, St. Louis	1967-1972	Ph.D.

Dissertation: *Love in the Poetry of Jorge Guillén*

TEACHING EXPERIENCE:

University of North Carolina at Charlotte	1976-present
Assistant Professor of Spanish	1976-80
Associate Professor of Spanish	1980-1989
Professor of Spanish	1989-present
Adjunct Professor of Women's Studies	1990-present

Ohio State University, Instructor 1975-1976

Yale University, Acting Assistant Instructor Spring 1973

Courses taught: Beginning, intermediate, and advanced Spanish language; Spanish and Latin-American culture and civilization; nineteenth- and twentieth-century Spanish literature; humor in Spanish literature; thought revolutions of the twentieth century (team-taught honors course); seminar on Valle-Inclán; teacher institutes on nineteenth- and twentieth-century Spanish literature; song lyrics of the Hispanic world; introduction to Women's Studies, Hispanic women writers in English translation, twentieth-century Spanish poetry; song texts of the Hispanic World; Spanish Culture through Film, Music, and Literature.

ADMINISTRATIVE EXPERIENCE:

UNC Charlotte Department of Languages and Culture Studies, chair, 2000-present
UNC Charlotte Department of Languages and Culture Studies, interim chair, 1999-2000
UNC Charlotte Office of Research, interim director, July-December, 1997
UNC Charlotte Office of Research, faculty associate, 1996-97
UNC Charlotte / N.C. State Semester in Spain program, director, 1985, 1994; co-director, 1989
UNC Charlotte summer program in Mexico, co-director, 1987

HONORS:

First Group Scholar, Smith College, 1963, 1964
Phi Beta Kappa, Smith College, 1964
Phi Kappa Phi, UNC Charlotte, 1982
International Education Award for Faculty, UNC Charlotte, 1996-1997

PUBLICATIONS AND RESEARCH:

Book-length Publications:

The Ludic Poetry of Angel González. Madison, N.J.: Fairleigh Dickinson University Press, 1995.
Teachers' Guide to AP Spanish Literature. Co-authored with Norma Guice. In press.

Journal Articles and Book Chapters (most recent):

"Ana Rossetti and the Wilde Connection: Disturbing Gender Polarity." *Romance Languages Annual* VIII (1996): 576-81.

*"Continuidad y ruptura: *Punto umbrío* de Ana Rossetti." *Alaluz: Revista de Poesía, Narración y Ensayo* 32.1-2 (Primavera-Otoño 2000): 31-41.

"Striking a Balance Between Tolerance and Judgment." *ADFL Bulletin* 32.2 (Winter 2001): 38-40.

"The AP Literature Required Reading List," *Teacher's Guide: AP Spanish Literature.* Princeton, N.J.: Educational Testing Service, 2001. 1-11.

"A Brief Introduction to Twentieth-Century Spanish Literature." *Teacher's Guide: AP Spanish Literature.* Princeton, N.J.: Educational Testing Service, 2001. 65-76.

"Ms-Reading Guillén: Canon Revision and the Politics of Poetry." *Revista de Estudios Hispánicos* 35 (2001): 553-74.

*"Impediments to Research and How to Deal with Them." *ADFL Bulletin* 33.3 (Spring 2002).

"La estética de la muerte en la poesía de María Victoria Atencia." *Analecta Malacitana* 24.2 (2001): 432-38.

*"María Victoria Atencia and Carmen Martín Gaité: Crossing Genre Boundaries." In *The Discovery of Poetry: Essays in Honor of Andrew P. Debicki.* Ed. Roberta Johnson. Boulder: Society for Spanish and Spanish-American Studies, 2003. 133-153.

*"Writing the Book of Life: Ana Rossetti's *Punto umbrío*." *Contemporary Spanish Poetry: The Word and the World.* Ed. Cecile West-Settle and Sylvia Sherno. Fairleigh Dickinson UP, 2005. 143-65.

FELLOWSHIPS AND GRANTS:

Fulbright Fellowship for study in Argentina (1965) (declined)
NDEA Title IV Fellowship, University of Wisconsin, 1965-67
NDEA Title IV Fellowship, Washington University, 1967-69
NEH Summer Seminar Fellowship, University of Kansas, 1978 (\$2500)
Fellowship, School of Criticism and Theory, University of California

at Irvine, 1979 (\$2000)
 Travel Grant, UNC Charlotte Center for International Studies, 1977 (\$350)
 UNC Charlotte Faculty Research Grants:
 1978 (returned due to acceptance of NEH fellowship); 1979 (\$1000); 1982 (\$1000);
 1984 (\$1700); 1985 (\$1700); 1987 (\$2500); 1988 (\$2971); 1989 (\$2850); 1990
 (\$4100); 1991 (\$3075); 1992 (\$4100) (\$2850 returned due to NEH Summer Stipend);
 1993 (\$3500); 1994 (\$3100); 1996 (\$3000); 1997 (\$4000); 1998 (Research Support
 Grant); 1999 (\$4000)
 College of Arts and Sciences Reassignment of Duties Leave, spring, 1983; Fall, 1991; spring,
 1998; fall 2006 and spring 2007
 Honorarium and Travel Grant, Symposium on "Los poetas del medio siglo," University of New
 Mexico, 1985 (\$500)
 Travel Grant from Galician government and the University of Santiago de Compostela,
 International Congress of Rosalía de Castro and her Times, University of Santiago de
 Compostela, Spain, 1985 (25,000 pesetas plus subsistence at conference)
 Travel Grant, Southern Regional Educational Board, 1986 (\$750)
 NEH Summer Stipend Fellowship, 1992 (\$4000)
 UNC Charlotte CID Grant 1994 (\$4100)
 Departmental: Language Mission Project Award, 1996 (in collaboration with Drs. Doyle and
 Reimer); Academic Program Improvement Grant for 1997 (in collaboration with the
 Language Mission Project Team) (\$19,682)
 Latin American Studies Title VI Grant for \$159,233, 1998 (in collaboration with Drs. Doyle,
 Johnson, and Josephson)
 Latin American Studies Title VI Grant for \$159,233, 2001 (in collaboration with Drs.
 Buchenau, Doyle, and Johnson)
 Latin American Studies Title VI Grant for \$159,233, 2004 (in collaboration with Drs.
 Buchenau, and Johnson)
 U.S. Project Director, FIPSE grant for The African Diaspora in Brazil and the U.S.: A
 Comparative Approach (2004-2008) for \$200,000 (in collaboration with USC-
 Columbia, WSSU, Universidade Federal do Paraná, Universidade Federal de Santa
 Catarina, e Universidade Federal da Bahia.

OFFICES IN PROFESSIONAL ASSOCIATIONS:

Philological Association of the Carolinas:
 Delegate-at-Large (1988-90)
 Second Vice-President and Program Chair for Foreign Languages (1990-91)
 First Vice-President and Program Chair for Foreign Languages (1991-92)
 President (1992-93)
 Executive Committee (1993-94)
 UNC Charlotte chapter, Phi Beta Delta, President (1988-89)
 UNC Charlotte chapter, Phi Kappa Phi
 President (1984)
 Secretary (1982-84, 1995-96, 1996-97)

Samuel Monder
9309 Kittansett Dr., Apt. H
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samonder@email.uncc.edu

EDUCATION

Ph.D. in Hispanic Languages and Literatures, **University of California at Berkeley** (May 2005).

Ph.D. in Philosophy, **University of Buenos Aires** (1990).

Licenciado en Filosofía, University of Buenos Aires (1988)

TEACHING EXPERIENCE

* *University of North Carolina, Charlotte*

Since Fall 2005 – Assistant Professor

* *University of California at Berkeley*

Fall 1999 – Spring 2005 - Graduate Student Instructor

* **University of Buenos Aires, Facultad de Filosofía y Letras, Argentina**

1992-1999 -- *Jefe de Trabajos Prácticos* (Director of teaching assistants in the area of early modern philosophy).

FELLOWSHIPS

2006-2007: Faculty Research Grant. University of North Carolina, Charlotte.

2003-2004: Chancellor's Dissertation Year Fellowship. University of California, Berkeley.

Summer 2003: Graduate Division Summer Grant. University of California, Berkeley.

Summer 2002: Tinker Grant. Center for Latin American Studies, University of California, Berkeley. Research activities at the National Library, Buenos Aires, Argentina.

Spring 2002 and Spring 2003: Dean's Normative Time Fellowship. University of California, Berkeley.

January-May 1998: Research Grant. University of Buenos Aires. Sponsoring Institution: Department of Romance Languages and Literatures, University of Florida, USA

1994-1995: Reentry Grant. University of Buenos Aires.

1992-1993: Research Grant. FATE S.A. Sponsoring Institution: Department of Philosophy, University of Florida, USA

1989-1991: Beca de Formación Superior (Advanced Graduate Student Fellowship for the completion of a Ph.D. project). Consejo Nacional de Investigaciones Científicas y Técnicas (National Council for Scientific and Technological Research), Buenos Aires, Argentina.

1987-1989: Beca de Perfeccionamiento (Advanced Graduate Student Fellowship for a Ph.D. project). Consejo Nacional de Investigaciones Científicas y Técnicas, Buenos Aires, Argentina.

1985-1987: Beca de Iniciación (Junior Fellowship for the M.A. Project). Consejo Nacional de Investigaciones Científicas y Técnicas, Buenos Aires, Argentina.

PUBLICATIONS

Articles

“Una crítica de la palabra pura. Macedonio Fernández y las estéticas nouméricas”. Forthcoming *ER Revista de Filosofía* (Barcelona, Spain)

“De la seducción y otras miradas. Los *Recuerdos de viaje* de Eduarda Mansilla”. Forthcoming *Revista Iberoamericana*. LXXI/210. Enero-Marzo 2005

“La última impureza. Una poética de lo pictórico en Alejandra Pizarnik”. Daniel Balderston et al., ed.. *Literatura y otras artes en américa latina. Actas del XXXIV Congreso del Instituto Internacional de Literatura Iberoamericana*. Iowa City: University of Iowa, 2004

"La filosofía de la experiencia de Hume". *Enciclopedia Iberoamericana de Filosofía*. vol. VI. (Madrid: Editorial Trotta, 2000)

Interviews

A. Jęftanovics, S. Monder y M. Pellegrini: “Conversación con Ricardo Piglia”. *Lucero. A Journal of Iberian and Latin American Studies*. Volume 12. Spring 2001

PAPERS DELIVERED AT PROFESSIONAL MEETINGS (Selection)

“Una belleza inaceptable. “La condesa sangrienta”, de Alejandra Pizarnik”. LASA 2006. San Juan, Puerto Rico. March 2006.

“Adriana Cavarero on Borges and Plato”. University of California, Berkeley. Sponsored by the Department of Comparative Literature. November 2004

“El sistema de lo disperso. Naturaleza y escritura en José Martí”. LASA 2004. Las Vegas, NV, USA: October 2004

“Martí and Philosophy”, Center for Latin American Studies, University of California, Berkeley: August 2004.

“La última impureza: una poética pictórica en Alejandra Pizarnik”, XXXIV Congreso Instituto Internacional de Literatura (IILI), Iowa City, IA, USA: July 2002

"Borges y el lenguaje de la filosofía". Primer Congreso Iberoamericano de Filosofía. Cáceres y Madrid, Spain: September 1998

"Borges on the Contingency of Language". Department of Romance Languages and Literatures, University of Florida, USA: April 1998

"Novela y filosofía". Universidad Nacional del Comahue, Neuquén, Argentina: August 1996

Thomas D. Rogers
Assistant Professor
Department of Africana Studies

UNC Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001

trogers3@uncc.edu
704.687.4777 (ph)
704.687.3888 (fx)

Education

Ph.D., Duke University, 2005. Dissertation: "The Deepest Wounds: The Laboring Landscapes of Sugar in Northeastern Brazil."

M.A., Duke University, 2001. Thesis: "'Yes I want Power': Alexander Bustamante's Letters to the Editor, 1935-38."

B.A. *cum laude*, Williams College, 1996. History and Biology.

Employment and Teaching

Assistant Professor, Department of Africana Studies, UNC Charlotte, Fall 2005-present.

Instructor, Duke University Department of History, Spring 2004.

Course Designer, with John D. French, Duke University Department of History. "Law, Power, and Society in Brazil," Spring 2005, "Afro-Brazilian History and Culture," Fall 2004, and "Globalizing Protest," Fall 2003.

Teaching Assistant, Duke University Department of History, 1999-2003.

Conferences and Presentations

"'Land is no longer the answer for these people': Rural Unions in Northeastern Brazil, 1963-2003," presented at the Southeastern Council of Latin American Studies annual conference, Charlotte, April 6-8, 2006.

"Ideologies of Race, Labor, and the Environment in Northeastern Brazil, 1880s-1930s," given as part of the Africana Studies Department lecture series, UNC Charlotte, February 16, 2006.

"Laboring Landscapes: Views from Above and Below," presented at the 22nd annual Latin American Labor History Conference, "Labor and the Environment," Duke University, April 22-23, 2005.

"Between Two Strikes: Sugar Workers Experience Modernization and Neo-liberalism in Pernambuco, 1963-1979," Conference of the Consortium in Latin American Studies at the University of North Carolina at Chapel Hill and Duke University, February 12-13, 2005.

Presenter, Graduate Student Roundtable on the American Historical Association's *The Education of Historians for the Twenty-First Century*, AHA Annual Meeting, Seattle, January 6-9, 2005.

“Voices From the Cane: Union, Race, and Environment in Pernambuco’s Zona da Mata, 1963-1985,” presented at the Latin American Studies Association congress, Las Vegas, October 6-10, 2004.

“‘I choose this means to be with you always’: The Career of the *Carta-testamento*,” presented at the Society for Latin American Studies conference, Leiden, April 2-4, 2004.

“Life Between the Green Horizons: Worker and Elite Environmental Discourses in Pernambuco’s Sugar Fields,” presented at the conference, “Latin America and the Caribbean: Crises, Utopias, and Works in Progress,” The Consortium in Latin American Studies at the University of North Carolina at Chapel Hill and Duke University, February 13-14, 2004.

“Raízes de Urbanização: O Fim de Morada na Zona da Mata Pernambucana,” presented at the conference “História e a Cidade,” Universidade Católica de Pernambuco, October 28-November 1, 2002.

“Meio Ambiente, Raça, e Política na Zona da Mata Pernambucana, 1955-1985,” presented at the Pernambuco conference of the Associação Nacional de Professores Universitários em História (ANPUH), Universidade Federal Rural de Pernambuco, October 10-12, 2002.

“Bustamante the Lonely Fighter: Loyalty, Justice, and Race in the Discourse of a Jamaican Labor Leader,” presented at the Latin American Labor History Conference, Duke University, May 3-4, 2002.

“Race, Labor, and British Justice: Alexander Bustamante and Jamaican Workers, 1934-1938,” presented at the conference “Dialogues on the Diaspora,” sponsored by the UNC-Chapel Hill Center for African and African American Studies, February 22-23, 2002.

Publications

“Bustamante the Lonely Fighter: Loyalty, Justice, and Race in the Discourse of a Jamaican Populist,” *Contours: A Journal of the African Diaspora* 3, no. 1 (2005): 48-78.

Book review, *Work, Identity, and Protest in Twentieth Century Latin America*, Vincent Peloso, ed., *Estudios Interdisciplinarios de America Latina* 16, no. 1 (2005).

“‘I choose this means to be with you always’: Getúlio Vargas’s Carta Testamento,” in Jens Henstche, ed. volume on Getúlio Vargas (Palgrave MacMillan, forthcoming 2006).

Grants and Fellowships

Faculty Research Grant, UNC Charlotte, 2006.

Graduate School Summer Research Fellow, Duke University, 2004.

Fulbright Fellowship, Recife, Brazil, 2002-2003.

Beveridge Grant, American Historical Association, 2002-2003.

Foreign Language and Area Studies (FLAS) Fellowships, US Department of Education, academic year 2001-2002; summer 1999.

Foreign Travel Award, Duke Center for Latin American and Caribbean Studies, summers 2000, 2001, 2002.

Graduate School Award for International Research Travel, summer 2001.

Ford Foundation grant for Peruvian research, May-June 1999. Administered by Duke-UNC Consortium in Latin American Studies; research through university consortium in Lima.

Professional Activities and Service

Manuscript referee, *Agricultural History*, December, 2005.

Conference organizer for “Labor and the Environment,” the 22nd Annual Latin American Labor History Conference, Duke University, April 22-23, 2005.

Co-reviewer, with John D. French, book manuscripts, University of Georgia Press, 2002 and 2005.

Graduate student participant, Carnegie Initiative on the Doctorate (CID), a Carnegie Foundation-sponsored program reviewing graduate education in History, 2004.

Chair, Graduate Student Association of the Duke History Department, 2001; member of the Graduate Student-Faculty Committee, Duke History Department, 2000-2002; graduate student representative to the Library Council, Duke University libraries, 2004-05; and search Committee member, Duke History Department, for Assistant Professor of Modern Latin American History, 2001-2002.

Graduate coordinator, working groups within the Duke-UNC Consortium in Latin American Studies: “Brazilian Culture and Politics,” 2001-2002 and “Latin American Labor and Politics,” 1999.

EDUCATION

Ph.D. in Geography, University of British Columbia, Vancouver, Canada, 2000

M.A. in Geography, Queen's University, Kingston, Ontario, Canada, 1993

B.A. Highest Honors in Geography, University of North Carolina at Chapel Hill, USA, 1989

Junior Year Abroad, University of Bristol, England, 1987-1988

PROFESSIONAL EMPLOYMENT

1. *Assistant Professor of Geography and Coordinator of Urban Studies Minor*, Department of Geography and Earth Sciences, University of North Carolina at Charlotte: 2000-present
 - Appointed to the Graduate Faculty: 1999, 2005
 - Faculty Associate, Center for Applied Geographic Information Science: 2005-present
 - Latin American Studies Program Faculty: 2005-present
 - Reassignment of Duties: Fall 2005
2. *Lecturer*, Department of Geography and Earth Sciences, University of North Carolina at Charlotte, 1999-2000
3. *Sessional Lecturer*, Department of Geography, University of British Columbia, 1997
4. *Summer Session Instructor*, Department of Geography, University of British Columbia, 1994, 1995, 1996

GRADUATE TEACHING*Courses Taught*

1. GEOG 5310: Urban Social Geography
2. GEOG 6005/ PPOL 8615: The Restructuring City
3. PPOL 8000: Directed Readings in Public Policy (Topics have included Measuring Segregation with Locally Derived Data and the Trajectory of US Immigration Policy since 1900)

Master's Thesis Supervision (Geography)

1. Alexis Baker, "*The multi-scalar use of the internet to organize protest*", Thesis research in progress.
2. Pamela Notar, "*A geographical assessment of the relationship between crime and gentrification*". Thesis research in progress.
3. Jennifer Shelden, "*An historical geography of Charlotte's Fourth Ward*". Thesis research in progress.
4. April Mondanaro, "*Mobility versus Stability: Conflicting forces of change in neighborhood revitalization*". Thesis progress suspended after student accepted full time employment.
5. Penelope Karagounis, "*'Ellis Island Detour': A Case Study of Hispanic Immigrants in Charlotte, NC*". Defended successfully, December 2004
6. W. Scott Whitlock, "*'We other Christians' Gays and Lesbians in the Episcopal Church*". Defended successfully, June 2004
7. Berry Farrington, "*Gentrification and Commercial Change in Three Charlotte, NC Neighborhoods*". Defended successfully, August 2003

Master's Thesis Committee Membership (Architecture, Geography)

1. Chip Howell, College of Architecture, "*Design Advocacy: Architecture as a Tool for Social Transformation*". Thesis research in progress.
2. Christopher Johnson, College of Architecture, "*Empowering Architecture: Identifying the Architect's Social Responsibility to the Underclass*". Defended successfully, May 2005
3. Beth Morrison, College of Architecture, "*Architectures of Community: Application to the Belmont Community of Charlotte, North Carolina*". Defended successfully, May 2004
4. Patsy Stadelman, Department of Geography, "*An Empirical Examination of the Impact of Historical Preservation on the Concentration of Small Business*". Defended successfully, May 2002

Doctoral Dissertation Committee Membership (Public Policy)

1. Olga Smirnova, "A Comparative Analysis of US and Russian Migration Models". Tentative topic. Dissertation research in development.
2. Thomas Ludden, "Measuring and Assessing Neighborhood Change Using Locally Derived Data". Dissertation research in progress.

PUBLICATIONS

Books (Forthcoming)

Heather A. Smith and Owen J. Furuseth, Eds., Forthcoming
Latinos in the New South: Transformations of Place
 Ashgate Press, Burlington VT

Chapters in Books (Forthcoming and published)

Heather Smith, Forthcoming
The Unexpected Geography of Hispanic Settlement in a New South City: Charlotte, NC. In Immigrants Outside Megalopolis: Ethnic Transformation in the Heartland, Richard C. Jones, Ed. Lexington Books, Lanham MD. Publication anticipated Summer 2007.

David Ley and Heather Smith, 2000
Immigration and Deprivation in Canadian Cities
Socio-cultural problems in the metropolis: comparative analyses, 57-78
 Dirk Hoerder and Ranier-Olaf Schultze, Eds.
 ISL-Verlag, Hagen, Germany

Refereed Articles (Forthcoming and published)

Heather A. Smith, Forthcoming
Concentrated Immigrant Settlement and Concentrated Neighborhood Disadvantage in Three Canadian Cities
International Journal of Canadian Studies, Asia and Canada issue, No. 31, pages to be determined

Heather Smith and William Graves, 2005
Gentrification as Corporate Growth Strategy: The Strange Case of Charlotte, North Carolina and the Bank of America.
Journal of Urban Affairs, Vol. 27, No. 4, 403-418

Heather Smith and Owen Furuseth, 2004
Housing, Hispanics and Transitioning Geographies in Charlotte, North Carolina
Southeastern Geographer, Vol. 44, No. 2, pp. 216-235.

- ❖ Article partially re-printed in Apartment Times: The official publication of the Charlotte Apartment Association, March, 2005 under the title "Housing, Latinos and Transitioning Geographies"
- ❖ Honored with the 2004 Best Article Award for Southeastern Geographer

Heather A. Smith, 2003
Planning, Policy and Polarisation in Vancouver's Downtown Eastside
Tijdschrift voor Economische en Sociale Geografie, Vol. 94, No. 4, pp. 496-509.

Heather Smith and William Graves, 2003
The Corporate (Re)Construction of a New South City: Great Banks Need Great Cities
Southeastern Geographer, Vol. XXXXIII, No. 2, 213-234.

David Ley and Heather Smith, 2000
Relations between Deprivation and Immigrant Groups in Large Canadian Cities
Urban Studies, Vol. 37, No. 1, 37-62.

David Ley and Heather Smith, 1997

Immigration and Poverty in Canadian Cities, 1971-1991
Canadian Journal of Regional Science, Vol. 20, 29-48.

Working Papers (Published)

Heather Smith, 2004
The Evolving Relationship between Immigrant Settlement and Neighbourhood Disadvantage in Canadian Cities, 1991-2001.
Working Paper 04-20, Vancouver Centre of Excellence, Research on Immigration and Integration in the Metropolis (RIIM). http://riim.metropolis.net/frameset_e.html

David Ley and Heather Smith, 1997
Is There an Immigrant "Underclass" in Canadian Cities?
Working Paper 97-08, Vancouver Centre of Excellence, Research on Immigration and Integration in the Metropolis (RIIM). http://riim.metropolis.net/frameset_e.html

Invited Commentaries (Published)

Heather A. Smith and Owen J. Furusest, 2003
Housing and the Transformation of Charlotte's Ethnic Geographies
The State of African-Americans and Hispanics/Latinos in the Charlotte Region
The Urban League of the Central Carolinas

Heather Anne Smith, 1998
Spatial Concentration: Residential Patterns and Marginalization
Vancouver Centre of Excellence, Research on Immigration and Integration in the Metropolis, Commentary Series 98-03, 24 pages http://riim.metropolis.net/frameset_e.html

RESEARCH GRANTS

Research Grants Funded (External) UNCC

Creation of a PBRN to Study Healthcare Delivery to a Transitioning Community

Michael Dulin, Principal Investigator

Heather Smith, Irene Zink, Owen Furusest, Co-investigators, Awarded February 2006, Project scheduled to begin March/April 2006

Funding Agency: Small Research Grants for Primary Care Practice-Based Research Networks (PBRNs), **National Institutes of Health, US Department of Health and Human Services**, Agency for Healthcare Research and Quality **US \$87,000 (Direct costs)**

Latin American Coalition Needs Assessment

Christian Friend and Heather Smith Co-Principal Investigators with Latin American Coalition, Awarded July 2005, Project ongoing

Funding Agency: **Knight Foundation US \$75,006**

An Analysis of Healthcare Delivery to the Transitioning Hispanic Community in Charlotte, NC

Michael Dulin, Principal Investigator, Heather Smith, Irene Zink and Owen Furusest Co-Investigators, Awarded June 2005, Project ongoing

Funding Agency: **Charlotte Mecklenburg Health Services Foundation US \$29,525**

Revisiting Immigrant Settlement and Neighborhood Deprivation in Canadian Cities 1991-2001

David Ley and Heather Smith, Co-Principal Researchers, Awarded March 2004, Project ongoing

Funding Agency: Vancouver Centre of Excellence, Research on Immigration and Integration in the Metropolis **CAN \$38,500**

Exploring the Evolving Relationship between Immigrant Settlement and Neighborhood Disadvantage in Canadian Cities, 1991-2001

Heather Smith, Principal Investigator, Completed Summer 2004

Funding Agency: Canadian Embassy Washington, D.C., Canadian Studies Faculty Research Grant Program, US \$8,000

Research Grants Pending (External)

North Carolina Hispanic Community Health Study Field Center

Jane Neese, Principal Investigator

*Thomas Barringer, Arthur Blume, Michael Brennan, Giselle Corbie-Smith, Jacek Dmochowski, Michael Dulin, William Hall, Larissa R. Brunner Huber, Ross Meentemeyer, Elizabeth Fussell Racine, Lawrence Raymond, Karen Schmaling, **Heather Anne Smith**, Paul Smith, Thomas Patrick Stern, Co-Investigators.*

Funding Agency: National Institutes of Health, Hispanic Community Health Study – Field Centers

US \$20,989,344, Submitted December 2005

Coral Barborie Wayland, Ph.D.
Department of Sociology and Anthropology
University of North Carolina-Charlotte
9201 University City Blvd.
Charlotte, NC 28223
Phone: (704) 687-2290
Fax: (704) 687-3091
Email: cwayland@email.uncc.edu

Education

1998 Ph.D., Department of Anthropology, University of Pittsburgh
Dissertation Title: *Managing Child Health in the Urban Amazon*

1997 Graduate Certificate in Latin American Studies, University of Pittsburgh

1990 B.A. in Anthropology with a Certificate Minor in Environmental Studies, University of Florida

Academic Positions

Director of the Women's Studies Program, UNC-Charlotte, July 2004 to present

Associate Professor of Anthropology, UNC-Charlotte, July 2004 to present

Assistant Professor of Anthropology, UNC-Charlotte, 1998-June 2004

Instructor, Department of Anthropology, University of Pittsburgh, Spring & Summer 1997

Courses Taught

Introduction to Anthropology; Introduction to Cultural Anthropology; World Population Problems; Contemporary Latin America; Women in Cross-Cultural Perspective; Culture, Health and Disease; Food, Nutrition and Culture; Plagues, Pestilence and Epidemics; Pregnancy and Birth; Culture and Conflict in the Amazon; Ethnographic Methods

Research Interests

Brazil, the Amazon, Cuba, Medical Anthropology, Public Health, Medicinal Plants, Gender

Research Experience

Current Research.

I am currently conducting an analysis of memiors written by ethnobotanists who have worked in the Amazon. I am engaged in a critical reading of these books to understand the discursive strategies that ethnobotanists use to publicly legitimate bioprospecting initiatives. My research explores racial and gender stereotypes, notions of cultural purity, and hierarchies of knowledge that are employed by these authors to construct a beneficent image bioprospecting.

Anthropological Fieldwork in Rio Branco, Brazil. May and June 2000

Interviewed physicians about medicinal plant use among low income households.

Research Experience (Continued)

Anthropological Fieldwork in Rio Branco, Brazil. August 1995 to December 1996.

Conducted fieldwork in the Brazilian Amazon on the strategies household members use to maintain child health.

Research Specialist. Center for Medical Ethics, University of Pittsburgh Medical Center. September 1994 to August 1995.

Performed data and textual analysis for a project that examines recruitment of breast cancer patients into clinical trials. Developed research instruments and conducted observations and interviews for a project that examines how doctors reveal a diagnosis of Alzheimer's to patients and their families.

Publications

Forthcoming **Home Remedies and Child Health in the Urban Periphery of Rio Branco (Acre, Brazil)** in *Advances in Economic Botany*.

2004 **Breastfeeding Patterns in Rio Branco, Acre: A Survey of Reasons for Weaning.** *Cadernos de Saúde Pública* 20(6):109-113.

2004 **Infant Agency and its Implications for Breastfeeding Promotion in Brazil.** *Human Organization* 63(3):277-288.

2004 **The Failure of Pharmaceuticals and the Power of Plants: Medicinal Discourse as a Critique of Modernity in the Amazon.** *Social Science and Medicine* 58(12):2409-2419.

2003 **Contextualizing the Politics of Knowledge: Physicians' Attitudes toward Medicinal Plants.** *Medical Anthropology Quarterly* 17(4):483-501.

2002 **Acceptable and Appropriate: Program Priorities vs. Felt Needs in a CHW Program.** *Critical Public Health* 12(4):335-350.

Coral Wayland and Jerome Crowder

2002 **Disparate Views of Community in PHC: How Perceptions Influence Success.** *Medical Anthropology Quarterly* 16(2):230-247.

2001 **Gendering Local Knowledge: Medicinal Plant Use and Primary Health Care in the Amazon.** *Medical Anthropology Quarterly* 15(2):25-42.

Kathleen DeWalt & Bill DeWalt with Coral Wayland

1998 **Participant Observation.** In *Handbook of Methods in Cultural Anthropology*. H. Russell Bernard, editor. Walnut Creek, CA: Sage Publications.

Papers Presented

- 2006 **"Encountering Eden: Ethnobotanical Images of Bioprospecting in the Amazon"**. Latin American Studies Association, San Juan, Puerto Rico.
- 2003 **"Infant Agency and Breastfeeding Promotion"**. The American Anthropological Association Annual Meeting, Chicago, IL.
- 2001 **"Medicinal Plant Discourse as a Critique of Modernization in the Amazon"**. The American Anthropological Association Annual Meeting, Washington, DC.
- 2000 **"Medicinal Plant Use and the Politics of Knowledge"**. The American Anthropological Association Annual Meeting, San Francisco, California.
- 2000 **"Contested "Communities" in a CHW Program"**. The Society for Applied Anthropology Annual Meeting, San Francisco, California.
- 1997 **"Medicinal Plant Use and Child Health in the Urban Amazon"**. The Society for Applied Anthropology Annual Meeting, Seattle, Washington.
- 1995 **"The Downside of Development: Gender, Child Survival and the Urban Environment in Brazil"**. The Society for Applied Anthropology Annual Meeting, Albuquerque, New Mexico.
- 1994 **"Missing Girls in Brazil: An Analysis of Resource Scarcity and Sex Differentials in Infant and Child Mortality"**. Second Annual Women and Development Conference, University of Pittsburgh.
- 1993 **"Excess Female Mortality in Metropolitan Brazil: An Analysis of Sex Differentials in Child Mortality in Low Income Households"**. 43rd Annual Meeting of the Pennsylvania Sociological Society.
- DeWalt, Kathleen, Bill Leonard, Maura Mack and Coral Wayland
1994 **"Women's and Men's Education and Child Health in Two Household Systems"**. The Society for Applied Anthropology Annual Meeting.

Student Research

I have served as the primary advisor for the following students' honors in anthropology thesis:
Jessica Toth- 2004; Katherine Blackwelder- 2005; Steven Nix- 2006

I served on the following M.A. committees:

Shannon Maples (M.A. in Sociology, 2003)

Katherine Everhart (M.A. in Sociology, present)

I have served on the following Ed.D. committees:

Willie Featherstone (2005)

Mary Beth Roth (2004)

Gregory Bart Weeks
Curriculum Vitae

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University of North Carolina at Charlotte
9201 University City Boulevard
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Fax (704) 687-3497

E-Mail: gbweeks@email.uncc.edu

Education:

Ph.D. (Political Science), University of North Carolina at Chapel Hill, 1999
Dissertation: *The Long Road to Civilian Supremacy over the Military: Chile, 1988-1998*

M.A. (Political Science), San Diego State University, 1994
Thesis: *The Pattern of United States Recognition Policy Toward Latin America*

A.B. (Political Science and Spanish--dual major), University of California, Berkeley, 1992.

Spent the 1990-1991 academic year studying at the Universidad Complutense, Madrid, Spain

TEACHING AND ACADEMIC EXPERIENCE

2005-present Associate Professor, University of North Carolina at Charlotte

2000-2005 Assistant Professor, University of North Carolina at Charlotte

Spring 2000 Lecturer, San Diego State University

Fall 1999 Lecturer, San Diego State University
Adjunct Professor, University of San Diego

Spring 1999 Lecturer, San Diego State University

Fall 1998 Teaching Assistant, UNC-CH

1997-1998 Researcher, Facultad Latinoamericana de Ciencias Sociales (FLACSO), Santiago, Chile

1995-1997 Teaching Assistant, UNC-CH

WORKS PUBLISHED

Books

U.S.-Latin American Relations (under contract with Longman Publishers for publication in 2006)

The Military and Politics in Postauthoritarian Chile. (Tuscaloosa: The University of Alabama Press, 2003)

Articles and Book Chapters

"Facing Failure: The Use (and Abuse) of Rejection in Political Science," Forthcoming in *PS: Political Science and Politics*.

"Inching Toward Democracy: President Lagos and the Chilean Armed Forces," In Silvia Borzutzky and Lois Hecht Oppenheim (eds.). *After Pinochet: The Chilean Road to Democracy and the Market* (Gainesville: University Press of Florida, forthcoming 2006).

"Fighting Terrorism While Promoting Democracy: Competing Priorities in U.S. Defense Policy Toward Latin America" forthcoming in *Journal of Third World Studies*.

"The Military and Intelligence Reform in Chile," *Fuerzas Armadas y Sociedad* v. 18, n. 3-4 (2004): 245-258.

"The Military and Legalism: A Response to Paul Sigmund," *Revista de Ciencia Política* 24, 1 (2004): 227-230.

"Rethinking Historical Factors: The Military and Political Transitions in South America," *Politics & Policy* 32, 1 (March 2004): 158-174.

"Fighting the Enemy Within: Terrorism, the School of the Americas, and the Military in Latin America," *Human Rights Review* 5, 1 (October-December 2003): 12-27.

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Stern, Steve J. *Remembering Pinochet's Chile: On the Eve of London 1998* (Durham and London: Duke University Press, 2004). Forthcoming in *Journal of Interdisciplinary History*.

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Article manuscript reviews for *Bulletin of Latin American Research*, *Journal of Policy History*, *Latin American Politics & Society*, *Political Research Quarterly*, *Revista de Ciencia Política* (Chile).

Book manuscript reviews for CQ Press, Longman Publishers, Prentice Hall, Roxbury Press.

Consulting

Comercial Pablo, C. por A. vs. General Tire International Company (2003), United States District Court for the Western District of North Carolina, Charlotte Division.

CONFERENCE PARTICIPATION (most recent)

(with John R. Weeks) “The Political Demography of Latin American Migration,” Presented at the 2006 Meeting of the Latin American Studies Association, San Juan, Puerto Rico.

“Arrested Development: The Military and Intelligence Reform in Chile and Peru.” Presented at the 2004 Meeting of the Latin American Studies Association, Las Vegas, Nevada.

“Accountability, Rule of Law and Defense Policy: Chile in Comparative Perspective.” Presented at the 2004 Meeting of the Rocky Mountain Council on Latin American Studies, Santa Fe, New Mexico.

“Fighting Terrorism While Promoting Democracy: Competing Priorities in U.S. Defense Policy Toward Latin America,” Presented at the 2003 Meeting of the Latin American Studies Association, Dallas, Texas.

“Inching Toward Democracy: President Lagos and the Chilean Armed Forces,” Presented at the 2003 Meeting of the Southeastern Council on Latin American Studies, Chapel Hill, North Carolina.

AWARDS AND HONORS

- 2005 UNC Charlotte Urban Institute grant to study Latino immigration to Charlotte
- 2005 Selected for *Who's Who Among America's Teachers* (vol. 9)
- 2004 API Grant to develop Latin American Studies core seminar and website
- 2002 API Grant to develop Liberal Studies course
- 2002 University of North Carolina at Charlotte Faculty Research Support Grant for research in Santiago, Chile in 2003
- 2001 University of North Carolina at Charlotte Faculty Research Support Grant for research in Washington, DC in 2001-2002
- 2000 University of North Carolina at Charlotte Junior Faculty Summer Fellowship for research in Santiago, Chile in 2001
- 1997 Tinker Foundation Summer Fellowship for research in Santiago, Chile
- 1995 Tinker Foundation Summer Fellowship for research in Montevideo, Uruguay

SCHOLARLY MEMBERSHIPS

American Political Science Association
Latin American Studies Association
Southeastern Council on Latin American Studies
North Carolina Political Science Association
Phi Beta Delta (International Honor Society)
Pi Sigma Alpha (Political Science Honor Society)